

Name of Observer: Jessica Strange

Date and Time of Observation: Tuesday October 18, 2005 2:00-2:55 p.m.

Length of Observation: 55 minutes

Person Observed: Gregg, student

Grade Level and Subject: 3<sup>rd</sup> Grade; Math and Health

Objective of Observation: To observe behavioral problems of being resistant to authorities in the general classroom.

I walked into Mrs. Kinney's third grade classroom as the students were beginning their math lesson for the day. As I sat down in the corner I saw Gregg right away. I had helped in this classroom once before so I knew who he was before I came. His appearance didn't make him that much different than his peers. He was wearing a plain blue t-shirt, sweatpants, and tennis shoes. He was overweight by health standards and when I approached his seating area I could smell a body odor coming from his direction.

He was sitting in the "awesome" cluster of desks with Randi, Sarah, and Cole. He was looking around, not really paying attention as Mrs. Kinney called on Sarah to go to the overhead and do the first problem from the students in class math worksheet. When Sarah wrote her answer on the overhead he quickly looked at his paper and went to work erasing his answer. As the rest of the class started working on the next problem, one asking to label the amount of days in a certain number of weeks he picked up the ruler that was laying on his desk and began to continuously tap it on his head. He continued to tap his head while he stared at a calendar and set of 7's times tables that was hanging on the wall near my head. After looking at the for awhile he noticed me and stared for just under two minutes before something at the front of the room caught his

attention and he looked back at the overhead.

The teacher, using Popsicle sticks with the students names on them began to call on students to do parts of the problem. She called on Edmond to read the instructions to the problem, then asked Amber to fill in the answer for 1 week, Stephen the answer for 2 weeks, Randi the answer for 3 weeks, and Abby the answer for 4 weeks. Gregg started looking at the calendar on the back wall, started writing, looked at the overhead, back at his paper, realized he was answer behind, looked around some more, and then got startled to attention when his Popsicle stick was called.

The first time he didn't respond so Mrs. Kinney called on him a second time and he shuffled his feet up to the overhead, wrote the correct answer on the 5 week line, came back and sat down. Looked back at the calendar again, back up at the overhead and started writing again.

He noticed his ruler again and picked it up. This time he stuck his pencil in the hole and began to spin the ruler on the pencil letting it hit him on the head. He messed with his ruler for awhile. The class began reading their answers as they went along. When it came to his turn Mrs. Kinney had to give him more directions. "Gregg," she said, "Look up there." "35," Gregg answered. "What?," Mrs. Kinney asked. "35," Gregg responded. "35 What?," Mrs. Kinney asked. "Weeks," Gregg said. "Days," Mrs. Kinney said. "'Days," Gregg repeated.

As soon as the attention was off of him he picked up her ruler and began drawing on it while the other students finished up the problem. He pushed his worksheet up on his desk and concentrated really hard on drawing on his ruler while Nathan did number 4. The rest of the students had already followed the instructions of the teacher and gotten

out their red crayons and began working on the problem. Mrs. Kinney noticed he was distracted and came to his desk and told him to get out his red crayon. He got into his desk and messed around for several minutes in his box that had all his school supplies. When he finally closed it with red crayon in hand he looked at Randi's paper and began drawing on the math worksheet.

Madison read the next question and when Randi raised her hand to answer it Gregg raised his hand as well. When Mrs. Kinney called on someone else he picked up his red crayon and started drawing when everyone else had already finished that problem.

Mrs. Kinney read the next question and as everyone else was working on it he raised his hand. Mrs. Kinney came over and said "When did I ask you to use crayon?" and before he could respond she left and continued on with class. He watched as Amber did the next problem. Mrs. Kinney stalled when saying, "Do the next problem please..." He raised his hand. She selected Edmond. He picked up his pencil and started writing. Stopped and looked at the ruler. Picked it up and started messing with it. Asked Sarah who was sitting across from him how big his mouth was, and put the ruler up to his mouth and opened his mouth really wide. He got his entire group distracted as they all got out their rulers and started asking each other how big their mouths were.

Mrs. Kinney came over and put her hands on Gregg's shoulders. He got back to work. She made an announcement for the students to leave their papers out so Caitlin, their peer tutor, could come over and mark it. Then she told them to get out their planners and health books. Finally got into his desk and got out his planner. As he was searching for the planner he noticed a pencil that wasn't sharpened. He went up to

an aid that was walking around the classroom if he could sharpen it. She reminded him of the class rule that they were to take care of sharpening pencils during morning work time. He went to Mrs. Kinney and showed her his pencil and asked to sharpen it. She told him to get one off of her desk. She waited as the students got out their health books. As he gets back he has his pencil box open and math paper still on his desk. He takes his ruler and begins trying to sharpen his pencil himself by scraping at it with the metal side of his ruler.

The class begins working on a study guide they received for their health test. Gregg continues to cut at his pencil with his ruler. (His math page and crayons are still out on his desk and his health book is nowhere to be seen).

A student came in the door returning from the bathroom distracting him. He soon returned to his sharpening technique. A student from the cluster of desks next to his said "Gregg". He put his pencil in the box and sat up to desk as Mrs. Kinney came over.

"You need your health book," she said. He started searching through his desk and found his book. Mrs. Kinney began explaining her expectations for the completion of the study guide as Gregg began to bite his fingernails and looking around. He looked at Randi's paper and grabbed a pencil and began working. He looks around and starts chewing on his pencil. He put his hands on his head and starts flipping through his health book and looking around.

He calls Caitlin over and asks for her help. She points to a question on the study guide then the place in the book he can find the answer and then walks away.

Mrs. Overmyer, the special education resource teacher, walks over to him and

asks him why he hasn't done anything. (She later told me that when she went over he had just one word written on his guide when everyone around him was at least to number nine). "Did you go back and read your material," asked Mrs. Overmyer. "Yes," Gregg responded. She began to go through and ask him questions from the study guide. As he responds she encourages him to write. She moves to the next question. She reads it and then shows him the page in the book the answer can be found and then points to the study guide to have him write. Mrs. Overmyer then left and went to help other students.

The first bell to get ready rang distracting Gregg from the health book. Mrs. Kinney announced that that was not the bell as they were 5 minutes ahead. The rest of the class continued to work on their study guides as Gregg began digging in his desk. He sat up biting his fingernails and started sharpening his pencil with his ruler again.

His group was dismissed to go get their things from their outside cupboard. He decides that it is time to begin working on his study guide. Everyone else from his cluster are outside in the hallway as he is hard at work.

He says something to himself, muttering about needing to sharpen his pencil. He stacks his chair with those of his clusters at the end and then goes over to a bookcase in the room and begins looking at the books. Comes back to his desk, grabs a bunch of papers he has sitting on top along with some from inside his desk, and goes into the hallways to get his bag. I didn't see him again as he left without dismissal from his teacher to join the bus group.