Child Study

|  |  |
| --- | --- |
| Type of Observation | Observation Notes |
| Observation Day One | Today was my first day observing Student X for my study. During the class he has been slouching in his chair and calling out. When asked to sit up by my mentor, he listened and there were no real problems at that point. Later after he had called out during my mentor’s activity three times he was asked to step out into the hall for a few minutes. Before the third time Student X had been verbally warned. During the whole class time he never really raised his hand or participated. He was rude with the teacher at times and he tended to talk to students seated around him. One thing I learned today from my mentor is that, Student X actually gets really good grades and currently has a B in the social studies class. |
| Observation Day Two | During my second observation I was doing one of my segment lessons. During the class Student X was quieter than usual. He only shouted out once about a student’s answer, after this happened I gave Student X a verbal warning and he raised his hand and did not shout out anymore. He never really talked during class except to the person next to him when they were working in pairs. One thing I noticed about today was he completed all of his work without a fight or any real issues. |
| Observation Day Three | Today we were in the Media Center where the students were working on the computers making a brochure on Medieval Japan or China. Today Student X showed up with no materials for the project because he left all of his binders and books at home because he thought he might miss the bus to school. During the work time he was slouching in his chair and he complained when he was told by my mentor that he had to start his project over because he had none of his materials, however besides the complaining he interacted well with my mentor. During the class there were no disruptions and he worked really hard on his project. |
| School Sponsored Event | Student X doesn’t participate in any extracurricular activities so I observed him during his science class. In this class he was very exuberant. He participated during discussion and focused on his work. It has become evident to me that he likes to show off in class. He seems he can be a distraction for other students in the class at times. |
| Interview with 6th Grade Science Teacher | I interviewed Student X’s 6th grade science teacher. She taught him for one year. She said in her class Student X would have blow ups, he craved attention; he was disrespectful at times and would think that he was at the same level as the adult. She said at times he was made fun of by other students because he smelled of smoke. However, she said at times he could be very bright and could be a leader and could be very helpful at times. Cognitively she believes that Student X needs enrichment and socially he needs to be around students his own age. Emotionally she feels as though Student X would benefit from talking to a guidance consoler. When I asked what I should do if I have a student like Student X in my classroom she said to give enrichment projects if the student can handle them and to use positive behavior intervention. |
| Interview with 7th Grade Vice Principal | The Vice Principal has known Student X since the beginning of the school year. The Vice Principal stated that he has a positive and confidential relationship with Student X. The Vice Principal believes that Student X is very needy of attention and is still immature. He stated that at home he more of the adult figure in the house due to parents illness and there is no structure at home. The Vice Principal said that Student X likes people to be firm with him and if you are not firm with him that seems to be when he takes advantage. However the Vice Principal did say that if Student X is interested in the material he is learning then he will do the work. When I asked the Vice Principal what I should do if I have a student like Student X in my class, he said I should have a one on one with the student and find out their interests, possibly make the student a leader and to establish a firm structure in the beginning and to gain the students trust. |

**Reading the Research**

When I was researching articles for the Child Study, I found two articles that are about classroom management. I chose classroom management as a topic because Student X seems to disrupt the classroom and through these articles I should find ways to keep the distractions to a minimum.

The article “Classroom Misbehavior is Predictable and Preventable”[[1]](#footnote-1) highlights the idea of teachers knowing what the signs are for a student to start behaving and how they can prevent it from happening. In the article it the authors talk about the teachers watching their students closely and throughout the early days of the school year, seeing what the students actions are before they start to act out. If the teacher knows the signs of misbehavior then they can prevent it from happening. The article suggests that teachers do this by changing the environment in the classroom. The article suggests that teachers develop a routine in the classroom for the beginning of class and when they switch from task to the next. The author of the article stresses that the teacher control the environment in the classroom so that they can prevent misbehaviors. The final aspect that the article stresses is to give positive feedback to the students and to design activities that will work for everyone and so that you think they will enjoy. These are all simple ideas for teachers to try that can sometimes be forgotten about.

The article “Increasing Teachers’ Use of Evidence-Based Classroom Management Strategies through Consultation: Overview and Case Studies”[[2]](#footnote-2) discusses how teachers can use a checklist for themselves in order to have good classroom management in their classroom and prevent disruptions. The article stresses the maximization of structure in the classroom, reinforcing expectations; actively engage students, use strategies to respond to appropriate behaviors and use strategies to respond to inappropriate behaviors. The article suggests that teachers develop a checklist that has those five things on it and then at the end of each class or the end of each school day assess themselves. They talk about if teachers do this then they know what they need to work on and what they are doing well. At the end of the article, the authors discuss case studies of teachers who have tried this technique and now they have someone coming in to observe them and consult with them about their use of the techniques. This could be a very good way to make sure that you are doing all that you can for your students.

**Reflection**

Student X is a twelve year old seventh grader. I observed him in my mentor’s classroom which is a social studies classroom. He had his good days and his bad days in that class. I learned a lot from the talking to professionals around the school. Student X comes from a home that is not well structured and everyone that I talked to seems to think that when he is at home he is more of an adult figure in the house then the actual adults are. One thing that I learned that backs up that statement is that last year when he was in sixth grade his mother had cancer and there were times Student X would bring a note from home saying that Student X could not complete his homework for the week because it was his week to take care of the mother who was going through chemotherapy. It was evident through my observations that Student X does not get much attention when he is at home, so therefore when he is at school he craves for attention from his peers and from the adults in the building. This was evident when I observed him in my mentor’s classroom. He would always try to get the attention from his peers during class by causing some sort of disruption; however in the end he would receive negative attention from my mentor when he was asked to leave the room.

The articles that I chose to read really helped me gain insight on how I could help Student X if I was his teacher. For example, the checklist from article two is a way that I could evaluate myself in order to make sure that I am doing all that I can to control the classroom and keep the students interested during the lesson. The idea of developing a routine in the classroom would also be helpful if I had a student like Student X in my classroom. As the vice principal said in his interview Student X likes structure and needs structure in the classroom, therefore if I had a routine for things like transitioning from one task to the next and for the beginning of class this would be helpful for a student like him.

I believe that structure in the classroom would be the best thing to help this student in the classroom. For example, do not allow there to be a pause in instruction because a student like Student X would take advantage of the pause and cause a disruption. I also think that this student shouldn’t have other students sitting around him until he can be trusted. It was evident during my observations that if there is someone sitting next to him he is going to talk, so I would explain to him that there is no one sitting next to him because of this and I would let him know that if he does his work and proves that he can function in class without causing disruptions then he can sit next to people again. I have to agree with the professionals in the building that I interviewed in that this student would probably thrive with a leadership role. I do not know what he would do in this role but I feel like he could be a very good leader and that this leadership role could work to my advantage. Because this student is very bright I would give him an enrichment activity that would allow him to pick a topic and complete an assignment that he would be interested in. If I allowed him to do this, it may show him that I care about his interests and I want him to be interested in my class.

There are a lot of students out there in the school systems that have home lives like Student X’s and therefore aspects of this child study could be applied to more than just him. Aspects from the articles that I read would be helpful in any classroom, whether there is a student like Student X in the class or not. I also believe that collaborating with other professionals in the building to learn more about your students can be very helpful because they may give you more insight than the actual student does. In conclusion, this child study was very interesting and the many ideas and aspects that I learned from this project could be used in my classroom when I student teach and after graduation.

1. LANDRUM, T. J., LINGO, A. S., & SCOTT, T. M. (2011). Classroom misbehavior is predictable and preventable. *Phi Delta Kappan*, *93*(2), 30-34. [↑](#footnote-ref-1)
2. MacSuga, A. S., & Simonsen, B. (2011). Increasing Teachers' Use of Evidence-based Classroom Management Strategies Through Consultation: Overview and Case Studies. *Beyond Behavior*, *20*(2), 4-12. [↑](#footnote-ref-2)