Teacher Notebook 1

Cheyenne Mellor

Student A

* Male
* ELL-Fluent in English
* Samoan
* Behavior issues
* Reading intervention
* Visits with school counselor

**Student A: Behavior**

We will call student A by the surrogate name Sam. Sam is a boy who can be sweet but also has a temper. Sam is rarely on task and often has to be reminded to refocus his attention. He is easily distracted by other students, noises, items nearby, and even by his own voice. During class, every few minutes he can be heard talking to himself, making noises, or singing.

Sam has not been diagnosed with any physical or mental disabilities but does have behavioral problems. He gets frustrated very easily and gets mad at others. He is also often very rude to others for no apparent reason. For the first few weeks of practicum, I experienced this first hand. When he would have questions on an assignment and I would try to help him, he would say, “No, not you; anyone else but you”. After the first few weeks, he changed his general attitude towards me. He even said, “I wish you could be my teacher next year”. He still has issues with his behavior, but overall he acts much better around me now.

Sam is friends with several students but mostly plays with two particular individuals. He talks to students a lot during class time, even when he is not suppose to. Sam participates in group activities and plays nicely during recess. Sam’s strongest suite is his ability to solve math problems. He says division is his favorite thing to do during math. The subject he needs the most help with is reading. He has one of the lowest reading scores in the class and is one of the three that gets pulled for reading interventions during the day.

**Student A: Plans for instruction**

In the future, I will help Sam focus his attention by being consistent with the consequences. When a student has been very disruptive, Mr. Skousen gives him/her a red card. Each red card equals to 5 minutes of missed recess. Samson really does not like recess. I am going to ask Mr. Skousen if I can adjust Sam’s consequences to one minute intervals. This way I can give him a card EVERY time he misbehaves, rather than after a few times. If I were to take away five minutes every time, he would never have a recess. I think recess is important for students, especially those students with behavioral issues.

By giving Sam a specific survey, I learned that he has several learning styles. Sam is a verbal, logical, visual, and musical learner. I could see right off the bat that he learns verbally by seeing the way he talks out loud while working on his assignment. I will attend to this learning style by asking him many questions about the content. He will enjoy talking and sharing his ideas with the class. Since Sam is logical and enjoys math, I will implement it into the content he is struggling with. I will also use visuals such as pictures and charts during future lessons.

Student B

* Female
* Large family
* Economically disadvantaged
* Friendly
* Happy

**Student B: Behavior**

To maintain confidentially, we will call student B Tabby. Tabby is a bright girl who almost always seems happy to be at school. She has a large stature for her age, occasionally wears glasses, and has slightly darker skin. She has slightly bad eye sight but often forgets her glasses at her dad’s house. Tabby is usually on task and rarely has to be reprimanded. She gets along with every student in the classroom and is liked in return. Tabby is loud and likes to participate in lessons and activities. However, when she does get distracted, it is by other students talking to her or the people being loud in the hallway. Her main weakness is that she forgets to bring her homework packet to school several times a week.

Tabby’s strengths include math, writing, reading, and speaking. She is very smart but often asks for help by the teacher or aides. This makes me think she has low self-confidence She is economically disadvantaged and her family is struggling. She often wears old, mismatched clothes to class. She loves her family and watches over her younger sister during recess.

**Student B: Plans for instruction**

Since Tabby gets distracted by the students in the hallway, I will ask permission from Mr. Skousen to shut the door during class time. I will remind students to be quiet when they talk out of turn, to lessen Tabby’s distractions. By looking at the results of a survey that was given, I see that is an interpersonal learner. This means that she learns best when she is with a group of students. I have noticed that she is able to think out loud during group work, which helps me to see how she is processing things. During lessons I give, I will provide opportunities for her to work with other students.

Tabby scored quite low on the Kinesthetic learning section. Since she doesn’t like to move around a lot, and she is already over weight, I feel she is at risk of having health problems. I will make an effort to encourage Tabby to play games during recess time.