

Student: M.
Parent: D.

Conference Notes

Strengths
Classroom camera because he gets to take funny pictures and videos Election project because he liked registering people to vote Google Drive because he gets to be creative and share his work Math because he feels confident about it Writing because he thinks his penmanship and spelling are good
Areas for Growth
Keeping calm because he sometimes “goes crazy on the carpet” and gets upset when people upset him Listening because he gets distracted and later on he gets confused Talking too loud because his upset voice is louder than most students' upset voices Working in a group because he gets into arguments
Goal
To do a better job keeping calm and listening to others
Next Steps
Trevor will give M. an idea book to write down his ideas so he does not shout out during class M. will take the idea book and a pen to the carpet whenever the class meets M. will spend at least 30 minutes a week writing about his frustrations and choices M. will share his writing with Trevor D. will spend at least 10 minutes a week reading M.'s writing and discussing it with him Everyone will discuss M.'s progress in January Everyone will discuss M.'s progress in April and consider D.'s idea to give M. the challenge of going one day without talking during class meetings

6/2/15

- When the Internet went down at my house, I made a Father's Day card for my grandpa. (C.)
- The same thing happened to me on Saturday, which was the only day I am allowed to use the iPad. My mother let me make up for lost time later on. (L.)
- I connect with what L. and C. said. Once, my dogs knocked my Wii off the stand and broke it. (C.)

5/15/15

- When I feel like hitting my sister, I only pretend to do it. That makes me feel better without actually hurting her or getting me in trouble. (C.)
- I would try to remember how tantrums work. They slow things down. The more I think about the past, the more I can learn from it. I have thinking a lot stepping up and stepping back. (S.)
- Something I do when we are talking about interesting things, I wait and then share all of my ideas when I get called on. I practice patience. When it is finally my turn, I let it out. (O.)
- I try to wait. It is hard. (D.)

5/11/15

- When someone teases me, I try to respond to them in a polite way. I say, "Would you please stop teasing me?" I think of possible things I can say to get them to stop or stand up for myself without being mean the same way they were to me. (K.)
- When someone teases me, I try to talk things out without arguing. If that doesn't work, I get kind of stuck. I don't normally tell Trevor. Maybe I should? (L.)
- When I get really mad, I save it up until I get home. I do activities that relieve my stress at home. I can't always do those at school. I let an adult do and I move on. That's all I can do. That's all there is to it. (Z.)
- If it is something true, I agree. That usually stops them. It takes the string out and de-escalates things. (S.)

4/27/15

- I say a funny poem in my head. It helps me not shout out and cut off the person who is talking. (C.)
- When I think of something that is pretty exciting, I normally want to shout it out. Like C., I try to think about something else instead -- anything not related to the thing I'm excited about. For example, if I'm eager to talk about "Minecraft," I think of something that isn't a video game. (C.)
- When I need to shout out, I think in my head, "Should I do this or shouldn't I?" Usually, I think it is a bad idea. That is helping me. (L.)