

Intervention Plan

[REDACTED]

[REDACTED]

Notes

Alex sits in the backmost corner away from the teacher and any windows. He is close to the exit door and hardly ever looks up at the board. When the teacher calls for attention, although he does silence down, he does not look as though he's paying attention. He likes to fall out of his chair. He walks around the room during assignments. When you say his name, he doesn't make a move or motion that he hears you. English is Alex's second language.

Individual Attributes- Out of 40 points, the student scored 9 point. The student has problems in that he: 1. us not usually in a positive mood 2. an excessive dependence on the teacher, and 3. comes to the setting or program unwillingly. The student does "8. Not seem to be acutely or chronically lonely".

Social Skills- out of 65 points, the student scored 19 points. Major points that are not competent: 7. Enters ongoing discussions and makes relevant contributions to ongoing activities. 8. Takes turns fairly easily, 11. Does not draw inappropriate attention to himself or disrupt the play or work of others. The student does show competence in that he: 5. expresses frustration and anger effectively and without harming others, himself, or property, and 12. accepts and enjoys peers and adults of ethnic groups other than his own.

Peer Relationship- Out of 10 points, the student received 6 points. The student did not demonstrate that he is: 1. usually accepted rather than neglected or rejected by other children.

The Plan:

Bullet points that want to be worked on include: a dependence on the teacher, does not take turns, does not seem to be able to meaningfully interact with other students and draws inappropriate attention.

Katz and McClellan state that "teachers help create a prosocial atmosphere in the classroom when they indicate that the expectations, limits and rules invoked apply to all

children.” (Katz-McClellan-p.72) The plan to get Alex less attached to the teacher will be to explain the ground “guidelines” to him. Explain what happens when the guidelines are not met, and then explain what happens when the guidelines are met. I will also appeal to his sensibilities and ask him what he feels would be appropriate if he cannot meet the guidelines.

To help Alex’s social skills problems, instead of so many individual activities, more pair and share groups will be administered. Alex does not seem to interact with students when he does not feel adequate, so by pairing him and then devising an activity that will show his strengths, this may help with peer awareness.

In order to help Alex learn to take turns, the teacher will provide opportunities for the student to interact with others, and practice taking turns. Practicing sharing, demonstrating sharing, and giving opportunities will hopefully help show that interaction can be fun and a positive experience.

Alex is an ELL and his mother speaks only Spanish at home. What I should be aware of is that he has overcome a lot already to be as vocal and expressive as he is with me. What I will do from now on is to provide a positive moment for Alex to share his strengths (drawing, describing pictures, physical activities) and then work on his weakness with him (writing, sitting quietly, taking turns).

He will be a willing contributor to the decisions made about good behavior and bad behavior, and he will get to choose his rewards for when he shows good behavior. He likes to look at books and draw, so maybe quiet time where he can do that will help him.