

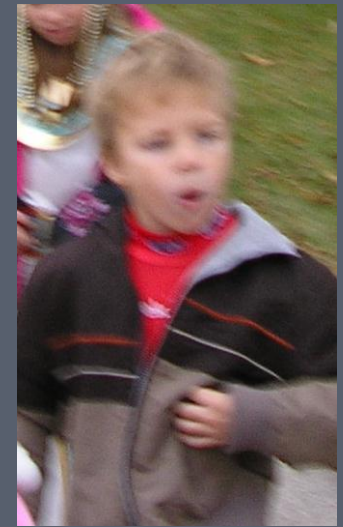
ABC PROJECT GALLERY PRESENTATION:

HYPERACTIVITY IN CHARLIE BROWN

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CEP 832 – Fall 2012



BEHAVIORAL ISSUE



1. Charlie Brown is a very hyperactive second grade student
2. I focused specifically on squirming, blurting out answers and comments, bothering others with noises and movements, and being highly energetic but poorly directed (Brophy, 1996, p.259).
3. These behaviors tend to cause challenges in my teaching making me impatient and moving me out of an effective stance.

DATA COLLECTION & ANALYSIS

1. I tracked the amount of times Charlie Brown blurted out or talked when expected to be quietly working or listening.
2. I tracked his shouting out during five different parts of the day including: word study time, reading workshop, writing workshop, math whole group lesson, and science.
3. Data collected across four consecutive days.



Data Collection Method

# of Target Behaviors Day 1					
Time/Activity	Word Study	Reading Workshop	Writing Workshop	Math	Science Activity
Target Student Charlie Brown	1	11	1111	1111	1111
Comparison Peer	0	1	0	11	1

# of Target Behaviors Day 2					
Time/Activity	Word Study	Reading Workshop	Writing Workshop	Math	Science Activity
Target Student Charlie Brown	111	1	111	111111	1111
Comparison Peer	1	0	1	11	1

# of Target Behaviors Day 3					
Time/Activity	Word Study	Reading Workshop	Writing Workshop	Math	Science Activity
Target Student Charlie Brown	1	1111	11	1111	1111
Comparison Peer	0	1	0	1	0

# of Target Behaviors Day 4					
Time/Activity	Word Study	Reading Workshop	Writing Workshop	Math	Science Activity
Target Student Charlie Brown	11	1111	11	111111	1111
Comparison Peer	0	1	1	111	No science this day!

BEHAVIORAL PATTERNS

1. *Most frequent* during math and science lessons. He is eager and excited to answer all questions throughout math lessons. He has less impulse control during times of great excitement.



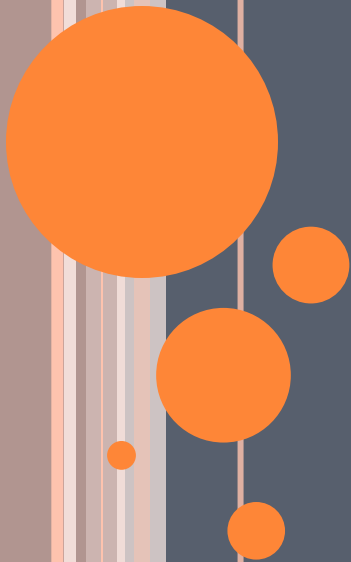
2. *Least frequent* during word study time which are shorter lessons of 10-15 minutes.

Charlie Brown blurts out answers and comments frequently when we are engaged in whole group discussion and lessons that last more than 15 minutes. Usually, little or no blurting out during the first 10 minutes of a whole class lesson, but as the lesson continues he seems to have difficulty controlling his mouth and blurts out any thought that comes to him.

BEHAVIORAL STRATEGY PLAN



1. Use a green dot (about the size of his hand) velcroed to his desk to have him wave up when he would like to share something, allowing him to have some impulsive behavior of grabbing something tangible to hold up at me but prevent him from actually blurting out answers and comments.
2. Opportunities for movement during longer lessons: help with small tasks like running an errand and having a movement break such as yoga or dancing to music.



BEHAVIORAL PLAN

RATIONAL

1. **First**, my effective teaching stance breaks down the most when he is blurting and shouting out and therefore if I help change this behavior I might be more able to shift back into a helpful stance throughout the course of the day with Charlie Brown.
2. **Second**, Charlie Brown's frequent blurting out answers and comments is interfering with the learning of the other students in the classroom.
3. **Finally**, I believe that Charlie Brown is suffering academically because of this behavior as well as socially. His impulsivity during lessons to talk out prevents him from always gaining all of the information being taught because he is interrupting .

STRATEGY EFFECTIVENESS

1. After much modeling, Charlie Brown began using the green velcroed dot correctly and seemed to enjoy having something to hold up. He feels like it makes his hand be seen more, giving him attention and separation from the other students. This has also helped to decrease the amount of blurting he is doing because he is raising this green dot up more and keeping his lips quiet.
2. **Movement:** His amount of blurting out after this movement has decreased almost in half and has only taken about 2-3 minutes of time to incorporate! *When incorporating movement (either an errand or a yoga/dancing type movement) into a longer math or science lesson his blurting has decreased from about 8-9 times to 4-5 times. This is a huge improvement!*



RECOMMENDATION TO A COLLEAGUE



Using effective praise, the green dot, and different types of breaks and movement are things that I was able to build into my daily lesson routines and norms. I have proven to myself that these strategies are effective for students like Charlie Brown and have helped me maintain a more effective stance each day. **I would therefore absolutely recommend these strategies to a colleague.** They have not disrupted the flow of my day and as a side effect have helped many of my other students.

PROFESSIONAL STANCE

Pre-Strategies:

- Exasperation and frustration
- Lack of patience
- Limits were not very flexible

Post-Strategies:

- Able to maintain a more patient stance with him
 - Gained patience with him, continue to see him as a good person, and maintain an effective stance.
 - Tools in my “hyperactive student toolbox” that I can use that are manageable, effective, and practical within my classroom.
- I have more flexible limits with Charlie Brown, an attribute of an effective socializer according to Brophy, where he is more capable of responsible self-regulation



When I have students that are often shouting out or are not able to sit without quite a bit of movement in their seats during longer lessons, I now understand that value in breaking up those lessons with some movement. I am more aware that these strategies implemented with Charlie Brown would have helped me maintain an effective stance with Davey Crockett in my first year of teaching. With patience and determination of some of these students who persist in testing limits I know I will be able to maintain a more effective stance when teaching hyperactive students.