

Observation for Shadowing Assignment

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For the shadowing assignment for the pedagogy class, I observed one of my mentor teacher's special circumstance students as he went through three periods of the day. When I asked about what special circumstance students we had in the class, my mentor teacher said that this student had a 504 plan and had some behavioral issues. She notified me of his constant seeking of attention in any way and how you have to make sure he is emotionally regulated before starting the class teaching. Once he is emotionally regulated, he becomes much more attentive and responsive to questions and positive encouragement.

As I started my observation, I realized that he seemed to be doing very well emotionally today. Overall, he had a very good day today in class and how he interacted with the teacher and with other students. For example, I know there are times when he will get upset if you tell him to do something like read a book. However, one of the first things I took note of today was how he immediately pulled out a book and started reading when the teacher instructed the class to do so.

The student showed good attentiveness when the class prepared for subject transitions even if it did take him a little bit to get to it because he was distracted by whatever he was doing before. Although, I did observe that he got distracted very easily. I saw him look over at something several times and fidget with things on his desk several times when he was supposed to be looking at the teacher. It also seems that he is able to refocus his attention on what the teacher is saying after a little bit or redirect his focus on an assignment when a teacher walks by. This could be part of his attention seeking behavior. An example of this was when I walked by his desk as I was checking all the students' assignments they were working on, and he immediately got to work the second I walked past his desk.

Although he seeks attention often, he seems to be very well-adjusted to the class and able to make friends with his other classmates. The teacher notified me that part of his attention seeking behavior could come from the fact that he has an older brother who was in the behavioral program at our school. However, my mentor teacher mentioned that he wants to do well academically and is a very bright and aspiring student in that respect. I observed some of this positive behavior in the student when I observed him during math and he paid attention the whole time and did his work immediately.

I believe the attention seeking behavior that he shows is due to his want to do well in academics and because of his family background. It makes sense that he would seek attention from others, especially if his brother was a part of the BSLC (behavioral) program at our school and probably gets a lot of attention from teachers and at home. Many students in the BSLC program are very disruptive and have some sort of IEP that requires them to be in this program and not in a regular classroom.

Other than this attention seeking behavior, he is a bright and talented student who has interests and aspirations like any other child. I have seen flashes of his success in the classroom in the little bit of time I have been there so far and some of the things that peak his interest outside of the classroom. One favorite activity of his that I have observed through the conversations he has and the games he plays during recess is football. Anything and everything that is football related, he is interested in.

It is my belief that although this student shows some behavioral issues, he has great potential inside and outside the classroom. From what I have observed so far, he has his good and bad days, but when he is having a good day he can be very attentive and an integral part of the class that provides input to conversations and class discussions and gets his work done in a

timely fashion. I am interested to see how he continues to do this year, how he does in the classroom, and hear about his football stories that he is often willing to share.