

Emma Gaffney  
Module 1 Weekly Reflection

- 1) While interacting in our 1.6 discussion activity, I thought a lot about the idea of being learner-centered. As a teacher, I like to hope that I am consistently teaching with a learner-center mindset, but that may not always be the case. One of my groupmates mentioned our Jones and Jones textbook stated one of the following must be present in order for a student to be motivated : Intrinsic Value, Attainment Value, or Utility Value. She was talking about how it is really challenging to accomplish including at least one of these that cater to all 20-something of our students. It really got me thinking about how this theory, and the rest that we read about this week, are based upon building relationships with your students. You can't possibly know what motivates your students until you get to know them.
  
- 2) Something that really stood out to me this week was from our Jones and Jones textbook in Chapter 1 in a section titled "Creating a Trauma-Sensitive Classroom". I like how they included this as a foundation to classroom management because students come to school with so much experience (good or bad) that we as teachers do not know about. This section went on to explain that creative positive relationships and safe environments are key to addressing (or even preventing) challenging behavior resulting from trauma. "A student's challenging behavior often reflects a mismatch between his or her current skill set and what the environment is asking of the student" (p. 17). This quote really resonated with me because this is exactly what was happening with one of my students this year, and it took countless problem solving meetings, hours of frustration and brainstorming to figure that out. What I will take from this and apply it to my own teaching is that behavior is communication. I would like to work on remembering this as a teacher and not focusing so much on the actual behavior, but what the student is communicating through it.

Emma Gaffney  
Module 2 Weekly Reflection

- 1) The big idea I got from this module is that positive relationships must be the first strategy used and a basis for classroom management. Positive relationships happen through communication, and as a teacher it is important to make communication a top priority with students and families, and also fostering an environment where students can create positive relationships with their peers. I liked how this module put an importance on social and emotional development of children and how that affects them when they become an adult. This quote is from our Jones and Jones textbook, "Positive peer relationships not only enhance students' school experiences, but also provide a framework for the development of life-long social skills and self-esteem"(p. 95).
- 2) Throughout grad school, or just interacting with my colleagues I get inspired to try new things in my classroom and have a running list of strategies, materials, games, etc. During the reading in this module I added several things to my list about student and family communication. One that I am really excited about is implementing a pre-conference parent questionnaire (p. 155). This idea came from our Jones and textbook and I thought it was a great way for parents to think about what they would like to discuss during parent-teacher conferences and allow it to go more smoothly.

Final Project Ideas : I am interested in doing a final project on best practices for students with ADHD, as this was something that challenged me a lot this year with one of my students. But I was also thinking that analyzing my style of classroom management would be fun and enlightening!

Emma Gaffney  
Module 3 Weekly Reflection

- 1) The big idea I got from this module is similar to last week, that classroom organization (including rules and routines) must be the first strategies being used for classroom management because it can be designed to prevent issues and challenging behaviors from arising in the first place. This is a concept that I find to be incredibly important, but also can be difficult to shift my thinking into changing routines as a solution to behavior problems. I appreciate learning more about this topic because I want it to eventually come naturally to me as an educator. I saved this quote from our Jones and Jones textbook because I thought it said something that I needed to hear, "Students can be expected to support rules and procedures that enhance learning only if the learning process is respectful of students and their needs" (p. 171).
  
- 2) Something from the reading that I plan to implement in my classroom is one of the methods of maintaining attention from our Jones and Jones textbook in Chapter 6. It states teachers should not consistently repeat student answers because it teaches them several bad habits including "the teacher is the source of all learning in the classroom" (p. 204). I want my classroom to be a place where students feel valued and know they can learn from each other, not just me.

Project Update: I have decided to do a powerpoint presentation analyzing my classroom management. I came up with 5 aspects (I'm not sure if I will keep all of them). They are student relationships, classroom rules, family communication, student motivation, and responses to challenging behavior. Please let me know if you have any insight on the aspects I have chosen so far.

Emma Gaffney  
Module 4 Weekly Reflection

- 1) The big idea I got out of this week's module is that there is no "one size fits all" method to classroom management. In the previous modules we learned how to structure a class to prevent undesirable behavior, but of course there will still be students who may need more support and that's what this module was centered around. In order to create a plan that addresses a certain behavior, research must be done on that behavior and that is where behaviorism and the ABC method comes in. I like this simple and direct summarization of behaviorism from our Jones and Jones textbook, "1) behavior is influenced by the antecedents and consequences associated with the behavior; 2) behavior change programs must focus on specific, observable behavior; and 3) data collection is necessary in order to alter behavior thoughtfully and systematically" (p. 351).
  
- 2) I like to think that I have been a thoughtful teacher and kept behaviorism in mind whenever I had a student displaying challenging behavior. I do know that I can improve in this area and there was something in our CHAMPS book that stood out to me. I think that to avoid having several students on separate behavior plans, I could create a plan that is more structured for the whole class. On pg. 324 there is a reward-based system for a high-structure class called "whole-class points (time-interval)". This is something my group discussed for Gil and his class, and I would like to try this next school year for my first graders. Possibly for working quietly as that is something my classes almost always struggle with. I will have my students vote on rewards they would like to earn and then type those out and display them at the front of the room. After each regular interval (much shorter time periods at first) students can either earn 2 scrabble pieces (if everyone is displaying the behavior), 1 scrabble piece (if most people are displaying the behavior), or 0 scrabble pieces (if only some or none are displaying the behavior). Once students spell out the rewards with their earned scrabble pieces we can celebrate!

Project Update: This week I was able to add several slides to the "student relationship" section of my project. I used both textbooks as references, but I'm still looking for an outside source I like that would help me in this section. I'm using Proquest to search for articles.

Emma Gaffney  
Module 5 Weekly Reflection

- 1) The big idea that struck me during this module was that in order to create an effective behavior plan, you must collect quality data to help inform your decisions. This is something that I have been taught in other college courses, and something that my district complies with when referring students for additional support or having problem solving meetings. This module also made me think about creating behavior plans, when they are necessary and when they are not. Our CHAMPS textbook says, "If more than one or two students are chronically misbehaving, work on the implementation of your overall management plan - trying to implement multiple individualized interventions while also teaching a class with 20 to 30 students is too challenging," (p. 411). This is a mistake I have made in the past and it is a good reminder that when students are misbehaving it doesn't always require an individual behavior plan.
  
- 2) In this module, it was really helpful to read about the different ways you can take behavioral data on students. I have had to record a lot of data on students and I'm usually taking frequency data. There were times that I found it hard to stay on top of it because I was easily distracted in another task or working with other students. In our CHAMPS textbook, they list different ways to record frequency data that are easy to do and convenient for teachers that are constantly juggling between tasks. One idea I liked a lot is putting paper clips or other small objects in one pocket, and moving them over to the other pocket (p. 375) when the student exhibits the behavior. I plan to use this next year because I'll be able to stay in my place while doing it, and I won't have to write anything down (I usually get questioned about what I'm doing when I do this).

Final Project Update : I finished the "student relationship" part of my project and found some additional resources that have been helpful. I've started the "classroom rules" section and this weekend I plan to finish it and start on the other sections.

Emma Gaffney  
Module 6 Weekly Reflection

- 1) The big take away I got from this module about trauma informed practices was that a child's behavioral response resulting from trauma is logical, and something that should be expected. I really enjoyed the TED talk by Dr. Nadine Burke Harris about how trauma affects health, and I relate it to behavior. Experiencing trauma is something that is out of a person's control, as is their biological responses to it, and I believe the same goes for a child's behavior as a result from trauma. This has helped me shift my thinking from, "This child has a difficult home life and that is why they are acting this way" to, "This child has experienced trauma and is doing this to protect him/herself". It then leads me to ask, "What can I do to help this child feel safe and secure in my classroom".
- 2) I felt like the information on the "Calm the downstairs brain" slide from the Unit 1 presentation was really insightful. It had some notes on the bottom that really resonated with me, "Kids need an adult to help them self regulate and only a settled body can help an unsettled body -Don't get on their emotional rollercoaster". It is so difficult to keep calm while a child is out of control, but it is so important and I like the analogy of not getting on their ride. In the Unit 2 presentation there was information about appropriate trauma-informed consequences that I would like to use in the future. I have had students in the past dealing with trauma and something they always struggle with is controlling their emotions. I think it would be great to try a lunch detention where students would participate in meditation or some sort of mindfulness exercise.