

Paper #2

The student in which an intervention plan is being made is for a first grade student named Peter. Peter is a discipline problem in his class and was a discipline problem since he entered the school in kindergarten. Peter was referred to a SST group meeting in kindergarten where not much was accomplished because of his mom's lack of willingness to try the strategies the school provided. Peter is considered normal to advanced in his linguistic skills as well as his academic abilities. He is considered to be behind in his social skills.

Peter comes from a pretty stable home life in which he lives with both his mom and dad. Both of his parents work and he attends a day care sometimes before school and always after school. Peter has one older brother in middle school who is known as a trouble maker who is getting into, "bad stuff." Peter's teacher says that she believes Peter is following down the same path as his brother.

Peter has not been referred back to a SST meeting this year because his teacher does not believe his mom will help with the strategies the school will provide and because she believes that Peter can control his behavior and chooses not to. Peter's teacher has almost daily contact with Peter's mom to tell her how Peter behaved in school that day. Although she has daily contact with his parents they do not help with homework and do not give him lots of attention. Both the SST and the kindergarten teacher recommended to the parents giving Peter lots of attention at home because that is why

they feel he acts up in class. The response to the suggestion was, “I am not going to do that” said Peter’s mom.

On a typical day in class Peter will disrupt the class in outbursts. He also has an advanced vocabulary and says inappropriate words to other students. Today in class, he said he would choke another student. Most people at the school feel that Peter needs a lot of attention and will take the negative or positive. Unfortunately, he usually gets negative behavior. A method that his teacher is using with him is the Happy Face chart. If he gets four cards pulled in one day then his mom will be called. His teacher says that this is what she finds works and his mother is comfortable and familiar with this approach to discipline.

After talking to Peter’s teacher and working with and observing him many times there are a few intervention plans I would put in place with Peter to try and help with his social skills and need for attention. The first way I might do this is by implementing a meaningful relationship with the student. “The teacher can best support long term social development among such children by fostering relationships that center on content other than the behavior to be changed (Katz & McClellan, 1996, page 57). I believe implementing a relationship with Peter besides the negative one that is present now would help Peter feel special and not need attention at other times. Away this could work is by signing a contract with Peter that if he doesn’t have to pull a card for an entire week then he can have lunch with the teacher where they can eat together and play a game. This time should be focused on building a relationship and not have anything to do with Peter’s behavior.

Another intervention plan I would implement to help with Peter's behavior is giving him responsibilities to help other students. He could do this by buddying up with a lower performing student and helping that student with class work. I believe that this method would help Peter because he would learn responsibility and he would be getting attention by another student in a positive way. He would build his self confidence by teaching someone which would also help his self esteem and his social skills.

The last method I would implement for Peter is a signal that both he and I would know. Having a signal with Peter will allow him to realize his behavior choices as well as give him the needed attention without disruption of class time. "They stress action rather than words (Nelsen, 1996, page 205). Nelson believes that as little words as possible should be used when dealing with children. Using this technique would follow his suggestion and it incorporates methods that will help with Peter's main problem of needing attention and controlling his behavior.

Peter is a bright young student who is in need of attention. Finding ways to give Peter attention without disrupting the class will help not only Peter but the class as well as the teacher. If I were Peter's teacher I would implement a plan that includes building his relationship with his teacher, having Peter be a class helper/leader, and finally having a signal with Peter that would remind him to get back on track.

Katz, L. & McClellan, D, (1997). *Building Social Competence in Children*.

National Association for the Education of Young Children, Washington, D.C.

Nelsen, J. (1996). *Positive Discipline*. Ballantine: NY.