**Case Study 3**

**Situation**

A student in my year 11 class was at real risk of not achieving any grade at GCSE. Historically the student had been a low attainer with various behavioural issues that had resulted in her being removed from many lessons. The student was very eager to contribute to the class when it was on a topic that she was confident with and would shout out answers, however she would quickly became frustrated if I asked her to not shout out and would get angry and demotivated. When tackling topics she was not confident in the student would become angry, disruptive and demotivated.

**Target**

The student needed to develop more resilience and confidence in facing topics that she was not confident in order to be able to progress and not become frustrated, disruptive and ‘shut down’ in class.

**Action**

I had many one to one conversations with the student to avoid highlighting anything in a class setting. During these conversations I focused on the positive actions she was taking and discussed the choices that she was making. I was conscious to always phrase a request as a choice of actions she had to make. This was to remove any potential scope for confrontation by asking her to do something she was not comfortable with. In class when the student would shout out I would ignore the answer and then say I was going to ask her the answer to the next question. When setting work to do at home I would give the answers to the questions in addition to the questions. This was to remove the fear of getting something wrong and allow the student to refer to the answers if she needed to.

**Response**

The student improved in her interactions in a class setting. While there were times she would still get frustrated, this would manifest more in her not doing the work than being disruptive to others. This became a clear indicator that she needed individual support to begin or complete a task and with a little encouragement and checking of her understanding she would then move through the tasks. One of the biggest impacts was constant ‘pep’ talks in a one to one session as the student would acknowledge she was proud of herself or that she was pleased with the way she had worked. The student is still not able to do this in a class setting.