

## Shadow Study

Going into this shadow study, I wasn't initially sure who I would pick for my student. Several students in my class had several different personalities and behavioral issues that I found interesting. However, the student I ended up choosing is one who is incredibly loud, distracting, and disruptive consistently in my class. In discussion with my cooperating teacher, we decided she would be an excellent candidate because we wanted to see if she exhibited this behavior in other classes, or if it had something to do with our style of teaching and the general nature of our class.

My student's first hour was **Physical Education** from 8:00-9:22. In the locker room the student showed a lot of dominance over the other students, even asking one of the smaller students to tie her shoes for her. Afterwards, she untied them telling the girl she did it wrong and tied them again herself. When the students were finished dressing out, they were asked to sit in straight lines on the gym floor for roll to be taken. My student seemed to do alright here and went to her spot quietly talking with those around her. The female Physical Education teacher seemed to draw a lot of respect from the students with her powerful, assertive voice, and only had to tell the class to straighten their lines and quiet down once.

When roll was taken, students boarded a bus to go to the High School field and play flag football. During the bus ride, my student sat in the very back seat with her head down talking with those around her. After arriving at the high school, students were asked to walk to the field where the game would be played. Before beginning the game, the teacher asked them to run one lap around the field at a well maintained jog. My student participated in this area fine and kept a consistent jog around the field. They were then split into red and white teams to play. Those groups were cut in half, making four teams total. My student was placed on the white team that played first. During her games, she seemed to participate very little. The other students ran after the student with the ball, while my student stood towards the back and watched. This could be laziness or a lack of desire to participate as a team. Nothing was said to her by the teacher about her lack of participation, so this may also be a developed habit. Perhaps, with more encouragement or direction, she would participate. Her classmates seemed to mostly steer clear of her and never attempted to steal her flags.

After 3 games, the two red teams switched places, while the two white teams stayed where they were. During game one my student would follow the other players with her eyes, but still did not participate in the actual game. She had a very bored demeanor, constantly playing with her hair, picking at her face, or standing with her hands on her hips. After the second game, the teacher came over to her team and told them she expected certain players to be more involved, my student being one of them. She sort of skipped at a distance after the players this time, but still made no effort to get the ball or risk her flags. On the third game,

they were limited to only three plays, or actions, to make during the game. Finally, the white team (the team my student was playing on) got the ball and it was their play. My student stood in the huddle, but didn't run with the ball or try to defend her teammates. When the next game was played, two of her classmates slipped on the wet grass and ran into each other. Many of the other students came over to check on them while my student stayed where she was talking to those beside her. I'm curious if she feels a detachment from the other students, as she seems generally uninterested in the happenings of both teams even when it comes to injury.

When her classmates were getting ready to play their next game, she stood off to the side talking to one of her friends and not paying attention. The game started before she even noticed it was going on. After this play, the teacher returned to these two teams to get on to them again for their lack of involvement. She told the white team they need to move and if they are standing around with their hands on their hips the other team will easily score. In an interesting turn of events, one of the other students actually told my student that she needed to run because she wasn't helping the team at all by standing around. The ball belonged to the white team this play and my student actually ran after the ball this time. For a moment, I was really impressed, then my student felt the need to loudly announce to both teams that she "ran this time," then proceeded to return to her spot on the sidelines to talk to her friend. With her encouragement to play, she tried to get the ball during their next play, asking one of her teammates to throw it to her because she was open. They teammate did not. Instead she threw it to someone clearly un-open and that teammates flag was captured, making that game over. I found it somewhat concerning that her teammates got on to her about playing, then refused to give her the ball to actually play. Maybe this could be due to a lack of trust. While it was the other side of the fields' turn to play, my student went with her group and was the only one to sit on the ground looking off in the distance instead of participating in the discussion for her teams next play idea. She did look a little frustrated, which could be a result of the last play or having to play the game in general. When her teammates finally mustered her to get up, she seemed happy and was smiling while talking to her group of friends, but went back to her normal routine when the next play started.

Finally, the games were over and the students were asked to return their belts and flags to the box and get on a straight line on the side lines. The teacher then began speech about it being their last day of playing flag football, and started quizzing them on specific names of the plays and player positions. My student didn't answer any questions, but instead watched a wasp that was flying around. The students were sent back to the busses after this and returned to the school. They went to their locker room and put on their regular school clothes. My student did this fine and the bell rang to dismiss them.

The next class she went to was **Communication Arts** from 9:26-10:45, and while this has nothing to do with my student, I have to say that this room had more zebra print in it than I've

ever seen in any one room in my life! Zebra lamps, zebra curtains, zebra room decorations... I mean everything! It was distracting even for me, so I can't imagine how to students felt. Especially if they don't like zebra. Back to the main subject, the teacher began by discussing their bell work assignment. Certain students were released to the library to collect things for their assignment. My student remain in the classroom. While the teacher was taking roll, my student was loudly and continuously announcing to the classmates around her that she wished to be called "Schmittty" instead of her actually name. The students around her expressed annoyance at this and told her that was not her name and they were not going to call her it, which made my student get louder and more insistent on being called by the name she wanted. The teacher then got the attention of her students by saying, "Class. Class," to which they replied, "Yes. Yes." She redirected them on what they should be doing, and told them if they were finished with their bell work they needed to sit quietly working on other homework, reading, or staring at the wall if they wanted. The students immediately became silent, including my student, and began to work.

After giving the students some time to finish their bell work, the teacher began asking students questions about what the step-by-step answers were. My student didn't answer any questions but stared at the floor. When they were finished answering the questions, the boys were assigned first to put up their notebooks, then the girls. The teacher talked about what the class did last time and a couple of students started interrupting her. She simply ignored them and continued to speak about the new story they would be reading. My student sat at her desk with her head in one hand and silently tapping a rhythm on the desk with her other hand.

When the teacher had finished speaking, she asked the students to turn their desks towards the T.V. in the room to watch a short video about the story. My student sat with her feet on her desk. While the teacher was setting the movie up, I started wondering if she would tell her to put her feet down. She did not. During the video, my student continuously asked many questions about what was going on in it. The teacher finally had to say, "I asked you guys to watch. Please do so and stop asking questions."

After the video was finished, my student started making jokes to the classmates around her about the man in the video, saying she wished she had his name. I wonder where this issue with her name is coming from. Does she legitimately not like her name, or is this just another way to get attention? It seems to me that she really likes to hear herself talk and rouse the other students into talking back at her. During this time, the teacher finally asked her to change her sitting position to an appropriate one. The teacher then assigned the students to do six annotations on each side of their paper when reading the text, remembering the steps for constructive writing. While she was getting the story pulled up on the screen, my student talked to the same girl from her P.E. class (they were sitting by each other). I'm curious if the teacher allowed them to pick their seats as these two are both bad at disruptions in my class, and it

would not be my first choice to put them together. I feel that her behavior gets worse when she is around her friends. She is also, ironically, in most classes with this girl. This, I have been told by my cooperating teacher, is due to their allowance to set up their own schedules.

While the teacher had clips from the story and the questions on the board, my student continued to talk quietly with her friend and not pay attention to the screen or what the teacher was saying. The teacher said nothing about these actions, but continued to speak. As she was telling her students where their questions belonged and what would happen next, my student started giggling at the actions of the students around her, still paying no attention to what was said. By this time, my student noticed me looking at her and quickly quieted down beginning to work. This makes me wonder if she behaves better when she see's someone of authority watching her actions. Many times during her writing time she would revert back to talking with her friend, glance back at me, and stop for a moment whether I was looking at her at the time or not. She did appear to stay more focused when the teacher was actually walking around the room instead of sitting at her desk, which didn't happen often. My opinion is she is testing to see what she can get away with while the teacher is not looking or is not paying specific attention to her. The teacher returned to her desk and sat after a few moments of helping the students. My student seemed to do ok until her friend started talking to her during the assignment. Again, nothing was said about this. Soon after they finished their giggling and conversing, she voluntarily went back to working on her assignment. Many of the students started complaining about the temperature of the room. It was very cold in there and she had five of them sitting right next to the air conditioner. A couple of them were even trying to write with their arms in their shirts. Finally, one student asked if she could turn the air off, and she told them, "No. It's locked up." They looked highly uncomfortable. My student, luckily, was placed at a distance from it, so she appeared to be ok.

At 10:15 the students were all gathered and dismissed to go to the library for a mini-lesson there. My student was the last to get to the library because she stopped at her locker and was talking to her friend. The teacher told the boys, who were severely dominated by girls at 15-4, to be gentlemen and wait outside the door until all the girls had entered. Ironically, my student had stopped to tie her shoe so the teacher told the boys to go ahead and go in. They said that I and my student were still outside (as I was waiting on her with the teacher by the library door) and they wanted to wait. Unfortunately, she told them, "This could take all day, so to go ahead and go in." I didn't feel that was an appropriate thing for her to say about my student to other students. She did nothing to encourage my student to move quicker, or even wait for her herself. Instead, she just walked in the room and took her seat with my student still out in the hall.

In the library, the students were given a presentation about the difference between fiction and non-fiction books. My student didn't participate in the question/answer portion

after the presentation was finished, nor did she sit close to the teacher or librarian. She, again, appeared to be bored and frustrated. I'm starting to see a pattern through the day. While I do agree that a lot of her behavior is unnecessary and disruptive, she seems to get a lot worse when students and teachers are being rude to her or treating her worse than everyone else.

When the librarian had completed her lecture, the students were dismissed to go check out books. My student went to the corner, glass reading room and talked with friends. At one point, she and the girl she was sitting by started kicking at each other, my student being the instigator. The teacher had her back to the room, paying attention to the other students, and didn't see it. From there, she continued to talk instead of read. At one point time, a student came out to the teacher to tell her she was making noise and being distracting. The teacher entered the room to tell them they were supposed to be reading and that's it. When she left the room and returned to her seat in the same position, my student continued to display the same behavior resulting in a student I know coming out to tell me she was being disruptive and causing trouble. Slightly frustrated, I went over to speak to the teacher who very openly told me my student causes a lot of trouble for teachers. She said she laughs uncontrollably, talks without permission, and constantly distracts other students. I asked her if she had done anything about it and she said, "We use MIR's and she has received several office referrals. We called a team meeting for her yesterday and praised her for the good behavior she shows, but told her she has a lot of improvements to make. Then we told her if she gets one more MIR we would be calling her parents in for a meeting over her behavior." I asked if that has appeared to help at all, to which she replied, "She seems to be doing a lot better today than she usually does. I think she just likes to be the center of attention." This helped to confirm my suspicion that this is an attention issue, however, I didn't know she had been in quite so much trouble at this point. I did find it curious that this teacher appeared to do very little about my student's actions, yet openly expressed her frustration to me about them. As the class ended the teacher told me she was also her Cardinal Time teacher and she hopes to continue to see improvement.

The next class she was in was **Math** from 10:49-12:26. The teacher for this class immediately demanded silence to make her announcements; however, seemed to have a good sense of humor towards her students, making polite conversation with a few of them. She gave them time to work on a worksheet she had assigned them. My student spent her time talking to other students and was not finished with her work when the teacher called for attention again. During the working time, she also had to constantly tell the class to quiet down. Another student started rapping and getting all the students riled up. She let him finish, then told him how disruptive he was being and that it was entirely unacceptable.

Next, she started assigning the students new seats. My student went to her seat in an ok manner and started finishing her work sheet. The teacher told the class they had until the first lunch bell rang to finish their worksheet. It appears that they have lunch in the middle of their

class, then return to it after their lunch is over. This was peculiar to me as I've never been in a school where the class was interrupted by lunch. I wondered if this would affect her behavior upon return. Surprisingly, her general demeanor in the math class seemed better than the others. She stayed fairly quiet and spent several minutes in her new seat just staring at me and the classroom teacher. Like the other classes, she was in this same class with her friend. However, the new seating chart had her placed completely opposite the room from her, rendering it impossible for them to talk.

As the first bell rang, the teacher began asking the students questions about their previous lesson. My student stared at the walls reading the posters. During the questioning, several other students continued to interrupt the teacher. She would simply stop what she was saying, correct them, and continue. The bell then rang for lunch and she told them to quietly walk there.

As we returned to the class from lunch, the students were very loud. The teacher quickly silenced them and began talking about their homework assignment. Within the first couple of minutes, two students got sent out into the hall for being disruptive. Continuing the class, the teacher started asking the students for the answers to their assignment. My student continued to not answer any questions but stared down at the desk. I'm curious if this is still a participation issue or if math may not be her strong suite. When the teacher asked if they had chosen the subtraction or addition method for their problems, students would raise their hands on the method they chose. My student didn't raise her hand for this part either. As I watched my student when the teacher continued with the assignment, I started to wonder if she had even completed the assignment because she kept writing the steps to complete the problem and the answer down, as well as looking at the papers of other students. She continued to do this for the rest of the assignment, writing everything off her neighbor's paper and correcting it as needed. Although she wasn't being disruptive, I did wonder if the teacher knew she wasn't doing her own assignment, if it had been addressed before, or if it is allowed.

After they had finished going over the homework, the teacher asked them to get into their folders and pull out the notes they had taken over two other lessons. From here, she told them they would not get to play an end of class game if they didn't get through this part quickly, so they needed to get it done and keep up. My student seemed to be getting everything written down, while still at times copying her neighbors paper, and was actually acting fairly attentive to what was being said. Another student asked the teacher to use the restroom to which the teacher said he had plenty of time to do during lunch and they had had that discussion many times. He continued to press her about it and she finally let him, but told him he would have to go to the principal's office after. She then helped a few students and left the room, leaving them alone in the class with me. Soon after, her neighboring teacher stepped just inside the door to keep an eye on the class. Another student began dragging his desk across

the floor to talk to a friend. I had to tell him to stop. The teacher returned right after and asked them to finish writing what she asked on the gold sheet of paper she had given them. She ended up going to my student's table and talking to her and her neighbor about what needed to be done.

The student who was dragging his desk just then looked at a neighboring student and told them to "Shut the ---- up." The teacher did not hear it and two other students, oddly, started looking at me to do something about it instead of their actual teacher. I told them, "Thanks for telling me," and continued taking notes to come back to this with the teacher later. This made the second time in one day for a student to ask me to handle an issue. Moving on, the teacher then gave the students two problems to solve on the board and allowing them to use their notes. My student began working quietly and constructively on her assignment. It ended up that she was one of the quickest to finish it, leaving me further perplexed if she really struggled with math or if she simply didn't want to do the work on her own.

Students were then asked to get their assigned Ipad at the back of the room and get on a site called "Kahoot." Their names started popping up on the big screen at the front of the room as they followed the directions for logging in. They were then all given the same questions for the game and competed against the time to answer them. I was hoping my student would have more fun with this, but she looked confused half the time and only answered every couple of questions at the beginning of the game. However, as it went on, she did seem to get more involved. During the game, she was fairly quiet in comparison to many of her classmates, which was a first. I overheard her telling her neighbor she didn't like answering many of the questions because she was "only going to get it wrong." Perhaps her desire for attentions stems partly off of an attitude like this, and doesn't have a lot of classwork confidence.

After the bell rang, I ended up back in my art room for our last hour. Soon after the teacher took role, my student immediately rose her hand for a question which the teacher dismissed until she finished talking. When she was done, she asked about her printmaking carving which she couldn't find. It ended up being on the teacher's desk because it was not put away properly last time. My student then started transferring and carving her print. Much to my continual surprise she actually said she enjoyed carving and the project and participated well with it. The class was split down the middle for a demonstration on how to actually print their carvings. My student's group was going to go up second, so she continued to carve and talk to her table mates. When it was her turn for the demo, she gladly went up and watched politely, asking no questions and making no interruptions. I was surprised to find that her behavior in my class seemed better than the others. Even though she had a tendency to be loud and draw attention to herself, she was actively working on her project and doing well in the class for the time being.

At the end of the class, the teacher told the students they needed to clean up their areas and the printmaking station. My student did put her own stuff away and clean up her specific area, but did nothing to help the other students clean the rest of the room. The teacher told the students no one would be leaving until everything was done and all the chairs were turned upside-down on their tables. Sadly, this still didn't encourage my student to help her classmates. She did put up her chair, but then stood behind it waiting for everyone else to get done.

By the end of the day, I learned a lot of information about my student. In my classroom, both my cooperating teacher and I are insistent that the students follow directions and maintain good behavior for their own safety and the safety of others. I always felt my student was annoyed with us because a few times we would have to separate her from her classmates or often get on to her for the level of her voice. However, in seeing her behavior in her other classes, I noticed that she seemed to have a lot more respect for the teachers who did maintain a constructive atmosphere in their classroom. Her worst behavior was presented in the Communication Arts class where the teacher paid little attention to her and wasn't correcting her actions. I feel that she has probably built up a reputation of being the student other students don't mess with. She is very tall and muscular for a seventh grader, which makes her appear intimidating to the other, smaller students. Most of the reactions she gets from other people are negative, which is probably very frustrating for her. I'm assuming, however, she would rather have negative attention than no attention at all. While in my class, she doesn't seem to be rude to others and has a generally happy outlook, so I'm not sure if the bad behavior is stemming off any anger. Unfortunately, she doesn't appear to work well in a team, and doesn't like paying attention without the focus being more towards her. Perhaps, I could start trying to promote positive reinforcement in my class for her and work harder to spend time at her table getting to know her. Inwardly, I feel she has a good heart, and maybe with someone giving her positive attention she'll realize how much better that feels and strive for it instead.