

## **Behavior Intervention Lesson Plan Reflection**

### **Day 1**

Today's lesson went well for the most part. The students were actively participating and were able to demonstrate an understanding of the skills. Two aspects that could be improved are time management and only focusing on the chosen table. Since I am doing a two part lesson, I am fortunate to have the opportunity to implement changes tomorrow in order to improve these aspects.

Part of the successful lesson was due to preparation. I arrived early in order to ensure that the overhead projector was working, and I had time to organize the needed materials (make copies of the pages, put out dictionaries, etc.). I also was comfortable with the content of the lesson as well as how I was going to introduce the lesson. Another aspect that went well in the lesson was concentration during individual seat work. I was surprised at how quiet the students were when they were working on the individual work. My cooperating teacher even made a comment to me about the students being hard at work. I will see tomorrow if this continues. I would like to believe it was because of the group contingencies, but I realize it could also be because I am still the "new teacher." Finally, I was pleased that I was able to answer students' questions in an effective manner, as this sometimes trips me up when I am fumbling for the right words to make a concept easy to understand.

As mentioned above, time management is an aspect that I need to work on. For example, I planned a 35 minutes lesson that easily turned into a 50 minute lesson. One thing I forgot to include on the breakdown of time in my plan was time to review the answers. I could have not reviewed the answers and collected the sheets to grade, but my cooperating teacher likes to review answers at the time of the lesson so students can correct their mistakes. A positive that came from this self-checking was allowing students to come to the overhead and explain their thinking to the students (students were teaching their peers) while writing the correct answers. By doing this, I was able to visibly increase students' self-esteem by allowing struggling students to "teach" the class by paying close attention to which items they had correctly answered and calling on them to teach these problems. However, bringing students to the overhead projector is one piece that made the lesson run longer than intended. My cooperating teacher also mentioned she should have looked more closely at the worksheet because just the first activity ("Alphabetical Order") could have been enough of an introduction to the skills.

The second aspect to work on and change is concentrating on only looking at the specific table that I am supposed to be observing at the given time during the intervention. During the lesson, I found myself wanting to look around the whole classroom when checking for on-task behavior instead of one table. In order to keep this in check tomorrow, I will have the table that is to be observed written beside the time it is to be observed.

### **Day 2**

This morning's lesson involved more independent work than yesterday's lesson. The students worked independently on the worksheet and were very diligent in the work. One thing I really liked in this lesson was the way writing was incorporated. Since the

students were finishing at different times, I directed the students to pull out their writing folders and continue working on their “What I Want to Be When I Grow Up” prompt. What I found particularly helpful was my cooperating teacher’s suggestion to allow the students to write until 10 minutes before it was time to go to centers and then review the sheet together. This gave every child time to write. It was very encouraging to even see some students using the dictionaries to find the correct spelling of unknown words (and others used it as a stalling technique!). The one thing I did not like about waiting until the last ten minutes was that I was unable to have the students come up and write the answers on the overhead – something they really enjoyed yesterday! However, I decided to have the students give a “thumbs up” if they agreed with their peer’s answer and a “thumbs down” if they disagreed. Luckily, only once did they have to give a “thumbs down.”

This lesson went smoothly for the most part. As mentioned earlier, the students were very diligent in their work during the dictionary part of the lesson. I was glad we reviewed the intervention strategy, and that I let the students explain it back to me this time. Unfortunately, today they did not demonstrate “on-task” behavior 70% of the time to get a reward. If it had been judged only on the dictionary worksheet, the class would have received a reward. I explained this to the class and shared that it teaches us that we must stay on task the entire lesson, even when transitioning between assignments. It was very interesting to watch how students started getting up out of their seats and the chit-chat started when the students began writing in their writing folders. I will be sure to address this topic more as a student teacher, possibly introducing the popcorn kernel idea from class so students can visually see their progress.

I was able to improve in being able to focus on specific tables at designated times from yesterday. Also, time was better managed, in part with help from my cooperating teacher. The students took longer than I expected to complete the assignment, but my cooperating teacher had expected this because she said it was really requiring them to think and process the skills they were using (a good thing!). I feel like directions were clearly given to students, which was shown by students understanding the task, but I needed to remember to review the meaning of guide words before distributing the worksheet and to tell students at the beginning of the lesson what to do when they had completed the sheet.

As for the intervention’s success for Paul, the individual student, I was able to see an improvement in his behavior at the beginning of each lesson. However, many times it was his table that I found to be off-task, even if he was on-task. It was only at the end of the lesson that he began to lose concentration. Perhaps allowing a stretch break and a quick “do-nothing” period would help boost his concentration for longer periods. In reviewing the video, he was successful at staying on task 50% of the time (though he really fell apart during the writing time), but there is much more work to be accomplished. I will continue implementing this strategy during student teaching, but will also implement a more individualized plan for Paul. I will look into giving Paul visual reminders on his desk and finding an individualized reward system for motivation.