

Assignment 3: Gracen Dickey: 408: March 23rd

Student Profile:

Strengths:	Stretches:	Interests:
Singing	Focusing	Singing
Engaging with others	Lowering our voice	Drawing
Projection + Presenting	Hands to ourselves	Dancing
Learning kinesthetically	Respecting personal space	
	Limiting distractions	

Behavioural Goals:

Goal #1	Winnie will learn to self-regulate to avoid distracting others in the class. By Spring Break, she will pick an activity to bring herself into the green zone. Winnie will show her progress by colouring in boxes to show her zones throughout the day.
Goal #2	Winnie will practice speaking in turn and at a respectful volume with her blurt coins, each time she talks out of turn, a coin will get taken away, and if she uses her hand to speak or speaks quietly, she can gain a coin. At the end of each day, the Teacher will write however many coins Winnie has in her tracker, and at the end of the week, she has the opportunity to unlock a collaborative work block. Winnie will have earned five blocks by winter break.

Communication + Expectations:

<p>Through weekly support sessions, parents communicate with Winnie to find out how she is feeling with her program at school and daily grounding activities to support staying calm and focused.</p> <p>Parent Expectations:</p> <ul style="list-style-type: none"> - Emotional support - Reminders at home
<p>The teacher communicates with parents through biweekly check-in sessions and weekly email updates on Winnies tracking sheets and any support she may need at home.</p> <p>Teacher Expectations:</p> <ul style="list-style-type: none"> - Daily check-ins with Winnie - Providing support in class - Reminders throughout the day - Weekly emails - Biweekly parent conferences
<p>The teacher communicates with Winnie through daily check-ins and weekly recaps to adjust support and reflect on her Progress.</p> <p>Student Expectations:</p> <ul style="list-style-type: none"> - Being respectful to others - Trying her best - Communicating frustrations

Reporting:

Daily Zone Tracker: Winnies Job

	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Morning:					
Before Lunch:					
Afternoon:					

Daily Blurt Tokens: Teachers Job

	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Blurt Tokens	-/10	-/10	-/10	-/10	-/10
Total:					

Goals will be met when Winnie has successfully identified her zones and can pick an activity to bring her back into the green zone. Her second goal will be completed when she can keep 40 tokens five weeks in a row.

Celebration:

Green Zone All day:	15 minutes of free time	Pick an alternative seat
Blurt Tokens:	A free block on Friday	Art block

Consequences:

Each Blurt token is taken away or is disruptive to those around us during the day; Winnie will have to pick one self-regulating activity to do by herself to calm down and refocus.

Rationales/ Reflections:

Winnie sounds like she may be struggling with an attention disorder. She could also just have a need that is not being met in the classroom. To support Winnie further, we can teach her strategies to self-regulate when she is overstimulated or dysregulated. Winnie sounds very similar to a child I nannied in the past. This was a program I implemented at home to support her feelings. Using self-regulation techniques allows a moment of self-care for Winnie to slow down and refocus on the task at hand. An essential part of any negative classroom behaviour is a conference to decipher the root issues whether Winnie needs more time moving or time to talk in a group.

We need to set up our classroom to support all children's learning styles the best we know-how. Attached are two posters we can use with Winnie to help her identify which zone she is in and how she can regulate. This plan will change as weeks go on, and Winnie may accomplish goals or if new behaviours arise. The most important part of the plan is the consistency of daily check-ins. Winnie needs to have time to discuss how she felt the day went and see how we can improve each day. Teacher and parent communication is also

essential and debating the possibilities of testing. Biweekly in-person conferences with parents allow updates, change in support ideas and for the parents to share any behaviours they may be experiencing at home. This also allows for further support to be initiated and possibly other routes to be found. Overall I created this student contract from my ideas, mainly from the knowledge I have learned from my classes.

What Zone Am I In?



Blue:



Green:



Yellow:



Red:



How Can I Get In The Green Zone?



References:

Stacy Tornio on November 16, 2. (2018, November 16). Tried-and-true teacher secrets to stop students from blurting out. Retrieved March 22, 2021, from <https://www.weareteachers.com/stop-blurting-out/>