

Case Study Part I

Tibalt is a student who is difficult for me to reach and sometimes appears to be unmotivated. Tibalt usually is very quiet in class. He doesn't participate in discussions, doesn't volunteer to read, or volunteer to answer questions. When we do class work together as a class, he sometimes will zone out and just sit in his seat. Even when prompted to focus and guided through the topic being discussed, Tibalt will sometimes just sit and not complete his work. Tibalt will respond when asked a question, but sometimes will respond with I don't know or I understand it or give a one word answer to avoid being called on or avoid answering a question. Tibalt generally will not complete his in class assignments and sometimes does not turn in homework. When doing class work he will fill out some of the question, but then lose focus. He can't seem to hold his focus for long periods. He will zone out and just sit in his seat. On some days he is listening and takes in the information, but is unmotivated to participate and unmotivated to complete his work. He becomes unmotivated when he does not understand content and sometimes does not do his work. However, Tibalt will do his work and ask questions when I work with him one-on-one and when I show him his low grades. When asked about missing assignments he will usually say that he doesn't have any unless I bring up his missing assignment report. When shown his low grades, he will occasionally ask for a learning lunch pass and come in during his lunch to complete his missing work. When given one-on-one attention that is when Tibalt will put forth some effort to complete an assignment and ask questions about the content to improve his understanding. However, if one-on-one attention is not given to the student, he will sit in class and not engage in the material. His grades are not bad and fluctuate during the semester. He generally receives C's in my class. When he puts forth effort and can concentrate he gets his work done and his understanding generally is enough to

pass quizzes and complete homework assignments. However, when Tibalt is having a hard time focusing, he fails quizzes and does not complete homework assignments. The first card marking he received a final grade of a B and this card marking he received a C+ as his final grade. His A.D.D. is enough to throw his attention off on some days, but on other days he gets work done or comes into learning lunch to complete his work.

I know that the student is raised by a single parent and is usually alone when he gets home. I also know that the student has been diagnosed with attention deficit disorder, which explains why he zones out in class and can't seem to focus for a long period of time. He has switched between numerous medications since previous medication treatments have caused different behavioral issues with him. At times his parent and he feel that he can go without medication for his A.D.D. His A.D.D. according to his parent has become much milder and he is currently off his medications. However, the parent has stated that if his A.D.D. gets into the way of his work then contact them immediately so that they can get him back on his medication. Since his grades and his focus shifts so much I have not contacted the parent yet. Early this semester his focus was good and he completed all of his assignments, but as of late it has been fluctuating as the semester came to the end. I may contact the parent soon to let her know that Tibalt's behavior has been fluctuating as of late.

In the past I have interacted with Tibalt by questioning him on why he hasn't done his work. I also ask him during passing time if he has any missing work or when he will turn in his missing work. I have also told him to focus and complete his work when in class. However, this does not really work to get any change in behavior from him. When told to focus he will look at his paper and continue to sit in his seat without doing anything. When asked about missing work in passing time he states that he doesn't have missing work or he may or may not do it that night.

I found that it is best to give him one-on-one attention during class and push him during class to complete his work by not allowing him to lose focus by working with him and not leaving until he completes his assignment. However, this is not always reasonable since I sometimes need to direct my attention to other students and help other students out when they have trouble with their work. I have trouble connecting with Tibalt since he does not say much during class and does not share his thoughts often. I am often nagging or have to direct all of my attention to ensure that he stays focused on the days that he has trouble concentrating on his work. It is also difficult for me to keep track of him some days since he is so quiet in class. Some weeks he is doing very well and will complete his work or take the initiative to come in during his lunch time to ask questions or to complete his missing work, while other weeks his concentration tapers off and he has trouble focusing on his school work. It is difficult to notice when his focus changes since he is quiet and does not interact with others during class often. I want to find a way to connect with him so that I do not feel like I am nagging at him and I want to be able to keep track of his behavior more closely without having to focus all of my attention on him to keep him focused. I think that I will read Lemov, "Engaging Students in Your Lessons" in order to gain better insight in incorporating more student participation in my lessons, which hopefully will help students like Tibalt stay focused during class. It will also allow me to keep track of when Tibalt is zoning out or is having difficulty concentrating. I hope I can improve my lesson plans to help Tibalt stay focused throughout class.