

Student: Liam (Gr. 1)					
	Social (Interaction with Teacher, other students, parents, etc.)	Emotional (Self-Regulation, general emotional state, reactions to content, interactions with others, etc.)	Communication, language, and literacy (Communication skills, written, verbal, etc.)	Cognition (Problem-solving ability, memory, thought process, etc.)	Physical (e.g. gross and fine motor abilities,
Date: Monday Nov. 25th 2024	Seeks affection from teacher (trying to sit on lap) one many friends	I pad reward but refused to transition off away rescued at lunch	Thought name was his name when it ended in his name (trouble segmenting)	Hard time utilizing pre-frontal cortex; fix + impulse is rock when encountering a problem	Strong gross motor (throwing away, running)
Interpretation and Implications for Practice	Positive attention as reinforcement	Visual timers tell expectation is a bad habit/routine	Focus on segmenting words or oral phonemic skills	Teach down calmly when not escalated	movement breaks
Date: Monday Dec 2nd 2024	Says he has a best friend in class, only wants to be with her.	Cried + ran away when told he "wouldn't get a happy face"	articulate with words expressing wants	Says sorry after fight (seeing how his actions affect others)	can punch painfully
Interpretation and Implications for Practice	Encourage interactions with others	Using a different reward system not work	Have more conversations getting down to his level	Practice empathic skills	writing out feelings

Student: Sawyer (Gr. 1)

	Social (Interaction with Teacher, other students, parents, etc.)	Emotional (Self-Regulation, general emotional state, reactions to content, interactions with others, etc.)	Communication, language, and literacy (Communication skills, written, verbal, etc.)	Cognition (Problem-solving ability, memory, thought process, etc.)	Physical (e.g. gross and fine motor abilities,
Date: Monday Nov. 25th 2024	other kids find him funny, seeks teacher's attention often	want ideas to always be heard out loud always needs answers	very high lang. (writing, verbal, etc.) abilities	sees Math + can make shapes with other shapes without learning lesson on it yet.	Sometimes bumps into things, falls face
Interpretation and Implications for Practice	Give him 3 things to do before asking for help	try to explain why you don't always pick him	Build confidence in his own abilities	integrate math to other subjects	Lesson on personal space
Date: Monday Dec 2nd 2024	Verbal argument with friend over telling teacher she left wrapper on the floor.	Cried over teacher not liking him	Reading compound word "overcame" in book	didn't understand why I didn't call on him to answer q.	Likes to move, rock
Interpretation and Implications for Practice	Tell him to address issues privately w other	Give him more genuine compliments	challenge him with harder books	use a different method of explaining	fidgets give more movement

Beckett (K)

	Social (Interaction with Teacher, other students, parents, etc.)	Emotional (Self-Regulation, general emotional state, reactions to content, interactions with others, etc.)	Communication, language, and literacy (Communication skills, written, verbal, etc.)	Cognition (Problem-solving ability, memory, thought process, etc.)	Physical (e.g. gross and fine motor abilities)
Date: Monday Nov. 25 th	Students find funny, likes to not follow directions of teachers	Doesn't like to be bored → acts out or is silly with other learning materials	When applies self, completes writing assessment almost perfect	run away missing cell recess	loves physical activity + movement
Interpretation and Implications for Practice	making lessons more funny/engaging	Always giving him a task	encourage work completion	Reward for going for recess	Physical activity integrated
Date: Monday Dec 2 nd 2024	When given negative direction, he will do what you said "no" to	wishes to control interactions — i.e. control my slideshow	He has clear speech (comprehensive)	remembers what gets behavior what outcomes	wants to learn new gym games
Interpretation and Implications for Practice	Use positive directions	Forced choice	Move onto more challenging lang. tasks	change outcomes	have him teach games to class as a reward

Monday, Dec. 9th, 2024

Name	Social	Emotional	Communication	Cognition	Physical
Liam	Said not friends w Rosalie any more	Threw chair when interpreted my comments as negative	Communicates when he needs a break	Can sometimes be reasoned with when escalated	Runs fast at first @ Gym then disengages from activity
Interpretation + implications	Prompting interactions with Rosalie	Pause + be clearer on what I mean to say	Teach to communicate when distressed	See what triggers ability to problem solve	Rewards for participation throughout

Name: Sawyer

	Social	Emotional	Communication	Cognition	Physical
	Interrupting during lesson time	Told me I hated him when I didn't call on him during lesson	Is articulate clear speech easy to understand	Can get stuck on 1 solution ("call on me more")	Likes active movement breaks holds pencil correctly
Interpretations	Have students whisper to each other during lesson	Genuine compliments	Complimenting his strengths	Writing down many solutions	use writing skills to problem-solve

Name: Beckett

	Social	Emotional	Communication	Cognition	Physical
	Wants listens to peer instructions over the teachers	Parents discuss how trauma could be affecting his brain (was adopted)	Learns to write "poop" + "pee" by soundalike them out himself	Can understand expectations repeat them back to you	Good at throwing at targets
Interpretations	Have peers give expectations to class	Trauma-informed approach (review)	Shows ability to independently sound out words	Have him give expectations to class	More target games in Gym