

## Appendix 2

### A Snapshot of Child -2 [Samir]

*Please note this character sketch was done, in June 2002, before I named the children (cf. Chapter 2 – p.34). Hence I have referred to them as Child 1 or C1, Child 2 or C2, as that was the practice I followed while writing data up till June 2003. My reflections are in bold.*



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Self-portrait of Samir drawn in October 2003.

In a journal entry: class-6 23.2.2002, I have described him like the wind. He breezes into my class and brings about activity. He stirs up his friends, sitting like dull pieces of paper or dry leaves and makes them exciting. No, I am not discrediting the other children at his expense, but Child-2 brings so much positive energy in my class which is difficult to describe. Lines like this journal entry seem inadequate.

C2 was working with C10 today (I wondered how they would work together as both were so different. C2 is an extrovert, always on the move, ready to

'act' and C10 seems so inhibited.). Surprisingly, both were forever ready, actually C2 just pulled C10 through the tableaux, he is like a strong but pleasant gust of wind, that pulls inactive bits of paper and leaves, lying motionless on the ground, and make exciting patterns with them. He did not give C10, who can be lethargic, time to think. He just 'dragged' C10 through the act and compelled him do 'statues'...

Journal: Class 6-23.2.2002

'Is dyslexic. Has concentration problem, is distracted easily. Bad at oral work and written work also weak. Academic achievement- poor.' (as quoted verbatim from SENCO report - December 2001)

### **Confidence**

I observe that he is very confident in the 'drama' class for various reasons:

- He is always ready to perform.

C2: Miss I will start.

Swaroop: You want to start. Okay, you start C2

C2: (with a pose) My name is...*(Does not say his name but he jumps in the middle and strikes a fine pose)*



Journal Class 4 -2.2.2002

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**My reflection-in-action: I have to draw this pose as he is so good and I cannot use the camera right now and interrupt the rhythm of the game. It is so difficult to teach, observe and photograph the activities in class.**

Swaroop: Come back. Tell me your name at least. Your pose was excellent.

C2: My name is C2 (*with a pose and a growling tone.*)

**Just imagine a pose and an intonation!**

Transcript: Class 4-2.2.2002

Trees, aeroplanes...animals...C2 has 100s of ideas while making statues I have to stop him sometimes so as to give other children a chance.

Journal: Class 6-23.2.2002

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• He is confident enough to help his friends when they do not know what to do.

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C2: My name is C10 (*tries to help C10.*)

Transcript: Class-4-2.2.2001

I noticed that by the forth class (2.2.02) the children were comfortable at creating statues. Consequently in this class I set up a small mat. This mat served as a separate acting area, roughly like a flat stage.

When they had to make the statues on the mat, only C2 and C8 used the area. The girls and two boys, C1 and C10, would not enter the area. It was as if they were not yet ready to act in 'the spotlight'. This reiterated my view concerning students discomfort at being watched. Seeing that my students were beginners in drama they could not perform confidently when they were stared at. However, C2 is becoming an expert at doing 'statues'. He is ready at the drop of a hat and in fact enjoys being 'stared at'.

Journal Class 6-23.2.2002

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C1 and C10 would not do a thing. In spite of C2 telling him what to do. All they had to do was to imitate him.

Journal Class 6-23.2.2002

The following is the transcript from the fourth class, when the class was doing playing a theatre game in which, the students step into the circle says his/ her name and poses or makes a statue.

Swaroop: Very good! Come on C10, it does not matter, [do] anything.

*(All the rest are laughing and having a good time. C10 says something, which is inaudible and stands awkwardly in the circle. C2 shows him what to do....)*

Swaroop: Yes, that is good *(to C2)* Come, do it just like that *(prompting C10 to at the very least to copy the pose)*

C10: My name is C10.

*(He just stood on the edge of the circle without really doing anything. However I did not want to dishearten him)*

Swaroop: One minute. Do you realise that even this is a pose?

*(Even standing as he was, not doing anything different however standing as he was, was after all a pose.)*

Come on, just do that.

C10 just say your name.

*(After some time)* One second, what did you say beta [son]?

C10: Miss, I am thinking.

Swaroop: Ok, think. Do you want to think or do you want to pass?

*(He took the option of pass)*

Transcript of Class 4-2.2.2002

- He works well with his friends; moreover he works agreeably in a group situation even with children he has just met.

...Has a good relationship with the boys. In C2's group he took the leadership so he did the 'directing'...

...He is one of the children who do not speak just to be heard. I find that it is usually C2 who comes up with the most 'understood' answer ...

.... When we had a significant discussion during 'reflection time' about why the boys did not want to work with the girls. C8 said they were different. A huge uproar followed that statement, the girls argued that they did not

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mind working with the boys and that they were not different and they played with their brothers so why cannot the boys work with them. Later when it was C2 turn, he explained, quite calmly and in a matter of fact manner, what he thought C8 said. He thought that C8 said the girls can think but their thinking was different from the boys. The fact that these two boys were capable of thinking in a straightforward manner and were able to present their thoughts accurately was a pleasant surprise to me...

Journal: Class 6-23.2.2002

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He has displayed this kind of confidence from the first class.

This is when I explained about eye contact and its importance in communication. We continued the game only this time the children had to look in one direction and throw in the other. This was great fun. Making it more challenging. I said they had to look in one direction, call out to a child and throw it in another direction. They really enjoyed this and did it well... C-2 started off saying this was difficult as they did not know each other's names yet. When I said I would help with the names he was absolutely willing to play the game.

Journal: Class1- 5.1.2002

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C2 he is so full of energy, always falling all over people, up to mischief... but responding to me well, talking, answering questions and doing his bit to the best of his ability.

Journal: Class\_3-26.1.2002

However, there is a great discrepancy in what his parents, teacher and SENCO say about him.

His Mother said he does not play with children his age (her answers are underlined): from (Appendix 7) 1<sup>st</sup>- Parent Interview Sheet 1

Does the child have friends in the building/colony/society? yes

Are of the same age group? Younger as they listen to him, or sometimes college boys, usually has arguments with children his age

He/ she is a confident child: No, In spite of knowing the answers in class hesitates to answer.

Often destroys or defaces the property at school: N  
 at home: N, but plays with the corner of books

Seeks attention needlessly? Only recently

Makes friends easily? Shy, often cries when at play

**He is an only child and both his parents work that maybe the reason he tends to cling to his mother. However, I think that is more like 'missing a person' and not insecurity. His mother reference to the age group of this 'friends' suggests that he would rather play with children he can control or who would be tolerant towards him as he is younger to them. When he plays with children his age he often abandons the game or cries when the situation is not agreeable to him.**

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SENCO reports that C 2:

- Has concentration problem, is distracted easily. Is fidgety and is impatient.
- Is shy, often hesitates while talking.

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The class teacher suggests:

Teachers' multiple-choice questionnaire January 2002- Appendix 6  
 [Teacher's answer in bold font]

Desire for approval and attention	likes to be praised / unconcerned about approval or disapproval / <b>gets up to tricks to gain attention</b>
Behaviour with other children	friendly / shy / avoids contact / irritates others/ withdrawn / <b>always fighting</b> /bullies /
Group activity	likes to work within a group / cannot work with

Or games	children / bad sportsman / bullies or dominates gets bullied / remains aloof / <b>spoils others work</b>
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**Communication Skills**

His oral language is weak and sometimes speaks in broken or incomprehensible sentence.

C2: Miss, I like no, making noise.

Swaroop: C2 does not like the class being noisy. Yes, when everybody makes noise and I have to keep on saying come back, come back, come back, that is very distracting.

Transcript: class-6-23.2.2002

In the Class –3-26.1.2002, he told everybody he came to school at 3.30 a.m.! Then he said he woke up at 3.30 a.m. Later he said he came at 7.30 or 8.30 a.m. (!!?)

However, generally he talks sensibly and is quite expressive in class.

**Concentration**

He has a problem with concentration. I have often found him yawning in class. Most often it is in the beginning and during reflection time.

Swaroop: Is there anything you did not like about this class? (*no one replies*)

Oh! I can see C2 yawning...were you bored?

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**Reflection in class - C2 is forever yawning**

Transcript: Class-2-19.1.2002

When the students answered the Children’s worksheets (Appendix 8) he would find an excuse to run to the window. When the children were drawing, at the end of the sheets, he would be the first to ask for permission to run out. His mother and class teachers are worried about his lack of attention and poor concentration skills.

Even though he likes drawing I find that by the time C2 has completed writing in the worksheets his attention span is over and is just not interested in drawing, which is the last activity in each sheet. He does not draw in spite of liking to draw.

- His mother, during the 1<sup>st</sup> Parent Interview, said he is very good at drawing.
  - In the Parent's Questionnaire his mother had replied to the question: What is the child good at doing? By saying he likes drawing. Does fine work-*barick kaam* [intricate work] without help or guidance.
- However, I have noted that he has left 3 of 5 work sheets without drawing, mostly because he wanted to hand in the sheets and run off to play.
- Journal: 20.4.2002

His class teacher (Teacher's multiple-choice questionnaire- January 2002) suggests that he is always distracted, starts eagerly but leaves work half done and has a concentration problem.

### **Loneliness/ Isolation**

C-2 is an only child and is often at home alone with his grandmother. His mother is sympathetic about the problem and in both the meeting with me has expressed a desire to leave her job to stay home with the child. In the children's work sheet he mentioned he wishes his mother would stay home and cook for him.

In the Children's worksheet he has written:

I like it when my mother: is loving me.  
I wish my mother would: be a cooking. Stay with me and not go to office.

### **Truancy**

Does not like school. I believe this is not because of any kind of harsh treatment received in school but because he is weak in schoolwork.

His mother told me in the in the 1<sup>st</sup> Parent's interview that he likes school but does not like studying so he often says he does not want to go to school. However, when the mother warns that he will not get promoted unless he attends school he agrees to go.



### Behaviour Problem

I have not noticed any violent behaviour or rowdiness on his part. Though sometimes, he falls all over the children in the class. However, his behaviour is friendly and full of fun and nobody seemed to mind it.

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Swaroop: Why does this C2 fall down all the time?

C7: Miss he was playing.

Swaroop: All the time C2 falls down. This is not nice.

Transcript: Class-4- 2.2.2002

C2- full off life, twinkling eyes, falling all over people.

Journal: Class-3- 26.1.2002

His parents said that he does not:

- fight but would rather leave the game and stand away quietly.
- use abusive or violent language.
- argues and attempts to have the last word in verbal exchange.
- destroys or defaces the property at school, home or in the playground. All he does is play with the corner of books.

However his teacher reported in January 2002 that C-2:

- is always fighting with other children in class and
- often spoils others work during group activities.

Nevertheless, she also said that his classmates always seek him out!

Teachers' multiple-choice questionnaire January 2002

[Teacher's answer in bold font]

Behaviour with	friendly / shy / avoids contact / irritates others/
other children	bullies / withdrawn / <b>always fighting</b>

Others behaviour towards child	avoid contact / <b>seek him/ her out</b> / friendly /dominated by peers
Group activity Or games	likes to work within a group / cannot work with children / bad sportsman / bullies or dominates/ gets bullied / remains aloof / <b>spoils others work</b>

The teacher reported (Teachers' multiple-choice questionnaire) in April 2002 that C-2:

- was shy
- liked to work in a group however, his classmates avoided contact with him.

I personally think that the discrepancy in the answers is more due to the teacher's inconsistency in observation than because of a change in behaviour in Cycle 1.

I cannot verify with the teacher who reported this, as now he is with another teacher, in new class.

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