

For my case study, I will be looking at a male student named Noah that is in my focus hour. The behavior that Noah shows can change on a daily basis. There are days when he is very excited and happy to be in the classroom, but others where he just sits there and does no work. There was one day where the class was taking down notes on a PowerPoint. I understand that this may be boring to some, but it was important information they were learning. He was doing fine until about fifteen minutes left in class. He just closed his book, put his notes in it, and just sat at his desk not working. I am not sure what triggered him to do this, but I have noticed that his mood can change very quickly, and that is something I would like to look more into. Another behavior that his very typical of this student is that when they are engaged in class, they want to volunteer for everything we do and want to answer every question I ask. I have had times where I have told him I will not call on him anymore that day so other people will have a chance to speak and participate in class. Noah then was not engaged after I said this, and I also want to look into ways I can keep him enthused in class while not having all my attention. I also believe that he may be somewhere on the spectrum, but I will have to look more into that and see what I can find. What will be nice about doing the case study on this particular student is that we have a good relationship. He knows that my door is always open to him and we have had some very good discussions about many different topics in the past. He opens up to me, and that will be particularly useful during this case study. From my observations throughout the year, I believe that the student I have chosen does not have a lot of friends and he just wants to fit in and be noticed. I think that this is something I will find more about, and it will be possible because of

the relationship we have. I will not do it in a way in which he thinks I am pushing for answers, but rather a way in which he will feel comfortable. I think that this case study will be really helpful in getting him engaged, and helping me figure out how to deal with specific issues students are having in my classroom. The problem I will be looking at is how to keep this student engaged more in class, and help them have a more positive outlook every day in class. This is important to me because I want students to have fun and learn in my class. If they are coming in and not engaged, then it will be hard for them to learn and have fun with it. I want all my students to succeed, and figuring out this student will put me a step in the right direction for that.

When looking at my case study on Noah more closely and interpreting what I see, I found a few interesting things. What I have come up with are a few different hypotheses that might explain why Noah behaves or acts the way he does. The first hypothesis is Noah acts up in class because he wants to be noticed by his peers. Watching him closely in class, I have found that he does not have many friends. In the hour that I have him, the kids he works with are not his friends. They are just students who I have found are too nice to tell him to go away and they just deal with him. I have a good relationship with Noah, and he has told me that he does wish that he had more friends and that is something that is very tough for kids his age. Everyone just wants to fit in and feel normal, and who can blame them. Noah has told me that he just wants people he can hang out with and have sleepovers with. What I believe is that he feels that acting up and trying to seem very smart will gain him more acceptance with his peers. After reading some literature, I have come to the conclusion that he ties self-worth into getting correct answers in front of his peers. When he gets answers right, he feels better about himself and in turn will keep

trying to be the kid that can blurt out answers to many questions. He does not feel bad if he gets an answer wrong, and I think he just likes it when the attention is on him. That starts to do the opposite of what he wants in terms of what his peers think, which is that they now become annoyed with him, rather than think he is cool for doing it.

My second hypothesis is that Noah can become very disinterested in the subject we are studying, and that can cause him to shut down at times and not do all his work. If you were to look at Noah's grades, they show a student who does most of his homework, but not all. In terms of tests, he is not a great test taker, and that may be because he does not study much or finds little value in studying. Overall, he is a B student, but he is capable of more than that. In my class, we turn homework in all at once at the end of the chapter in what we call notebooks. There is rarely any homework ever given. So to get the full credit for the notebook, all that has to be done is work on it in class when there is time, which there is plenty, and turn it in. He will usually turn most work in with a couple missing assignments in most notebooks. I have found that at times, we may have a half hour of work time, and Noah will not use it wisely. He will just sit at his desk and do nothing. There are times when they will have bookwork, and I have noticed him just sitting there with his book closed and a not so great attitude. When I talk to him and ask why he is not using the time to work, he just says he does not know.

A third hypothesis I have regarding Noah is that some of his behavior is caused by something that is undiagnosed. I believe that he is somewhere on the spectrum. I have other students in other hours that are on it, and they have some similar behavior to Noah, and that got me thinking the same thing. I think that if I am able to find out more information about this, it could help me in terms of getting him more motivated. This would give me more information to

work with on him and help him succeed in my classroom. I have tried hooks and things of that nature before, but that has not really seemed to change the way he is. Moreover, to be clear, I am not trying to change him, because he is a good kid. I just want to help him become successful and find some stuff that works well for him in school.

When thinking about these three different hypotheses, I believe that the first one is the best one to proceed with. I think that because I have a good relationship with the student, I can get more information on this topic. In addition, I could add some of the information from the second hypothesis to the first one to help my case. If I am able to determine that he acts out the way he does because he wants to be noticed, I can try to find some solutions to this. The hour he is in now is not the greatest in terms of overall behavior, so his behavior he exhibits may be only hurting his case to gain acceptance.

After looking through my three different hypotheses, I have chosen to go with the one that states that Noah acts up in class because he wants to be noticed by his peers. I feel that what he does and the way he acts all stems from the need or want for attention. The reason being that he just wants to fit in and make friends, which is completely understandable. My first course of action is to give him little jobs to do in class. One thing I would like to try is to have him hand back papers or hand out new assignments. This will allow him to be noticed by the entire class when he does. He will have a chance to interact with everyone as well. Also by doing this, it does not disrupt my class. By having him do these types of tasks, he is really helping me, but also getting some of the attention that he wants. When I look at the risks of this option, there is one that really stands out to me. What if he takes forever in getting students their assignments and sees this job more as a social hour? It is hard for me to punish a kid for doing a job that I ask

him to do. If I want him doing small tasks, I cannot take them away from him the first time something goes wrong. I believe that going over some ground rules and saying that if you do not do what I ask, this privilege will be taken away is what would work best.

A second plan I have that might work for Noah is switching his hour he is in my class. The current hour he is in is not working great for him. The students in that hour do not like to put up with him when he acts out, and if one student says something to him he does not like, he can shut down. Part of the reason that this hour may not work well is that it is the second to last hour of the day, and the students just want to do their work and deal with not much else. I would like to see how he would do in my third hour class. That is my best class of the day, and I feel he would fit in much better with these students. If I am able to get him into that hour, I think he would have a great chance of acting better and making some friends. When it comes to the downside of this idea, it could mean that the other class he would switch hours in could have the same problems as I am having with him now. So just because he may act better in my class, he could still act up in the other one. At the same time, there would be different students in both hours of the switching of classes, so I feel that it would still be very beneficial to Noah to switch hours and give this a try.

A third alternative I have for Noah is checking his homework every day in class. I know that this may seem like it might not have much impact on a student acting out, but I have done this in another hour with some success. When the student realizes that I will be checking their work to make sure they have everything done, or take all the notes in class that they were supposed to, they seem to be better at just focusing on that task. I would make these checks worth some type of points to, so there is an added incentive for Noah to do this. They would not

be extra credit points, rather just part of his homework grade. I think that he wants to do well in school, and if he knows I will be coming to see his work every day, then he will do it and not worry about other people. In terms of drawbacks on this, it could look like I am singling him out, which I obviously do not want. Additionally, he could still do his work, but just at home, and still act out in class for the attention he wants, which is what I do not want.

After looking at my three different plans of action to try to combat Noah's acting out to get noticed by his peers, I have decided to try a combination of two and three. I would really like to get his hour changed if possible. I want to put him in the best classroom environment for him as possible. I know that this is feasible, in terms of switching hours, because I have talked with his counselor on this matter. In addition, I will do number three, which checking his homework, but not just do his. I do not do homework checks for the whole class very often, but I will do them every day with Noah's hour. That way, it does not look like I am just checking his, but everyone's work. Each check will still be worth points, so Noah will have that incentive to make sure he is doing everything and will have less time to be acting out in class.

After implementing my plan and taking notes on the results throughout the last few weeks, I noticed some changes in his behavior. I was able to get his hour changed in my classroom. He went from sixth to third hour. The students that are in that hour are much more accepting of him and the way he acts. I have noticed that because of this, he acts out much less than he had been previously. I think that this is not some cure that will work for every student, and it may really only work for him, but I am happy with the results. Even though he does not act out more, his engagement level did not necessarily change. There are still times when he will sit there and just check out for the entire hour. He will then be behind a day and complain a little bit

about it. I talk to him and tell him how he just needs to follow along in class all the time and he will be fine, he just cannot have days where he does absolutely nothing. When I got him into the new hour, I had to try to find him a good seat as well. I found someone who would be tolerant of him, and also give him some of the attention he is looking for. I think that surrounding Noah with people like this is what helped his growth in that department.

The second part of my action plan was to check on Noah's homework more often to make sure that he is on task. I did not really implement in the way I should have. I would just check some people's homework the next day at the beginning of class to make sure they completed it. It really had no effect on Noah, and did not improve anything as I was hoping it would. What I should have done instead was tell the students that before the hour was up I was going to come around and check their homework and they need to at least have a certain amount done. That way, he would have a goal to have at least some completion of the assignment and would hopefully make him more focused in the classroom. I would also have done this for points. If I walk around and see that you do not have any done, then you would lose some points for that day or assignment. I would make sure to not check Noahs every day, but maybe a little bit more frequently than the rest of the class. I would never want it to look like I am singling him out.

I also decided to give some students a chance to pass out papers, with Noah doing it more regularly than others do. I did not want to single him out and have him do it every time. I wanted him to feel like I was just randomly choosing him. It went well the first few times when he passed out assignments to the class, but eventually I had to just put a stop to him doing it. He would take a long time because he tried to interact with too many people while doing. Instead of

simply completing the task, he felt that he needed to try to have conversations with the students. Part of the reason that I think this failed was my fault. I should have prefaced it much better than I did. I should have had strict instructions for the students, rather than just assume they would hand out the papers and go back to their seats. I am okay with failing at this, because I realize not everything will go perfectly. I need to keep trying out strategies like this with many different students. Just because it failed in this particular case, does not mean it will fail with the next. I think all I can do when something does not work, is to research and find new ideas to help. There is nothing better than trial and error. That is the only way to know if a strategy like handing out papers will help with student problems.

I would also like to go back to my third hypothesis about Noah. I always thought he was undiagnosed with something, and it turned out I was correct. After having a meeting between some of the counselors and his family, they decided to get him tested. They found that he is on the spectrum and that this may cause some of his behavior problems. He really lacks social skills, and this could be the cause of it. It was great to see that his parents finally took this step and are getting him some help with this. I find that having proactive parents will really help students like Noah.

I believe that this case study has really helped me understand my students better. I have also learned how to work with them more effectively. I know it is hard to treat over a hundred students and have a case study with each one of them, but if you just take the time to get to know your students a little bit personally, then there will be improvement in your classroom. By building these relationships, it can become much easier to talk to students about problems they may be causing. Additionally, doing this case study taught me that no case will be the same. You

also cannot predict how well a certain strategy for a student will work. I truly believe that there is an answer out there for every case. As a teacher, you just need to do your best and see what you can find to help. In the end, if I am able to treat my students and come up with solutions that solve problems for students like Noah, that will go a long way in making me a very effective teacher for a long time.