

***TAKING RESPONSIBILITY FOR LEARNING:
A CLASSROOM BEHAVIOR INTERVENTION***

Storyline:

A teacher in my school has had an extremely difficult time with an unusually disruptive class. I was asked by the teacher to go into the class and intervene using TOC. The teacher is familiar with TOC as I had worked with him the previous school year. I worked with the class for four days. On days 1 and 2 we worked on the Cloud and two different NBR's. We also did Positive Branches to complement the NBR's. On the fourth day we used the ATT (Ambitious Target Tree) format with the Goal from the Cloud as our ambitious target. The class wrote the obstacles and the IO's themselves. On the day the teacher came back into the class and the students presented the work they had done. The students and the teacher discussed the Cloud, NBR's, Positive Branches, obstacles and IO's. As a result of their discussion and using the ATT as a catalyst, they came up with a mutual contract" for the class.

Results:

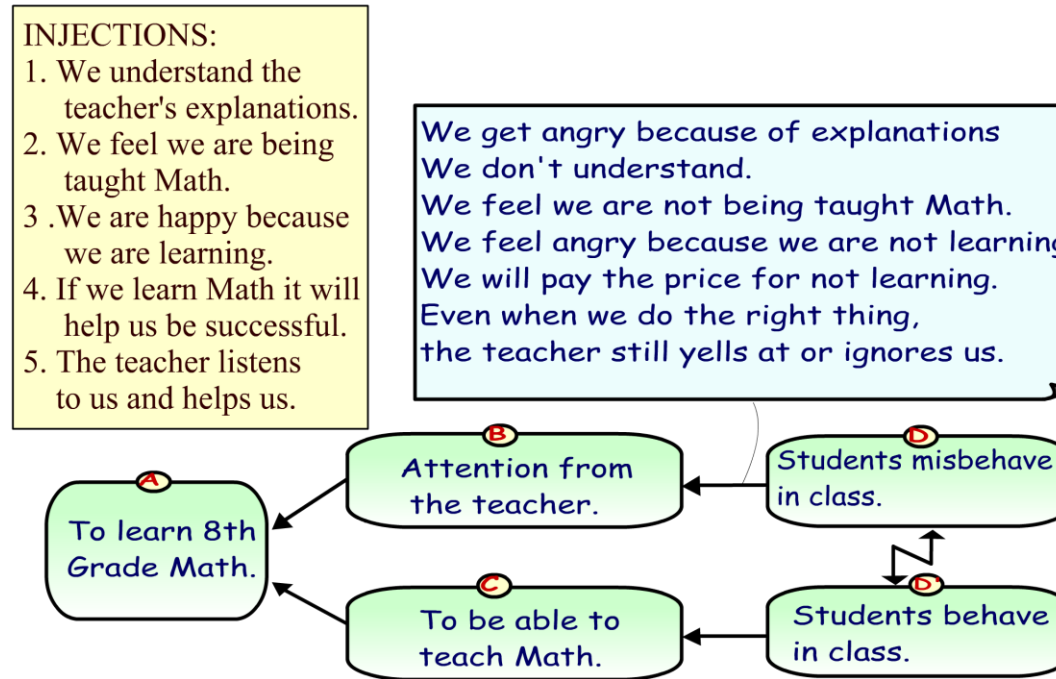
At the conclusion of the class discussion, I informed the group that I would make copies of the contract they had drawn up and bring it to them the following day.

Upon entering the class the next day, I was greeted with almost virtual silence. All of the students were working quietly on a test which was being given to determine where their strengths and weaknesses in math lay. I glanced over at the teacher and he said, "They've been this way the whole period." I congratulated the students on a job well done and turned back to the teacher. He again stated, "They've been this way the whole period."

The change was phenomenal.

I check back with the class about once a week, and for the most part, the class is making positive progress. There are a few students who continue to cause problems and we deal with them on an individual basis. TOC has empowered both the teacher and the students to take control of their educational setting and work out together some of the difficulties which were present in the class. Both the students and the teacher are a lot happier and less stressed as a result of their work.

Some parents of children in our school punish their children by striking the children really hard and the children need to stay home and rest on Mondays. The principal wants the parents to stop punishing the children in this manner.

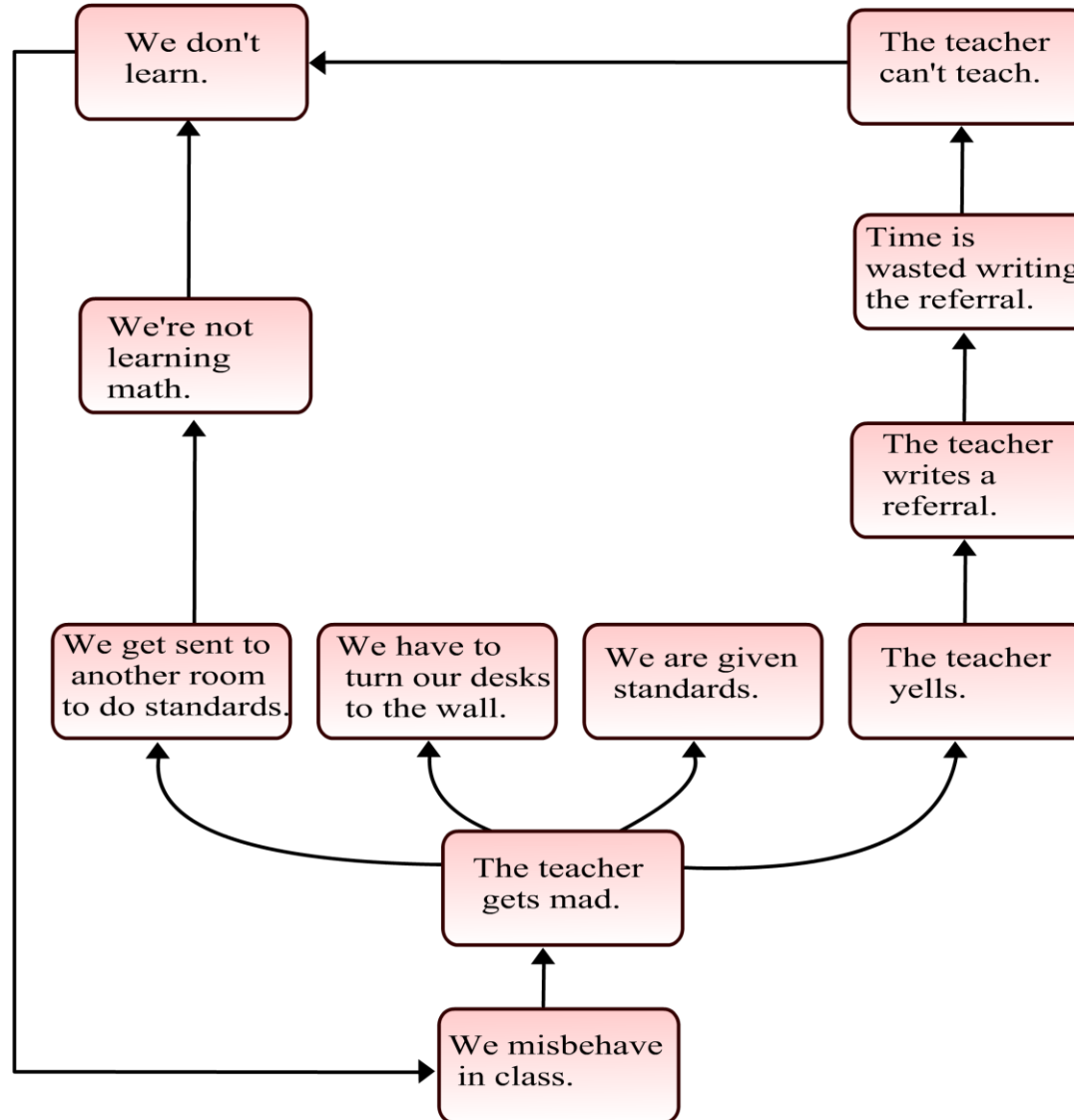


So the teacher can explain the work completely.
The teacher gets frustrated when students don't listen.
The teacher wants to teach us so we can be something in life.
The teacher gets frustrated when students don't learn.

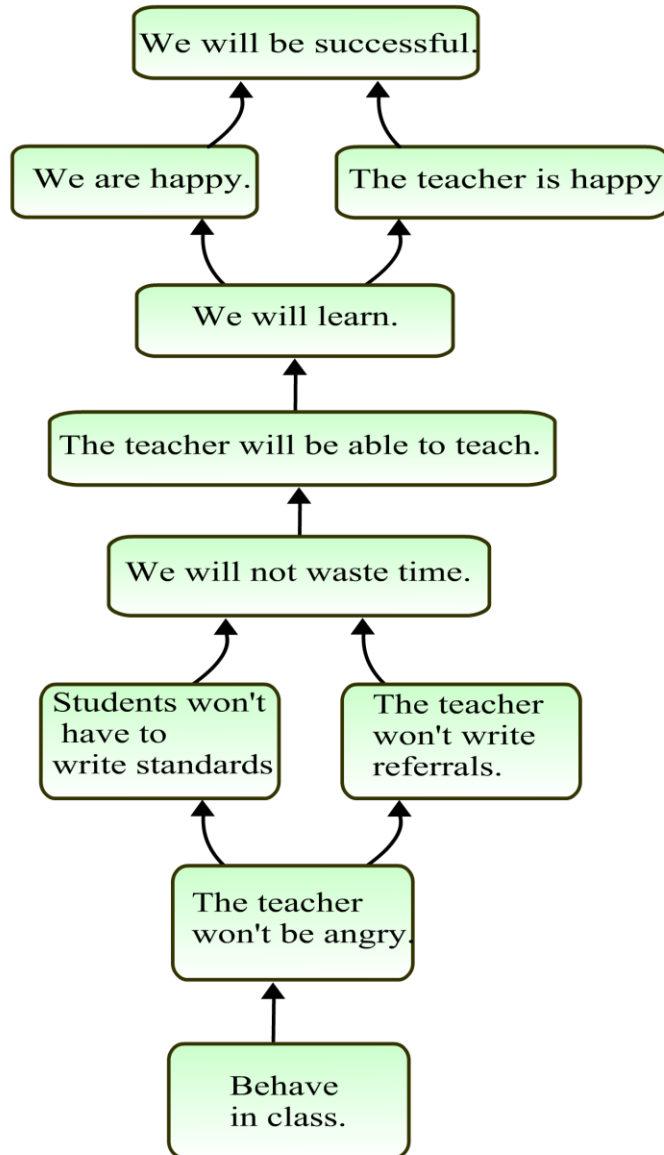
INJECTIONS:

1. The teacher explains the work completely.
2. Students let the teacher teach us so we can be something in life.
3. Students listen and pay attention and learn.

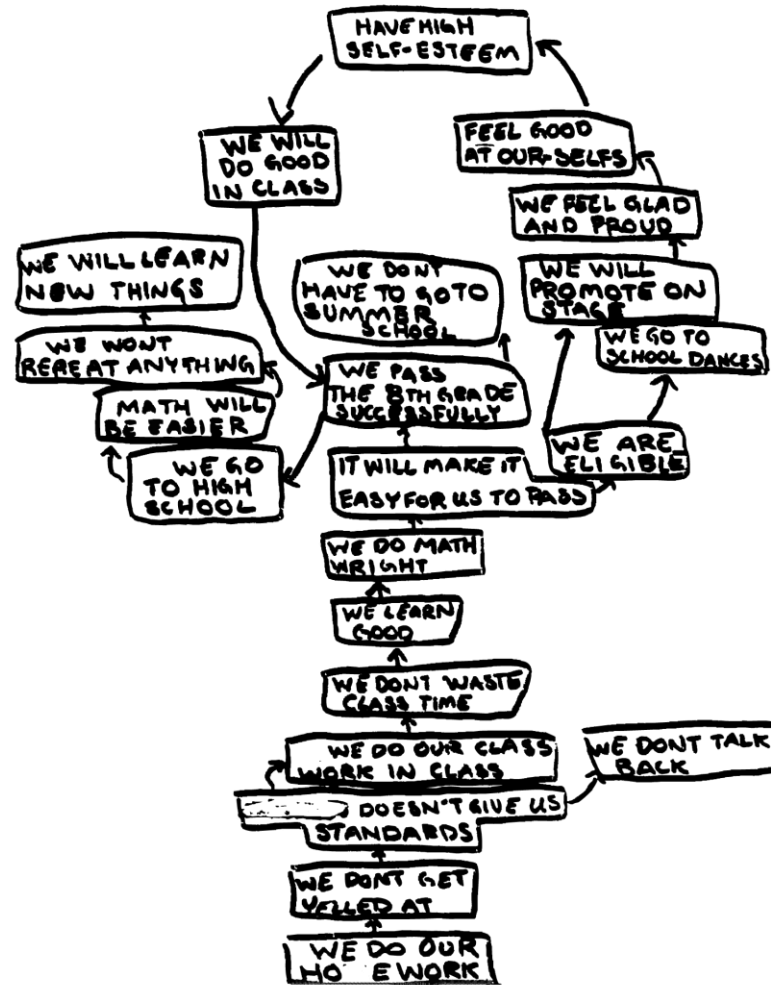
Negative Branch - student behavior



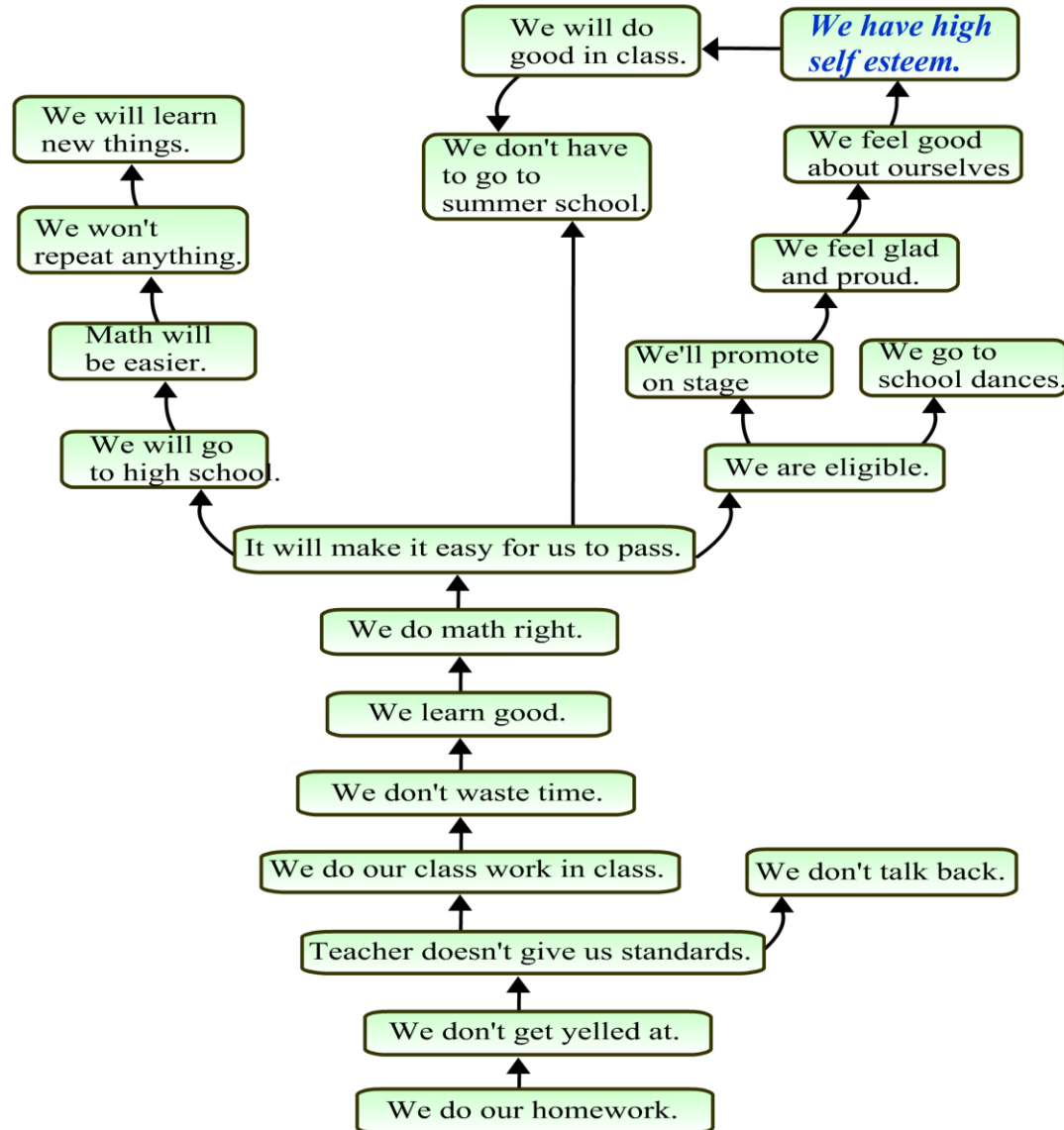
Positive Branch - student behavior



Positive Branch - Doing home work



Positive Branch - Doing home work



<i>Ambitious Target: TO LEARN 8TH GRADE MATH</i>	
<i>Obstacles</i>	<i>Intermediate Objectives</i>
1. Poor behavior.	1. Behave good.
2. Teachers negative attitude.	2. Teacher has a positive attitude.
3. Some students don't do Home W.	3. All students do homework.
4. Students don't want to do Home W.	4. We have to do our homework so we can learn.
5. Some students don't understand the work	5. Students get a study buddy, go to tutoring or ask someone to help them.
6. Students have forgotten basic math concepts.	6. We have a review of basic skills.
7. Some students don't listen.	7. Everybody listens.
8. Some students don't ask for help.	8. We ask for help.
9. Some students don't study.	9. We all study our math.
10. Students are afraid to ask for help.	10. We feel comfortable asking for help.

CLASS CONTRACT

To improve relationships in our 8th Grade Math Class so we can learn Math successfully, we will do the following:

- 1. The teacher will do a review of basic skills.*
- 2. We will obey class rules and behave in class.*
- 3. The teacher will give us a different book which is easier to understand.*
- 4. Students will copy problems down from the board and will let the teacher know if they do not understand the directions and examples.*
- 5. The teacher will give a daily grade for copying the information.*
- 6. The students will go over the problems they have done and the notes they have written to make sure they understand them = STUDY.*
- 7. All information from the board goes into our notebooks. Students will copy the topic, directions and specific objectives onto the paper they turn in.*
- 8. The teacher will go through the daily assignment with the students as a group and then students will ask questions.*
- 9. Students understand that they will have written assignments in Math because the school district has an integrated curriculum.*
- 10. The teacher will ask more than one student what the correct answer is to determine how many students understand and have done their work. The teacher will give the correct answer after a few students have been asked to give their answers. This is to check and see how many students understand and to have full class participation.*

*THE FOLLOWING COMMENTS WERE MADE BY THE STUDENTS IN
THE CLASS ONE WEEK AFTER WE HAD FINISHED OUR TOC WORK.*

1. I learned how to communicate better with teachers and also how to fix things, get good grades and behave in class. C.A.
 2. The Cloud because it shows us our goals and what we want and need. It really changed the behavior of the students and the attitude of the teacher. The cause and effect worked with the positive and negative branch. The branches showed us what could happen in the future, whether it was positive or negative. D.E.
 3. When we talked about the problems we were having in this class I felt good because everyone got a chance to let out what we felt. Using the cloud really helped me to understand and to cooperate with the rules this teacher and the other teachers give us. D.T.
 4. The way I feel about using the positive and negative branches is good because whenever I have a problem with one of the teachers, I can use the branches. S.E.
 5. About the problems we were discussing in class, well, I feel very unhappy because they weren't teaching us that much math. But, ever since the Cloud, things have been much better. Now I enjoy being in this class. Now he's teaching the 8th grade very well than before. I think I'm learning better than from my other teacher. This teacher could be a very good teacher if he could have patience for the whole class. Kids today are very out of control. Well, not kids like me. M.B.
- (This is written by a student who had previously been in a Resource Specialist Program.)