The principle of least intervention is when the simplest form of intervention is used to correct misbehaviors. The purpose of the principle of least intervention is to handle the misbehavior without disrupting the lesson. Therefore, one student's misbehavior is handled while everyone else is able to stay on task and still benefit and learn in the process. This principle has three different steps. The first step is the least intrusive, with the third being the most intrusive. The teacher should start with step one and increase in steps if the one trying does not work.

Before reading this chapter I did not know that this had a specific name. However, I feel that I do use this method all the time. A lot of the terms with the specific names that we read about, I feel like come naturally and are more common sense than something that needs to be drilled into our heads, but that is besides the point.

In my junior experience I was commended on my classroom management by my supervisor. It made me feel great, knowing how trying one of my students can be. He misbehaves every single day. It started with forgetting his pencil on purpose, or telling me he did not want to read and was not going to. One of the things I remember is explaining the lesson fully, the student tried to interrupt by telling me he did not have his pencil. I simply stated we will figure it out later. I went on teaching the lesson. After the mini-lesson, students were to read and work independently. As soon as I gave the directions, I told the student to go get his pencil. This allowed everyone else who was on task and did follow directions to benefit as they should, the student who was off task
was able to also learn, and then he was able to get his pencil. However, as the time has went by, the student’s behavior has gotten worse. Every day this week he has yelled at me. Sometimes I feel like a child saying that, like I am tattling or something. But, I am so in shock on this child’s disrespect for authority. One day he brought a different book, and did not bring the one we were reading in our group. He started reading the book while we were working together on something else. I simply put the book down and sat next to him. This worked okay for a minute. Then during our discussion, he simply said, I don’t feel like talking today. He scooted his chair back, crossed his arms, and sat quietly for a little while. Until, someone said something in the discussion that triggered him. He chimed in with something completely off topic, without raising his hand. I said, you are a little off subject Caleb, can you listen to the discussion with us now, so you can join. He began yelling at me, and when I tried to say something, he ignored me. So, we went on discussing, I ignored his behavior, until again he decided to chime in. This time the students told him that wasn’t what they were talking about. The misbehaving student began yelling at the other students. I told the student to stop and told the others that they needed to ignore him right now. After this situation, he has yelled at me one two other occasions. Yesterday, I told him I would take away recess time. This did not work because he already had his entire recess privileges taken away. I set by him, but this does not cause him to want to participate. I do not have time to have him write reflections on the problem, or have him in a time-out. He is already behind our group, and with a literature circle, everyone needs to be at the same spot. I am out of ideas.

With this misbehaving student I am currently at the last step of the principle of least intervention. I do not feel like I have the authority to send him to the principle, and I am
really nervous to contact his parents. I also think that if he speaks to me like that, the parents probably allow it at home. I feel like there is more going on in this student's life. I feel like he needs to talk to someone. I wish I could talk to him, but I feel that this student and I have no relationship. I want to help him, I want to teach him, but he makes it so hard for me. He makes me dread going to my junior experience. As much as this chapter tells us about classroom management, it is nothing until you actually experience it for yourself.