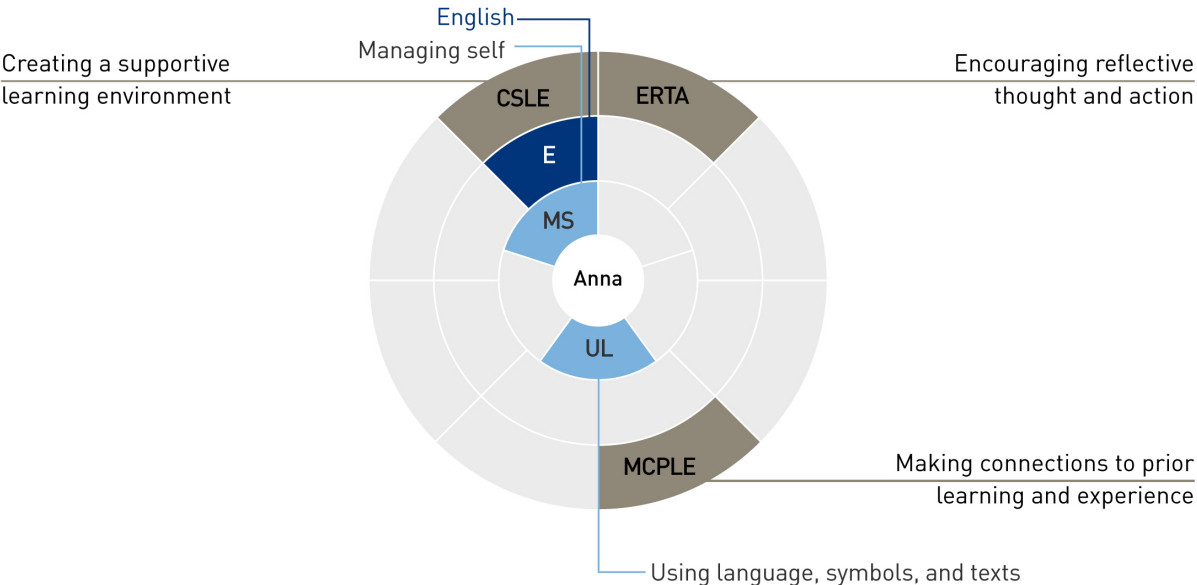


Anna "Boots on"

Links to the curriculum



Student background

Name	Anna	Anna attends a special education needs school. She has been diagnosed with global developmental disorder.
Age	9	
School	Primary	

The school receives ongoing and reviewable resourcing schemes (ORRS) funding to enable close supervision as Anna has pica behaviour and tends to mouth or swallow things. Anna vocalises some sounds and tunes into music.

Anna sings on her own initiative or in response to songs she has heard. While music is used to elicit responses, we also encourage her to make connections between short phrases or one-word cues. Therefore instructions are simple and repeated in different settings to enable her to understand and participate.

Three learning stories

- 1. Leaving boots on** 19 March 2007
- 2. I got my boots** 26 March 2007
- 3. I put my boots on** 18 May 2007

This string of learning stories shows Anna being able to follow instructions (using language, symbols, and texts) and to take the initiative in a routine that has been established (managing self).

Leaving boots on

Student	Anna	Date	19 March 2007
Topic	Playground	Observers	Anne (teacher aide) Meeling (teacher)

Our school rule is that when students are in the playground they have footwear on. This is for safety reasons. Whenever we take Anna to the playground we always put her socks and boots on for her. Usually when she is on the swing she takes off her boots and socks. When Anna does this, we stop her from swinging and put her boots and socks back on.

Today, when Anna attempted to take off her boots I said very clearly, "Boots stay on Anna." Her classmates also encouraged her by repeating the instruction to her. Anna left them on. Anna received a class award for her great effort. (Anne)

Well done Anna!

Analysis – what learning is happening here?

Anna demonstrated she could follow the instruction to keep footwear on. (Meeling)

Key competencies

Participating and contributing

- I am interested in my friends.
- I am interested in my school.
- I can give it a go even when it seems hard.

Managing self

- I can follow the rules.

There are some rules that just have to be followed and Anna is learning this.

Using language, symbols, and texts

- I can listen to others.

Learning areas

Level 1 English: Listening, Reading, and Viewing: language features

Anna is beginning to recognise that oral language is used for effect.

Where to next?

Celebrate and consolidate

Staff will continue to help Anna consolidate her learning by focusing on the type of instructions we give her. We need to be very clear about what we want Anna to do. The first word seems to be a key in assisting with this. (Meeling)

I got my boots

Student	Anna	Date	26 March 2007
Topic	Playground	Observers	Anne (teacher aide) Jill (teacher aide) Meeling (teacher)

Whenever we take Anna to the playground we encourage her, by using verbal and physical prompts, to get her boots and socks. We practise walking Anna to her boots using hand-over-hand facilitation and say the word "boots".

Today, much to our great delight, when I asked Anna to get her boots before going to the playground, Anna got her boots and brought them to me to put on for her. She knew where to get them from. Great listening and co-operating Anna. (Anne and Jill)

Very well done!

I put my boots on

Student	Anna	Date	18 May 2007
Topic	Playground	Observers	Anne (teacher aide) Jill (teacher aide) Meeling (teacher)

Anna has been achieving her goal of getting her boots to go to the playground quite consistently for about a term.

Today, Anna rushed off to the Room 2 gate without any footwear. When she was stopped, she protested loudly. I ignored her protests and insisted on her wearing her boots by saying, "Boots on first."

I emphasised the word "boots" and waited for about 30 seconds. Anna responded by going to her room to get the boots and putting them on herself. (Meeling)



Analysis – what learning is happening here?

Links to individual education programme

Anna will respond consistently to familiar people, events and/or objects.

Anna showed excellent comprehension by her response to the word "boots". She has also made the connection between the instruction and carrying it out. She went further by taking the initiative to put the boots on herself. (Meeling)

Key competencies

Managing self

- I can follow the rules.

Using language, symbols, and texts

- I can listen to others.

Learning areas

Level 1 English: Listening, Reading, and Viewing: processes and strategies

Anna uses processing and some comprehension strategies with some confidence.

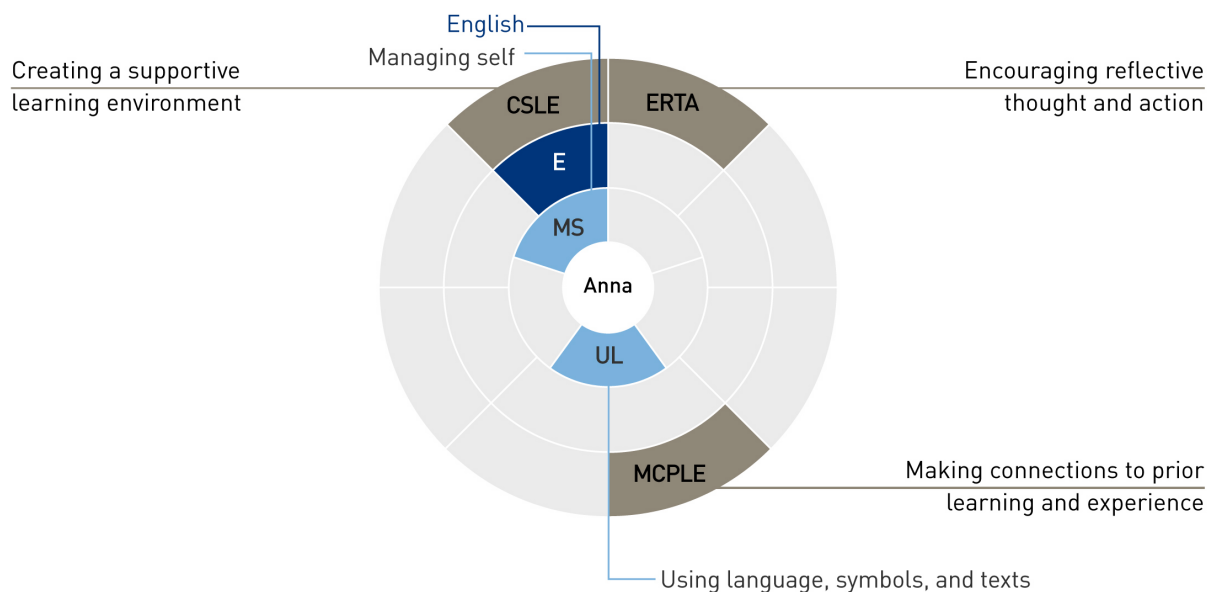
Where to next?

Increase complexity

We will look at what other situations we can facilitate where Anna can take the initiative and show independence; for example, getting ready for lunch. (Meeling)

Footnote: We have also noticed that sometimes Anna will take her boots to other students to enlist help from them sometimes.

Reflection – what these stories exemplify



Key competencies

Anna can understand and manage what is needed in order for her to use the playground. Rules are part of everyday life and Anna is learning this (using language, and symbols, and texts; managing self).

How might these stories strengthen Anna's identity as a learner?

Anna showed she can follow an instruction and also take the lead by getting the boots herself and putting them on independently (agency). This learning occurred over three months (continuity), outside in the playground, in the classroom, and at the Room 2 gate (breadth). Anna interacted with two teacher aides, her classroom teacher, and her classmates. She also managed the necessary equipment of her socks and boots (depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

Learning areas

Level 1 English

Anna's learning can be linked to the Listening, Reading, and Viewing strand of English. Anna is able to listen and follow simple instructions ("Boots stay on" and "Boots on first"). This requires comprehension strategies and some understanding of language features.

Effective pedagogy

What does this tell us about teaching and learning in this setting?

Safety is a big priority at Anna's school. Having sensible safety rules enables students to participate in all of the learning opportunities, including the playground, available to them. Such rules are supported by all staff and students (creating a supportive learning environment). Anna co-operated. She knew that if she wanted to go to the playground she would only be allowed if she had footwear on (encouraging reflective thought and action).

Because Anna was familiar with the playground routine, she felt able to take the initiative after a period of time, get her boots and put them on without support (making connections to prior learning and experience). When something like a playground is highly motivating for students it is amazing what they can do for themselves!

Reflective questions for the reader

"What routines offer learning opportunities in your classroom?"

"How do you encourage or make space for your students to take initiative with their learning?"

"What are your students highly motivated by?"

Useful resources

Fanning, R. (2008). *Fostering motivation in kids with learning and attention problems*. Available on the Great Schools website, at <http://www.greatschools.net/cgi-bin/showarticle/2633> . Accessed 28 October 2008.

Physical activity for healthy, confident kids: guidelines for sustainable physical activity in school communities. (2007). Wellington, N.Z.: Learning Media.

Safe, healthy environments, childhood and adolescence. Available on the website of the Public Health Agency of Canada at: http://www.phac-aspc.gc.ca/dca-dea/allchildren_touslesenfants/she_main-eng.php. Accessed 28 October 2008.