

Kimberley Thoresen
January 28, 2008

Student Observation

- A. Sean* is a first grader at Magruder Elementary School. He is a male African American student. Sean does not have an IEP or a 504 Plan; he is identified as a gifted learner. Sean is average weight and height for his age. He has eczema on his body, which the school nurse has ointment for.
- B. Sean's first grade classroom has 22 students. The room has six tables with 3 to 4 students at each table. Sean has lost the privilege to sit with the rest of the class. He sits at an individual desk at the back of the classroom, facing the back wall. This observation was taken during the beginning routines of the morning on Thursday, January 24, 2008. The activities included unpacking, calendar time, whole-class poem time, and directions for Language Arts centers.
- C. Sean does not appear to have academic problems. He is able to write full sentences, correct errors in the daily morning proofreading task, count by two's for the hundred chart, finish patterns during calendar time, and identify words with ch and th blends. Sean is also able to read and comprehend stories from the first grade Basal. Sean does not appear to have any achievement problems.
- D. In the span of 15 minutes, between 8:45 and 9:00 am, Sean was able to complete the tasks required. He was not attentive for the full time, and was on task for about half of the total time.
- E. Sean is an active student. When he is off-task he is out of his seat. Sean drops his pencil on the floor, jumps out of his chair, and picks it up. He stands next to his seat with his pencil and tosses it in the air. He wanders around the room to talk to his classmates. At the front of the rug, Sean pops up into the rocking chair when the teacher is still preparing. He moves his hand over the lines of the poem, when identifying words with ch and th.
- F. Sean is able to write his letters easily and correctly. He is also able to copy sentences from the front screen onto his paper. Sean's pencil grip ability is normal, as are his scissor skills. (Sean is not allowed to use scissors in the class because he snipped the scissors in his classmates' faces.)
- G. Sean exhibits the typical strategies of a first grader.
- H. Sean is able to follow directions for activities. He is in the high spelling group and highest reading group. His vocabulary is advanced for first grade. Sean easily comprehends verbal instructions, and asks follow-up clarification questions that benefit the entire class. For example, during the computer center directions he asked the teacher "If we finish all the games, do we do them all over?"
- I. Sean is able to clearly communicate with his peers and other adults. He has normal communication skills. He correctly articulates his words and shows expression with the tone and volume of his voice.
- J. Sean lacks self control within the classroom. His lack of self control also leads to social skill problems, because his classmates often get frustrated with him. Below is the list of behaviors and comments exhibited for the span of a 15 minute period at the beginning of the day while the teacher is greeting students, taking attendance, lunch count, and notes.
 - a. Drops his pencil on the floor and gets up to get it

- b. Sits when the teacher calls his name
 - c. Stands next to his seat holding his pencil
 - d. Calls across the room to his classmate “Isaiah, what are you doing?”
 - e. Tosses pencil in the air
 - f. Stands up for the lunch count and announces “I love chicken noodle soup.”
 - g. Breaks his pencil lead on the desk and shows me
 - h. Gets out his calendar for the daily activity
 - i. As Isaiah turns his homework in, “I forgot to turn my homework in”
 - j. Isaiah informs him that its not due yet
 - k. Comes to the teacher’s desk and claims the scissors on the desk are his
 - l. Does calendar and hundreds chart on task
 - m. Gets up to check his morning activity to make sure he did it correctly while the class goes over the answers
 - n. Mrs. Florence reminds the students that it was “dress up day” and Sean announces “Only one person dressed up!”
 - o. Goes to sit on the front rug when the music signals it. Pokes the rocking chair and pops up into the chair. Looks around for a second and then self corrects and returns to his spot front row center.
 - p. Faces his classmate behind him when he should be facing forward at the beginning of the poem time
 - q. Raises hand to participate in the word identification activity but then searches each line of the poem for a word as his classmates wait to have turns.
 - r. Sits on his feet rather than flat on his bottom, which prevents others from being able to see clearly
 - s. When given directions for language arts centers, he sits flat on his bottom wit his hands in his lap.
 - t. Calls out questions and comments
 “Can we make a macaroni one?” in reference to a penguin draw and write activity
 “I like chocolate cake” – speaks out during directions for an h word activity
 Told to write what he is supposed to be doing at his seat because no one else is announcing whether they are on the computers or not that day.
 - u. Asks questions by raising his hand, “But we can’t go to another number on the computer, right?” and “If we finish the games, do we do them all over?”
- K. Response to intervention or correction – Sean will exhibit self control when he is prompted with questions about what he should be doing. Sean also is able to tell you what he should be doing and whines when he is told to change his behavior color or write out what he should be doing. Sean also loses privileges due to his behavior, for example he eats lunch in the front office with the Vice Principal everyday. Sean also sits alone at an individual desk, and he lost the privilege of using scissors in class because he was acting inappropriately and snipped them in classmates’ faces.
- L. Sean becomes easily distracted by the people and things around him when he is not engaged in listening to directions. He enjoys moving around during the day and gets into trouble by talking when he shouldn’t be. He needs lessons and activities that will keep him actively involved both physically and orally. Sean has also lost privileges, so a behavior contract could be developed so that he feels like he is earning his privileges with better behavior.