

## **Anecdotal Report**

**Name of Observer: Jessica Stiffler**

**Person Observed: Tara**

**Grade Level: 3<sup>rd</sup> Grade**

**Objective of Observation: To see how often Tara was off task, and how often she interrupted class with interruptions.**

Tara is a nine year old girl that is currently in third grade. She is the youngest of seven children, and lives with her grandmother. Tara has shown signs of social and behavioral problems, which have created concerns for her teachers. The main concerns that teachers have with Tara are her lack of engagement, her stealing, and her every day fibbing. Tara often experiences problems seeing the board, as well as with reading due to her often times forgetting her glasses. Upon my observations, I have noticed two major problem areas; the first being her poor reading skills, and the second is that she strives for attention even if it means she will get in trouble.

Due to Tara's poor reading skills, and her being easily distracted, a case conference was held on October 3, 2009. This led to the development of an IEP which stated her present levels of performance and goals for the current school year. During the case conference, her mother refused to be present. Instead, Tara's mother asked for the school to contact the grandmother and to have her handle the decisions. This was not aloud, and therefore no parent showed up for the conference. To help with Tara's problem areas the school principal, counselor, teachers, as well as an area-program psychologist have been working with Tara to help her improve academically and socially. The case conference members decided after reviewing the progress that Tara had been making over that past few years, it would be appropriate to provide Tara with special

education services for a specific learning disability. Decisions were made to place her in the general education classroom eighty percent of the day and the rest would be spent in the special needs room.

While observing Tara for twenty-one hours, I have learned a lot about her strengths and struggles. I was able to observe Tara in the general education classroom, special education classroom, in the hallways, and while in the library. I was even lucky enough to spend one on one time with Tara to help her with decoding words. By having the opportunity to observe Tara in all the different settings, I was able to get a better understanding of what triggers her attention issues, and lying. Tara struggled greatly with reading, and longed for attention that she was not receiving outside of school.

Wherever Tara may be during a reading lesson, rather it is in the general classroom or the special education room, Tara is distracted. She is often blurting out off topic comments, or up out of her chair sharpening her pencil or doing other things. When she should have been listening to the story being read, or participating in a lesson, Tara was playing with a pencil, or staring off at the unknown. It wasn't until I had the chance to work with her one on one that I noticed she struggled greatly with reading. She could not decode words, and struggled to read complete sentences. She did not get frustrated, but instead just skipped the words or created words of her own to fill in the unknown space. Due to her poor reading skills, it was not surprising that she tried to avoid the reading lessons every day.

I wanted to observe Tara's social behaviors outside of academics, so I observed the students as they visited the book fair. Tara seemed to get along with the other students, and she seemed to be socializing with many of them. I noticed Tara pick up a pencil and bookmark. She

simply walked out of the library without paying, and everyone returned to the classroom. After returning, one of the students told the classroom teacher that Tara had stolen from the book fair. Tara was asked about the pencil and bookmark she was holding, and Tara made up several stories before being sent to the principal's office. Tara showed no remorse for her actions and went about the rest of her day as if nothing had happened.

Other than struggling greatly with reading, her issues with lying, and her issues with stealing, Tara appears to be a normal third grade student. During the case conference, adaptations and modifications were made to help Tara meet her goals on her IEP. Tara improved her reading scores on tests, after having someone read the questions to her out loud. Tara is now given more time to complete reading assignments, and is placed close to the teacher in order to help keep her focused. When given the opportunity to read out loud to someone she feels comfortable with, Tara gains confidence to decode words and to strive to become better at reading. With the new IEP in place, and the new goals and adaptations for Tara, it is hopeful that she will be able to receive a proper education in a way that is more suitable for her. The school is also trying to get the parents more involved in order to help Tara feel wanted and for her to receive the attention that she is lacking. In the mean time, Tara is given tasks to do in the classroom to help her know she is, and to make her feel, needed and important.