

PUTTING TEACHER SKILL INTO PRACTICE

1. Keep a log of the students you remove from your room and the infraction that caused them to be removed. Are the students of all backgrounds removed in proportion to their presence in your classroom? How did the removal affect behavioral changes? What are some alternatives you could try instead of removing the student?

2. Think of two students with different kinds of repeated misbehavior. Think about the following questions:
 - What is causing the behavior?
 - Did the child know he or she was breaking a rule?

 - If the behavior problem was based on a lack of information, how can you remind the student of class procedures or rules?

 - If the student is lacking in social skills, how can you teach that skill (e.g., how to speak politely and not be demanding, or how to take turns)?

- If the cause is attention seeking, how can you work with the student to find more appropriate ways to get your attention?

- If the cause is a lack of impulse control, how can you work with the student on mechanisms to control behavior or to stop the student from being carried away?

- If the behavior is frequently disruptive or rebellious, you can ask yourself another set of questions.
 - What is your relationship with the student?

 - Does the child feel like a valued member of the classroom community, or does the child feel isolated from the others?

 - Is the child experiencing frustration from failure and lack of competence?

 - Does the child have enough autonomy?