Teacher Notebook 2

Cheyenne Mellor

Student A

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

**Student A: Behavior**

Student A’s surrogate name is Sam. Although he has not been diagnosed with a specific disorder, it is known that Sam has major behavioral problems. He gets frustrated easily and has a hard time staying on task. He usually seems to be mad about something and when asked why, he says it’s because his brain works to hard and he doesn’t like his teacher. He wishes his teacher was nicer or wants to be in one of the other fifth grade classrooms. He often says horrible things about Mr. S like, “I want to make his life miserable”, even though Mr. Skousen is a good teacher. When I asked him what he would change about himself, he answered, “My meanness”. So it’s obvious he knows that he is mean, but for some reason he continues his behavior.

Sam feels that his classmates think he is stupid and that even his three friends think that. An answer on a questionnaire he was asked to circle statements that he has problems with. He circled *making and keeping friends*. He also circle that he thinks no one likes him and that he can’t get along with others. From this same survey, I learned that Sam has a hard time with his school work, with his school attendance, with a death in the family, and with adults at school. Some things that he doesn’t have major problems with are: bullies, overcoming failure, his health, and having too many worries. He also put that he does not have a problem with his behavior; I am not sure if he glanced over it or if he was just denying the fact that he has a hard time behaving.

**Student A: Plans for instruction**

From the observations I made of Sam, I decided that he needs more positive attention. It is obvious he is looking for attention by his random outbreaks of misbehavior, but he is getting it the wrong way. From now on I will give Sam more attention for his good behavior than I did before. I will not draw give him lengthy attention for his misbehavior; rather I will immediately apply the consequences.

Sam mentioned that his grandpa beats him if he does not finish his homework. I am almost sure his therapist knows this, but I am going to talk with her just in case. I’ve noticed that Sam rarely responds properly if the teacher yells at him, instead he starts to fight back. I will talk to Sam warmly but strictly since I have noticed that’s when he most often responds positively.

As I give lessons in the future, I will involve Sam, but only if he is behaving. Sam really likes being involved in my lessons and it leads to him having better behavior and attention. Since he thinks of himself as stupid, I will make it a point during the lesson that he is the opposite.

Student B

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

**Student B: Behavior**

To maintain confidentially, student B is referred to by Tabby. This past several weeks I learned a lot more about her life at home and also about the way she feels about things. She gets sad when a friend is mad at her or has stopped talking to her. She is also sad because lives with her grandma, sister, aunt, and cousin and she wishes she could be with her mom. She has mentioned she is scared of her dad because he has done bad things to get put in jail when she was younger. She has not seen him for about a year and does not know where he is.

Tabby is such a sweet girl and wants to do well in school. She is usually on task and gives attention to the teachers in the classroom. The only time I notice her of task is when she is sitting by her friends. She loves to be social and talk about things with her friends. Once she is moved away from those people, she is able to focus on what she is supposed to be doing.

She does not have very good relationships with adults and from different observations and surveys she has commented that she wishes adults would stop doing drugs, smoking, and drinking as well as abusing kids.

**Student B: Plans for instruction**

Since Tabby does not have very many adult role models to look up to, I will do my best to be a positive influence on her and hopefully make some amount of difference in the way she feels about adults. Also, she needs to be complimented because it is obvious she has little self-confidence. She asks for help so much with her assignments because she thinks she is going to do them wrong. From now on, instead of telling her to work on it herself, I will tell her how she is a good worker and is good at figuring things out. I think it would help if I was to have her teach me about something, since I know she is smart but just needs the motivation.

I am going to ask Tabby’s teacher if there is any way she could meet with the psychologist since she seems to have so many emotions bottled up. I know she would let lose if someone would want to listen. I think counseling would help her to be more confident and sure of herself. During lessons I will involve her more to increase her confidence and to ensure that she can complete problems correctly, I will have her be the teacher every once in a while.