

Please note, that for issues of confidentiality I have deleted the students name.

Notes on a student

Beginning of the year observations:

(also brought up at child study)

Positive reinforcement works better than negative.

Behaviors:

- No concept of personal space, I others' space a lot
- Lying down on carpet at calendar time and other carpet time/story time instead of sitting on his spot. Often laying on others or laying in others spots so they cannot sit
- Leaning on others while in line or on carpet
- Pushing and/or kicking when walking around room or in line
- Hallway-walks into people a lot (students who are in front of him in line)

Negative Consequences:

- Cries
- Throws things
- Says he is sorry over and over

Other Notes:

- Talks about dinosaurs obsessively
- Often interrupts and talks about dinosaurs and inappropriate ties, telling facts and/or names. Off subject.
- Other times talks to self saying this information.
- Makes odd noises to self.
- Seems to be happy most of the time.
- Late to school on a consistent basis. Mother carries him into school.

Suggestions from Mom:

- Smiley Faces
- Rewards at home for good behavior at school (bug juice)
- Rest time-give him a book or tell him to watch over the baby dinos
- Let him run a lot at recess
- Short time outs
- Reminders "Who is the teacher, who is the student?"
- Counting to 5

Third week in October notes:

Interventions that have worked well...

The student has been put on a behavior mod chart for the past several weeks and it seems to be working well. The purpose is to keep him on task for keeping his hands to himself. This has been helpful at carpet time and work time in the classroom during the times he earns a sticker for the desired behavior. If the student gets 4 stickers he gets a dinosaur

egg at the end of the day (marble). There have been several days that he has earned a dino egg.

The school counselor has added more spots for the chart this week to fill in for the other instructional times during the day. I added snack and milk break. So far this is helping to curb the negative behavior in these additional areas.

Associates come in from time-to-time and work one-on-one with the student. This is during math and reading groups and is not every day. The student stays on task and completes his work.

Up until this week I had the student on a pair of yellow feet glued to the floor in the middle of the line. It appeared he did not need this structure anymore and the other students felt it was unfair that he got to do this every day so I made it a job that all kids rotate through. This change didn't even phase him.

The student earned an Outstanding Effort award at the Bobcat Award Assembly this week.

Mom is not carrying the student into the classroom anymore and does not even come into class with him unless she needs to talk to me about something. He is showing up on time more now and even in time for breakfast.

Concerns:

In line I am still seeing the bumping into other kids issue arise because he is not watching where he is going. This happens around the room as well if he is walking from one place to another he trips a lot and falls into people appearing to shove them. He also flails his arms around a lot, especially when putting his jacket on and taking it off. This often hits others. Although unintentional, the other kids see this as him doing it on purpose.

He likes to play with the legos a lot in centers and there have been several issues crop up. First, he does not understand that he cannot just take legos out of other people's buckets. Second, he does not understand that he cannot just take other students' creations away from them and play with them or wreck them. I do not see him as doing this to be mean. It appears to me that this is just how he plays and he has not learned these skills yet but is not responding to consistent modeling of and teaching of these skills. There is also the falling down issue during centers that wrecks others' creations.

The student does not say excuse me or use appropriate manners when walking through or by others. For example, if he needs to walk through kids on the carpet to get to the Kleenex box or go out to go to the bathroom he just walks over kids and often tramples them as if they are not even sitting there. This also happens if I line the kids up for drinks (and I will line them up one by one by name so the student will know where to go) but he will just walk right into the line wherever he feels like being as if nobody is even standing there.

He is still saying sorry a lot but not changing the behavior and expecting that sorry will fix it and get rid of the consequence.

He is still talking about dinosaurs obsessively and still making unusual and loud noises that are distracting. Some of the kids are tolerant of this but some are not and are very distracted by this.

Also, he will say inappropriate things over and over or do inappropriate things to try and get others to laugh. For example, one day he repeatedly said "I'm going to poop my pants" just to get the class to laugh. He also dies laughing with a really high pitched squealing laugh when he does these things.

The student does not appear to understand taking turns. The first issue is taking turns on the carpet. I was calling on students whose hands were up. Even if I called on the student then called on someone else he would blurt out "but you didn't call on me and I had my hand raised." This is even worse if he doesn't get called on at all. I changed to names written on Popsicle sticks in a bag and I pull names from the bag in front of the kids then put the names in a red cup. The students see me do this. When all the names are used up I dump them all back into the bag. Liam has watched me take his name out, read it and has then had his turn and watched me put the name into the red cup. But, he still expects that I am going to pull his name out of the clear baggie and says "but I want a turn. When is it my turn? Am I next?" I have explained and even modeled how when your name is taken out of the baggie and put into the cup that it will not be in the baggie anymore and you will not have another turn until everyone has had a turn and the sticks are dumped back in. He does not seem to grasp this.

*I would like to note, though, that he does do well during community circle time when we pass a ball around. The only person who talks is the person who has the ball. Also, though he does well taking turns during this time he does have trouble understanding and talking about the topic. He has shown he is capable on a few occasions but mostly he is off topic.

Academics:

Regarding academics the student is on track, if not ahead of where he should be at this point in Kindergarten. He picks up on things very quickly too. For instance, when I did his October assessments I found that he went from knowing 3 of the consonant sounds to all 18 in just a little over a month.

October 30th, 2006

A parent came in this morning to talk to me. Their child was scared to come to school because of this student calling them names and hitting. This is the second time a parent has come to me with this issue. The first occurred with another student a couple of weeks prior.

The student had a bad day today. In the morning he complained that the music was too loud then complained because my shoe was squeaking and was too loud then during a phonemic awareness clapping game covered his ears and said that it was too loud. He hit someone at lunch recess so spent the majority of the afternoon with the principal in the office. He came back for part of centers and I let him play with legos at his table spot.

He was constantly out of his spot bothering the other people in the lego center on the carpet, though. During milk break he was out of his spot. At the end of the day when he was waiting on the carpet to be dismissed to pack his bag he was supposed to be sitting but instead was up jumping, wiggling his arms, twirling and screaming (more of an excited out of control scream, not a mad scream). I sent him to his table spot with his head down. He sat there until another child came over to get their backpack and coat and he reached out and slapped her for no apparent reason. Again, to the office.

November 2, 2006

I started the student on the other cuing system to help him with talking appropriately and to work on time and place with talking. He has four red tickets a day taped to his table spot with a visual cue for not talking (picture of a face with a finger in front of mouth saying Sh). If the student talks inappropriately (saying bad words, calling names, talks in the hallway, etc.) he automatically loses a ticket and I mark through it with an X. If the student is just trying to tell me or a classmate something at an inopportune time (like during worktime and he is supposed to be working or we are reading a book as a class, etc.) then I remind him that it isn't the right time and he needs to wait. If he follows through then he keeps the ticket. But, if he keeps on talking or trying to talk and interrupt then he loses the ticket. At the end of the day he gets to feed his dinosaur the tickets that have not been used and after the dinosaur is full then he will get a small reward.