

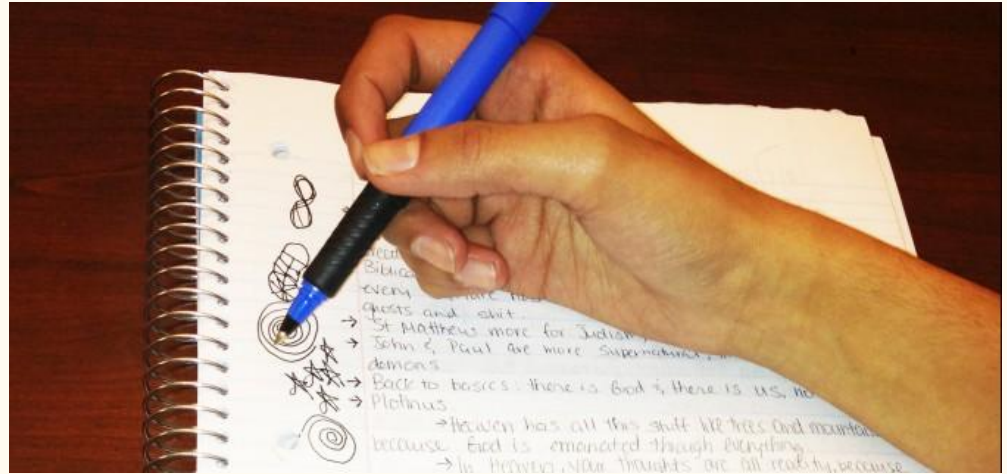
Passive-Aggressive Alex

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By: Chyi-Woei Wang
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Behavioral Issue

- Alex was a 5th grade student in my English class who showed passive-aggressive behaviors. He was in my class once a week for 3 hours.
- The passive-aggressive behaviors Alex displayed in class was wandering around class to delay doing his class work and doodling to avoid doing his class work.



Data Collection (Day 1)

Target Student: Alex Date: Day 1

Target Behavior: passive-aggressive behaviors which include, but are not limited to, asking teacher or other students questions at inappropriate times and doodling.

Observational Notes:

Reading hour:

Incident 1: Alex started talking to his classmate when he should have been note-taking.

Incident 2: Alex got up to ask a classmate about what he was supposed to be doing after note-taking time was well underway.

Incident 3: Alex had not done any work and asked to go to the bathroom.

Listening hour:

Incident 1: Alex started doodling on his note paper instead of taking notes.

Incident 2: Alex was staring up at the ceiling instead of note-taking. Incident 3: Alex was drawing on his eraser.

# of Target Behaviors			
Time/Activity	Reading hour	Listening hour	Speaking hour
Target Student	3	3	0

Data Collection (Day 2)

Target Student: Alex Date: Day 2

Target Behavior: passive-aggressive behaviors which include, but are not limited to, asking teacher or other students questions at inappropriate times and doodling.

Observational Notes:

Reading hour:

Incident 1: Alex asked to go to the bathroom even though class had just started.

Incident 2: Alex was doodling on his tablet instead of note-taking.

Listening hour:

Incident 1: Alex slowly looked for his pencil and made everyone wait during note-taking.

Incident 2: Alex doodled instead of taking notes.

Incident 3: Alex stared at his blank note paper.

# of Target Behaviors			
Time/Activity	Reading hour	Listening hour	Speaking hour
Target Student	2	3	0

Analysis

- Alex's passive-aggressive behavior tended to present itself during the listening hour, more specifically during note-taking.
- The type of passive-aggressive behavior most commonly displayed by Alex was doodling and he often did this when he was working alone.
- Brophy (1996) says that passive aggressive tactics have been implicated as contributors to problems of underachievement and work inhibition (p. 206).
- Brophy (1996) explains that low-achieving students often try to cover up their deficiencies (p. 67).

Behavioral Strategy Plan

- Brophy suggests providing the student with task assistance or remedial tutoring (p. 67).
 - I worked with Alex to develop his note-taking skills. We focused on keywords that he can focus on so then he will know when it is a good time to write.
 - I also had Alex work on answering listening comprehension questions. I helped Alex pick out keywords in the question to make it easier to find answers in his notes.
 - Alex also previewed the listening track that he would hear for the next class to familiarize himself with the content
- Brophy (1996) suggests using material and activity rewards to reinforce appropriate behavior (p. 207).
 - I implemented a contract system with rewards and consequences that gave Alex a reward to work toward.
 - Alex earned a star for each hour he did not display passive-aggressive behavior, namely doodling. If Alex earned three stars, then he earned a reward. Each passive-aggressive behavior earned Alex a tally mark on the whiteboard, which was used as a visual aide for Alex. If Alex earned three tally marks in a single hour, then he had to call his parents.

Strategy Results (Day 3)

Target Student: Alex Date: Day 3

Target Behavior: passive-aggressive behaviors which include, but are not limited to, asking teacher or other students questions at inappropriate times and doodling.

Observational Notes:

Reading hour:

Incident 1: Alex said he didn't hear me that it was note-taking time.

Incident 2: Alex was talking to his classmate when he should have been answering comprehension questions.

Listening hour:

Incident 1: Alex stared at his paper.

Incident 2: Alex needed more time to complete the listening comprehension questions because he distracted himself by talking to a classmate.

# of Target Behaviors			
Time/Activity	Reading hour	Listening hour	Speaking hour
Target Student	2	2	0

Strategy Results (Day 4)

Target Student: Alex Date: Day 4

Target Behavior: passive-aggressive behaviors which include, but are not limited to, asking teacher or other students questions at inappropriate times and doodling.

Observational Notes:

Reading hour:

Incident 1: Alex decided to play with a rubberband that he brought to class instead of doing his work.

Listening hour:

Incident 1: Alex spilled soda as the class was going to start note-taking.

Incident 2: Alex made loud sighs during note-taking time.

# of Target Behaviors			
Time/Activity	Reading hour	Listening hour	Speaking hour
Target Student	1	2	0

Strategy Results (Day 5)

Target Student: Alex Date: Day 5

Target Behavior: passive-aggressive behaviors which include, but are not limited to, asking teacher or other students questions at inappropriate times and doodling.

Observational Notes:

Reading hour:

Incident 1: Alex got into a disagreement with a group member on seating arrangements during group work.

Incident 2: Alex “spilled” his soda during reading comprehension question time.

Listening hour:

Incident 1: Alex got into a verbal argument with the same group member from Incident 1 and had to be separated.

Incident 2: Alex sat at his desk and randomly picked answers for the listening comprehension questions.

of Target Behaviors

Time/Activity	Reading hour	Listening hour	Speaking hour
Target Student	2	2	0



Strategy Effectiveness

- Teaching Alex how to take notes and what keywords he should be listening to seems to have helped him filter important information from irrelevant details. Alex is more engaged during note-taking and has produced more notes than previous note-taking sessions.
- The number of misbehaviors have dropped from 2.5 incidents to 1.67 incidents during the reading hour and 3 incidents to 2 incidents for the listening hour.

Professional Stance

- Pre-intervention
 - Frustration
 - Impatience
 - Withdrawing from student
 - Negative view of student
- Post-intervention
 - Acceptance of student, but not behavior
 - More patience and determination
 - Projecting positive expectations



I think one of the things I learned most was to keep my composure. If necessary, I need to distance myself from the incident to calm myself down. I can do this by taking a time-out and addressing the issue at a later time. There will be times when students will push my limit and I need to maintain control and be patient. Also, it was really important for me to spend time with my troublesome student. It helped me see him in a different light and gradually changed my opinion of him.