

Christina Cairo

533 Final Essays

1. Maintaining positive Behavior

Behavior is functionally related to the teaching environment and it is one of our biggest responsibilities to intervene in some difficult situations and really change student's behavior for the better. To influence students' behavior positively we have to break away from thinking about what most students do and what we would do, we have to think about the individual student we are working with. We must pay careful attention to observe the teaching environment before during and after the behavior is occurring and make careful note of what occurs directly before the behavior, what occurs during the behavior and what occurs after the behavior (observing both the environment and the student engaging in the problem behavior) These are the clues into why a behavior is occurring and what the student is seeking to occur. We must rule out causes of the behavior like medicine changes, if a child is unable to see or hear, and it is important to know the students' academic strengths and weaknesses. All of these variables come into to play when trying to determine the cause or causes of a behavior and what the student is using the behavior to accomplish. Many times, students engage in negative behaviors they are usually seeking a predictable outcome that is rewarding to them in some way. Behavior is learned through social reinforcements. Students who exhibit behaviors use maladaptive social skills to get their needs met. Often times there is a disconnect between the social skill that the student engaging in the behavior is using and the social skill we expect in school, and that the problem behavior is getting their needs met much quicker and more effectively than doing what is expected.

If we are able to determine the cause of the behavior and we are able to determine the desired outcome, then we are able to replace the problem behavior with an acceptable behavior that will achieve the desired outcome. Knowing this information enables us to change the problem behavior into a positive and acceptable behavior. In order to maintain positive behavior, we have to compete with the need that is being met through the problem behavior in order to change the behavior pattern. Every interaction we have with a student teaches them something. We teach them if they participate in a behavior a certain outcome will result. If the behavior continues to occur repeatedly most likely they find the outcome reinforcing. Students will also escalate behaviors if the desired outcome is not achieved right away. If we boil it down kids engage in behaviors to get what they find reinforcing and avoid what they find aversive and that there is no such thing as a universal reinforcer and a universal aversive. To maintain positive behavior, we must always look for what the reinforcer is and what the aversive is. Tim Lewis states "We need to figure out why in observable terms a student is participating in a behavior".

As educators we must realize that the things we think of as reinforcing are not always reinforcing to students who exhibit behaviors. Their reinforcers are what the environment provides when they engage in a behavior. Students will engage a behavior to receive what they find reinforcing and or avoid what they find aversive. We need to consider replacements for the problem behavior that will achieve similar outcomes. This will always be one of the many ways to maintain positive behavior. Let us say a child is seeking attention even if it is negative, and the child engages in behaviors to gain the attention of adults, we need to make the replacement behavior more worth it for the child to engage in by giving the child positive praise and attention for doing what is right. This can apply to any behavior and is a wonderful way to maintain positive behavior. By only giving attention and praise to the desired behaviors we are making it more worth it for students to participate in the desired or positive behavior

rather than the aversive behavior. By doing this we are essentially making the correct behavior more worth it for the child to engage in by giving them even more attention for doing what is right. This will teach the child if I do what is expected of me, I will get positive praise. This strategy also applies to positive behavior maintenance. Another important factor to consider when trying to maintain positive behavior is to ignore the negative behaviors and give them no attention at all. This will show the child “I am not getting what I want from engaging in this behavior, I need to do what is right to get my desired outcome”. It may feel counterintuitive to ignore the negative behaviors because our gut tells us that there need to be consequences, but in these situations the consequences are reinforcing because the students are receiving attention for the negative which is what the child was originally seeking. Tim Lewis states “If we teach kids replacement behaviors that aren’t linked to the outcome then they won’t be used. We need to teach replacement behaviors that result in the same or similar outcome, the environment should not allow problem behavior to result in previous outcome ideally replacement behavior should be more effective than problem behavior”. I think this will always be the key to positive behavior maintenance. Ethical issues can arise if and when educators fail to teach replacement behaviors that are linked to the outcome. Many times, we miss the key that if a replacement behavior is not linked to the outcome, then it is not an effective replacement behavior and will not be used very often. If we as educators do not help students turn negative behaviors into positive behaviors, then we are only making their lives more difficult than they need to be. The behaviors in themselves are the very things that are causing the Childs’ lives to be more difficult. That is why it is pertinent that we intervene and turn the behaviors around and do our very best to maintain the positive replacement behaviors. To maintain positive behavior we need to recognize the desired outcome from the negative behaviors and look for ways to give a just as desirable if not more desirable outcome for the positive behavior. That is the key to maintaining positive behavior.

“Functional Behavioral Assessment Tim Lewis.” [Www.youtube.com, youtu.be/C_AKrr_mCJ8](http://www.youtube.com,youtu.be/C_AKrr_mCJ8). Accessed 6 Mar. 2021.

2. Developing Oral Language

Oral Language can be used by teachers in several ways to check for student understanding. Both speaking and listening can be used by teachers to check to see if students understand concepts and materials being presented to them. The ethical issue arises when students have a good understanding of both concepts and materials that have been taught to them but cannot express through oral or written language that they do in fact have understanding and comprehension and comprehension of subject matter. The problem arises when the only way to measure comprehension or mastery of content is through oral or written language.

In my self-contained class we have students who are verbal and that can both read and write. They can write answers and verbally answer questions regarding subject matter taught. Some of the time, what they write or say is incorrect, and other times they say or write the correct answers showing their comprehension of subject matter. For those students who can verbalize read and write, many of the issues having to do with mastery of subject matter has to do with their inability to focus enough to learn, understand and repeat back what is learned. They have the ability to read write and verbalize to show that they comprehend, but what about those students who are comprehending subject matter that is taught but cannot verbalize the answers or physically write them down? How do they express and show that they do in fact comprehend what they are hearing and reading? In our self-contained classroom other assessments are provided for students to show their ability and knowledge regarding what they have read or heard. They can respond by touching written answers and or pictures to express

their knowledge regarding what they have read or what they have heard. The ethical issue arises when all teachers who are aware of children's IEP's do not provide other avenues for nonverbal children and children who cannot write to express their knowledge of subject matter. I think that the biggest challenge for children without oral language is that they are often misunderstood and there is an inaccurate representation of the knowledge they possess, I believe often under-represented. One of the evidence-based practices that is very effective is speech prompt therapy. " PROMPT©-trained speech-language pathologists take into account, not only the physical aspects of speech production (how to physically make the sounds using the lips, tongue, etc.), but also the other areas of the child's development, such as language development, as well as social and emotional implications. The result is a holistic approach to the child's speech-sound delay, with an emphasis on practical activities and vocabulary." (Marisette 2016) Marisette, Carol.

"PROMPT-A 'Hands-On' Approach to Improving Speech Clarity." 1to1 Therapy Services, 3 Mar. 2016, 1to1therapy.ca/prompt/.

3. Teaching Reading Comprehension

An ethical issue regarding reading comprehension is when teachers overlook those students who struggle with reading comprehension or when teachers do not even recognize that students are struggle with reading comprehension. Many skills fall under reading comprehension, vocabulary comprehension, critical thinking, prior schema and inferencing to name a few. Without each of these skills it becomes quite difficult for students to reads and comprehend. Without comprehension the value the students place on reading decreases naturally because they are not gaining the knowledge and experience that reading provides when comprehension skills are strong. It would be doing students a great disservice to overlook this issue, but many times teachers are not trained to recognize and or address this issue. There are so many challenges that come with lack of comprehension when reading, one of the main challenges that students face is developing a disinterest in reading due to a lack of understanding of the given text. One evidence-based practice that could help students who struggle with reading comprehension is to have teachers design instruction that focuses on comprehension of key vocabulary words, thinking skills, figurative language, and inferencing. Teachers can instruct students on how to reason out critical thinking questions verbally, so they can eventually answer critical thinking questions with supporting evidence from text in written language. Teachers can teach thinking strategies like drawing upon the information students already know, coming up with questions to think about during reading sessions, making connections between current reading material and past reading material, things they have experienced, seen, or felt. Prompting students to think about how they would feel if they were in certain character's shoes, searching for clues, keywords and rereading in order to answer inference and or critical thinking questions. Teachers can model strategies taught by thinking aloud. These strategies will teach students to pull deeper meaning out of the text their reading. These skills will also be beneficial in teaching kids reading comprehension and writing skills. Teachers can explicitly teach comprehension skills such as sequencing, inferencing, and drawing conclusion. Teachers can work on vocabulary development, practice critical thinking question as well as questions that require students to infer. Vocabulary development, strengthening critical thinking skills, as well as strengthening inferential skills will all provide students with better reading comprehension abilities.

Parrish, Nina. "5 Ways to Support Students Who Struggle With Reading Comprehension." *Edutopia*, George Lucas Educational Foundation, 3 Feb. 2020, www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension.

Diamond, Linda, and Linda Gutlohn. Five Research-Based Ways to Teach Vocabulary. www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary.

English Language Arts Standards " Reading: Informational Text " Grade 4. www.corestandards.org/ELA-Literacy/RI/4/.

English Language Arts Standards " Reading: Literature " Grade 5. www.corestandards.org/ELA-Literacy/RL/5/.

Submitted by Sharon Snowton (not verified) on April 7, and Submitted by KJ (not verified) on March 21. Inference: Classroom Strategy. 3 Jan. 2020, www.readingrockets.org/strategies/inference.

Submitted by Suzanne science... (not verified) on May 13, and Submitted by Anonymous (not verified) on July 1. Critical Thinking: Why Is It so Hard to Teach? 1 May 2014, www.readingrockets.org/article/critical-thinking-why-it-so-hard-teach.

4.The English Language Learner with a Learning Disability

English Language Learners or ELL students are students who many times come from homes where English is not the primary language spoken, and therefore these students, more times than not have difficulty learning and communicating fluently in English. These students may require special instruction in the English language as well as other academic courses. ELL students might also require assistance in socialization; learning to communicate in and understand the English language and the social/cultural norms in The United States. As teachers it is our duty to teach our students as much as we can in the limited time, we have with them each week. I think that this not only includes the subject area in which we are specifically teaching (in this case reading, speaking, communicating in and understanding the English language) but all the areas it relates to (in this case ELL students' ability to effectively socialize and bond with peers, and the communication between ELL students' parents/family members and the students' educational support team at school (General Education Teachers, SLP's, Special Education Teachers, and all other support staff)).

It is a challenge for ELL to learn to read, speak, and write efficiently in the English language, but add to that challenge a learning disability or multiple learning disabilities, making it doubly challenging to not only learn and communicate fluently in English but in all other subjects' areas as well. On top of the academic challenges these students face there are many social challenges they face, like developing friendships with peers, learning social and cultural norms, and developing positive relationships with teachers and other school staff. Needless, to say there are many challenges ELL face and it is our duty and responsibility as teachers to help each of these students overcome the various challenges they face and succeed.

The ethical issue I chose to discuss is academic assessments of ELL. Assessments regarding placement of ELL is an issue as well. How do we properly assess what grade level these students are performing on if assessments are not the primary language spoken but in English? Many times, the people giving the

assessment only speak/understand the English language, so how can they fully understand if the students they are assessing fully understand what is being asked of them? These factors impact the accuracy of what the scores attained represent. How do we know if a low score is solely due to English being a secondary language, or if a low score is due to an underlying learning disability(s), or both? Another issue of ethics is how to properly diagnose whether or not some of our ELL have a learning disability or learning disabilities. The general ethical issue is the accuracy of assessment test scores for ELL. The accuracy of these assessment scores is impacted by various factors such as the type of test given or the type of assessment given, language of the assessment given, undiagnosed learning disabilities, and the language(s) spoken by the person administering the assessment.

There needs to more accurate/appropriate ways of diagnosing the needs of ELL's and their grade level. A researched based strategy that would help all ELL in regard to testing is to have the professionals administering the test need to be proficient in the students' primary language. All of these factors impact the accuracy of assessment scores.

ELL's abilities are often times misrepresented due to the inaccuracy of assessment scores. ELL's may score too high on assessments possibly under-representing their needs, and ELL's may score too low possibly over-representing their needs. Obviously, for students whose needs are under-met they are not getting what they need to maximize their learning potential. For students, whose needs are over-met they may run the risk of being held back academically, and possibly taking the resources away from students who are truly in need. If more appropriate assessments were given by appropriately qualified professionals assessment scores would be more accurate and the true needs of ELL's would be expressed and better met. I also think that data collected over time by various educators who work with ELL's daily would be a better representation of ELL's true ability. "Checking in frequently with students during instruction allows you to determine whether or not students understand and can complete the instructional task. Effective teachers correct student errors and give corrective feedback about tasks on an ongoing basis to ensure that students are practicing the new skills they are learning correctly." (Chabon, Google Scholar More articles by this author, Brown, & Gildersleeve-Neumann, 2016) I think having teachers who are fluent in the languages of ELL's would better allow for accurate representations of ELL's true abilities.

Chabon, S., Google Scholar More articles by this author, Brown, J., & Gildersleeve-Neumann, C. (2016, March 31). Ethics, equity, AND English-Language Learners: A decision-making framework. Retrieved April 10, 2021, from <https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.15092010.10>

Ascd. (n.d.). Chapter 1. Research-Based practices for English language learners. Retrieved April 10, 2021, from http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx

Crowley, C., & Google Scholar More articles by this author. (n.d.). The ethics of assessment with culturally and linguistically diverse populations. Retrieved April 10, 2021, from https://leader.pubs.asha.org/doi/10.1044/leader.FTR5.09052004.6?utm_source=TrendMD&utm_medium=cpc&utm_campaign=The_ASHA_Leader_TrendMD_0

