

(SEAN)

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GLOSSARY

Air Bands	South Group invention: involves enacting pop stars and groups, mouthing songs to tape recorded lyrics.
Big Blocks	Large, hollow blocks used in Group I for dramatic play.
Big Room	Large area used for dramatic play, dance, movement and gymnastics; also for Assembly and dramatic performances.
Blackberry	Pet rabbit.
D'Ari	Parrot
Fence	Rail fence on the playground; used as a "cooling off" space when there are altercations on the yard.
Group	This word or "circle" is often used without its context to designate group discussions or meetings.
Hezekiah	Boa Constrictor.
Hot Rod	Pet rabbit.
LaVerne	School cat.
Little Bears	Small jointed bears; very popular in the school since about 1975.
Little Blocks	Standard floor blocks used for construction by all Groups; the designation differentiates them from Big Blocks.
Little House	Designation of dramatic play-dress-up room for Group II.
"Marty"	A stuffed, child-sized monkey; a possession of Group I teacher (T.D.)
Mess Room	An inelegant designation of the work/art room which is a part of each group's class space.
Patrick	Guinea Pig
Sizzlers	Small, battery-powered cars used by the children in racetracks, chutes, etc. constructed in Little Blocks.
Slats	Narrow strips of wood available through a local manufacturer and used for construction.

Glossary (cont'd.)

South Group "Days" (strange, Punk, etc.)	Days on which the whole class agrees to dress in a particular style.
Upstairs	Principal's office; library; other offices; sun porch; adult seminar room and library.
West, East & South Groups	In 1983, it was decided to re-name the class groupings in order to emphasize the school's commitment to mixed age groupings. West=Group I; East=Group II; South= Group IV or Middle School.
Yurt	Asian structure made by Middle School students circa 1971.

Child's Pseudonym (Sean)

Entered Prospect School 1971

Narrative Records Span 1971-1980 (9 years); ages 4;8-13;5

SUMMARY OF GROUP PLACEMENTS

Group I	1971-72	age 4;8-5;5	Teacher(s): (N.T.) intern teacher: (A.R.) intern teacher: (J.T.) volunteer: (Q.M.) principal: (O.L.)
Group I	1972-73	age 5;8-6;5	Teacher(s): (Y.B.)
Group I	1973-74	age 6;8-7;5	Teacher(s): (K.A.) intern teacher: (J.V.) summer camp teacher: (T.M.)
Group I	1974-75	age 7;8-8;5	Teacher(s): (K.A.) reading teacher: (I.P.) intern teacher: (E.K.) intern teacher: (D.P.)
Group II	1975-76	age 8;8-9;5	Teacher(s): (Y.B.) intern teacher: (S.W.) research associate, observation: (E.K.) principal: (P.R.) observer/interviewer: (R.F.)
Group III	1976-77	age 9;8-10;5	Teacher(s): (T.M.) principal: (M.Q.) teacher, Group II: (Y.B.) volunteer, art: (S.W.) volunteer, singing/drama: (N.W.)
Group III	1977-78	age 10;8-11;5	Teacher(s): (K.D.)
Middle School	1978-79	age 11;8-12;5	Teacher(s): (F.O.) early fall only (R.G.)
Middle School	1979-80	age 12;8-13;5	Teacher(s): (S.O.) records (R.G.) co-teacher principal: (V.L.) volunteer, photog.: (C.R.) volunteer, art: (K.L.)

File edited by: Patricia F. Carini
April, 1984

(Sean)		Teacher(s): (N.T.)
		intern teacher: (A.R.)
Group I	1971-72	volunteer: (Q.M.)
		principal: (O.L.)
Age	4;8-5;5	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 21-24: Great sense of humor, laughs at himself, cooking with (Zeke) today. Always hungry; woodwork: made 2 boats and 2 signs. Raking, picked and ate tomatoes and apples, climbing on rope ladder and rainbow bars--likes to have adults right there with him. Loves stories--catches funny bits that others miss.

SEPTEMBER 27-OCTOBER 1: Has a hard time sitting still at group meeting, some comments, is best when he sits right next to you or on your lap--loves to be read to. More woodworking: made signs--"Do not eat crackers in my house" ... Was very thoughtful about what the sign should say. Made applesauce with (A.R.). Used clay, drew Herman Munster of Frankenstein several times--once made dots and then followed eyes like this: .
Puzzles, poleidoscope, cut and paste and staple, made a little paper basket for his mother: , knew just what to do. Going to play group at Bennington College.

NOVEMBER 1-5: With (Barry), built big block house (2 stories) mornings this week but spending a lot of time racing around ... very silly and high. I've had the feeling that he's been asking for restriction lately--when he gets really wound up and pulls all the coats off the hooks, tears up papers, ... doesn't like to be taken upstairs--often cries. Has not been able to say to me why he is being taken upstairs "I won't do it anymore," he says when I tell him. Has gone up nearly daily, sometimes twice--stays a long time. Sometimes draws. Spent a long time on a big puzzle then turned over the table and sent it all flying--I don't know under what immediate circumstances--picked it all up when I told him to though. One morning was clinging like a baby ... to me and whining. Did some really nice drawings and told me what to write on them.

JANUARY, 1972: Pretty high and clinging to me frequently wanting to be picked up and held by hand. Follows me everywhere if he has nothing absorbing him. Listening to records a lot. Makes faces with plasticene. "Play" in big room with (J.T.), listening to stories, some drawing on large paper, some involvement with structures of marshmallows and toothpicks. If I reprimand him about swearing there are times when he apologizes earnestly.

1971-72

Absent Monday

Very high this week, wanting always to be held and to be with me, yelling at me from across the room. Has been removed to the office on several occasions. Once because he couldn't settle at group and sitting right in front of me, made it impossible for me to continue-- ... giggling, crawling around, getting out books, waving rug samples around in the air and wearing them as a hat, all the time trying to get my attention or (Barry's). After about 5 times mentioning that he best settle down, (Q.M.) took him and (Barry) up on my request. (Sean) cried and promised that this time he'd be good--to no avail I'm afraid because he always promises that. ...

1971-72

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Sean)

Date: January 30, 1972

By: (N.T.)

(Sean) is capable of long concentration and fine observation. He spends his time at school drawing, cooking, painting, making things out of paper and wood, telling me stories to write in "books" he makes, and building forts with the big blocks. (Sean) is a whiz at puzzles and gets better at it all the time. He has one close friend he plays with and with whom he visits upstairs occasionally to build with blocks, use the magnet set, or watch older children as they work on their projects. He is still quite attached to me for physical contact and for direction and support though there are days when he knows exactly what he wants to do and gets on with it by himself. He loves being held and read to; there are days when he would be happy to hear stories all morning. He is very absorbed in the stories and can re-tell stories he has only heard once with many details. He likes to be the special helper. He is copying letters with more ease, enjoying it more, and learning the capital letters. He's beginning to try counting objects under ten. He needed encouragement at first but he draws quite well and is especially skilled at copying another drawing. He can at times be very mischievous, disruptive, but when he is removed from the group is usually able to return subdued and ready to become involved in an activity again. His control has improved since the beginning of school. We have been giving (Sean) peanut butter and jelly on crackers nearly every day as an extra mid-morning snack. It seems to make him calmer ...

1971-72

FEBRUARY 9: Had a great day. I began by commenting that I was not pleased to hear that he had had to go to the office the day before (in my absence) and had torn several displays and he said he was going to "be good" today. He had a good time playing monsters upstairs in the Big Room with (Q.M.), (Barry) and several other children. Then he and (Barry) went sliding outside while they waited to cook. Then they made a delicious chocolate cake with my help but I was able to (help at) some remove from then and they cleaned up with prodding, griping all the while. (Sean) seemed quite calm and happy--not clinging but gave me a couple hugs. Then he got out the wallpaper book and cut things out until story, sat on my lap for the play and when he was watching enjoyed it smiling.

MARCH 30: Although (Sean) has made real progress over the last months I'm afraid even more must be asked and continually. This is hard on all of us. It was a significant move to isolate that one major discomfort (he gets)--hunger. When he does become involved it's very good. Puzzles mainly have held his attention but also cooking (which needs help and supervision), and painting which needs some supervision in case everything is not going easily. ... He adores being read to and is more willing lately to have Middle School kids be reading to him and a small group. This is good because he has the activity without all the other dependencies and still finds it satisfying.

APRIL 25: Cookies, looked at books with (Barry)--in good spirits and fairly responsive. Climbing trees, forts.

MAY 1: Sock puppet--he wanted to sew one but I discouraged it because of the amount of precise sewing needed. He needed lots of direction to keep on track--and then left it when it was done. Out climbing and fooling around with (Ross) and his water pump propelled rocket. I have needed to be very firm at beginning of group but he's then settled.

MAY 1-5: Has been fairly independent. Asking for lots of stories but also went to library again to collect books to look at. Paper dipped with great pleasure. ... Was a little wild Thursday when I was absent. Still amazing me with his responsiveness to my being very firm with him.

MAY 8: Asking for lots of books to be read out loud; wanted to go and watch square dancing but became a little punchy; paper dipping which he enjoyed until he dipped the whole roll of towels into the water; drawing with magic marker; a baby with a sore thumb and broken leg, and a baby with no hands who turned into a spaceman.

MAY 8-12: Ups and downs--is containable when directly associated with an adult for a specific activity. When I tried to discipline him for spitting water ... in the block room--he was at the water tray--the situation quickly snowballed into one of those by now almost calculated throwing fits, ...

1971-72

PARENT REPORT

The Prospect School
North Bennington, Vermont ..

(Sean)

Date: May 30, 1972

By: (N.T.)

(Sean) has continued his interest in puzzles, cooking, big block construction and listening to stories. He has worked long hours on complicated jig-saw puzzles, alone or with a friend. In cooking he needs a lot of supervision but enjoys himself immensely and is getting much better about gathering materials and cleaning up. Building houses and rockets with the big blocks has been a favorite activity. He often asks to have stories read aloud to him in the morning or listens to the record player or cassette player. Though I have encouraged his drawing he is willing to draw only sporadically. When he draws he tells stories to his drawings which are written down. Sometimes he copies a word or a sentence about his drawing and he is learning the names of letters. (Sean) has made several nice clay models and models in plasticene. (Sean) spends a great deal of time looking at books and talking about them. There are many opportunities during the course of activities for (Sean) to count objects and he is increasingly aware of numbers.

Though he generally plays with one other 5 year old boy, he has also been more friendly with several of the other 5 year olds. He is very much dependent on adults and physical contact--I have been encouraging his independent activity and have had some success but feel this needs a lot of support. As often as he can be deeply absorbed by an activity alone or with a friend, he is clinging or into mischief. He has become more responsive to discipline, however, and he has more self control when he gets angry. ... If he is very wound up or tired, feeding him usually helps to settle him down a bit.

1971-72

wondering if this all is appropriate--last week he was so amenable. Cooked oatmeal cookies twice (once with (Thad) and (Barry)). Being read to. Outside spading a little. Built a spaceship with (Barry) and (Thad) and then played in it the next day with (Thad). Worked on a puzzle ... a few moments of really nice involvement and independent activity--blocks. Doesn't want to draw downstairs lately.

MAY 30: Played Concentration--stuck with it.

JUNE 1: Painted a big picture--loads of paint--for me. Painted some rocks. Sassy as can be, has not been able to behave at group all week--sobered up when he spent 10 minutes with (O.L.)--puzzle nearly all morning, cassette.

(Sean)

Teacher(s): (Y.B.)

Group I 1972-73

Age 5;8-6;5

WEEKLY ACADEMIC RECORD

Date	Reading	Writing	Numbers	Other
Sept. 18		drew a lion dictate a story	Balance	After tantrum glued a building puzzle
Sept. 25		drew all week 3 words whole book	number problems	absent
Oct. 2	ABC and 10	Drawing	number problem clock face	
Oct. 9		Day book copy		
Oct. 16		telling story from Carly's drawings		design blocks

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 11: Largely calm and busy, though not always productive. Some cooking, no painting. Out-of-doors and large muscle activity recontained by (Barry) playing cards, looking at books or talking. (Barr's) style dominates; most difficult time--group meeting, but even here responsive on the whole. Still intrigued with the cut-outs.

1972-73

SEPTEMBER 18: Jumpy week, presumably because (of) mother's (absence). Did not go on walks. Some work in sand, some on potters wheel. Got involved with MacDonald's (plan) quite productively. Some playing with (Barry), and some silly behavior, but relatively responsive. Worked in sand for awhile.

SEPTEMBER 25: Made squash cake. Worked with (Daphne) (MacDonald's and a house). Seems down (with a cold). Built several times with floor blocks, decorative buildings. Really got into paper marbling. Also worked in sandbox a little. Did some more large cut-outs, and also make quite formal structures with the plasticene. Drawings: suddenly become more structured and articulate.

OCTOBER 2: Alternating slightly difficult behavior with periods of great productivity--very much into drawing--did a whole book, both morning and afternoon. Also doing good designs with design blocks. Likes to work in big block room; sometimes cooks with (Barry) but is largely passive in that situation. Some looking at books, which gets silly.

OCTOBER 9: Very droppy ... Tears easily--Lotto, drawing. Made bread, worked with (Daphne).

OCTOBER 16: Absent most of the week--when here somewhat subdued, easily cried. Spent Friday doing a beautiful block building and extending it into dramatic play.

WEEKLY ACADEMIC RECORD

Date	Reading	Writing	Numbers	Other
Oct. 23		draw and write		letters
Oct. 30	16 (letters) g, e, w	drew design copying books	addition	
Nov. 6	z, o, t	drew dictated copy	numbers	hospital pattern
Nov. 13	look at book	draw and copy		
Nov. 20	ABC-- j, v, a, i, r blending	draw and <u>copy</u> <u>clown</u> draw and copy		pattern cubes and drawing pattern
Dec. 3	blending ABC Lotto h, v, a	draw ghost and witch	number writing	puzzle

1972-73

WEEKLY DESCRIPTIVE RECORDS

OCTOBER 23: Had a spotty week. ... Provoked--then tears and settling down. Worked a lot with the dri-marks (mostly pumpkins)--made bread with (Barry). Got involved with the Indians and floor blocks intermittently.

NOVEMBER 6: Last week was rocky, this week had its moments but was better. Discovered fingerweaving, and did a whole lot. Also is into drawing, more and more like (brothers)--doing pictures showing only parts of objects and people. Did a puppet and some string printing. Doing more copying in afternoon, and seems to be picking up more sounds.

NOVEMBER 20: Has done a lot of drawing, been involved with the big blocks, also with cooking. Likes to trace. Overall has been subdued, and sick looking.

NOVEMBER 27: Has been sickish. ... Complains of aches. Has been absent twice. Went to the Big Room once, has done a lot of careful tracing, and drawing. Did some good gluing and painted carefully. Has begun blending work with me and seems to enjoy it. ...

DECEMBER 4: Has been pretty good all week, seems more willing to accept school structures. ... Has traced several times, and played estimations with (Barry) a long time. Cooked once, went to the Big Room once ((Barry), (Einar), (Humphrey), and (Jeremy))--also got involved with valentines, payons, and snowflakes.

1972-73

WEEKLY ACADEMIC RECORD

Date	Reading	Writing	Numbers	Other
Dec. 11	ABC	draw	copying numbers and doing drawing	
Dec. 18		draw and dictate two pictures		
Jan. 2	ABC	letters	copy calendar	
Jan. 8		draw--giant wolf		card matching
Jan. 15	ABC Lotto match word games			
Jan. 22	ABC match	letter to De. draw copy		
Jan. 29	reading games	draw and write		pattern blocks
Feb. 5	look at books word games ABC match	draw (writing)		

1972-73

WEEKLY DESCRIPTIVE RECORD

DECEMBER 11: Has done tracing and snowflakes, lots of word working (had whole mornings), did some sewing, got involved with big blocks, and with floor blocks, in which with (Barry) an entire village was deliberately constructed. Beginning to do blending work with word families, and retaining a little. Pictures are more and more elaborated figures and faces.

JANUARY 2, 1973: Overall a lot of dramatic play--in the big block room (instruments with (Barry) and (Eban)) and the Big Room. Also enjoyed writing notes, for the Post Office in Group III. Went to the library. Went to the Big Room with (Barry), (Einar), (Humphrey) and (Francesca). In pretty good shape ... some shouting and silliness, but pretty responsive. Has enjoyed cleaning and arranging furniture a lot.

JANUARY 8: Still silly, but responsive to eyes and suggestions. Trying hard. Not such a dramatic week--some bowling, went wrestling, used the floor blocks (made "flags"), got involved in making postcards. Made a plaster mold, did a fair amount of cards and books.

JANUARY 29: Overall not such an active 3 weeks--a little work in the Big Room but often given up. Alternating between anger and defiance, and intense concentration on drawing, making a pillow or games. Used the plasticene some, made a parachute, and got quite involved in the Art Gallery. Eagerly pursuing the reading.

FEBRUARY 5: Quite fragile and angry--yelling and defiant, breaking down--absent two days--sick in office the day before. Sewed his rug, drew-worked on reading eagerly. Used the clay.

1972-73

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Sean)

Date: January 20, 1973

By: (Y.B.)

(Sean) has had a productive fall, although interrupted by absence and ill health. He has set his hand to a number of activities and displayed considerable invention in most of them. His block buildings usually combine clear form with decorative qualities, even when used as a city or a road. His paintings are remarkable for their clarity of form. His drawings in the early fall were rather immature, but have developed the same clarity that his other work has. (Sean) has developed great concentration in his drawings and will often draw for great periods of time. He has also been involved in cooking, clay, sand, and dramatic play.

The greatest bar to (Sean's) progress, aside from ill health, has been his tendency to become disruptive and silly, and to disregard the structure of the classroom. There have been times when he has had trouble with his temper (and I must say, with mine). However, as his own abilities have developed, so has his self-control and understanding of the rules. He has been increasingly responsive to discipline.

(Sean) seems to enjoy group time to the extent that he can participate. He gets impatient waiting his turn, but is trying hard. He makes valuable contributions to discussions.

(Sean) has made quite a lot of progress in learning to read this semester. He has increased the amount of his own writing and is beginning to understand letters and sounds. He knows almost all his letters, and is working with me on word attack games. In numbers he has been working on notation and on addition and subtraction patterns.

1972-73

WEEKLY ACADEMIC RECORD

Date	Reading	Writing	Numbers	Other
Feb. 12	ABC name game	copying and draw		
Feb. 26	1 name game	draw designs 1 dictate	draw 12 practice number writing	cards
March 6	reading game	draw copy Melissa	linear measurement	
March 12	look at books name game ABC--all lots of sounds	(draw) copy write	counting	sandbox
March 19	ABC match 1a, 14, 22	draw dictate copy	counting	circles
March 26	1a, 26 (read)	(draw) dictate copy		pattern blocks
April 2	1a, 30, 40 game finish review vocabulary	draw dictate copy	numbers copy clocks	ABC Lotto
April 19	1b, 16, 26	draw long story copy	Concentration/ Zeke	

1972-73

WEEKLY DESCRIPTIVE RECORD

FEBRUARY 26: Seems a little less fragile, although periodically distressed as (Barry) makes new relationships. Has cooked several times (anadama bread and date cake) and worked on the floor block bridge with (Thad), (Marshal), (Humphrey), and (Barry). Has been to the Big Room (circus-theme) several times--very much enjoyed paper dipping and took considerable care with it. Has also been using a coloring book with (Barry).

MARCH 5: Enjoyed recycling beer cans--also enjoyed demolishing record player, and finding the magnets inside. Helped (Forrest) with cardboard house, made one of his own and used it for a couple of days. Has done little drawing--has enjoyed being outdoors very much.

MARCH 12: Made a zig-zag puppet, went on two walks--went to Big Room (wild ball game), did rubbings and attached himself to (Austin) with great pleasure. Broke down badly in my absence: defiance, anger, fighting (Eban), yelling.

MARCH 26: Still pretty fragile, eating a lot. ... Has been working on a puzzle a lot with Barry. Also cleaning the yard. ... Got heavily involved in chase game.

APRIL 2: Made hot cross buns, a castle out of floor blocks, looked at comics, did a painting, played outside with paper airplanes. Overall a better week, being kept away from (Eban). Came in sick on Friday and did very little.

APRIL 9: Overall held together pretty well, except in my absence. Went on walk, some rug work with (Humphrey)--puzzle, went to farm, made egg-bread baskets, got a little silly in big block room. Working hard on reading, needs more preparatory time so am slowing down the amount.

1972-73

WEEKLY ACADEMIC RECORD

Date	Reading	Writing	Numbers	Other
April 23	1b, 34	draw	puzzle cards	sequence
April 30	1b, 42 finish	draw dictate copy		Tangrims
May 7	2a, 8, 12, 18, 24	draw and dictate		dominoes
May 14	2a, 24, 31, 36, 40	draw dictate copy	simple addi- tion simple sub- traction simple addi- tion	pattern blocks
May 21	look at books 40, 44, 50 finish	draw peek-a- boo	counting bag	dominoes research-- toads
May 28	The Spy in the Sky 9, 14, 21	drawing	adding	
June 4	32, 35, 44 look at books	draw dictate copy		sequence

1972-73

WEEKLY DESCRIPTIVE RECORDS

APRIL 23: (Had an accident) and (was) very sorè most of this week. Went for a walk, did some cooking, worked all morning on some weaving, did some wood working and puzzles. The last day I was gone he managed to hold himself together, but not the first two.

APRIL 30: Some weaving, made up (inventive) cooking, sitting around. Playing ball (but some what left out), enjoyed trip to my house and was very explorative. Made house for salamander in bottle. Did some string paintings. Reading seems to have jumped (in 2a).

MAY 7: Some kick ball and climbing--involved with puppets. Some finger-weaving--often on the rug, wanting to be read to. Own reading has definitely taken form.

MAY 14: Some ball playing but not as serious as some of the others. Went to (pet store), Cornstarch painting, puppet play with (Rita) and (Bess). Enjoyed trip tremendously.

MAY 21: A little work with blocks and a little in sand. Tried to be in 7 dwarves (with N.T.'s) group). Stuck it out about an hour, went on the walk, went to farm. Highly involved with toads--catching them and their food.

JUNE 4: Pretty giggly and shaky--sobs easily. Reading going very well with word families. Cooking, a little block work, out of doors when possible. Cards with (Barry).

1972-73

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Sean)

Date: May 30, 1973

By: (Y.B.)

(Sean) has continued to be productive. Though still displaying periods of lowness and anger, in general he seems to have more stamina. His dominant interests emerge as drawing (which has become quite sophisticated), cooking, and small crafts such as puppet making, weaving, paper dipping, string painting. He continues to block build and work on puzzles and other small games. He has also shown an increasing involvement with books (keeping in mind that his interest in stories has always been high). He also enjoys watching things grow and making a terrarium for a salamander to live in.

(Sean') self-control has increased considerably. He still has difficulties in my absence, but his dependence on me in this matter is less. His anger, though still present, is expressed more reasonably and less violently. He can be very demanding of attention and get silly or angry when he does not get all he feels entitled to. His irritation this spring is caused in part by his closeness to one particular friend who is no longer so close to him. (Sean) is finding it difficult to make new relationships as this one fades.

(Sean) has become a reader this spring. He has read four of the Lady Bird series primers, and is showing signs of beginning independence in his own spelling. His stories remain complex and exciting and indicate that he is aware of himself as writer. He is also beginning to make little jokes in his drawings.

His participation in group meetings remains strong. He asks good questions, and displays an inquiring mind in finding answers.

(Sean)

Teacher(s): (K.A.)

Group I 1973-74

intern teacher: (J.V.)

summer camp teacher: (T.M.)

Age 6;8-7;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 17-21: Can be extremely silly and rude. On the other hand, when (Eban) bothers him he has begun to always look for a teacher right away instead of fighting. Lots of drawing, cutting out pictures from magazines. Stays mainly with (Barry) and cries when they are not allowed to play together because of silliness.

SEPTEMBER 24-28: Increased silliness and increased need for hugs perhaps due to mother being (ill). Spooky picture drawing as well as a man in a bathtub and a boy on a swing. Had a "run-in" with (Percy) over candy village.

OCTOBER 1-5: Made a nice stuffed dummy that looks just like him, lots of drawing, mother still (ill). Gets sent up to office now for hitting and swearing as he became very silly when he remained downstairs.

OCTOBER 8-12: On the whole less silly and calmer. Seems to get along well without (Barry) indoors (when (Barry) is absent) but outside seems lonely. Candles and waxing binges and hands (wax and plaster molds), beautiful little blocks with (Barry)--road, house, and then an airport runway--all the blocks laid down flat the whole length of block area; drawing; water with funnels.

OCTOBER 15-19: Beautiful window pictures, alone and with (Barry); little blocks with (Barry)--a castle, checkers, sand candles but very impatient and wouldn't wait for it to harden. Hammered and strung a nail sculpture, cooking, army men. Seemed a little tenser this week--frustrated easily and yelling. Has moved into a new apartment--drew pictures of himself there--says it is "beautiful."

OCTOBER 22-26: Back to sitting on rug instead of going upstairs. Did the great big round loom for three days in a row and made the weaving into a hat; cooking--chocolate chip cookies; drawing; batteries and bulbs; waited to be invited into fort by (Eban). Big Room for games; hammered and painted a little "beach"; dictation of stories; army men.

OCTOBER 29-NOVEMBER 2: Likes to draw a lot this week, wove on a large back and forth loom; weighed the huge mica; Big Room for games, spurts of incredible rudeness but more usually a jeering tone of voice; animals; listened to records.

1973-74

NOVEMBER 5-9: Spent a lot of time playing with the mah jong tiles, playing cards and candy land and drawing. He does not seem too interested in all the activity going on in big blocks in which almost all the other boys are involved. He played with the city pieces with (Francesca) after I separated him from (Barry). Out in the yard if he doesn't have (Barry) to play with he finds it very hard to find other people and is afraid to ask people to let him join in their games and at times it is as though he is using his rudeness and silliness to cover up that fear.

NOVEMBER 13-16: This week was a combination of silliness and rudeness and relative calm, particularly in the absence of (Barry). (Sean) drew on the dinosaur mural, listened to records for quite some time, went to the Big Room for games, and drew quite a lot. He also played with the mah jong tiles, played chutes and ladders, and carved his pumpkin very carefully, something which he has been waiting to do for a long time. He also on one day tried to make a man from pipe cleaners, but became very frustrated and wouldn't continue. The next day, however, he made a pipe cleaner horse, with my help, and covered it over with papier mache. His rudeness is very abrasive, particularly as it is in the same sarcastic tone of voice as used by (Barry).

NOVEMBER 26-30: Absent two days due to bad cough--(Sean) spent a lot of time drawing, especially monster murals and drawings. He was very interested in looking through maps in the encyclopedias and sorted postage stamps. He played with legos, cooked with (Rainer) and (Einar) and sewed a puppet, beautiful stitches which he took a lot of time with.

DECEMBER 10-14: ...Rudeness and silliness were very apparent this week. Sometimes I asked (Sean) to sit in the painting room and for a little while he seemed to appreciate the privacy. In spite of the rudeness, he did a lot of things this week, among them sewing a Christmas stocking with beautiful stitches, learning how to play Battleship, cutting paper designs, lots of drawing, using the legos, going to the Big Room for games, making aluminum chains, playing with the tinker toys and doing the puzzle of the U.S. He also cooked whacky cake with (Thad).

JANUARY 22-25, 1974: (Sean) returned after having been in another school for a couple of weeks. He says he is now living (near (Zeke's) family). ... He seems calmer than right before he moved away ... and has done things like little blocks, telling a long adventure story about a deer and a boy and the deer became a deer boy and was magic. He stays very close to me still and likes a lot of hugs and conversation. He asked me what I would do if he came to live with me. (Francesca) and he get along very well and he likes spending time with her. During group times, he still takes a while being quiet and not making comments, had one time of stomping and swearing but calmed down. He painted a lovely picture of a house in a very black night.

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FEBRUARY 25-MARCH 1: (Sean) was back after being gone over a month. (Due to another move) ... is relatively calm at school. He built a fort in little blocks using cloth and draping it, and he hung a cow bell by it. He built with little blocks--a race track, made chocolate pudding and finger painted with it, drew, tie dyed, looked through books. He is slow coming to group times, and is somewhat silly but usually calms down. He was rude to (J.V.) and had to go to the office but the rest of that day went smoothly.

MARCH 4-8: Drew a lot with (J.V.), read, used the little cars on the rug, made pretzels, hammered, finished sewing his huge tie-dyed pillow, still fidgeting during story, yoyo, fort, paper dipping, drawing, sea shells.

MARCH 11-15: Worked the whole week on a boat: using wood, cloth, shells for bowls, sand in a sandbox made with craft sticks--worked every day. We had it for discussion but (Sean) started to cry because he thought everyone was laughing at him. Looked at the parakeet, reading is getting smoother, watched D'Ari, made wire people for his boat, hard time sitting still at groups--hates to be singled out, very embarrassing to him--carved soap, little cars.

MARCH 18-22: Lots and lots of finger weaving, cards, batik, big magnet--picked up lots of different things with it including a chair, puzzles, drew, watched chess.

APRIL 5: Burning, drawing, India inks, magnet and fishing pole, stringing garlic, cards.

APRIL 22-26: Ruder and more unsettled than he had been for a while and spent a bit of time in the office. Has a hard time resisting (Julian's) urging him to be disobedient in the yard. Was able to get involved (very) with the plaster and plasticene molding, played alone in little blocks, played chess, read, some drawing but not too much this week, very interested still in marbles and brought his in, played the marble game which I made as well as making marble chutes, really enjoyed looking for wildflowers in the woods, went to the Big Room for a play, finger weaving.

MAY 6-10: Still rude, unsettled, roaming, loose-ended, learned how to write his last name and practiced it endlessly, cards, Hezekiah, (Forrest), took apart orange juice squeezer--very interested in that and in the rockets, drew, went on the walk but had a lot of tension with (Eban). ...

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Sean)

Date: June, 1974

Age: 7;5

By: (K.A.)

(Sean) shows a capacity for deep involvement with materials. Over the year he has cooked, built with blocks, worked with wax, plaster and clay, tried his hand at sewing and some weaving, making himself a hat on a round loom, and he has worked with magnets and batteries. He is drawn to crafts such as tie-dying and batik and has shown patience with these processes. He spent a very long time on each one of several India ink drawings. (Sean) made several small constructions this year which were remarkable for their delicacy. One was a house boat. He glued small pieces of wood for the table, glued on even smaller pieces of cloth for coverings for a chair, and used tiny sea shells as bowls for the table. He worked on this over a period of a week and was extremely pleased with the result. (Sean) also likes going on walks and enjoyed looking for wildflowers in the woods.

(Sean) had a very good friend in the group, but this boy (Barry) moved away at Christmas time, and I feel that (Sean) still misses him very much. He potentially has several friendships within the group, but often becomes impatient with these children, and seems to feel crowded by them. When very involved with a material, (Sean) seems to feel that the presence of another child is an intrusion. However, (Sean) likes to sit and talk with other children and to eat lunch with them. He is always eager to talk about something he has done or seen and is often the one to initiate a conversation. He stays very close to adults and likes to have their encouragement and praise. It is sometimes hard for him to wait for an adult's attention and this causes problems within the group, resulting in yelling or rudeness.

At group times, too, (Sean) is able to contribute comments which are both thoughtful and unusual. On the other hand, he can be distracted by other children and this results in rudeness or arguing. On the other hand, (Sean) makes an unusually great attempt to be friendly to the adults around him and, given the inconsistency of this fall and the personal pressures which I feel him to be under, I feel that (Sean) is really trying to understand the structures of the school and to be a member of the group.

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(Sean) enjoys reading aloud. He sometimes becomes nervous when he does not know a word, but is becoming increasingly willing to sound words out. He needs practice, now, more than anything else. (Sean) takes great care with his drawing. He draws animals, people, cars, war scenes, houses, all with great deliberateness. He likes to talk about his pictures, too, and his stories have a nice, descriptive touch to them.

In number work, we have been working on grouping exercises, as well as more complex addition and subtraction patterns. (Sean) has shown some interest in card games and games of strategy.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Sean)

Date: Summer Camp, 1974

By: (T.M.)

(Sean) had a fluctuating summer. He expressed a wish to stay home, to have some time by himself, since he didn't like fighting but could not keep himself calm when provoked.

He did get involved in water works, the sand pile and wax and plaster molding. He also was involved in drawing, sewing, holding the animals, hunting for crayfish, swimming and in dramatic play.

(Sean) was responsive, yet often manipulative and when he misbehaved he was restrained. (Sean) played with (Julian), (Gus), (Rhonda), and one other boy or by himself.

(Sean)		Teacher(s): (K.A.)
		reading teacher: (I.P.)
Group I	1974-75	intern teacher: (E.K.)
		intern teacher: (D.P.)
Age	7;8-8;5	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 11-13: One of the first things (Sean) said to me was that he was trying hard not to swear anymore and in fact he hasn't sworn once to me since school started. He has moments of silliness, especially in the afternoon and on the yard--one day running away with (Julian), and takes longish time quieting down at rug times but usually does by the end. He still likes lots of conversation, needs a lot of attention, and seems to become more easily frustrated when I am near by. Becomes especially and uncontrollably silly when he is with (Hal)--as when they were in the little blocks cubby together or were working on a puzzle together (after they had been quiet and calm for a while). Likes (Polly) and is spending time with her: gluing tiles, and while working on his wood scrap house which is on a large piece of cardboard with all the rooms marked out, went on walk with (E.K.) and made a beautiful mushroom sculpture, caught a toad and made it a house, looked through books, read to me from primer--still nervous, but a little less so, cut out magazines, "Tailor and a Mouse" still his favorite song after all this time.

SEPTEMBER 16-20: Some outbursts of rudeness and silliness, but calms down by himself if given time, ruder when (Hal) is around, worked on his own wood scrap house and is now building a wood scrap fort with (Julian), sewed a felt mouse, little blocks, in cubby pretended to be a cookoo clock, drew, looked through books, broke a window due to silliness, plasticene, was always late from recess, but I kept him in from an entire recess, clothespin catapult, put on a play in the Big Room with (Julian) for everybody--followed a story line, seems less nervous about reading--just a little every day.

UP TO OCTOBER 18: Combination of really trying very hard to behave mixed with some teasing of (Andrea), some silliness in combination with other people especially (Hal), some rudeness, some restlessness at group times. He still demands a lot of attention from me and other adults, but is much calmer than he was last year. He has spent time drawing, looking through books, making cups and dishes and hand and feet prints in wet clay, sewing a clown's hat, dressed up and made himself up like a clown--looked very authentic, little blocks, some play with (Julian), likes going into the Big Room for plays, building with legos, waxing leaves, finger weaving, cutting out from magazines, sand, cards, tried a model he brought from home but it was too hard.

OCTOBER 21-25: Sewed three felt caps, and began a felt crown, drew airplanes with (D.P.), as well as a lovely drawing of boys playing in a yard, legos,

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airplanes from large wood scraps and painted them, wet clay, poured plaster in his foot and hand casts and then decorated the foot one to look like it was a garden in winter, other plaster garden, very rude to (E.K.) on the yard, some other rudeness too, but in general calm, still clowning, looks at you with a silly face to try to make you laugh while you are disciplining him and it is sometimes hard to resist.

OCTOBER 28-NOVEMBER 1: Clown costume and chalking his face, clown nose, model, big blocks, drawing, carved pumpkin, rockets, comes in angry some mornings, some rudeness, Candyland, cards, really likes (I.P.).

NOVEMBER 4-8: Rockets, helicopter model, sock doll sewing, drawing, Candyland with (Hal), books, some rudeness in conjunction with (Hal)--really likes (Hal), though, still makes himself angrier than he really is.

NOVEMBER: Musical instruments: playing and making whistles, harmonica, drawing, rockets, weaving, Making Winky--a little doll whom he played with and made a house for.

DECEMBER 3-6: God's eyes, making and receiving presents--mostly with (Hal), sewed a puppet, drew, glued with wood scraps, dressed up as a clown, drawing, finger weaving, A blocks with (D.P.), papier mache, books, maze.

DECEMBER 9-13: Saxophone a lot, wonderful house in big blocks--little rooms, ladder, pillows, terrific maze/map--large--with names of places taken from an atlas (the Midwest, Prince Edward Island, etc.), sand using the tubes and the funnel.

THROUGH MARCH 7, 1975: Comes in upset after noon recess, so I have been keeping him in to draw, or look through book, seems to keep him calmer/understands why he cannot go out, friendly with (Dana), gets silly or rude and responds best when given one or no warnings before discipline, also sometimes says he does not know what to choose, I think to prolong contact with an adult, reading is making good progress, guitars, trucks, lighthouse, bulbs, typewriter, tape recorder, film strips, interested in whales, Hezekiah, harmonica, library, clowns with the Big Room, but became silly and could not go back.

MARCH 10-14: Some silly (very) spots during week, but by the end was more responsive, and played with other kids on the yard, encouraging them to chase him. Wore a wig frequently, was allowed out for most recesses, typewriter, monster drawings, books, electric bell, with (Dana) in the cubby, papier mache, a little, sand, played guitar, big blocks, not being given as much time to make up his mind about choosing.

UP TO MARCH 28: Some rudeness or sullenness, but quicker about recovering except for some cases of silliness, with (Dana) still, but also liked waxing,

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guitar, listening to records, Big Room, wearing wigs, weaving on the knitting loom, drawing, books, Easter egg and basket, hammering.

MID APRIL: Absent a lot recently--bad cough, still needing as much consistence as ever to prevent silliness, has a very difficult time coming back from (I.D.) since he asks to do things that aren't allowed in the afternoon, then much of the time, drawing but saying he can't think of what to draw, listening to records, cooking gingerbread animals, making and wearing a vest, still wearing the wig, plays in the Big Room, sometimes with (Dana) but hasn't seemed as much recently, still needs a friend, staying some with (Hal), hammering.

APRIL 18: Took a large carton and converted it into a little house for himself--chairs and rugs, sits in during story time, and puts a board across it when he wants to draw in it, liked the balloon experiments--rockets and inflating, made up a recipe by himself, little blocks road and garage with the wind up car and bus, calmer at rug times, some contact with (Dana), (Rita), (Gus), more drawing and looking through books.

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Reading Teacher: (I.P.)

WEEKLY READING RECORDS

OCTOBER 23: Hear read (ask (K.A.) in which book). Talk about drawings--ask to see some. Ask if reads or look at comic books--like to make a comic book? Subject? Need references, photos, etc.?

OCTOBER 28: Heard, read whole rest of Put Me in The Zoo. Worked very hard. Seemed to have good word attack. Patiently helped me start list of hard words.

OCTOBER 29: Would he like to draw with me? Yes, he would! Asked him to turn one way, me the other, "let's try to draw pictures to scare each other"--he loved it. Had time to do it twice. Clear bright expression as he explained his and examined mine. (Sean--"Let's make the next one like an envelope and send it to each other." Copied own dictation about first one. Very expressive drawings. Talked about scary things--"scary things are the ones you might see" (wide eyes), "I like Halloween. I like to be scared." Wanted to know if we could draw every day.

OCTOBER 30: (Sean) came and joined (Bliss) and me while we were sorting out the alphabet cards. I thought he might intimidate (Bliss) since he has his letters and sounds down better than she but, no, he was very diplomatic, even seemed to encourage (Bliss). We had a good session--completing all the cards. (I didn't expect to.) Alternating me drawing and then guess what letter it must mean, then me writing letter and then thinking up a good way to illustrate. (Sean) was fairly accurate at all his words, suggestions (sometimes "you!" for letter "u" etc.) but--most important--had a great sense of what would make a good picture and what wouldn't.

NOVEMBER 7: Heard (Sean) read from Stop That Ball. Has very good word attack. Does not discourage easily and can read with expression. But tired quickly. Wanted to draw draw draw. Wanted me to draw him a monster which I did, warning him "only one." He lived it but would not let go. I explained and left and began reading to (Gus) but persisted in hanging on.

NOVEMBER 19: After long break--some absences--got to hear (Sean) read again--in Stop That Ball. This is a good level for him, I think, just challenging enough. Tired after 4 pages. Read on through the illustrations. Then we drew monsters together again. He titled mine "The Monsters with Thorns on His Horns."

NOVEMBER 20: (Sean) was drawn to my corner by the motorcycle magazines. Cut out some pictures for a future motorcycle book of his own. Then read 5 pages to me from Stop That Ball.

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NOVEMBER 21: Brought (Sean) his own blank book. Oh boy. Helped me decide what sort it would be. We decided on (Sean's) Book of Words and Pictures and that each page would have both. Did one and a half pages so far, "Gorilla in the Snow" and "Monkey on a Motorcycle." Also listened (involvedly) while I read 2 Little Reds and a snow poem, "The North Wind Doth Blow."

NOVEMBER 22: Worked hard captioning his pictures. (He'd drawn in whole book after I left.) And got excited over (Annette's) monkey books. Could I make him a monkey book PLEASE?? Made him a monkey book on arrangement that he must dictate and copy all captions. Okay.

NOVEMBER 25: Read some more from Stop That Ball and then we re-read his own book of pictures and the monkey book. He loves my drawings but is forever correcting them. Saying "Why didn't you make all the lines touch each other?" and "Put in all the monkey's fur not just some of it." He traces over my drawings and makes them look better to him, filling things in, darkening things. But, you know, when he asked me that I said "Because everyone has their own style of drawing and this is my style and I stop when I think I've put enough into the picture to tell everything I want to tell and sometimes a few efficient lines are better than a lot of extraneous ones. Sometimes but not always." "And I have my style"--which is what I was just on the brink of pointing out." That exchange felt like communication when it's working between 2 adults for crying out loud.

NOVEMBER 26: (Sean) upset over something today wanting to be coddled, led, done for. Helped him start and he finally did do some work on a Thanksgiving card for mother, (brother).

DECEMBER 3: Started (at (Sean's) request) a new monkey book for him called (Sean) Has A Friend. He read all I'd written so far and re-read, and fixed the drawings. Worked well with (Gus) and (Hal) today.

DECEMBER 5: (Sean) read the rest of (Sean) Has A Friend and re-read it to me and (Hal). Then colored in it for a while. Then helped (Hal) and me work more on (Hal's) book. (Sean's) visual sophistication is truly amazing. He was watching me draw a page in (Hal's) book, guessing what everything was long before it was completely formed, correcting my perspective and joking (when I wrote in the caption) "The letters are all over the floor!"

DECEMBER 6: Colored in (Sean) Has A Friend. Asked me for a new book about 6 times. I was quite busy today with (Annette), (Hal), and (Gus), so had to ask (Sean) to be patient. Hard to explain to him somehow that he doesn't need as much attention as the others. He certainly wants it.

DECEMBER 9: Glad I had a chat with (K.A.) today. New schedule for her kids--all individual work times. (Sean) very sullen today. Got to explain to him exactly when are his times otherwise he wants all my time or else has sulking fits.

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DECEMBER 10: Much better today. Had him doing more work in current book about him and Monroe (gorilla) at Christmas time. Good sounding out. Book I've made is slightly work--book with blanks for him to fill in, etc. He likes it but typically wants more drawings, more entertainment from me in it, less from him.

DECEMBER 12: I'd made more pages in current book and (Sean) read the entire thing from the beginning, filling in words "candy cane," "book," and sounding out words like "something" and "shopping." He's so fragile. My refusal to do "one more picture one more picture" when I have to leave always brings a pout.

DECEMBER 17: (Sean) read all of completed Christmas Book from the beginning, sounding out "before," "something" (again), "taffy," "star" and so on. He really enjoyed it. Told how excited he was to be going to (Rainer's) house and about Christmas. Has a gesture of hanging his head and allowing his body to just crumple which can come over him so suddenly and be broken in on so easily, too. When he hears what he wants to hear it's as though he's surfacing.

JANUARY, 1975: We began a book incorporating his favorite character (Monroe the Gorilla) from previous books, himself as a character and the new "Hot Rod Rabbit." He balks when he senses I'm handing anything over to him to do but with slight prodding he does it. I drew for him and he dictated quite a bit on the first page.

JANUARY 14: Reviewed the beginning and continued in the same vein. He dictating another long page and thinking ahead into the story. A good session.

JANUARY 16: And again, more work in Hot Rod Rabbit Meets (Sean) and Monroe. He re-reads all he has dictated so far and then dictates the next section. I've decided that I will simply do all the drawing for (Sean) that he wants. (K.A.) says he draws plenty on his own and my insisting on having him do it instead of me is simply a wrench in the works of our working relationship. If I comply on the drawing I know I'll get a lot of hard reading from him.

JANUARY 23: Brought (Sean) upstairs today for first time. (Gus) was here painting away and could NOT stop himself from interrupting (Sean). (Sean) and I were both very annoyed. But he persevered and dictated a new page and a half in Hot Rod Rabbit Meets (Sean) and Monroe.

JANUARY 28: Due to infuriating interruptions from (Austin) and (Fletcher), we got little accomplished.

JANUARY 30: Good time with (Sean) today, re-reading whole book so far and he dictating very expressively 2 more pages and thinking ahead into the story.

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FEBRUARY 11: More of the same with (Sean). Alone, quiet and very concentrated.

FEBRUARY 13: We worked hard and too long today but we finished up Hot Rod Rabbit Meets (Sean) and Monroe with a satisfying flourish, (Sean) dictating excellent dialogue and ending it with "and if you want to know more about them you'll have to read the next book."

VACATION AND ABSENCES

FEBRUARY 27: (Sean) and I had a good discussion about what the main idea of this sequel book would be. Decided judiciously not to title it until we'd written it and started off with a page about (Sean) and Monroe and Hot Rod Rabbit playing with the treasure they'd found.

MARCH 4: We couldn't find Hot Rod book today so (Sean) and I read or I helped (Sean) read a Peanuts and a B.C. He really did well. His expression is great and he really gets the joke and laughs. Keeps on pointing out funny details. "Look at the look on his face!"

MARCH 6: (Sean) and I did the next page in the Hot Rod book. He came up with a good twist--adding two spying thieves to the cast. Then we read a Peanuts which he cut out and kept.

MARCH 11: (Sean) kind of "dictates" the illustrations for his Hot Rod books. Today--"Draw the two bad guys and make them one sittin' in a chair and one pointin' to a map to see how they're gonna get the treasure"--and so on. It's fun. Then we read a Mickey Mouse cartoon.

MARCH 13: (Sean) dictated another page and then we read several cartoons. Really, his expression is excellent.

MARCH 20: (Sean) and I had a packed 15 minutes today and we made a new picture and wrote a new page and made up a new twist for (Sean and Monroe and Hot Rod Rabbit).

MARCH 25: (Sean) was kind of in the dumps today over something. Suggested we draw for each other so we did some Piglets and some Eeyores and labelled them.

MARCH 27: We did the next page in (Sean) and Monroe and Hot Rod Rabbit and talked about the tree house and ran out of time too soon. So made a date for Monday lunch.

MARCH 31: (Sean) and I had our lunch date today to make up lost time. He said he'd always wanted to make a doll house with the cardboard in the cabinet so we did and had a great time. (Sean) very breathy saying "Hey, we could make it standing up like this! Hey, hot - a - bout - a BIG one? Suppose if it

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came up to here on me then I could crawl in it like this? Maybe it could be a store!" And so on.

APRIL 1: (Sean) and I did another whole page in (Sean) and Monroe and Hot Rod Rabbit. He is excited at the thought of (K.A.'s) reading it to the group eventually.

APRIL 3: (Sean) played with the tree house for a bit then back to (Sean) and Monroe and Hot Rod Rabbit. He'd been drawing eyeballs lately so we decided to put one on cover of book and call it (Sean) and Monroe, Private Eyes (or eyeballs).

APRIL 10: (Sean) and I had a great time playing with and talking about the prism. Discussing light refraction and the subtle blend of colors in the rainbow. Watching the little spinning lights dance and scurry, he said they were "looking for hiding places in the shadows."

APRIL 15: (K.A.) mentioned yesterday that lately (Sean) seems to have "lost his muse" as far as drawing--copying mine, copying out of books and in general moping and saying he had no ideas. Well we both know that's just not true. So today, spent the whole time playing a drawing guessing game (you draw something and give me a clue, don't let me see it till I guess). So he had to think things up and field my guesses. I praised his drawing to the sky and told him that since our room is in the process of being repainted, I'm going to need new pictures to put up. Gave him an immense piece of paper and told him to do any picture he wanted but was important that it be HIS idea.

APRIL 17: It seems to have worked for (Sean). He brought that huge paper back with a big war scene on it and we put it right up. Had a very nice talk about the drawing, other people's drawing and styles, what else to draw, trees are hard to draw, and watched a squirrel outside.

APRIL 29: Had a great time playing the drawing guessing game with (Sean). He caught on quickly and asked good-clear-thinking questions.

MAY 6: Oh BOY did (Sean) respond to the book I made him. Only captions--he had to draw--i.e., "This is a fleezle." He loved it. Did the whole thing.

MAY: Liked that type of assignment but didn't want another one yet. So we played the what am I drawing (line by line) game. God he's good at it!

MAY 15: Had a special drawing assignment in mind for (Sean), but he was so much more eager to go through the seeds and do some planting that we did. He read a lot of seed packets and labeled what he planted.

MAY 19: (Sean) took immediately to my suggestion of drawing on a long skinny piece of paper--suggesting about a dozen different things we could do with

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it. Settled himself in a monster parade. Wanted me to draw also but did not copy or watch me. Just wanted the company. Did some great monsters. Then dressed up with (Hal).

MAY 22 and 28: Must have misplaced some notes for here--drew and captioned and planted.

JUNE 3: It occurred to me that (Sean) might find in Tomi Ungerer (illustrator) a kindred spirit. And boy was I right! Started reading him "The Tinder Box" from A Storybook and he was fascinated with both story and pictures.

JUNE 4: Continued reading from same book to (Sean) today. When we finished "The Tinder Box" I said he could pick out another story, choose by the pictures. He couldn't decide--so fascinated by all the pictures. First time I've ever had this happen: (Sean) asked "Who had done the pictures, what's his name? How old is he? Does he live around here? Boy he's neat. He must be a funny person." So I read him the description on back flap also photo of him. (Sean) is enamored.

JUNE 5: Read more in T. Ungerer Storybook. "Changing Places" and "Clever Gretel."

JUNE 10: Finished "Clever Gretel" and began "The Wishing Table." (Sean) unusually ridiculous over subject of leaving. Acting up terribly.

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PARENT REPORT
(Includes report from reading teacher)

The Prospect School
North Bennington, Vermont

(Sean)

Date: June, 1974

Age: 7;5

By: (K.A.)

(Sean) has had a good spring. Not only is he more independent from adults in terms of making choices, he has also found a group of boys with whom he likes to play very much. He is able to calm himself down more easily when he becomes angry and is trying very hard to do what is asked of him in disciplinary situations. He still needs a lot of privacy and tends to become very silly or rude if he is in trouble while a group of children are watching or around. It is sometimes hard for him to accept responsibility when he has broken a rule. He is becoming more and more aware of the fact that he knows how to do a lot of things and is good at a lot of things.

(Sean) has tried many different activities. He has built model trucks and has tried a variety of experiments with batteries and light bulbs, including the construction of a lighthouse. He is still very drawn to music--the guitar, tape recorder, listening to records, and enjoyed watching film strips. His dramatic interests continue to grow, particularly an interest in dress-up and disguises. (Sean) participated in other science experiments, planted, worked with wax and sand, wove, hammered, and tried some cooking. He made some lovely clay tiles which he also glazed. He continues to be meticulous in his work, taking his time, paying attention to small and unusual details, and being genuinely proud of the things he makes.

(Sean) is beginning to have a group of friends, and he really loves it. He does not seem so lonely and he does not mope as much as he used to. He also does not get as easily discouraged about projects as he used to, although he can still be very touchy about being watched by other children, or about sharing materials. He is much calmer at group times, but needs consistent reminders to be quiet and to keep reasonably still while children are settling down. Once the discussion or the story gets under way, (Sean) is an attentive and interested member of the group. He has so many things to say for himself and many stories to tell. He has often resisted fooling around in front of other children. (Sean) has been absent a considerable amount this spring, and this has interrupted the consistency of his group participation.

(Sean) is very proud of his reading. I hear him read several times a week, and he is much less nervous, although he still sometimes takes wild guesses at words he does not know. Lately we have been reading in the Little Bear series and he is enjoying this. He also likes to look through books about whales, the sea, reptiles and snakes, and frogs. (Sean) has been drawing a

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lot, after a period of difficulty in thinking of things he wanted to draw about. His most recent book is full of very "snazzy" race cars. (Sean) has also begun writing his own stories to his pictures, and is feeling very good about this.

In numbers, Sean has been practicing addition and subtraction patterns and has been playing a lot of board games. He has been working hard at numbers, and has been feeling more comfortable about them.

The Prospect School
North Bennington, Vermont

June, 1975

(Sean)

By: (I.P.)
read teacher

(Sean's) extraordinary imagination and visual and verbal sophistication have continued to show up in all the work I have seen him do. He reads regularly with (K.A.). I hear him read, too, but less frequently. Our work together has consisted more of (Sean's) creation and dictation of long stories, of telling stories by drawing, of playing drawing guessing games, of illustrating words and stories already written and, recently of reading seed packets and planting and labelling and discussing seedlines.

Often times (Sean) feels somehow defeated and tries to shift the burden of responsibility to me--"You draw it"--"You read it"--"You say it." It takes some firm encouragement, but (Sean) can be gotten past that hurdle and once past it he produces a great deal of expressive work.

(Sean)		Teacher(s): (Y.B.)
Group II	1975-76	intern teacher: (S.W.)
Age	8;8-9;5	research associate,
		observation: (E.K.)
		principal: (P.R.)
		observer/interviewer: (R.F.)

August, 1975

Summary Statement of Staff Review (short form); Preschool Meetings

Name: (Sean)

Age: 8;8

Time in TPS: Starting 5th year

Profile

Physical: Small--is aware of his appearance and is extremely sensitive to comments about his appearance. Rhythmic. ...

Family: Lives with mother and two younger sisters. ...

Social and Emotional: Is warm toward, and can be dependent on adults. Had some problems with friendships, but now works with both individuals and the larger group of boys--his new relationships have made him very happy. Had some trouble on yard for a while, by end of year that had dropped out. (Plays with (Gus) after school, but does not play with him at school.) Has a good sense of humor but can feel pressed to play the clown when disciplined. Can be silly and rude when disciplined. If the teacher cuts in quickly, he can generally be responsive. Teacher must be careful that facial response in discipline situation is serious. He will pick up on any sign of a smile. ... Generally must be extricated from situation in which he is misbehaving.

Activities: Sewing, building, sand, blocks, houseplay--loves to act and dress up. His sense of humor is used to best advantage in dramatics situation. Loves music, singing and playing instruments.

Academics: Drawing--draws cars, trucks, and rockets. Drawing is dynamic (may may rocket going off the page, etc.). Loves to tell stories--very descriptive, can anticipate parts of the stories. Wrote short stories with word cards at the end of the year. Liked doing so. Was heard in reading three times a week. Read Little Bear and Stop That Ball. May guess at words, but is generally more confident although still sensitive about how he can read. He was in (reading) program last year, but it was felt that he needn't continue seeing her. This will be disappointing for (Sean), and the teacher might be aware of that fact. Numbers--simple addition and subtraction with concrete aids. Plays board games, dice and mazes. Group meetings--generally very participative.

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WEEKLY ACADEMIC RECORD

Date	Reading	Numbers	Writing	Other
Sep. 10	<u>Bats & Cats</u> $\frac{1}{2}$ <u>Frog & Toad</u> 5	X	Draw Fish cards Writing sen- tences	Checkers

WEEKLY DESCRIPTIVE RECORD

SEPTEMBER 10: Did a water color of a race car and worked for two days on a cardboard boat--accepted help well, but wants attention every minute, though accepted that he wouldn't have it (a little pouting); played checkers. Had to be asked to leave group several times for bright-eyed joking that couldn't stop. Comes back ok. Works hard on reading--sounds well.

SEPTEMBER 15: Has been involved around the gluing and also painted his buildings--but somehow it doesn't "take." Used the balance one morning--also played games with (Dana). Still gets bright-eyed and indeed had somewhat of a small tantrum--rude to (E.K.), asked to sit in coat room, threw coats, wouldn't talk--but did ok. During group recognized that no matter how many times you split a rock the pieces would still have "insides."

SEPTEMBER 22: (Sean) worked with Legos one day--made applesauce (two days) with great pleasure and saved some to make applesauce cake next week with (Hal). He started a weaving project and is incorporating some basket weave. He has been very supportive of (Hal) especially during reading. We had a nice conversation about our respective fathers. ... (Sean) was intrigued with Charlie Chaplin.

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Observation 1

Sean

(For ETS Reading Research)

Tuesday, September 23, 1975

From 10:05-10:50

(R.F.)

Arrived for recess--a cold, rainy morning; thought the indoor recess activity would be interesting starting point.

(Sean) was at the door of the kitchen as I entered the group. He is tall, slim, olive-skinned--shoulders are broad and square--give impression of being carried high, but not tense. Eyes are dark and large, and hold a quality of watchfulness--sometimes in contrast to the mobility of the mouth.

It quickly emerged that (Sean) with his friend (Hal) had spent the earlier morning period making applesauce and were still in progress with that undertaking. As I arrived, (Y.B.) informed them that it was time for group, to be followed by attendance at a play to be offered by Group III.

(Sean) (immediately): Me and (Hal) could stay and do our applesauce, couldn't we, (Hal)?

(Hal) comes from kitchen: What's the play?

(Y.B.): I don't know for sure--but one of the Just So Stories.

(R.F.: The butterfly one.)

We are in the kitchen. (Y.B.) leaves.

(Sean) (to R.F.): Me and (Hal) made applesauce. Do you want to see?

(I assent, and comment to delicious smell.)

(Sean) raises lid: Do you know how much apples we had? We had a bowl this big (holds out arms, bowl shaped , to indicate a bowl about a foot in diameter). (Y.B.) brought them. We cooked them in three cups of water. (To (Hal)): We'll stay and watch our applesauce, won't we?

((Sean) and (Hal) leave for group and snack.)

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Snack Time

(Sean) and (Hal) sit close together. (Sean) faces out toward group, (Hal) on a diagonal toward (Y.B.).

(Hal leans on (Sean). (Sean) has his legs under him. As (Y.B.) seats herself-- (Sean) looks over at her closely, solemn, eyes intent (a very focused gaze-- (Hal's) eyes move a lot. (Sean's) eyes in fact large and spaced--but focus and largeness of iris give appearance of close-set-ness and depth).

At intervals when (Y.B.) leaves, (Hal) and (Sean) are quick to put arms around each other's necks and rock or sit facing, arms on each other's shoulders and tussle (friendly).

(Andrea) is passing crackers, (Y.B.) has gone for milk.

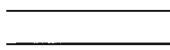
(Sean) (followed by (Hal)): "Hey, Ugly." (Repeated--said quite softly.)

(Y.B.) serves milk, announces play, and begins to dismiss people. She leans toward (Sean) and (Hal): "If you're going to stay, what do you have to do?"

(Hal): Take it easy.

(Y.B.): That's right--I'll be back to check on you. And you don't have to stir it a lot.

Group leaves.



Kitchen area: (Sean) and (Hal) at the stove.

(Hal) sitting
on cupboard

controls

(Sean) standing in front.

applesauce

Each has a
wooden spoon.

(Hal) and (Sean) are stirring as I enter.

(Sean): We can make this at my own house.

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(They stir vigorously, circular motions, cover, and scrape apples off spoons to eat.)

(Hal) and (Sean) begin to stir again. (Sean) very vigorous, eyes twinkling, mouth moving, upper torso rotating with the motion.

(Hal): Hey, (Sean), don't get it off the stove.

Watch. When I pull up the spoon I'll get something. ... It's bubbling a lot.

(To (R.F.): What will the stove do if I put the button on 3?

(R.F.): It will get cooler.

(Sean): Hotter? (Looks at (R.F.).)

(R.F.): No, cooler.

(Sean): Then it won't stick.

(Y.B.) checks in.

(Hal) offers me a taste of sauce--I accept.

(Sean) begins stirring very hard again.

(Hal): No, (Sean). (They laugh.)

(Hal) and (Sean) close the pot. Each holds his spoon up vertically.

(Hal) (addressing his spoon): The torturer!

(Sean) (addressing his spoon): Look at the steam engine. Hey, look at the steam!

(Stirring again.) Every time I pull out a peel, I eat it.

(Hal): What would happen if you just put an apple in to cook?

(Sean): It wouldn't taste good. (He demonstrates dropping one apple in, whole--by cupping his hand and making dropping motion over kettle.) See, no good.

(Annette) and (Kay) come in to look at applesauce--leave again.)

(Sean): I found a long piece of hair in this. It must be (Y.B.'s).

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(Hal) lifts a rotary beater off the pegboard and begins to rotate it on the closed lid of the kettle. (Hal) and (Sean) open kettle and stir again. (Sean) drops a blob of applesauce on his sneakers toe.

(Sean): Oh--hot. (He dances around.)

(Hal) tries to use the rotary beater on the apples--they clog and stick--he inadvertently sprays (Sean) with sauce.

(Sean) (wipes off sauce): Hey! (Then): (Y.B.) didn't help cook this a bit--right?

(Hal) (extending two baby food jars to (R.F.)): This won't all fit in here, will it?

(B.F.): No.

(Sean): But we have two more.

(Hal): It's too much.

(Sean): We'll eat some. We could get more jars.

(Hal): This is getting done. We cooked it a long time, right after we finished cutting them.

(Sean): We cut them up fast. They must have cooked quite awhile--a lot are mush. (Continues.) We need to stir this every minute so it will cook.

(Hal): We should have cut off the peel. That's how we do it.

(Sean): We don't need to--they come off and we can eat 'em.

(Hal): But they get it yukky.

(Sean): They dissolve I think.

(Hal): It tastes pretty hot. I wish we could put some sprinkles in.

((V.B.) returns.)

(Hal): (Y.B.), we should have cut the peel off.

(Y.B.): Well, how can you get it off?

(Hal): With a little spoon.

(Y.B.): Yes a little spoon--and how else?

(Y.B.) points to a colander: You can push it through this.

(Sean): Oh! And the applesauce will go right through the holes.

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(Time for 10:30 group.)

(Y.B.) reviews the play. (Sean) rocking back and forth on knees.

(Y.B.) announces children she will hear read; these include (Sean), who is to read from Frog and Toad.

(Sean) gets reader and walks around. (Y.B.) directs him to circular table in corner of rug area to prepare his reading. (Hal) (with his book) joins.

(Sean) leafs through book--looking at pictures--to find his place. He rests his head on his left hand, then cups chin in both hands, elbows on table. He glances at (Hal's) book (easier than (Sean's)) and they discuss the book (I think)--anyway, Sean points at the picture.

(Sean) begins to read, keeping place with right forefinger.

(Hal) (to Sean): Is this word (you?)?

(Sean) (glancing over): Yes.

(Sean) and (Hal) discuss pictures in (Hal's) book again, return to reading.

(Hal): Is this "like"?

(Sean) (looking): Yes.

(Hal) (reading): You...want...toy.

(Sean): You mean toys.

(Hal) repeats.

(Hal): Is this right--"and"?

(Sean): Yeah, that's "and".

(Sean) has now read three pages.)

(Hal): Does this spell "like"?

(Sean): Yes.

(Y.B.): Ready, (Sean)?

(Sean) to (Y.B.), as he seats himself beside her to read: "I'm helping him with words." (Y.B.): "Good."

(Hal) comes to get another word from (Sean) as (Y.B.) leaves momentarily.

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(Y.B.) and (Sean) settle to read, side by side. (Sean) reads smoothly. Reads "stumps".

(Y.B.): It looks like that, but "suh-wam".

(Sean): Swamps.

(He is seated comfortably--left leg crossed on right knee. Sits up, not leaning on (Y.B.). Smiles as he reads.)

(Sean) reads: "I am sorry, gasped frög."

(Y.B.): Good!

(Sean) (sounding out): Bla a

(Y.B.): "Blah!" That's something he says. That's all. "Blah."

(Sean) looks at her with interest and repeats with animation, "Blah!"

(Y.B.) pauses, asks Sean to tell her the rest of the story.

(Sean): Can't I read it?

(Y.B.): You can read it, too--but first tell me about it.

He does with animation--I can't catch it all. (Sean) continues to read. Reads "wrote" for "were"--corrects, with (Y.B.'s) help.

(Y.B.) stops at a humorous point--"Does toad really have to sit and do nothing?"

(Sean): No.

(Y.B.): Why does he think he has to?

(Sean) (laughing): 'Cause he doesn't have it on his list of things to do.

(Sean) continues to the end reading, "Now my day is all crossed out. I am..." (stumbles on "glad").

(Y.B.) (sounding): Guh-la-

(Sean): Glass?

(Y.B.) (pointing): No.

(Sean): Glad.

(Y.B.): Now, you go help (Hal), before he drives everybody crazy asking for words.

(Sean) and (Hal) again seated at circular table. (Sean) is helping. Suddenly both spring up. "Oh, we gotta stir!"

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WEEKLY DESCRIPTIVE RECORD

SEPTEMBER 29: Paper marbling--wandering and fresh--needing to be brought up sharp several times.

OCTOBER 6: Wavering between silly and productive (sometimes both)--worked on weaving, also curve stitching. Dittoed a maze--could not go on the walk, because of a fight--slapped someone in the face. Tangrams still a big attraction.

* * * * *

Interview with (Y.B.)

October 3, 1975

Focus: (Sean)

Interviewer: (R.F.)

(Y.B.'s) Descriptions of and Comments to:

A. Physical Qualities and Gestural Engagement with Things

He is agile, thin--his body is "bright" to describe it through a visual image. His eyes are extraordinarily expressive of his feelings. His voice also is expressive and inflected. He talks a lot. He has skill in his hands, but overall he has not so far been as productive with his hands as I would have thought. ... He draws, cooks, does flat designs, puzzles--the gluing and collage has been more desultory (perhaps he is not as strong in three dimensional work?).

Although he is expressive in the body, quick, bright, his face (except for his eyes), is a mobile mask. The language is extraordinary and the insight often mature. For example, he could articulate vis-a-vis Charlie Chaplin the sadness of clowns.

B. Social Involvements with Other Kids/and with (Y.B.) and (S.W.).

(Sean) has no close associates except (Hal), but that is more because he holds himself aloof than because others don't approach him. He has access to many persons and joins groups around projects. All in all, he prefers the girls in the group--especially (Dana). Besides contact in school, he has visited her at her house.

(Sean) always makes contact with me--first thing in the morning and at intervals through the day. He makes contacts with all other adults,

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although some of these are negative until he grasps the structure of the relationship. He has been testing (S.W.) pretty hard.

(Sean) really has internalized all of the school structures. He's impish and mischievous and he'll try things out, but he's responsive to reminders.

C. Interests and Involvements

First and foremost, his interests determine his involvements with other kids. He does not choose what he will do according to what others are doing or to join a group, and he is perfectly content to pursue his interests on his own. He has great capacity for specific involvement and for concentration. However, there is not a lot of apparent continuity in his projects.

Among the things he loves to do are cook, draw, work puzzles, play games of strategy, glue and look at books. Thus far he has been only minimally involved in blocks or dramatic activity. I assume there is a flair for the dramatic on the basis of other expressive qualities, and imagine it will surface in time.

(Interviewer: Can you describe the drawings a little?)

There are some contrasts in the drawing. For example, in the house sketch the line was light and quick, while other drawings--especially of persons' faces, are bold, full styled somewhat after his brother's. ... There is a considerable amount of geometric painting--full pages, deep tones. I guess color stands out to me as critical and a sense of space. He likes tangrams and design cubes, too.

He is strong in discussion and group meeting. He likes to be engaged in thought, and he is thoughtful and observant. For example, in the discussion about rocks--breaking them into smaller and smaller pieces and finding the inside of the rock--he concluded that you can "never get to the inside of a rock."

D. Emotional Tenor and General Disposition

He's aloof. He can be manipulative--needs to be clear about the limits in a relationship or structure, and no joking around or he exploits. He's serious about his interests and has a capacity for deep reflection. He has a gay expression--but I think that gaiety is somewhat misleading. He certainly doesn't mind being alone. He's definitely self-sufficient, but he also asks directly for the help he needs.

If he is frustrated or gets mad, he's a pain in the neck. He's rude, he swears, he has tantrums--shouts and throws things around. When that happens, he has to be separated from group for awhile in order to recover.

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I should also mention his pride. He cares a lot about his clothes and being neat. He minds if his clothes aren't "right" or if something gets torn.

E. Academic Work and Teaching Approaches

(Sean) is working hard academically, and especially on reading. Tension in this area is much reduced. He picked his own reader--Frog and Toad Together (an "I Can Read" book). He also looks at a lot of other books, and he often does this in company with other kids--especially (Hal). His social relationships are especially positive around books. Mostly (Sean) likes stories, and is not quite so engaged with information books. When looking at books, he definitely tries to read them.

Frog and Toad is a good level for (Sean)--he can read it pretty easily and he most definitely gets the point and the humor. As a reader, he's also caught with the sound and inflection of the words--and he is expressive in his reading. His basic approach to decoding is phonetic and he has that skill well in hand. His analysis of words is strong--both visually and by sound--and goes along with the analytic ability that makes him good at puzzles. I have offered context and linguistic supports for decoding, but mostly he continues to check by sound.

(Sean's) writing has not developed far, but I think he has an interesting potential here. He can write without a visual stimulus, and he has a sense of form. For example, he wrote this dialogue using the words in his spelling vocabulary:

I have a house.
And where do you think I got this house?
Do you think I stole it?
No. I bought it.

There's also a sense of rhythm and of humor. The writing is close to his speech pattern, too: "And where".

Haven't had too much opportunity to explore his math yet, but it seems comfortable. He's done grouping and balancing. I think an ability with visual patterns may be a strength here.

(Observer: In the observation I have done, (Sean's) support to (Hal) in reading is a helping role that (Sean) plainly enjoys. (Hal) also enjoys the help.)

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WEEKLY DESCRIPTIVE RECORD

OCTOBER 13: Has worked on his weaving a couple of times this week and took it off the loom--was originally in the ghost play as one of the "brothers" but finally had to be asked to leave for unsettled and silly behavior. Helped make sandwiches for hot lunch and tried hard to hold himself together. Generally jumpy, giving (S.W.) a bit of a run-around, but retrievable.

OCTOBER 20: Was extremely responsive to the house and sculpture that someone made (more awe than some others)--lots of balsa wood models (some pretty nice variations). Had a try in the Big Room ((Hal) and (Rainer)), but kept slapping (Hal) when he bothered him. Also enjoying design cubes still.

OCTOBER 27: Made a scene for his balsa wood models; played a lot of checkers and did some finger weaving. Becoming a good and graceful kickball player.

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Sep. 15	8/14	Adding simple Simple adding	Draw and write Covered bridge Apple trees Writing about apple trees	
Sep. 22	<u>Frog & Toad</u> 17 Help (Hal) 22	Balance/pins Simple sub.	Drawing Magic marker Writing-ques- tion & answer dialogue	
Sep. 29 (short week)	25	Absent	Draw (cars) Car book	
Oct. 6	<u>Frog & Toad</u> Cookies 32	Counting by groups 2's Tangrams	Picture/ writing Cars (2 days)	Maze

(continued)

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WEEKLY DESCRIPTIVE RECORDS
(continued)

Date	Reading	Numbers	Writing	Other
Oct. 13	<u>Frog & Toad</u> 41	3's 0/2 Groups in 36 Tangrams	Write about work	
Oct. 20	<u>Frog & Toad</u> 45	Ways to make 20	Draw Write	
Oct. 27	<u>Frog & Toad</u> 51/57	Counting by 4's on 0 & 1 Add. pattern x 3's	Ghosts writing Draw Write about log cabin Draw	

WEEKLY DESCRIPTIVE RECORDS

NOVEMBER 3: Quite fascinated with maze; enjoyed being timed on it. Did some fold painting and started a leather wallet.

NOVEMBER 10: Finished his leather wallet (was hard and took considerable perseverance); helped make macaroni and cheese and talked a lot about the difference between his mother's recipe and mine. Played checkers (should probably learn chess). Has finally "broken through" in writing--spelling poor, but writing is fluent.

NOVEMBER 17: Distinguished himself by running the pendulum painting for (S.W.) (extremely well, apparently); also rolled out and fitted the pie-crusts very well--also painted several unusual and varied paintings--had no overt reactions to my being gone which is unusual.

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Observation 2

(Sean)

(For ETS Reading Research)

Tuesday, November 18

(10 minutes)

(R.F.)

(Sean) arrived about 8:20--looked cheerful (open-faced, smiling) and chilly (shivering). Goes directly to (Y.B.): "I've got a sweater on," (pulls at it a little, smiles). Couldn't hear (Y.B.'s) reply. (Sean) turns to (S.W.) (intern) and addresses a comment about static electricity (a topic the group has been discussing). He gets a book from the bookcase, glances at his watch, and says to (Y.B.): "My watch is slow." (They compare times-- (Sean) seems pleased with his watch; glances at it frequently.)

(Sean) sits down on the floor to look at his books.

Books

(Rita)

(Y.B.)

(Brent)

(S.W.)

(Sean)

(Wallace)

(Wallace) arrives and sits next to (Sean); (Brent) joins, sitting to the other side of (Sean).

(Wallace) and (Sean) begin to examine a book of animals--(Wallace) turning the pages, (Sean) (chin on one knee), commenting.

(Sean) glances at his watch, and calls across to (Y.B.): "You know what? I forgot to wind it." Gets up to show her--balancing across a pile of books.

(Y.B.) asks where (Sean) got the watch--I couldn't hear reply.

(Sean) returns to place on rug; (Brent) has moved into his place.

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(Sean): (Y.B.), I was sittin' here.

(Y.B.): I know. ((Brent) doesn't budge.)

(Wallace): (Y.B.), (Sean) was sittin' here first.

(Y.B.): I know. (Pauses.) (Brent.)

(Brent) moves to let (Sean) in.

(Sean's) postures while looking at the books:

Later in the morning,
after reading to (Y.B.).

Comment at discussion from (Sean)--
re: dragonfly wings: "His wings
look like a net."

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Observation 3

(Sean)

(For ETS Reading Research)

Wednesday, November 19, 1975

8:20-9:25

(R.F.)

(Sean) arrived quite early at school along with all the other bus kids. He was second to enter, carrying a new pencil. For the first 15 minutes, my observations were largely body attitudes, since I could not hear (Sean) nor get closer to him because of the school arrival routine.

(Sean) glanced sharply at (S.W.) (intern) sitting in (Y.B.'s) chair--plainly noting, but not commenting to (Y.B.'s) absence. After he put his pencil in his drawer (at (S.W.'s) request), he got a book and seated himself next to (Hal).

(Gus)

(Sean)

(Hal)

(S.W.)

He sat down stiffly, legs extended straight, rubbed his head and eyes--looked uncomfortable--eyes drifting--not really focused on his book. Held book unopened.

Later leaned back stiffly--book held behind his knees.

Then forward, folding book between knees and chest.

During this period, he and (Gus) compare bruises.

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(Sean): See what I did? (Pulls up pant leg.) I was runnin' last night ... (missed this).

(Gus), (Sean), and (Hal) all practice wiggling their kneecaps.

(Sean) begins to look at (Gus') book with (Gus). He points to pictures, and it is obvious they are discussing them.

At 8:42, (Sean) is sitting cross-legged and leaning toward (Gus) and looking more at ease and much more focused. Their conversation is animated.

At choice time (8:45), (Sean) chooses pendulum painting. (S.W.) reminds him that as she is alone, he will have to be patient in waiting for her to help him and (Francesca) and (Dana) (the two girls also chose this activity).

Setting - Mess Area

Later, (Rita) and (Larissa)
work here.

collage
Divider
Paper
roll Pendulum
 painting
Door

Rug Room

Pendulum apparatus

(S.W.) asks (Sean) to cut paper for the painting from a large roll. He cheerfully agrees and is quickly at the job. The roll is as high as (Sean's) waist. He followed an orderly routine of turning the roll twice to release the paper, then cutting--turning the roll again, shifting his orientation and cutting.

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Cuts with right hand--
bending down further
with each snip.

The approach yielded sheets of even size and was done without hesitation and with great ease.

(Sean): This is my job, cutting off these papers.

(S.W.) returns: Wow, that's good, thank you (Sean)--and that's enough.

((S.W.) leaves.)

(Sean picks up the roll and holds it over his head. Laughing, he mock threatens the two girls with it. They laugh.

(S.W.) returns: Now, (Sean), if you could stack the pieces / of paper / neatly, that would be a big help.

(Sean): Oh no (mock exasperation). (And he stacks the paper, keeping the edges even as he goes.)

(S.W.) helps the girls to get smocks and sets up cone for (Francesca)--(Sean) watching and helping.

(Sean) (to (Francesca)): Don't swing it too far (the pendulum).

He watches, smiling and expectant, as (Francesca) swings the pendulum and a narrow yellow ellipse appears on the paper.

(Sean) chuckles: Why don't you swing it (the pendulum) around.

(Francesca) adds orange, blue, and white in order and (Sean) helps her to carry it to a place on the floor to dry.

(Sean) is waiting for (S.W.) to return, so another person can have a turn-- while he waits he pushes a little drip of white paint around on the newspaper covering the table and looks inside the paint cone. He gets a new sheet of paper ready to be painted. Looks out toward rug room, sees (S.W.), and goes to ask her if he can pour the paint for (Dana). (I cannot catch words.) He and (S.W.) return--(S.W.) is telling Sean that he will have to be "super careful."

(S.W.) (to (Dana) and (Francesca)): (Sean) is going to fill the cone, and he's going to be super, super careful. See, it only takes this much, (Sean) --about one tablespoon full. Ok? ((S.W.) watches (Sean) pour for (Dana).)

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(Dana) makes a brave, tentative sweep with the pendulum, with (Sean) smiling encouragement.

(Sean's) turn. (Francesca) pours paint. (Sean) chooses red and very deliberately sets the cone in a circular motion--the spiral of paint extends far across the page--(Sean's) body rotates as the cone moves. He watches intently--lips parted.

(Sean): It (circle) gets smaller & smaller.

(Sean): Now yellow ... (superimposed)

... and green.

(Francesca's) turn again. (Sean) pours. (Francesca) chooses blue and is much more deliberate in pushing the pendulum.

(Sean): That's neat.

(Francesca's) control increases with each swing and the product is much more complicated than her first effort. The last color she chooses is white.

(Sean) pours white, and peeks into the cone.

"Look in there. It sure is a different color, white." He smiles as (Francesca) swings the pendulum.

(Sean): See--it comes out pink.

(Francesca) (jumping up and down): Yeah--neat--pink.

(Sean) turns now to set up for (Dana), after (Francesca's) painting is carefully placed to dry. Turns, alternating roles, etc., are all performed smoothly--and speedily. These are three quick-moving kids. Drying space is becoming scarce, however, at this point.

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(Dana) manages two sings with yellow.

(Sean): It looks like a rocket going up
through the stars.

(Sean) to (Dana), who is holding the end of the cone: Don't squish it.

(Dana): It was already squashed.

(Sean) laughs at her word and repeats it: "Squashed." He steps back and accidentally steps in (Francesca's) painting--it makes a beautiful print on the rubber sole of his boot. He sits down laughing, holding his leg in the air. (Francesca)--after determining that the painting is unhurt--gets a towel for (Sean) to wipe his boot.

All three kids work to move wet paintings under tables and out of harm's way.

(Sean) undertakes a third painting--his most complex yet--an inner red spiral, which he manages to surround neatly with a blue circle--then imposes yellow and white ellipses.

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WEEKLY DESCRIPTIVE RECORD

THANKSGIVING HALF-WEEK: Made an articulate and accurate Pilgrim figure.

DECEMBER 1: Finished his pillow; started weaving with the finger-weaving and made two mats--also did some burning and quite enjoyed it. Finished Roof-Top Mystery--missed some of the fine points, but basically enjoyed the humor--uses both context clues and sounding out (very good at that)--has picked Play Ball Amelia Bedelia, for the humor.

DECEMBER 8: Christmas tree animals--also went to get the tree and enjoyed the trip tremendously--working on gingerbread for house--also successfully completed the design for same. Is a rat in the play (too small a part, unfortunately) ...

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Nov. 3	Finish <u>Frog & Toad</u> ; working on "sh" <u>The Roof-Top Mystery</u> 13	sub. pattern	Write about Interest table Vowels	
Nov. 10	Vowels Repeats for clue be-hind laugh	Finish sub. pattern	Draw--boats & war Write	
Nov. 17	<u>Roof-Top Mystery</u> ripe/rope had/hid house/apartment Laugh at humor Read with emphasis. 30 35	Ways to make 36	Write about sea-bird Draw-Thursday	

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Date	Reading	Numbers	Writing	Other
Nov. 24	<u>Roof-Top</u> <u>Mystery</u> 41	Groups of 3 & 4	Draw Pilgrims	
Dec. 1	<u>Roof-Top</u> <u>Mystery</u> 48 59 Finish	Subtract from 100 by 3's exchange game	Drawing of bulldozer spelling writing St.. Nicholas	
Dec. 8	<u>Amelia</u> <u>Bedelia</u> 16 32	Groups	Draw a house	

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INTERVIEW 2

ETS Reading Research

Presenter: (Y.B.)

Interviewer: (R.F.)

Child: (Sean)

Date: November 25, 1975

Physical Development

I'm confirmed in my original statements about his body. I see increasing gracefulness, increasing fluidity--and great skill on the kickball field. (P.R.) watched, too, and thinks we have a real soccer player coming. He gets discouraged because he can still be gotten out at first base.

Social Relationships

Still no really close associates, but he has plenty of people to work with. He's cooperative, and friendly in an aloof sort of way. He joins people around activities and he's inclined to be businesslike--friendly, and clowning, too, of course, at times--but very much to business.

(Interviewer: That's what I noticed the day I was in observing the pendulum painting. He was friendly and he did some joking around initially that was very much responded to, but once things got started he was focused to the project, to the business.)

Interests and Productivity

His productivity puzzles me. He can go for days doing nothing but games--he likes logic games--but then when he is involved, what he does is so clear and so articulate--it's so incredibly straightforward. His drawing is like that. Lately he's been doing battles and ships, and there is just such a sense of structure. The pilgrim figure he's been doing is like that. Of all of the kids he was most aware that we were trying to get something authentic and he was most clear on how to go about doing that without being fussy or picky. Because of his incredible skill with a pencil, his figure stands out just so clearly. It's beautiful. When (Gus) wanted help with his, (Sean) was perfectly happy and willing to consult. I was impressed with that.

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He still likes to cook a lot.

His productivity has increased since last time. That is, he tries a hand at everything we introduce--although very little with blocks. Paper marbling--and paintings, really remarkable fold paintings (I saved them). The clarity and sense of space is incredible. And the variety--he really knows what he wants to do and he likes what he produces. With the fold paintings he produced full and rounded figures and then a few days later produced a painting of absolutely static and rigid squares. He turned from that painting and did the most delicate line painting of an airplane in pink clouds with a red ground underneath. It was floating on a huge paper and he drew it on with a fine brush. The variety of modes and the ease and deliberateness with which he employs them is astonishing.

(Interviewer: What is his palette?) It's not color for (Sean) as it is for (Gus)--it's shape and form. He uses whatever colors are there, and he doesn't mix them.

(Sean) also became involved in the balsa wood models. He made a scene inside a shoe box and chose to make medium size, not teeny model figures--I think so he could include detail. It was a very social activity and he engaged very well and was well accepted--he was the first to make a little car. What social problems he has had in the past are very much lessened--he's much more comfortable now.

His pendulum paintings were gorgeous--and again it's shape and line that interested him, not color so much. I'm confirmed, too--except for the models--that he prefers the flat dimension to three dimensional work.

He really does like games of logic--and that is true for the group as a whole, but his skill is really pronounced. He has liked tangrams, design cubes--and I'm going to introduce pattern blocks. I'm short on that kind of game.

He's still strong at group meeting--sometimes fresh. His comments are pertinent.

Emotional Tenor and Expression of Feeling

It's evident from leaving the group with the intern that (Sean) has a lot more internalized stability than before. He really held himself together very well when (S.W.) took over. He still has moments and he has to make a contact with me every morning when he comes in--tells me something he did, shows me something. There haven't been any tantrums for a long time. What it is, is that he's more able to pull himself together--once he started you used to have to ask him to leave the group.

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But he's aloof--I would really stress that: there's dependency and withdrawal there at the same time. And he's rocky at times. (Interviewer: What has caused the rockiness this fall?) Hard to say. Generally because he's been denied something. He says, "Can I do X?" when we've just announced we can't do X. I say, "No." He says, "You're mean." I agree or joke; he becomes rude and snaps or sulks. But he's much more likely now to be sulky or to verbally express his anger than to explode.

Overall, he has a good relationship to adults--although he still has a great potential for making a nasty remark to some strange or vulnerable adult.

Academic Work

His academic work is terrific. He's really serious about it. He's a serious person.

Math--I'm struck again by the clarity of the formation of numbers and letters, but also in his grasp of numbers. I haven't had him do anything terribly advanced. He's grouping, counting by groups, doing addition and subtraction patterns--and he does them all well. I don't know why I don't move him on to more complex work, to place values. He's probably ready. He's awfully quick, and that's not always so good for number work--and he doesn't like to go back and correct--or he didn't used to. I don't want to start something too hard.

(Interviewer: Quick is a word that comes up about him a lot--in all dimensions.) Yes, quick-silver, mercurial--there are a lot of Gemini qualities in (Sean). He's quick to grasp.

He's done the exchange game which is the basis for number base work with (Rainer) and they provide an interesting contrast. Of course, (Rainer) has all those mathematical relationships practically there. They were playing with groups of 6: 6 blue paper units = 1 peg; 6 pegs = 1 bean; 1 bean = 6 pegs; 1 peg = 6 blue paper units. (Rainer) could get that $6 \times 6 = 36$ --and so could (Sean), but it was harder. It was very revealing. When (Rainer) threw the dice, he could look at it and decide the units. (Sean) had to put all the papers in and then take them out. He needed the visual, manipulative step that (Rainer) could skip. That's partly why I don't want to move him on.

(Interviewer: Does that, the visual ability, underlie the skill with the logic games?) I don't know. It might. But he's awfully quick to see the point at group--to grasp verbally, that is.

(Interviewer: I just wondered if in visual, strategy games, if the visual is the base of the logic as it was for (Jacob). I don't know. It could be. For example, today he was doing grouping by 4's, and I showed him how to do it methodically, leaving his fours in the column. He was using cubes and he just whipped through it. It was just so rapid. So I asked him, "Can you do

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it in your head?" And sure enough he could. But when I came back to check, he said, "I got confused." So I told him to go back to cubes--and he did, and it was so rapid, I can't tell you--it's almost without thought. I'm not going to push the number work--it's not worth it to have him get frustrated and throw it down.

Writing--The writing is becoming very independent. He's willing to write, and he writes what he needs to say without having to dictate to me or get me to spell it. The spelling is lovely and complex--phonetic, but with all the vowels in the language put in the way kids do. But it conveys what he wants to say. He's writing lines and lines at a time, and it's easily done.

(Interviewer: What does he write?) He writes to his drawings--usually battles, airplanes, ships--pilgrims (but that was a request when he couldn't think of anything). Mostly to his drawings, but sometimes about things on the Interest Table.

(Interviewer: What's the quality of his writing--straight description, imaginative elements ... ?) Pretty much straight description--"and then," "and then."

Language and Reading--His language like everything else about him is quick. He likes to gather information and ideas--he uses his contacts with adults a lot for that purpose: What do I think, Do I know, etc. Also he rehearses his own history a lot--both immediate and far distant. He talks a lot about what he's doing at home. ... his (older brother), ... his mother. He anticipates a lot, too--I guess he projects both backward and forward. There's a curious, poignant quality to his anticipations: "Guess what, Jessica, we're going to New York ... maybe. Both a fairy-tale quality and an awareness of reality. ... There's a constant state of anticipation, of what the future holds. There's also a real reflective quality. Well, today, we were getting to the end of reading Squanto, and (Sean) said, "Is Squanto still alive?" having missed the time element completely. I told him it was 300 years ago and of course he knew he wasn't, and when we had to stop reading--leaving Squanto tied up and kidnapped--he followed right after me--wanted to know if we knew where Squanto was buried, were his bones there--and also how the story was going to end. Really persistent.

Of course, he's a jokester--but he uses his body so much, it's hard to know if he said anything or just looked it.

Reading. The reading is in great shape. Historically--when I first taught him years ago--he was anxious, tense. We probably started him earlier than we ought to have because he was so eager. His friend, (Barry), was reading. That's probably why it hasn't gone so quickly as the rest of him goes. It's been three years, but he's always been comfortable with it.

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He was reading Frog and Toad. That took awhile--it's rather complex in parts. I only hear him two or three times a week. I'd like to hear him more--but others have a greater demand on me.

He's now reading Rooftop Mystery (Sid Hoff), and he likes it. It's about the city, which interests him. He reads a lot by context, you know, and he stumbled over going up on the roof, largely, I think, because the idea was so strange to him. Basically, the story is about a boy who has to carry his sister's large doll through the street--and (Sean) is very aware of the embarrassment that will cause. Then the boy leaves the doll on the roof, it's stolen, and to top it off, it also begins to rain. (Sean) is reading with ever increasing inflection and when the book reads, "Man, that's all we need," he read it off perfectly. (He also looked ahead later and came back to tell me that the doll doesn't get wet.)

The book has words he doesn't know and he has 2 or 3 basic decoding skills he uses: context guesses, which he is good at; phonics, which are usually strong and excellent--really powerful; and to a lesser degree, word families. He was strong at those when young, and I mean to work on them with him. But I can't tell you how strong the phonics are, especially for someone with such form/shape strengths. There's a real ability to sequence here--not like (Stewart) who also has such a strong sense of form. (Stewart's) is all wholes, and (Sean) likes to take things apart and inquire into parts.

It'll be interesting. Next week we're doing mystery powders. I wonder. Electricity didn't take hold much.

(Interviewer: Historically, it seems to me that the activities (Sean) takes up are those that present themselves visually--that's how he enters an activity.)

Another thing I want to mention: He has real physical skill in cooking, in rolling out pie dough. When he's in the kitchen, there's a real quality of participation, of sharing. He's chatty--the way I used to be with my grandmother. (Sean), like (Paula), should be in the kitchen a lot.

Back to reading. I have a question in my mind. I'm really wondering how close he is to being a library reader, a really independent reader. I think it's close. He's more intent with the reading, almost facile. He's not reading so much to (Hal). (Sean) does like the shared participation with books. He really enjoys that first thing in the morning--not like (Simon) who just grabs his mystery or whatever and reads on.

With spelling, he's very willing to go back and correct mistakes--like everyone in this group. But it made him mad when I asked him to make a "fair" copy in order to preserve the original spelling, which I'm interested in. The spelling errors are interesting.

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(SEAN'S) PLACE IN THE TOTAL CLASSROOM SETTING

January Friendship Pattern
1976
Group II

(Simon)	(Wallace)	(Munro)	
(Luke)	(Brent)	(Gus)	
(Rainer)	(Sean)	(Hal)	Basically group operates in pairs, but the pairs shift fairly readily.
(Annette)	(Joanna)		
	(Dana)	(Francesca)	
(Larissa)		(Rita)	
	(Paula)	(Bess)	
(Andrea)			
(Kay)	(Carin)		

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PARENT REPORT

The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: January, 1976

By: (Y.B.)

The experiences (Sean) has had this fall have been marked by an increasing stability and evenness of temper. At one time, liable to outbursts of temper and frustration, he is showing greater ability to count on himself and noticeable ability to keep himself cheerful and calm even in difficult situations. (Sean) has still the potential for willful and unnecessary anger, but is activating that potential less and less. He shows great interest and skill in cooking, and was quite active in helping to prepare the group meals. He has also painted quite a bit, and shown an increasing flexibility of style and approach to his subjects. He has been attracted to miniature model making, pendulum painting, weaving, paper dipping. In all of his activities, he shows increased ability for prediction and control. He has also taken substantial interest in games of logic such as chess and in mazes. In general, he has been quite productive, and his increasing self-control has sided his productivity quite a bit.

Socially, (Sean) seems more even. He does not have close associates, but has cheerful and friendly associations with many people. His response to group structure and discipline is more positive, although he is still capable of rudeness to strangers or people in the classroom with less authority than "the teacher". He has not, as yet, fully grasped that rules are rules no matter who administrates them, although he is beginning to recognize this.

(Sean's) attitude to his academic work is serious and eager. (This might be said to characterize his response to most of his activities.) He has read three "I Can Read" books this fall, and is especially appreciative of books with humor, such as Play Ball, Amelia Bedelia. His basic word attack skill is phonics, at which he is excellent, although he has learned to utilize other clues as well. (Sean) is close to being independent in his reading work. Another aspect of his reading, which is marked, is his willingness to help other people read.

(Sean) has broken the writing barrier this fall. He is now writing with great fluency (whereas in September he could hardly be brought to write at all). He is capable of writing stories, descriptions of objects, and recapitulations of group meetings which he seems to retain vividly. He writes with forcefulness

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and individuality. His spelling is, as yet, largely irregular, but he accepts correction well. His drawing continues skillful and flexible.

(Sean) shows increased capacity for number work, which seems to go along with his capacity for games of logic and more especially pattern. He has worked on addition and subtraction patterns, various groupings, the beginnings of place value, balancing and tangrams.

(Sean's) contributions to group times are both lively and thoughtful, although it must be said that group times also seem to be the most difficult times for him to control himself.

(Sean) has been more participative in sports this year and is developing both grace and skill in this area.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Jan. 5	Sky Blue easy Pet Parade	groups in 48 100-4's 100-3's	write about whales (story starter)	spelling (4) drew airplanes tangra-math
Jan. 12	Sky Blue The Turnip	X	writing-- planets	X
Jan. 19	Sky Blue Billgoats rumble--roar --wait	99-4's	writing about desert plus spelling	drawing of desert
Jan. 26	Sky Blue The 6 Bro- thers--bridge? "This is funny"	99-3's 100-5's 0+6's 0+7's	write about dragons (story starter)	balance draw--horse?
Feb. 2	Sky Blue flop ear	X	head (with drawing)	X
Feb. 9	Sky Blue Lulu-Belle	ways to make 81	write about fire	draw house on fire Balance
Feb. 16	Doorways to Adventure Lion & the Mouse	Place value 10's Continue w/ Place value	X	Draw

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 5: A little weaving, some windows (elaborate and careful)--made pumpkin bread--spent one morning sliding with (Simon)--on Friday got carried away with furniture for Little Bears--made a T.V. with squiggles: "They don't have cable"--made antenna, cord, and plug for wall.

JANUARY 12: Extremely intrigued with the Planets theme--elaborate drawings of Saturn, Jupiter, and Mars. Started a scrap book--animals and humorous drawings.

JANUARY 19: Quite interested in the variations of tie dye--did it twice and watched and helped once--did some Little Bear stuff--became progressively silly.

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INTERVIEW 3

ETS Reading Research

Presenter: (Y.B.)

Interviewer: (R.F.)

Child: (Sean)

Date: February 22, 1976

(Y.B.): The first interview was definitive, and since persons have a lot of continuities, it's those I'll be expanding this time--and adding details.

Physical Development

I am incredibly confirmed in my impression of (Sean's) physical ability. I can't emphasize it enough. I watched him ice skating (on skates) from the top of the hill, down a stretch of rough, patchy ice, to the skating rink. He was twisting and turning and just whizzing.

He's now 9. ... I guess more than anything else he's just growing up. He is a nine. He's emerged from youngness to olderness.

Social Relationships

Socially, he's about the same as before. That is, perfectly comfortable in the group. He has access to quite a lot of people, but no close relationships--not even (Hal). As (Sean) has grown more mature he has moved from Hal some--but he still remains supportive. Mostly he works alone or some with the girls. He has lots of access to (Dana) and (Francesca). The group as a whole is fluid. He does his academic work alone and prefers to. He concentrates hard on that. One clue I use in gauging relationships in the group is who plays chess with whom. (Sean) will play with anyone--although (Brent) really whomped him and he felt a little bad about that but not much. He's learning how to play chess.

Emotional Tone

He's high in the positive sense, cheery. The highness has spilled over a little more into silliness than before. He's a bit tense.

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(Interviewer: Where is the tension showing itself?) Mostly as before--not enough attention or around group time, when sometimes he's not able to cut out the clowning. It's all very moderate though. He's frowned and stamped at me a bit, but nothing extreme--all in all, even. ...

Interests

They vary. Chess is a big one for (Sean) and for other boys in the group since January. He was very involved, fascinated with the study of planets. Did a lot of drawing. Tried one of the sun--not too successful. Cooking, of course. Painting, a lot--especially if he has no one to work with, or has been edged out. He paints a lot of things: big faces--I think I already described the airplane he did--pink clouds and red ground.

(Interviewer: Why don't we look at the airplane and the face paintings for comparison.)

Note: The next portion is difficult because of references to the visual work--but the gist is as follows:

The delicate stuff (as in the airplane painting) is new and yet the face--the bold stuff is familiar. There is a differentiation occurring, both in color and in variation of form. The sureness of the line--the deliberateness--is strong. It's as if he calculates his effect--and that is also true in his social relationships. His drawings are also interesting--they show the same capacity for variation. There are some very schematic, solid, representational shapes--and the drawing of the devil (a theme he borrowed from (Francesca)) has the same consistency of line as the paintings. It's as if there were two themes: the solid, in which color serves to define shape, and the sketchy and delicate. He's also drawing from life--D'ari (the parrot), and the pre-Columbian head. He's copying from books, too. That minute kind of copying--e.g., detailed representation of planes--is something he really likes. How I think of it is representing something back to yourself that you'd like to know. He does calculate the effect.

(Interviewer: It's interesting his brother ... controlled the line, the form by the image he could hold so steadily. (Sean) in his drawings erases a lot.) He may be aware of an audience, a lot more than (brother).

(Sean) is socially very aware--much more so than (brother).

(Interviewer: Do you know if (Sean) likes to look at paintings? Especially now that he can stand apart from things, can draw from life, I wonder if that interest is big, solid forms mightn't be challenged by, say, Van Gogh.) I don't know. It would be interesting to see.

He's done some blocks--a chute for cars--and has been a little, but not deeply involved, in making furniture for the little bears. He's done weaving,

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outdoor sliding, bread--pumpkin and flat, loved tie dye, drawings of planets, papier mache, salt jars, valentines, painting--and a lot of chess.

(Interviewer: He's really able to effectively engage a lot of media and processes.)

His capacity for involvement is great--at least as long as its quick. I don't know, I'm not sure how he would stick with something dull and tedious: he did with some hard sewing, but lost interest in weaving the same pattern over and over.

(Interviewer: Another difference from (brother) perhaps.) Yes. (Sean) is also social with his work, likes a lot of comment.

(Interviewer: It strikes me that a lot of what he does permits quickness--especially through variation of process.) Yes, as if he were articulating to himself--he will use different kinds of paper, paint, different consistencies of paint, deliberately.

At group, he's very active, and yet speculative. Can't think of any good examples. Also very alert to changes in crystals (part of discussion).

Although it's (Simon's) project, (Sean) keeps a close check on it.

(Interviewer: Another process.)

Note: Should get an observation of (Sean) in group; also make tapes of reading and of conversations.

Academic

Reading--The biggest change is in the reading. There has been a real consolidation. He went over the line--he's a reader now. I was there when it happened. He started with Frog and Toad in September. It's not simple, but not terribly complex. I heard him two or three times a week, and it took him nine weeks to finish. Rooftop Mystery took five weeks--another I Can Read book, and he liked the humor. Amelia Bedelia took one week. Then I gave him a reader, Sky Blue (2nd grade), and it was easy for him. He read six stories and enjoyed them. I dropped hearing him to once a week since he didn't need the practice. He moved to a third reader, Doorways to Adventure, and that was also easy. Since February 9, he has been independent. He brought me the D'Aulaire book, Trolls, and asked me to read it. I told him he could read it, and he was surprised. He came back later and said, "I can read this." By the end of the week he had read another book and commented again, "I can read this." He's been reading all fall, but to my surprise he hadn't realized it. Then he went to Group 3 (ages 9-11) and picked a book, Words with Wings (6th grade), and read three stories. Very intent. I haven't checked with him to see how well he grasped the meaning. But if he can read that, he's jumped three or four grade levels since fall by the cultural standard.

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(Interviewer: Is he using the library?) He can't. He talks and annoys others, but he does use the library corner on the rug. Also, he likes readers with small stories. I think the variety appeals to him.

Writing--Writing has followed a similar course to the reading. Very little in September--a word or two. Then fairly descriptive comments to his drawings. Now, with the help of "story starter" phrases, some real stories. The spelling is still a riot--complicated with vowels, but the writing is close to his speech, and good. The themes are generally disasters--fire, explosions--but notably descriptive writing continues.

Examples:

This is a desert and a man is living on it
and his home is burning down and he died.

Once upon a time there was a fire and there
was some people in it but there was some
firemen and the firemen took the people out
of the house to the hospital and the house
burned down but the people lived.

(starter phrase) One day a dragon was flying
over a river and all of a sudden he felt ...
a boy named (Sean) (don't know what he thought
"felt" meant). Hi you old Dragon I am (Sean).
I'm the biggest dragon in the world said the
dragon Oh I donot care So you are stupid
I am not you! are too (mixed up exclamation
points, but attempting punctuation)
Oo boy you win said the dragon I am stupid
then he sat down and cried No you aren't
really stupid said (Sean) I was just fooling
I'm not said the Dragon No said (Sean) So
they made friends all the time

(starter phrase) When (Sean) went sailing on
the ocean a big ... whale picked him up on
his tail I might eat you he said Please do
not eat me and the whale did not eat him and
they were friends and they did not fight and
they will eat raw fish because they do not have
a frying pan and they lived happily ever after.

The spelling is better, but the form and the dialogue are the big moves.

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Math--The same consolidation has occurred in number work. I've started him carrying and he loves it--loves taking the tens out--"This is neat."

(Longish portion on tape commenting to (Sean's) and other kids' experience of "becoming a reader" and noting similarity to adult recollections.)

(Within this section, it was also noted by the interviewer that (Sean), historically, has done a lot of self-portraiture. He has drawn himself, as himself, in a lot of situations. Again, a contrast with (brother) who virtually always mediated through an image--e.g., the monsters. We have a lot of drawings by (Sean) of (Sean).)

Instructional Strategies

In maintaining his general "balance," it is important to be very direct and to allow no slippage. I often say to (Sean), "no chances" and (K.A.) used to say that you couldn't smile if disciplining (Sean). I think, too, that he likes the straightforward organization of the class. He needs a clear impersonal structure or he gets caught in personal relationships and manipulation. It's as if the structure gives him space to be (Sean).

He doesn't require instructional strategies. He's so quick. I show him something. If he doesn't understand he comes back. He doesn't experience any interference in learning (except if he gets tangled in a personal relationship). In reading I have used phonics, syllabication, word families, context. But teaching (Sean) only requires explanation.

(Interviewer: He's confident--really fluent academically?) Yes.

Yes, very much so potentially. His learning to use the dictionary is a good example. He wants to improve his spelling. I showed him how to look up a word. Told him to find house. He bogged down--started from the beginning. I showed him how to find the letter by page, etc. He did. Said to me, "Hey, this will help me spell."

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WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Mar. 1	Elves and the Shoemaker	fractions 1/2's and 1/4's	vocabulary from story and discussion	draw (?) survey
Mar. 8	How the Bear Lost his Tail The 3 Wishes	count by 6's	about plaster hand	draw maple sugaring dominoes
Mar. 15	The Rabbit and the Turtle	groups of 4	about accident to Sean	A blocks
Mar. 22	Fox & Crow The Boy & North Wind	X	about a monster	draw sap boiling Exchange Seams
Mar. 29	Godbrand on the Hill	X	about spring, summer, winter, fall picture	draw burning house dominoes-patterns
April 5	Snow White & Rose Red	review place value	X	draw car dominoes
April 12	Doorways to Adventure Ugly Duckling	groups in 36	about (Sean) and a giant	draw

WEEKLY DESCRIPTIVE RECORDS

MARCH 8 and 15: Worked several days on crochet--made a plaster hand--during boiling, quite involved in cleaning up area; equally involved in keeping sink spotless--job for the week. Teaching D'ari to talk.

APRIL 5: Making a boat with lots of "new" variations--made an applique bag with some neatness--also a papier mache jar with rather a bold design.

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OBSERVATION 4

(Sean)

For ETS Reading Research

Monday, March 29, 1976
9:15 - 10:00

The Prospect School
(R.F.)

When I arrive, (Sean) is working with (Larissa) in the Mess Room at the far table. Along with (Jeremy) and (Simon), they are mixing papier mache and coating jars. At the table near the door, (Kay), (Joanne), (Carin), and (Bess) are at the more preliminary stage of cutting newspaper.

(Larissa)

(Simon)

(Sean) (Jeremy)

(Kay) (Joanne)

(R.F.) (Carin) (Bess)

(Sean): (to (Larissa)) Leave them until (Y.B.) says ...

(Sean) is mixing, and (Larissa) is preparing to apply the mixture to a jar. Both are standing.

(Y.B.): (to (Sean)) (Sean), do you need to go look for a jar now?

(Sean) leaves.

(Y.B.): (Larissa), this still doesn't look just right. You need to mix in more glue.

(Sean) returns, holding a jar.

(Sean): (Y.B.), did you mean this one?

(Y.B.): No, there was one upstairs. (They leave together.)

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At this point, (Larissa) is heavily covering her jar--applying lumps of mixture to the surface. The four girls nearby are playing with their names as they cut: (sung) "Who are you?" "I'm (Bess). Who are you?"

(Y.B.) returns and assists (Larissa). (Sean) runs back in, the lines of his body expressing urgency and concentration. He tears off the label, letting it fall to the floor.

(Sean) begins without hesitation to apply the papier mache. He begins from the bottom of the jar, surely and deliberately, smoothing as he goes. Where (Larissa) "dabbed on", he places and smooths in one stroke. Silent and intent, he finally sits down, continuing to "plaster" without pause. He keeps his head quite close to the work, and concentration is deep--his eyes don't wander to any of his neighbors' work and he doesn't heed the conversation of (Jeremy) and (Simon).

A little later.

(Sean): (Y.B.), does this look right?

(Y.B.): Fine, but you're going to need more.

(Sean) ignores the comment, and continues--quick and sure--to spread the papier mache. (Jeremy) watches him for a few moments, and then begins much more deliberately to smooth his jar. He becomes caught with the smoothing and begins to strive for a very smooth surface. (Jeremy) works much more slowly than (Sean), with a running commentary to the smoothness, etc. He looks around, and also talks with (Simon) and the girls--bickers some with (Larissa).

(Sean) is definitely running short of papier mache, but he continues working, digging up every scrap and working to spread what he has evenly and thinly.

(Y.B.): (returning) (Sean) didn't have enough--that's not really fair. (She looks at (Sean's) work.) And you've spread it really thin, too.

(Sean) continues working, alternately sitting and standing. He rotates the jar as he works and he gets maximum coverage from the small amount of papier mache.

(Sean): (without looking up) I need more.

(Y.B.): Let's see if we can squeeze it. (She helps (Sean).)

(Sean) has inverted the jar, and is shaping and patting to push the papier mache further up the neck.

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(K.A.) (teacher, Group 1) approaches (Sean).

(K.A.): (Sean), remember last year how you made the bags with draw-strings--the strings you invented that opened and closed the bag?

(Sean): (still patting, but glancing at her) Yes.

(K.A.): If you remember how, could you come down later and show me?

(Sean): Sure.

(K.A.) leaves, and (Sean), smiling and sighing, turns to (Larissa).

(Sean): Hmmm, me teaching the teacher.

This is clearly a pleased little joke, and (Larissa) responds appreciatively.

(Y.B.): (Sean), is this done?

(Sean): Yes. It's smooth (said with satisfaction).

(Y.B.) suggests that (Sean) and others clean up soon.

(Sean) leaves, and shortly after returns with a jar lid.

(Y.B.): I don't think you have enough to cover that.

(Sean) ignores this and searches out bits and pieces of papier mache everywhere.

(Y.B.): Could you clean up?

(Sean) continues scouring the area for more papier mache. He finds a bit more.

(Sean): (Y.B.), I found more.

(Y.B.): But it won't stick--there isn't any glue on it.

(Sean): So?

Others have begun to clean up, but (Sean) is still "piecing."

(Y.B.): (Sean) and (Jeremy), I asked you to clean up.

(Sean) takes the papier mache tub out--he has had to abandon the lid.

1975-76

(Sean) comes back and fusses with the lid a bit more--there just isn't enough to cover. He puts it down.

(Y.B.): (with some asperity) (Simon) and (Jeremy)--(Larissa) and (Sean)--that table is still a mess.

(Larissa) gathers up a great wad of newspapers and accidentally knocks one of (Simon's) jars to the floor. (Sean) rescues it, inverts it, and carefully repairs the bottom, where the papier mache pulled away a bit.

As he repairs the jar, (Sean) turns to me and tells me that (K.A.) needs him to teach her how to do drawstrings.

(Sean) begins to sweep, sweeps carefully and efficiently.

(Y.B.): Where is the dustpan?

(Sean): After this, should I go teach (K.A.)?

(Y.B.): After snack?

(Sean): Yeah.

(Y.B.): You'll miss some of recess. (K.A.) said anytime.

(Sean): I don't care if I miss recess.

(Y.B.) substitutes a cardboard for the missing dustpan. To sweep up the dust, (Sean) wraps his hand around the lower part, cradles the broomstick in his elbow, and without one false move or wasted motion; pushes the dust onto the cardboard.

At snack, (Sean) sits, back against the wall, hands clasped on his drawn up knees.

In a discussion of the cookies served for snack, (Sean) is eager to contribute suggestions of their ingredients: sugar (but not brown sugar because the cookies aren't brown inside), baking soda, etc.

(Sean) leaves to teach (K.A.) how to make the drawstring bag. When I arrive, (K.A.'s) group is meeting, and (Sean) is seated at a table, wielding a ruler with a cord tied to it. He is working quickly and surely. When he finishes, (K.A.) comes to see.

(K.A.): Oh, I see--it's one whole piece of cord.

(Sean) nods.

1975-76

(K.A.): Tell me again how to do it.

(Sean) does, but I have difficulty hearing.

About three minutes later, I meet (Sean) back in his own area on his way to recess.

(Sean): Did you see me teach (K.A.)?

Me: Yes. How did you learn to do it?

(Sean): I experimented. I figured it out--let's see--two years ago. Yes, when I was seven.

Me: Could you tell me how to do it?

(Sean): Sure. You tie the cord, a whole long piece, on the ruler. You run the ruler through one side (of the hemmed end of bag) and then you run it through the other side. Then back through the other side again, then through the other ((Sean) begins to laugh at all the confusing "other's) side. (Emphatically) I mean you have to run it all the way through twice--okay? Then you cut the cord and tie it--and it works. (Upward shrug, palms up, and a satisfied smile.)

1975-76

INTERVIEW 4

ETS Reading Research

Presenter: (Y.B.)

Interviewer: (R.F.)

Child: (Sean)

Date: April 16, 1976

(Y.B.) commented that there wasn't much new to add.)

Physical Development

Well, he's growing--looking very tall and thin suddenly. He looks older, I guess.

Social Relationships

The social relationships remain all much the same. He has many contacts, all comfortable, but no deep relationships.

With adults he's fine, friendly. A funny thing happened, twice now on walks he held my hand. Not a problem. I was just interested since it hadn't happened before.

Emotional Tenor

There have been periods of rockiness--a little inclined to shout at me if things go wrong. Inclined to be fretful around lunch--sometimes has a lunch, sometimes doesn't. He loves the hot lunches--planning, preparing. When I asked him if he could bring in a can of green beans for "stone soup" he wasn't sure--

brought three cans and a whole bag of marshmallows. ... There's a whininess around the issue of lunch. He loves the snack table. There's so much food. Both (Sean) and (Hal) take to it. ...

Otherwise, he's cheery and productive.

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Anger is expressed largely by shouting and I find that a very acceptable way to express anger. No physical violence.

Interests and Capacity for Involvement

Interests continue to be the same. They are varied and center around process. (Process is a theme, an interest with the whole group--hence their interest in arts and crafts.)

Lately he's been building a boat along with five other boys. They are using big styrofoam platforms (they were fascinated by (Jules') boat). It's fascinating to watch all five. (Sean) was the first to depart from slats and to include other material. He's put in lots of gadgets, bits, bottle caps, nails, cartons. It's been a very steady process for all five boys. (Sean) has worked on his for a week and a half every day. There's been a lot of exchange of ideas and conversation.

(Sean's) capacity for involvement is strong. He did take a day off to cook "stone soup". He was thrilled with it as an idea. Asked if I would put a stone in it; he wasn't quite sure if it was a joke or a magic stone. Really "looked" not altogether sure whether I was just following through with the story. Also made Portugese egg baskets.

Today on the trip to my house, he caught a fish and was thrilled.

(K.A.) asked him about a project he had done last year, wanted help with a sewing process (see observation). After, he wanted to do a bag himself again. I suggested he extend it by doing an applique and showed him how to refine the sewing (hidden seams, etc.). The work was really beautiful.

The jar he made (covered with papier mache) he painted so boldly--a simple design, but demonstrating such sureness.

Reading

It grows. He's reading "Doorways to Adventure" as a reader. That represents in school terms a three year jump in level--and he can read harder material than that. He likes the book because of its humor.

He reads other things as well, both easy material and complex. He likes to read to others, too--they all do. He reads to (Hal). (Riddles appeal to the whole group--they like to read them to each other. They've enjoyed a book of Science riddles.) He likes the Tintin series.

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He can read for information--recipes, ingredients; and he enjoys doing it.

He asked for a special place to sit and read--a little desk in the corner. He can't manage the library because he talks.

Math

Also a jump. He's doing place value, and he's just more and more sure. I'm beginning fractions with him.

Writing

Not more prolific but the spelling is straightening out and the story line is stronger. When given suggestions of what to write, he always choose a story. Generally, he writes about himself--usually a disaster, but some humor. I gave him a starter, "(Sean) meets a giant in the street ..." and he wrote that (Sean) found a baby in the street and it gets bigger and bigger and bigger--until it bursts! There continues to be a lot of hospitals, ambulances, fires--but usually (Sean) is saved or another house is built to replace the one burned, etc.

He continues to use the dictionary with great pleasure.

He continues pretty active in group. Sometimes he has a lot to say--sometimes, nothing.

Instructional Strategies

Incredibly easy to instruct in a direct one-to-one explanation of process. He's a self-initiator and the capacity for self-sustaining is really nice. (He's still dependent on adults though.) I'm very interested in introducing him to the public library for the summer. He would like it and really could use it. ...

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WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Draw/Games
April 26	Doorways to Adventure Tinderbox	X	Movie Paper ques. on G. Washington Pilgrims Planets	Balance Chess
May 3	Animal Trails Bambi	review fractions 1/4 1/2 3/4	X	draw (Duane's) house longest table.
May 10	Doorways to Adventure Black Beauty's 1st Home	X	paper on (Duane's) about a lion (from R. Scarey)	draw
May 17	Door. to Ad. Amer. Indian Children of Today (p.64)	review borrow and carry	about old house about old woman	patterns (3 dimensional)
May 24	Door. to Ad. Chi-Wee Runs a Race (p. 67-73)	groups of 7	about (rhymes)	draw balloon map and measure draw
May 31	Door to Ad. The Butter Lion (p. 104-6)			

WEEKLY DESCRIPTIVE RECORDS

APRIL 26: Worked for days on boat--came out with a detailed well constructed structure--the only one who realized he should put a "hitcher" on for tying string to. Made salad for hot lunch. Had a good time floating the boat--with (Rainer) quickly grasped the potential of current.

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PARENT REPORT

Name: (Sean)

By: (Y.B.)

Age: 9:5

Date: June, 1976

(Sean) continues to approach his projects eagerly, seriously, and with substantial follow through. The projects themselves are becoming increasingly complex, necessitating some careful planning. He continues to enjoy cooking (pumpkin bread, flapbread, helping with group meals, helping boil down sap) and also enjoys setting up and cleaning for the group meals. He did careful tie-dyes and collages, detailed furniture for little bears, and block chutes. He has made a plaster hand, a complex boat, a bag for marbles, and a stuffed teddy bear. (Sean) is also demonstrating increased physical skill both in sliding (on the ice) and in kickball and climbing.

(Sean) continues to operate well in the group at large, and also at group time. He is usually friendly and helpful, though he can be silly and disruptive occasionally. He accepts discipline well.

(Sean) has become an independent reader. He reads fluently in Peacock Lane and Words With Wings. He is starting to read novels from the Henry Huggins series. He grasps and enjoys what he reads.

(Sean) continues to write forcefully and directly. His spelling has improved considerably and he has learned to use a dictionary. He often writes long and dramatic stories with dialogue. He also writes about group discussions or experiences.

(Sean) has continue with place-value and beginning fractions.

(Sean)		Teacher(s): (T.M.)
Group III	1976-77	volunteer, art: (S.W.)
		volunteer, singing/drama: (N.W.)
Age	9;8-10;5	principal: (M.Q.)

August, 1976

Summary Statement of Staff Review (short form); Preschool Meetings

Name: (Sean) age 9;7 - 6th year in school (Presenting teacher: (Y.D.))

Focus: Over all in terrific shape, but there are still concerns. Can lose control and needs isolation to regain it. Does best within a strong outside structure with a supportive relationship. Is incredibly productive.

Physically, (Sean) has an amazing grace. He is going to be a really fine athlete. However, he holds a very high standard and gets discouraged with his own performance. The eye/hand coordination is extraordinary.

The interests cluster around design, space, and logic. He also sews well and likes paint. Any art or craft will be tried. He draws extremely well and he sets himself tasks. Draws from life. He's strong in group but can get goofy. It's easy to see when he's going off, eyes glitter and he's gone. Then he must leave, not much building. Loves cooking and the correct setting of the table.

(Sean) has no deep friends, but works comfortably with many people. He and (Francesca) have a lot in common. He is very fond of (Barry) whose return may create a strong bond. ...

His reading is incredible, a tremendous breakthrough. Likes Henry Higgins. Writing is also strong. The stories have the same themes as his drawings, fires, destruction, accidents. The language is vigorous. (Sean) will edit and uses the dictionary to assist his spelling. In math, he's doing place value and beginning fractions.

(Sean) is quick, sharp, fast. One of the members of the group who realized that no matter how it is fragmented, a rock always has an inside.

WEEKLY DESCRIPTIVE RECORDS*

SEPTEMBER 8-10: Pretty unsettled week--sent from group for his giggling, pokes, unnecessary behavior; once told to leave or restricted, he was even

*Editor's note: The teacher's records were interspersed with personal journal entries; these have been deleted.

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more unresponsive because I had separated him from (Barry). (Sean), (Julian), (Barry) interfered in others games on the yard; were restricted; asked to separate at academics, group ... Chinese checkers with (Barry), microscope ((Barry's)), apparent interest in insects, mushrooms; worked on a clay slab dish. Once (Sean) is separated, (he) is demanding of me or sticking fast to me. We had a morning meeting; told him he was getting no leeway--one (remark) and he's (asked to leave group). On the walk (Friday), he held my hand but was pulling and silly. ...

SEPTEMBER 13-17: Another up and down week--had several talks with (Sean) and with (Barry). Made it clear that I wouldn't have (Sean) get that silly and consequently unable to regain himself; once silliness began they were to be separated until things calmed down. Seemed to make my point for the moment. They can be involved, focused and serious--as opposed to silly, sloppy, noisy. Made that distinction for them. Worked on pickles, thin, regular slices. Refused to sit next to (Gus) to do them. Joined by (Barry), I prefaced it by saying that they couldn't work together, if ... Sliced four huge bowls, washed all the dishes, jars, made labels, cleaned the kitchen up. Intervened upon by (Y.B.) for fooling; very loud; throwing things during the fire drill. Restricted--put in (Y.B.'s) block room; worked a bit on mural--seemed frustrated; restricted again for rudeness. ...

SEPTEMBER 20-24: Another up and down week--incredibly responsive and productive on a difficult to predict schedule. When they draw or are holding my hands on a walk they are fine ((Sean) and (Barry)). Groups are rough--rocking back and forth, fiddling with combs, throwing things; have restricted (Barry) more than (Sean). Built mazes for the mice (but) brought too many mice out--(Barry) wasn't responsive to putting them back.

SEPTEMBER 27-OCTOBER 1: Told (Sean) I would have to separate him and (Barry) even on the playground after they roamed about (bothering people). (Sean) brought in a T.V. to take apart after I had offered a carburetor. Joined by (Grant) and (Marty) who took it over into a futuristic city. Clay with (Julian) on the wheel; did a nice pot with my help and incised it. Did a (clay) head, (using the technique of) stuff(ing) it with newspaper--spoke of his mother doing clay work. Made the grilled cheese sandwiches with (Humphrey). Is academically demanding--frustrated when I don't appear immediately.

OCTOBER 4-8; 11-15: A difficult couple of weeks. Drawing with (Barry) can be productive but the deterioration becomes more extreme. Group times are harder to stick with. Cooked applesauce with (Julian) and made applesauce muffins. Dissected the milk snake ... cleaned up the entire room. Tried to repeat the same thing with (Barry) and was upset with (Barry's) uncooperative behavior. Sewed a pillow--quiet and productive. Fight with (Barry) and (Eban); resistive; blow ups frequent. Decided to separate (Sean) and (Barry) for good. (Sean) was pretty upset--cried; I explained everything very carefully to him. He stayed close to me.

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OCTOBER 18-23: Started Monday morning off with a talk. (Barry) and (Sean) serious. Followed through quite well. Drew together Tuesday; (Sean) got silly and ran outside. I had to take away his privilege of drawing on Thursday; pressed hard to sit next to (Barry) on Friday at Group times. Played (Y.D.'s) guitar; glazed his clay head--got frustrated because it began falling apart. Drawing jungles. Removed to (Y.D.'s) room for becoming too silly. ... Rough day. Came in with (Grant)--going to spend the night (with him). Looking at sand sifter--got a bit too silly. Made clay alligators--his got wrecked. Drawing of the peach from James and the Giant Peach. Made another clay alligator and a whale. Made pizza with (Grant). Played on the rope. Watched the snake (Hezekiah) eat. (Played) soccer. Came in after falling--needed lots of support and attention. Looking at books.

OCTOBER 25-29: Fight of some sort with (Zeke); pushing, splashing each other in the mud puddle. Learned how to knit. Mural with (Julian) and (Eban)--focused for a long time. Listened to records. Drawing cartoon expressions with (Barry). Was Dracula for Halloween--looked great.

NOVEMBER 1-5: A rough week of alternating ups and downs; restrictions and blow ups to focused calm work. ... Worked on cartoon characters with (Barry). Did vacuum experiment with (Grant). Played the General in the Chinese Murder (play). Made apple pie with (Grant). Lots of fooling when he arrives in the morning if I have to leave the rug for some reason--especially with (Gus). Joined (Janet) and (Francesca), (Julian) and I designing quilts. Stayed close and worked on the quilts. Very impatient about my time and easily frustrated. Tries to get me to let him do things with (Barry) and then gets angry when I remind him that he may not. Crayon resist design with (Barry); visited (Hal) in Group II.

NOVEMBER 8-12: Worked on the November calendar with (Grant). Coloring in his book (made by him). Went for Group to Group II. Continued work on his quilt. Blow up on Tuesday--very mad at me for restricting him. He said that nobody in the Group likes him because of that. Stormed around--stayed in (Y.D.'s) area. Worked on crayon resist. Watched Hezekiah eat. (Did) quilt. Went into Group II for story time.

NOVEMBER 15-19: Drawing--a moat with sharks and alligators; a boat being sawed in half and a man with it. Worked a long time on it. Wanted to read aloud to me--then read to my sister who was visiting. Showed her around the play ground. Enjoyed the monster records--drew Frankenstein. Continued with monster posters. Started a plaster landscape. Wanted me to go outside and collect things for it with him. Joined (Simon) and (Wally) in the alcove--making signs for their club. Dictated story and then typed it (the plot of another monster play). Joint project--monster posters. Very sloppy kickball behavior on Wednesday. Continued typing story. Sang with (N.W.). (Barry) joined him Friday afternoon for the plaster landscape; (Sean) got a bit sloppy with materials.

1976-77

Summary of Staff Review (held November 16, 1976)

The presenting question was described as a breakdown in behavior; (Sean) is up and down and not very predictable. (T.M.) feels the underlying issue is one of relationships--the difficult one with (Barry) and a concern, more generally, to be accepted.

In terms of physical presence, (T.M.) notes that (Sean) has gained weight. Also, unlike earlier descriptions, his body seems stiff or mechanical. It shows up in kickball, where his stiffness results in pop flies--that in turn, frustrates him. He is a very good wrestler--strong. His fine motor control is good--handwork and drawing, both very good. (T.M.) also notes that (Sean) has had a cold off and on. Outside he wears a couple of jackets, gets cold easily.

Disposition and social relationships are the heart of the matter. With (Barry), he's very loud, loose (will literally drop to the floor), and is angry if (T.M.) separates them. Now that she has enforced that separation, (Sean) is hanging on to the issue--brings it up blamingly. If (Sean) is hurt, he really wants attention. Stays close to (T.M.) and particularly needs her presence for any transition. (Sean) can also be very helpful, doing a really good clean-up without being asked. His social concern is his certainty that no one likes him. He blames (T.M.) for this because she at times restricts his activities. Although he stayed overnight with (Grant) and worked on a calendar with him, cooked with him, he doesn't think (Grant) likes him. Will work with many others--(Marty), (Wally), (Eban), and (Julian). He does have tension with (Gus). He visits (Hal) in Group II--that seems to have a calming effect.

For all the social concerns, the fact remains that (Sean) has done a lot of activities and has many strong interests. These have included clay block mazes for the mice, drawing, crayon resist, experiments, sewing, knitting, quilting, plaster molds and landscapes. He likes music a lot--both singing and playing the guitar. He also likes to cook. He does a lot of sports, but is off his stride--overwhelmed by soccer. (T.M.) sees real possibilities for good work in both drama and photography.

In academic work, he is demanding of (T.M.'s) time but competent. So far in math, he has been reviewing certain procedures (e.g. borrowing and carrying) and also doing fractions. He has read Words With Wings, Morton and Worton, and A Toad for Tuesday. (Sean) has a really strong interest in stories and also pays particular attention to the pictures. However, his interest is at times hard for (T.M.) to support because he wants to read the whole book aloud to her. Writing is going well.

What stood out from the review were the rapid mood shifts, the discomfort with relationships, the physical uneasiness, and the high productivity in spite of it all.

1976-77

Recommendations included a parent conference; care to keep the emotional tone in (T.M.'s) interventions low key, calm--with follow up after (Sean) has cooled down, descriptive and clear; talk with him about friends/friendship--what it means that people like to work with him; explore the possibility with (agency) and mother of a "Big Brother"); keep in mind that humor with (Sean) is a useful approach, but he can carry it out of bounds; support the reading interest--especially adventure stories.

1976-77

The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: January, 1977

Age: 9;11

By: (T.M.)

(Sean) has had a Fall full of ups and downs, some of which have smoothed out with the separation of (Sean) and his close friend who returned to the school this year. Despite their deep feelings for each other, their mutual talents and interests, their relationship by mid-October had proved to be unacceptable (and) disruptive ... (Sean) was not able to control his ... behavior and when restricted or removed would become unresponsive (and) angry ... The alternations between focused, calm, cheerful work and overly dramatic, stormy blowups have been fewer although (Sean's) behavior is ... loose and quite unnecessary from time to time. As it stands now, given their ability to sustain certain projects, they may draw or work together on a special, well-supervised activity twice a week. They may not sit together on the rug, eat together or play together outside except in organized games. It is a difficult, yet necessary structure and (Sean) has been supported to make other friends and to become less dependent on me. He has worked with a number of other boys and girls during academic and activity times, though he isn't fully confident that he is making friends. ... (Sean) has an interesting sense of humor which might be used to better advantage. In general, his presence in the group has been more comfortable and appreciated with his decreased amount of fooling. He can contribute thoughtful observations and questions to most discussions, and enjoys group story. At points during the Fall, (Sean) has enjoyed spending time with (Y.D.'s) Group.

(Sean) has been busily engaged with a wide range of activities over the Fall. He chooses to draw frequently and has extended that interest into murals, crayon etchings, cartooning, tracing. (Sean) works well by himself or on joint projects. He made hollow (clay) heads, alligators and a whale; a lovely plaster landscape; a futuristic city from a dismantled television; a mouse cage and a pinball machine. He has built with the floor blocks, creating mazes for the mice and tracks for race cars. (Sean) is extremely competent in the kitchen and enthusiastically takes part in the preparation of group snacks and lunches. He made pickles, apple pie, pizza and fancy Christmas bread--to mention a few. (Sean) has expressed a strong interest in dramatics and music. He has performed in several plays, joins the square dancing, weekly singing, listens to records, plays the guitar and piano. (Sean has also worked on sewing pillows, a quilt, bead loom, knitting, layered salt jars. (Sean's) confidence in sports is growing, despite a few upsets which throw off his focus and efforts.

1976-77

Academically, (SEan) is quite responsive, but could be a bit more independent, instead of insisting upon repeated contact with me. His reading is quite strong; he loves reading aloud and does so with expression and comprehension. He has read stories from Words with Wings, Morton and Warton, A Toad for Tuesday, The Three Friends, and many of the picture, story and reference books in the room. He pays close attention to the illustrations and is a whiz at figuring out new words.

(Sean) has been responsive to most of the various writing assignments, employing humor and a few short cuts. He attempts spelling on his own, but is equally available to correction. He has not written spontaneously except captions for his drawings ... but will add a sentence or two when asked.

In numbers, (Sean) is working hard. He has grasped borrowing and carrying, and continues to practice fractions of even and uneven numbers, patterns, groupings and multiplication facts. He enjoys number games, logic and perceptual puzzles.

1976-77

JANUARY 3, 1977: The return (to school) was rough. I called (agency) about "Big Brothers"--that's in the works. Has done TinTins, math, walkie-talkies and radio assembly; enjoyed swimming and (H.Q.'s) movement class. Did blocks with (Barry) and (Marty)--got silly after awhile. Has done some wrestling.

JANUARY 12-21: Doing fractions and grouping with (Rainer) in Group II. Beaded his shirt, got silly and distracted working with the cornstarch experiments (?), played Risk. Has been helpful with the (special area) clean-ups--did the paper closet; helped with taking out the garbage; did the wood-working room; started washing windows but got frustrated with the presence of others--wanted to be the only cleaner. Says very close to me and is a bit demanding of my attention--wants my help right away. Started the Roman play, helped (Barry) with the bird feeder.

JANUARY 24-28: Drew and wrote (long jungle story); chose to study the human body with (Francesca), very serious about it. Build a knitting jenny and worked a bit on it.

JANUARY 31-FEBRUARY 4: Drew a picture, copied dictation, worked on the human body project, sledding, colored in the bird poster he made. Sat with (Barry) and (Marty)--the conversation got silly. Enjoyed swimming; went to the library (Wednesday) and the veterinarian's (Thursday)--had a great time. Started work on a puppet (with a clay head); (I.P.) helped him with the jacket. We had several talks about his friendship with (Barry). He said he knew when (Barry) was trying to get him silly ... I told him that he (Sean) was special just because he was himself ... We played a couple of card games together.

FEBRUARY 7-11: Carrying, borrowing, reading Through the Garden Gate--Bre'r Rabbit. Cut out pictures, library trip, discussion with me about blood, cells, etc. Made pretzels with (Gus); made another clay head. (Sean) is nervous about the class party--says he won't be able to dance; doesn't know what to wear.

FEBRUARY 14-18: Made words from the scrabble set; he and (Barry) set up the Big Room for the party. Put on a down in the dumps look before the party, but I danced with him, and he kept dancing the whole time. Was serious and was having a good time. Drew some still lifes from bowls of fruit. Swimming--enjoys. Is reading Robinson Crusoe with interest--has no trouble with the text and has good responses to the text. Has spent some time arranging and rearranging his work space--has about a million pencils. Has played with the rabbit, listened to records and done water colors.

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FEBRUARY 28-MARCH 4: Another unsettled week after the winter break. Has an interest in yoga, made a metal mobile, did water jars, started a play with (Marty). Went swimming, drew still lifes (birds)--was able to regain control when I pointed out that he was getting himself going and that he would have to stop himself. Read more from Robinson Crusoe. Did water colors. Cut down trees with (Zeke) and (Barry).

MARCH 7-11: I read to him from the Bat Poet--he was really interested in the poems. Wrote a poem and also copied out a few. Has started to read The Animal Family. Yoga and swimming continue. He brought in a camera and took a lot of pictures. Was on two walks to the covered bridge and made a beautiful linoleum print. There has been a lot of socializing, and some practicing baseball (catch). On return from one walk was restless, loose--picking on (Gus) and impatient and loud.

MARCH 15-19: Was at the veterinarian's, swimming, and also read stories and drew for (K.A.'s) Group I. He continues to read The Animal Family and has done clay. Some upset with (Barry) about sitting with (Grant) and (Julian).

Observer/Interviewer's note (R.F.): Had quite a long talk with (T.M.) about (Sean). She described to me his strong interest in certain films he views on television. In particular, he pays close attention to documentary material and grasps the meaning of the portrayed events at a level quite unusual in someone so young. When he has seen a film of this sort, he comes in the next morning and immediately finds (T.M.) to ask her if she saw it. He then recounts the film in detail (reminiscent to me of his habit of reading his current novel aloud to whomever will listen). He also tells (T.M.) what his mother's and sometimes, his brother's opinion was with respect to the content, the moral implications, and/or the aesthetics. He also states his own viewpoints on these matters. This is a kind of discussion he really enjoys. (T.M.) says it is really quite like an adult discussion. The Holocaust series really fascinated him and he wanted to talk about it at group--in spite of the fact that many of the others were so appalled that they couldn't hear to have it mentioned. What really compelled (Sean) was the notion that one man could cause all that to happen. He was incredulous and finally observed to (T.M.) that he didn't believe one person could make that happen, so what did really happen? (T.M.) says the other kind of film he really likes is of the spy intrigue/murder type, in which there is much detail and a complex plot. He follows all the twists and turns with ease.

MARCH 22-28: Absent one day. Made up paper and pencil games and I played them with him. Dictated some letters. I took him and (Grant) to the movies. The next day he came in quite dressed up, with his hair neatly combed, and said he decided that he was going to try really hard to be good. He and (Marty) rearranged the alcove and set it up beautifully. I have been drawing with him and got him a book on perspective. For the movie, he helped set up

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the projector, and he and (Barry) helped (Zeke) fix the film when it got tangled up. I need to encourage him to tell more stories.

APRIL 4: There has been some wandering. He has probably missed (Marty) after they had just set up their working space in the alcove. Played well with (Gus) the whole time (Marty) was away. Has played basketball, catch, read The Animal Family, done multiplying patterns, drawn faces from life and cartoons from library books, dyed Easter eggs, researched birthstones and made crystal gardens. Then out of the blue, went out of bounds by going down to the (grocery store). He has also worked on a fort with (Marty) since his return.

APRIL 25: Had a rough week, ending up in the office twice. He began both Monday and Tuesday with lovely writing, very focused and involved--then went after (Gus) and couldn't stop himself. I must keep very clear structures for him; it's critical. Later I thought of a drawing assignment for him. He drew tulips and geraniums--very nice. Excited about his costume, tie-dying. ... He continues to be upset by the social ins and outs of the classroom. Wanted to know why (Barry) didn't like him or didn't pay any attention to him. I talked with him for a long time about how hard it is having friends and that those things happen. I pointed out again that he is himself and has things he can do.

MAY 9-13: Asked for a long word to make words from, did the book order, went to the College exhibit, worked on beaded shirt, and looked at books on Indians. Left me a note on Friday: See you Monday (T.M.) by (Sean).

MAY 16-20: There have been a few rough spots, but the high point of the week is his improved kickball playing. He worked on and finished his shirt. Played catch with (Gus) and the Middle School boys. He also drew faces, played rummy, really liked the mad libs and made up some using the first aid book. He played badminton, did a survey of flowers and continued with fractions. Socially things seem more comfortable, especially with (Grant).

MAY 23-27: He colored in the posters for the fair with wonderful unique touches. Others copied him. He played cards with me, did the movie, went swimming, played croquet. He is extremely pleased with his sudden ? (spurt) in kickball--but if things don't go right, storms off.

MAY 31: Has read The Animal Family. Continues to draw flowers--iris most recently. Read the (local newspaper) to (I.P.). Continued a story well from a story starter. Tried doing macrame with (Barry). Very helpful during clean-up. Has been making candles and really enjoys working with (N.W.) on the singing.

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The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: June, 1977

Age: 10;5

By: (T.M.)

(Sean's) rough and unsettled times this Spring have been balanced by his ability to be consistently available to his interests, skills, and adult support. (Sean) has had a variety of social concerns this year. He has been able to increasingly state his feelings directly to me, especially being able to acknowledge the extremes of his behavior ... He has suffered some exclusion and has repeatedly asked why his former best friends don't pay attention to him. (Sean) has been told that he is special and important just because he is (Sean) ... He is perceptive in sorting out inconsistencies in other people; he weighs comments and actions seriously. It has always been important, therefore, to be absolutely consistent and clear in presenting and supporting structures and rules for (Sean) ... (Sean) is apt to stick very close to me after an upset or a disciplinary incident and he can become impatient and demanding in his needs and requests. Many of (Sean's) flareups have originated on the kickball or soccer field when he has become frustrated with his playing ability and begins ... arguing with the other players. However, he has recently gained more confidence in his prowess and his stormy blowups have been fewer. (Sean) will often find ways of being down in the dumps or feeling sorry for himself; as before the rock and roll party when he thought no one would dance with him or during the movie rehearsals when he thought his costume and mustache were not perfect. At times, I have simply told him that there was no good reason for him to feel that way and have ignored him. It has seemed appropriate not to indulge (Sean) in his theatrical sorrows, except in dramatic settings.

(Sean) has worked with many different boys and girls this Spring, although he has his favorites. I have often placed myself near him in academics or activities to help him sustain his focus and energy. (Sean) is perfectly capable of independent and concentrated involvement.

(Sean) has been very active in a variety of areas. Drawing has been his main source of expression--he has done a variety of portraits, still lifes, landscapes, imaginary and cartoon scenes as well as design work. (Sean) is eager for technical instruction and has attempted sophisticated exercises in perspective, shading and capturing specific emotions. (Sean) likes making puzzles, games, and other clever and humorous projects. I have encouraged his use of watercolor and pen and ink, and also his exploration of imagery in other free form mediums. He has shared lovely observations when looking

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at fingerpainting prints, for instance. (Sean) enjoys sewing, many arts and crafts, and science-oriented activities, beading a shirt, tie-dying, wax, candles, cooking, cornstarch bombs, wire and bubble sculptures, water and food color jars, mouse dissection, a project on the human body, and taking apart and fixing things. (Sean) has helped take care of the group's animals, as well as play with them in the blocks and small world settings. (Sean's) interest in music, movement and drama has been more fully supported this Spring. Most notable are his performances in the movie and the musical, "Animals". (Sean) is an excellent actor, dancer, and improvisationalist.

(Sean) has participated with varying degrees of focus in kickball, soccer, baseball, badminton, croquet, swimming, basketball, yoga, gymnastics, tag, tree climbing, and playing on the bars. His tendency to underestimate himself really interferes in many of these sports.

Academically, (Sean) has been quite responsive, and his reading has had many bright moments. He has read with excitement Robinson Crusoe, The Animal Family, The Bat Poet and many other story and picture books. He considers every phase of the process--the sound and meaning of each word, their relationships, the feelings and action portrayed and the illustrations and imagery.

(Sean) is an outstanding storyteller. I have tried to create situations for him to offer lengthy anecdotes and retellings of television and movies. When he's not fooling, (Sean) can contribute valuable points of view and thoughtful questions to group discussions. He loves being read to, and reading aloud to me whenever it is possible.

(Sean) has written sporadically. His writing appears often with intensity and at other times not at all. (Sean) has been influenced by many of the books he's heard and has copied poems and passages from them and then written some on his own. He has been most responsive to descriptive and imaginary assignments, such as writing about a particular tulip or about rain. He enjoys story starters, word puzzles and games and grammar exercises. He has also written innumerable fan letters to movie stars.

(Sean) has become more independent in his number work--he has done borrowing and carrying, fractional parts with left overs, groupings, patterns, word problems, logic and perceptual games and surveys. ...

(Sean)

Teacher(s): (K.D.)

Group III 1977-78

Age 10;8-11;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 9-13: Did a little finger weaving. Started important and difficult stuffed monkey project. Very up and down moods. Was able to talk with me about his drawing and enjoyed showing me and others his monkey (project). Would occasionally go into extremes of silliness--especially as we were going in and out at transition times. He would look pleased about being able to talk to me, but when I had to discipline him, he would have a hurt look on his face ... No significant contact with any one person. Worked very hard during academic time on math writing, and drawing. Buried the dead caterpillar--was concerned about it.

SEPTEMBER 16-20: Worked very carefully and concentratedly on his stuffed monkey. Wrote about the caterpillar in detail. Almost always worked alone, yet didn't want to be (alone) at lunch time. At yard times was very friendly with (Grant), (Barry), and (Marty). Likes to talk to me about every little thing the caterpillar was doing and about his sewing. Was frequently seen in friendly interaction with people, but not any one particular person. He needed to be disciplined quite a bit because he wouldn't stop whatever I wanted him to stop. For example, he would make an inappropriate comment in group. Would look hurt when I had to discipline him, but also have a very defiant look on his face. Very thorough in his clean up job. In disciplining, it seemed that once I became stern with him, I couldn't reason with him anymore. He is worried about (stomach pains).

SEPTEMBER 23-27: Worked on the monkey project ... doesn't trust my sewing knowledge; wants to take it to (Y.B.). Wrote about the butterfly. Drew faces. Wrote a ... story about a boy who turned into a butterfly. Was difficult to contain through transitions. Responded well to my talk to him on Friday about this.

SEPTEMBER 30-OCTOBER 4: Again worked on the monkey. Drew a lot ... Reading Harry Cat's Pet Puppy. Would go into periods of ignoring me and misbehaving ... If he's not misbehaving, we have a good relationship.

OCTOBER 7-11: Made some exceptionally colorful, detailed line drawings. Has become a strong member of the (Rita), (Dana), (Rainer), and (Joanne) crowd, to which he wanted to belong. He had a discussion with me about how he was afraid to ask to join their three-legged (races) at yard time because, as I said, they say "no." We talked it out and soon he was right in there. Did a play with (Rainer), (Cary), (Jonah) and (Simon). He had a fully developed

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character. (He was) a quiet, neat bartender who went on with his work while fights went on around him. (Sean) didn't lose control ... this week, and when I would warn him he was getting in trouble and needed to calm down, he responded.

OCTOBER 10-14: Worked on a design for the guinea pig cage. Read Harry Cat's Pet Puppy. He did another excellent Big Room play about two jokers who are really bad but in the end suffer because they are caught and joked on. He was instrumental in the idea. (Sean) and I have pleasant conversations quite often. He understands and responds well to my calming him down ... He knows, as I expressed it to him, that it really upset him if I get angry ... so that he gets worse instead of better. But this week he even did well under those circumstances. He was visibly hurt when I sent him out of group for talking, so I quickly got him in again. Dinity is involved here. Did some dramatic play in yard--well accepted by children.

OCTOBER 25-29: (Sean) worked on his monkey again this week. In the woods he helped build a cabin and started a secret club with (Hal), (Cary) and (Glen). He was loose a couple of the days of the week so I really had to get angry at him, yet he seemed to recover very quickly from unwelcomed disciplinary actions. In general, we are able to talk over a lot of matters he's concerned with. Twice this week he was invited to the Big Room to do plays with children. The first play was very complex and didn't quite work. The second was an exceptional play acclaimed to be exceptional by every person who saw it. The pattern emerging all of a sudden is that (Sean) ... is the main person who invents and develops the plays that have been done. He has now been invited to the Big Room four or five times because children know that he has such good ideas. It is with this in mind that I should note quickly the plays that he thought up. ...

There was a play taking place in a bar; (Sean) was a quiet bartender who did everything carefully. His character was carefully and fully thought out and done. The play was about a group of customers who are friends when they come in but then have intermittent and fierce arguments and fist fights, which always end up with the customers very friendly and jovial--at the end hugging in a large group. The next play was about two jokers, of whom (Sean) was one, who play tricks on an old lady and man several times--and then laugh about it. Eventually the two old people and their family of younger adult people grow tired of the tricksters. Two people dress up as old people and try to get tricks played on them--which they do. This time they flip the tricksters, catch them, put them in jail, and play tricks on them. The third play was a murder mystery, very complicated and clever, based in part on the movie (Sean) saw, "Murder on the Orient Express". The play took place on a train. (Sean) was a reporter and a murder had taken place. Various clues were left behind and various disguises were used to lead the detectives and the reporter to believe someone else had done the murder. Finally, the detective figured out the plan behind the clues and accused the murderer with a long oration. The play was a bit long, too slow, and so complicated that

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it lost the audience and turned out poorly. The last play done was the phenomenal one done about a hobo and his old wife. The characters were well-developed; the children were good actors. The hobo was a drunk who moved around the stage alot (in character). (Sean) is a murderer who murders a country boy. The hobo notices this, but does nothing. Eventually, the murderer tries to steal the hobo's spouse's cane (?). She says no and is knocked out, whereupon the hobo knocks out the murderer and his assistant and walks away singing.

(Sean) just finished reading Harry Cat's Pet Puppy, and loved the book very much. (He) commented to me a lot about it, and read parts out loud.

OCTOBER 27-31: (Sean) had a rough week. He had a bout with stomach (pains) and illness. He did Hobo John again but said it wasn't as good. He started another play, but chose instead the next day to try to write a script for a play with several other children. The story was about children who were going to visit their grandmother who was a witch. (Francesca) wrote the play down. (Sean) expressed great concern about his spelling. He brought a camera to school and took some good poloroid pictures of children. However, quite often it caused quite a commotion--sometimes too much. He was gone for a day with his illness and then came back in a terrible state. He constantly ignored my plea to be quiet, so that eventually I became really angry. He settled down, but what was really going on and what I told him was that he was feeling terrible himself and so acting it. I feel as though it's important that I express ... anger to him when he loses control and is rude. I need to let him know truthfully how wrong he is acting ... this works with (Sean) because our relationship is so strong ... if I didn't respond strongly to his rude behavior, he would feel as though I didn't care about him and an honesty would be lost.

NOVEMBER 4-8: (Sean) is reading Abel's Island. It's a story about a mouse (rather civilized) who gets washed down a river to an island and must survive there. (Sean) re-did a leg on his monkey because it didn't match the other leg. He was in the Big Room again and was part of a play about brats who misbehaved and were played a trick on by another child. He was in the Big Room when I offered a play idea. (He) said in honesty and with respect that my play ideas were bad. On the morning (the bus driver) had an accident. (Sean) noticed he looked bad and asked what was wrong and (bus driver) told him. (Sean) was a super dressed up superficial teen-age girl for Hallowe'en. He really acted her to the hilt, and spent a lot of time, like a teen-aged girl, seriously in front of a mirror, doing make up. (On the forest trip), (Sean) wanted to stalk animals, and no one would do it with him, so I let him go alone just a little way. He came back very excited, saying he saw deer and threè grouse. (Sean) came on (the forest trip day) wearing sandals. He had done this on Tuesday when I had said that he shouldn't ... He said he forgot his shoes over at (Julian's) house. So on Thursday when I called, he told me that his toe was sore and he didn't have his shoes. I said that I was not

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going to be understanding if he didn't take care of himself--that he should take care of his shoes and his toe. He (felt badly), but later he had (the school secretary) bandage his toe and he found some shoes in "lost and found" to put on; then he was ready to go on the trip.

NOVEMBER 11-15: (Sean) finished sewing the monkey. He cooked with (Gus). ... There have been some upsets at home. ... His stomach has been bothering him. ... a rough week.

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The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: November 11, 1977

Age: 10;10

By: (K.D.)

(Sean) has continued this Fall with his deep involvement in all of his activities. He has the ability to sustain himself with challenging projects entailing great concentration and careful, deliberate thought. (Sean) has the capacity for finely detailed and intricate handwork and art work. His drawing continues to display a visual sophistication and capacity to capture whatever (Sean) hopes to express. He most often draws people of all kinds although certain other explorations have gone on in line design work and still life drawing. (Sean) is the most engaged when he is involved in a challenging, long term project that requires real effort or in a short term project that presents a specific problem to be mastered. This Fall, (Sean) has done a lot of drawing, some finger weaving, a very difficult and special stuffed monkey and another sewing project. He has been engaged extensively in dramatics this year, quite often being the initiator and "writer" of plays that had complicated and well thought out plots. In these plays, which had such themes as friendship, murder mystery, and retribution to mean people, he portrayed characters with great depth.

The beginning of the year, (Sean) was not able to adhere to the group structure and expectations. He would often make jokes at inappropriate times, make silly comments, not stop talking in group, dawdle in coming to group, and on occasion, would make a (rude) comment to one of his classmates or to me. This trouble was especially pronounced during transition times. When (Sean) was reminded about the expectations or structures, he would respond negatively and escalate the situation, turning a minor infraction into a major disciplinary one. (Sean) is increasingly responsive to reminders, and in general, his attitude is more positive ... He still has days where he is in a bad mood and old habits still emerge. I have some concern that there is a relationship between these bad moods and his not feeling well (physically).

(Sean) has been able to show a great sensitivity toward others, including me--and is able to discuss this. He has revealed real leadership qualities in dramatics and has shown a real awareness and concern for things in the classroom in general. In group, he offers perceptive comments of interest to the whole group. Besides the occasional incidents (in which) he talks to others (at inappropriate times), he is attentive and receptive.

In the beginning of the year, (Sean) was friendly with the other people, but alone a lot. As the year moved on, he developed significant relationships

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with a group of children that were important to him. (Sean) is liked by the children in the class and is known for the richness of his ideas and for his organizational abilities in dramatics. (Sean) cares very much about his friends, and can be hurt when they don't respond to him the way he wants them to.

(Sean) is a person of great ups and downs. The move this Fall has been toward more emotional stability, control and awareness. When (Sean) is having a bad day, it is necessary to discipline him, but it is also very important to support the genuineness of the feelings that caused the upset, such as disappointment or being hurt by a friend. It is very important to (Sean) that I recognize and respond to this expression of feeling. (Sean) is easily hurt when his pride and dignity in his person or in his work is hurt. Although sensitive and easily upset, (Sean) is increasingly able not to over-react to casual or minor comments that upset him. Generally, (Sean) is cheerful, full of humor, and able to make interesting conversation, (complete) with quite striking perceptions.

In reading, (Sean) read with understanding and detail. He fully involves himself in the characters and plots of the book he is reading, often discussing these with me. He has read The Mushmen, Harry Cat's Pet Puppy, and Abel's Island. In writing, (Sean) has written both stories and descriptions. He wrote a lot about our caterpillars. His sentence structure and coherence of storyline are sound, but there is concern about improving his spelling. In numbers, he has worked with concepts in grouping and place value; with particular application to multiplication.

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NOVEMBER 18-26: Drew a bus and some faces for the Prospect School newsletter. Had some trouble with size. Seems at this point to be really exploring drawing all kinds of faces. Came in this week wanting to try hard to behave and it was a much better week. ... He knew it was a good week. Did a play in the Big Room with (Rainer), (Dana), and (Rita) about a bank robbery. He was a quiet, calm bank teller who carefully did his job. The bank robber robbed (Sean) and then came back to deposit the money in a different disguise. (Sean) mimed being tied up very well. Is building a guinea pig cage. Not used to carpentry ideas yet so has some trouble figuring things out and gets frustrated. Ran a track course. I should note that I spend a lot of time acknowledging and supporting (Sean); I feel that is why he is doing so well.

THANKSGIVING WEEK: This has been rougher. Got so angry at a reprimand ... that he even thought about leaving the property. Later on in the day after this incident, he was exceptionally friendly, especially to me. (He makes a great effort to put his and my relationship on the positive side again.) On another day, he was in a bad mood. He was to be in a second production of the bank robber play--to be put on for (the bus driver). I overheard the children who had to work with (Sean) saying to each other that they better be careful because he was in such a bad mood. I had a talk with (Sean) about the fact that he was making it hard for children who wanted to work with him to do so. He responded and the play went really well. His character was very deliberately done with an awareness of what dramatic effect it had. Made some beautiful oil pastel drawings. Also took a first time interest in the blocks and sizzlers with (Jeremy). Loved running the timed obstacle course in the yard. He continues to build the guinea pig cage. He doesn't find it easy to figure out how to pound the boards together even though he has a model from which to work. The three-dimensional quality may not be easy for him.

DECEMBER 2-6: Worked with sizzlers with (Jeremy) one day. Fascinated with how you could get the car around with variations in the (track?). Continued work with the cage with more progress. He one day expressed discouragement that he wasn't very good building with wood, to which I answered that he had just started and it is never easy at the start. An up and down week as far as being able to control himself ... on one occasion rude to me ... Another (time) he wouldn't stop talking in group and was teasing (Gus). I spoke to him about how upset it made me that he would do that to someone; I expressed my positive regard for him in the context that it really upset me that he would actually do that to me. He said he was sorry ... genuinely. I knew that he really felt bad about what he had done. ...

DECEMBER 9-10: (two day week) (Sean made some stained glass window-like collage from tissue paper. He wasn't pleased with the outcome, and the uniqueness didn't really surface in them. He drew with care a person looking into a mirror in the bathroom. I (had) encouraged him to take some of the

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(experimental) work he has been doing with drawing faces and to draw a complete drawing. Interestingly enough, he showed the back of the person's head. He again was an important member of a Big Room play about a hotel, but I had to restrict him so he couldn't be in it. It was Monday. He came in in a poor mood. I spoke to him about accidentally hitting (Joanne) with an umbrella. He told her to shut up when she complained about it.

DECEMBER 16-20: (Sean) wanted to make a present for his brother. He started to carve a very complicated wooden cup and gave up. He was frustrated because I wouldn't spend a lot of time helping him think of a present. I went in and asked (Y.B.) for an idea--she thought of a clay guitar, which he made in one hour with detail and accuracy. At first he made it too big. (Sean) was in an unsuccessful Big Room play. He suggested an idea but no one wanted to do it. This was true with four other ideas suggested by other people ... so, to my disappointment they quit. (Sean) also made a small, precise wooden ladder for our Noah's Ark project with only a drawing to go on. Still talkative in group, but not a main speaker. (Sean) made some signs for the raffle ticket sale (for the Noah's Ark) at Open House (with (Rainer)). He then made some Christmas cards. His guitar for his brother broke--and he was again at a loss. At the last minute he tried to make a wooden guitar but couldn't finish it. He wasted some time, so that he really couldn't get it done, and then was frustrated. His Christmas card was to me. It said Merry Christmas and that he liked me. He wanted me to read it. I did and said I felt the same way about him, to which he looked pleased. I really do like him a lot. His relationship to me is one of the most rewarding parts of my teaching. ...

JANUARY 17 (two weeks): Was in the Big Room play about what the children thought other schools might be like. In the play the children in the play were bad and the teacher ineffectual. The play was a comedy with (Sean) playing a dim boy named Borris. He and the others in the play--(Rita), (Joanne), (Roxann), and (Merce) liked the play so much that they showed it to Middle School. (Sean) macramed a necklace that demonstrates his expertise. He later made a belt. He tried his own way of inventing snowflakes and came up with some unusual designs. He started sewing a pillow with a face on it. He has been fairly self-controlled, cheerful, and active with others. In group, things sometimes border on the clownish side and I have to send him out to calm down. There is a real cleverness to his humor that I enjoy--but in its place. Finished Blubber; is reading It's Not the End of the World. The day when he came back from Christmas he gave presents to everyone.

JANUARY 20-24: Was sick most of the week. Was in a Big Room play about a group of children who tried to convince their rather emotionless father that they don't want to live in the new house in Florida. They did this by haunting the father in a humorous manner. (Sean) was a quiet father with a lot of commotion going on. Very serious in the role--even though a lot of comical things were going on around him. He made a clay head with a well-sculpted face on it, inspired by the one I showed them at group. He liked his and wanted to keep mine.

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JANUARY 27-31: (Sean) drew using some pontillism and cross-hatch techniques. He had some trouble achieving the effect he wanted. Needed a technique I couldn't provide. He was in Big Room doing commercials with other children. Very humorous--not shown yet. Absent--had a loose day before that, right on the edge.

FEBRUARY 3-7: (Sean) was in another Big Room play. He was a bully who called two others "four-eyes" and then fought them. The story was weak, yet (Sean) pulled through with a bunch of comical routines or sayings; for example, knocking one of them out and then trying to get him to sit in a chair with great difficulty because he was heavy and limp. He finished sewing a small pillow with a face on it--each feature was clearly done by carefully shaping the material. He made a bowl and plate out of clay and finally tried a chalk pastel but used a drawing technique. Said he was no good with chalk, but I said he was wrong and suggested another technique. ... Read Then Again Maybe I Won't.

FEBRUARY 10-14: Tried working with chalk again. Drew a man with pen and ink; didn't color in. Rehearsed "Two Brothers" play. He has a main part and is pleased that he has it. Loose on and off, rude in connection with (Rainer). They both have the potential to be silly and it gets drawn out when they are together. They both also have incredible talents and both are unsure that they have them. Reading Iggie's House. Told me he got an adult Judy Blume book. ... Checking to see if I approved.

FEBRUARY 17-21: Has taken an active interest in his part in the play, the main brother. Got a sword to use for it. Tried his hand at ink again--drew his rounded face with big eyes. Had a much improved week in terms of dealing with structures. He was more patient with the pastels. ... At ice rink he liked trying figure skating movements, especially spinning in one place, which he could do really well. A surprising amount of skill and grace for someone who has skated as little as he.

MARCH 3-7: (Sean) has been working on his lines for the play all week. He took particular interest in learning how to play a recorder song for a dance in the play; was helped by a new person volunteering at school. He was concerned that he wouldn't learn the lines by my deadline but it was fine. He performed one recorder song in front of the whole class. ...

MARCH 10-14: (Sean) is the main character for this play but easily has been getting silly while rehearsing it ... but he has been rehearsing, playing recorder and helping others to do their dance, and painting a set. ...

MARCH 17-21: (Sean) was absent Monday, and was thrown when he came back by the last minute preparations for the play. He responded well by being serious, especially during rehearsals--although there was occasional silliness. He learned many lines with complicated structures and carried them out with deliberation and clarity. He took the main part and did really well in terms

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of knowing his part and saying the lines with expression--thus, carrying the play along. He wondered how he did afterwards, to which I could, of course, answer, excellently. It was especially notable that during the performance there was a sureness and seriousness which helped everyone else, especially (Rainer) when he giggled. On Friday, (Sean) wrote a letter to (Glen) who has left our class. He was able to get help from (Cary)--it went easily.

MARCH 24-27: (Sean) began the week loose ... Yet by Tuesday, after several conversations, he was in good shape again ... He has a new friendship with (Cary) which often gets out of hand, but which is also close and positive. (Sean) is also getting quite close to (Beth). He began an embroidery project, started carving a cane, and tried some daring stunts in gymnastics, which he enjoyed a lot.

MARCH 30-APRIL 3: Interested in gymnastics. Showed (Cary) how to do complicated macrame projects. Some trouble with math--yet he picked up what I wanted him to know quickly. Played a lot of Stratego and ? with (Cary). Definitely close with (Cary) and sometimes rude and silly.

APRIL 6-15: Studied books on UFS's with (Cary); they wrote a play based on UFS's and then taped it on (Sean's) tape recorder. He did a couple of wax hands and used them to make plaster molds. Made a special gift for (Beth) who is moving away. Has complained a lot about stomach pains. Continues to experiment with drawing faces and also shows others how to draw faces.

APRIL 18: Foolishness with (Cary) and (Cary) is very important to him. ... Came and asked me for a long term project. We decided on a complicated scale model of a house. At first he wanted (Rainer) to work with him, but backed away from that. ...

MAY 5-9: Is reading a Judy Blume book, Sally J. Freeman as Herself. He did some more planning of his house, designing it for himself and one other friend who will stay in the guest room. I pointed out to him that his productivity is important to maintain in order for him to be content with himself. He responded well to the thought. He was in a Big Room play about a gang of rough teens who beat him up all the time. He played this role fully--unfortunately they didn't have the end quite worked out and he never got revenge. He made a poured wax candle. He has been doing a lot of design drawings.

MAY 12-16: He decided not to do the house (as a model), but instead to work on (Rainer's) film in which he and (Rainer) are detectives. He has filmed several scenes. He has also been in rough shape. After being disruptive in group in conjunction with others, he left a note in my store room acknowledging it. He made a card (for the school secretary). He came twice to me about (Cary) telling him to go away and was really hurt, saying no one liked him. They were soon back together.

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MAY 19-23: Made designs in soap (carving--intricate, symmetrical, inlaid pattern. He has done some incredible design drawings. He is very focused in academics these days. In math while working on finishing up calculations, he wants to be undisturbed. He picks up math quickly. He is writing a really long story on his own. On the bus on the way to the museum, he told me about the time he went swimming with (Barry) by the trestles and they nearly got hit by a train. Conversational and wanted to acknowledge the scariness of the experienes. On the trip, he commented to the beauty and color of the countryside. He was fascinated with (the sculpture) we saw and also by the real looking wax figures at the museum. In a spontaneous conversation with a group of other children, he showed interest in talking about the supernatural. He talked about how he and other people can tell if something is going to hit them from above before they see it. Something like ESP. He also went into a lengthy retelling of a movie he saw about seances. He again was very scared by it and wanted me to agree that it was scary. His voice gets to be very expressive, yet also soft. He and (Cary) are really a nice pair. They did a play in the Big Room about a mad scientist with short legs (Dr. Von Strogonoff); played by (Cary). He makes a monster named "Frankie" who is (Sean). (Cary) makes (Sean) come alive and do simple things-- (Sean) was deadpan the whole time--including running into a wall. Then the monster gets stolen and hidden but (Cary) calls him back and then destroys him so no one will steal him. While (Sean) is "dying," he is behind a door, and only his hands and feet flying are sufficient to create a startling effect. Here is, of course, the clever side of the silliness being put into a play with real wit.

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The Prospect School
North Bennington, Vermont

Name: (Sean)

By: (K.D.)

Age: 11;5

Date: June, 1978

(Sean) has continued and extended his deep involvements in a number of mediums. His principal investment in drawing has not waned. He constantly experiments with all kinds of line and forms in his drawings which are mainly representations of people or animals. His sophistication and eye for detail in drawing allow him to try such challenging tasks as portraits and come up with satisfying likenesses of people. (Sean's) handwork has been intricate and a gratifying experience to him. He has sewed two carefully designed pillows and he has made many macrame projects, being able to take a central role in teaching others his skills. (Sean) in working with clay has made a clay head and clay guitar, both with care and detail. In his work with oil pastels, he does colorful depictions of scenes as well as some designs. In soap carving, he carved pieces with intricate, symmetrical inlaid patterns. He also did this with a walking cane. He experimented with all kinds of possibilities when he did paper cutouts. In dramatics, (Sean), always has a major role, is serious and expressive, even to the smallest detail. He is aware of the dramatic and expressive effect of his every movement and gesture. All of (Sean's) involvements are characterized by an inventiveness, cleverness, and completeness.

(Sean) is aware of and responsive to the group structures. When he gets disruptive in the room he knows that what he was doing was wrong and that he needs to work on the difficulty. He needs to be given a firm set of expectations in these matters and responds positively if they are upheld in a clear descriptive manner. (Sean) is an active group participant, often offering quite interesting comments or questions.

(Sean) has at one time or another associated with everyone in the class. He is a strong member of a particular group of children but he has more recently spent a lot of time with one friend with whom he is quite close. (Sean) is active with thinking about and participating in his friendships. He also has spent a lot of time conversing with his teacher.

(Sean) has continued his interest in books with strong characterizations. He reads books with intensity and concentration, taking note of peculiarities and cleverly depicted situations. He has read Blubber, Starring Sally Freeman

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as Herself, It's Not the End of the World, and Iggie's House. His writing has continued to flourish this term with the culmination being a very long story about an animal. (Sean's) and my primary concern is with spelling. In number work, (Sean) has worked hard at firming up his skills in addition and subtraction. He is now well into multiplication and worked with some division. He picks up concepts quickly when he puts an effort into it.

(Sean)

Teacher(s): (R.G.)
(F.O.), early fall
only

Middle School 1978-79

Age: 11;8-12;5

(Editor's note:

Circumstances affecting (Sean's) home situation resulted in many absences during this year; this, in combination, with an unexpected change in teachers during the year, makes the record sparse and difficult to present. The following summary combines a January and a June report by (R.G.) who replaced (F.O.) as classroom teacher.)

Summary Report (based on (R.G.'s) January and June Reports)

(Sean) has been frequently absent from school in this year which has led to a lack of continuity. There has been much restlessness ... and unlike other years, he has made no new or close friends. He has preferred to work by himself. He has been at times disruptive to the group and his own involvement has been uneven and has sometimes lacked commitment.

(Sean's) consistently strong interest in drawing continues to calm him in times of stress as he becomes totally absorbed in it. He is a sophisticated drawer and has a fine eye for detail. He has continued to explore techniques such as still life, portraits and landscapes; as well as pencil, he uses chalk, paint, and charcoal. He has also worked with clay, both on the wheel and in sculpture.

(Sean) creates an imaginative and distinctive character in his dramatic portrayals when he participates in group plays. He has been intent on photography and is very capable, particularly in capturing qualities of faces. However, the routine of the dark room was often beyond his patience. Though (Sean) has great abilities in many areas, particularly drama, art, and writing, he frequently downgrades his work and appears unable to either accept or believe the frequent compliments he receives from others. He presently needs support in making choices.

(Sean's) restlessness has carried over into more formal academic areas. He is at times intent upon meeting classroom expectations and improving academic skills. Equally, he has periods of refusing any involvement. Solitude and drawing help to alleviate his immediate frustration. Irregular attendance has made consistent involvement in the curriculum difficult for him. When (Sean) is committed, he is deliberate and concentrates for long periods of time. He often questions his ability in math, and making a comprehensive review of basic facts and procedures was helpful to him. Similarly, (Sean) becomes frustrated with what he considers to be his inadequate mastery of technical skills in writing. This frequently causes him to leave work unfinished. Actually, (Sean) uses language in straightforward manner that effectively

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reflects his perspective on the world. He draws on both his experience and his imagination. (Sean) can articulate a well-developed, complete story but needs a lot of encouragement to commit all of his thought to paper. Punctuation, spelling, and grammar have improved considerably this year but do continue to need support. (Sean) needs to be helped to recognize the progress he makes as he tends to discount it, always focusing on what he has yet to learn. Continuity provided by regular attendance would be most supportive to (Sean) in this respect.

(Sean) speaks well, using his voice and expression to convey a variety of moods. In a formal group situation, (Sean) can be reflective and insightful. He shares his knowledge and experience willingly with others. His dramatic work this year includes a range of roles from a humorous skit to Gloucester in King Lear.

(Sean) is a keen, observant reader, but has had trouble this year going from one book to another. Sometimes he re-reads familiar books rather than exploring new ones. He has re-read The Secret Garden and The Trumpet of the Swan. He has also read Guy Lenny and War on Villa Street.

This has not been an easy year for (Sean).

(Sean)		Teacher(s): (S.O.); records (R.G.); co-teacher
Middle School	1979-80	principal: (V.L.)
Age	12;8-13;5	volunteer, photog.: (C.R.) volunteer, art: (K.L.)

WEEKLY DESCRIPTIVE RECORDS*

SEPTEMBER 5-7, 1979: First day very tense, consciously careful. He was aloof--seemed not willing to make personal contact with peers. (R.G.) chatted with him before school, stating this is a new year. He agreed. Each day has found (Sean) less guarded, more his usual self. Some teasing of (Gus) on Friday. (Sean) is willingly doing work, but claims to have "forgotten" most everything. For reading began The Black Pearl; took it home to finish it and did. The drawing is very deliberate and careful--flowers in a vase and single marigolds. Very nice work of which he is proud. Also did a time line and with (Arian) prepared questions for an interview with me (S.O.).

Summary Statement of Staff Review held September 11, 1979

(R.G.) was the presenting teacher; (R.F.) was the chairperson.

The presenting question is to propose a program for (Sean's) final year that will have as much continuity as possible.

Physical Presence and Gesture: (Sean) stands tall and his body is straight. His movements are slow and deliberate. He has a deep voice in contrast to those of the others in the group. He is concerned with how he looks--that his hair is neat. His manner seems controlled and even.

Emotional Disposition and Tenor: On the first day (Sean) was composed and tense. To the others in the group, (Sean) was aloof and distant. He has no real friendships, but he seems to fit in and is not as separate as last year. His manner is thus far consistent and even, as opposed to the past pattern of highs and lows.

Relationship to Peers and Adults: (Sean) hovers around the teachers. He is talkative with (S.O.) and (R.G.). He has teased (Gus) a little. He is very interested in his work. He greatly values his relationship with (V.L.) and is responsive to both teachers.

*Editor's Note: Due to family situations and circumstances, there was again many absences.

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Interests and Activities: Drawing is a main interest for (Sean). He works carefully, deliberately and quietly. He appreciates comments and feedback and shows his work to others. He has plans to make a tie-dye pillow, and he is being patient with the idea, realizing that it will take a little while to get all the materials. He enjoys sports, group games and mime.

Formal Learning: (Sean) is concerned about this. His writing needs work on technique and mechanics, also spelling. He is not willing to be in a group--wants to work alone. He has read The Black Pearl with enthusiasm and is very willing to read aloud. In math, he is frustrated--feeling all the time a need to review far back.

It was noted that the deliberateness and composure described by (R.G.) is in sharp contrast with past patterns of quickness and impulse. It was also observed that (Sean) pointedly makes some personal contact with every adult in the school. He also checks in on his sisters. He is in general gentle and nice with younger children. In most of his contacts with others (Sean) is polite, sensitive and quiet--there is a reflective quality that is new, but feels genuine. At the same time there is a sense of his holding something back. He is definitely looking for attachments. He is an actue observer. He does really want to realize his talents.

Recommendations: The thrust of the recommendations was to build on his contacts with adults to create as much continuity as possible. In particular, a time was established for him to talk with (V.L.) about his work. The teachers are to bring up to (Sean) directly that we want to establish as much continuity, accomplishment, and sense of achievement as possible.

In terms of his work, the following suggestions were made:

- Talk about and re-work old themes in detail or in a new medium.

- Write on his own history with Prospect; autobiographical vignettes, a calendar of changes and developments at Prospect, stories of his memories, finish the story he began on 'secret hiding places in the school. All of this will also encourage his writing. Poetry is also to be encouraged to draw on the richness of his imagery.

- With math, there needs to be a lot of support. It has actually been a solid area. It's almost as if he picked it up to be a weakness to work on. Encourage work with younger children--teaching them a skill.

- If feasible, and it may not be, expose (Sean) to the College, and particularly the art studios; it would be ideal if he could spend time in a studio where he could watch and also develop his own technical skills.

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WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 17-24: (Sean) has become more relaxed with the group and is interacting more with others. He has been fooling around more and talking at times that aren't appropriate. He acknowledges it and corrects it immediately when it's pointed out. He sometimes spends time with (Grant) and (Barry). He doesn't have any close friends or regular companions. He continues to converse with (R.G.) and me. (Sean) has also been absent twice this week, once for stomach pains and once because he missed his ride. He's working along in math and has been reading Door Through Space. It's difficult and I have been discussing it with him ... He will continue until Monday when we will discuss it further. (Sean) has been working on a small still life and also drawing flowers. He concentrates hard. Many other kids comment on his skill. He has written a story about secret places in the school for the paper. Very good description and ideas.

SEPTEMBER 24-29: This week (Sean) has been disruptive in group. Not listening and laughing loudly at inappropriate places. He has been spending time with (Cary). Together they laugh and make comments, encouraging each other. On Monday they both stayed in for 15 minutes of recess for talking and laughing during story time ... (Sean) improves when he is spoken to. Friday, he spent time with (V.L.) and was calmer afterwards. He listens and genuinely understands what he is doing. He needs to be reminded that he does control. He did a project on phases of the moon with (Francesca). He did an excellent job working on the descriptions and drawings. He ultimately took responsibility for most of the project. He was proud of his work. ...

OCTOBER 1-3 (three day week): (Sean) seemed calmer this week. He was very watchful and attentive during group. He spent time with (Beth) and (May) and cooked with (Beth) and (Bess) on Wednesday. Some of that was rather giddy. (Sean) began a description of memory. At first he wrote without much thought or detail, but he finally came out with a detailed description of the camping trip Middle School took last spring. He continues to drill on math--multiplication, etc. On Wednesday, (Sean) seemed particularly full of energy and took the opportunity to jog during recess and sports time. He began a tie-dye pillow and will sew it next week. He is also starting a project making a bridge with string, wood and nails.

OCTOBER 8-12: As time goes on it seems to be easier for (Sean) to exercise control. He hasn't made close friends with anyone but enjoys the group as a whole. He spends time with (Francesca) and (Bth) in a generous, flirting, big brother sort of way. His physical size and strength gains notice from (Grant). (Sean) really enjoys conversations with both of us ((R.G.) and S.O,)). He checks in every morning, seeks information, and is just interested without the dependence that sometimes accompanies this contact. Math seems to be the specific area of difficulty. He was exceedingly pleased to "get" multiplication again. He's working on two-digit multiplication which will move

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fast. (Sean) is writing and really enjoying his efforts. He takes suggestions and improves his work. He wrote some poetry. Discussions around reading seem very supportive to (Sean). He does tend to pick things that are too difficult ... but that too has led to discussion of writing styles, etc. He's currently reading C.S. Lewis. (Sean) finished his pillowcase this week. It was a beautiful dark red with yellow suns tie-dyed in. He was terribly pleased as well he should be.

OCTOBER 15-19: (Sean) spent some time with (Barry) while (Grant) was away. When he is with (Cary), he makes jokes and doesn't settle down. (Sean) was absent two days this week (for family reasons). He seems to enjoy coming to school and always checks in with the teachers to say hello before school starts. He is reading Durango Street which he loves. He carries his book with him at all times. He discusses the author's style, the characters and life in the streets. He could spend hours just discussing the book. In math we played a baseball multiplication game where there were two teams. Under a time pressure, (Sean) got confused and did an answer wrong. He got upset and left the game only to come back and watch. He brought in an instamatic camera which he seemed really to enjoy.

OCTOBER 29-NOVEMBER 2: (Sean) was not in school Friday when we discussed the classroom changes to be started next week. I spoke to him on the phone about it and he spent Saturday at school with me rearranging, cleaning and designing the space. He was extremely helpful. (Sean) speaks up in the group. He has spent a lot of time with (Grant) and (Barry) which is not always productive. (Sean) enjoys the photography which started last week with (C.R.). He took a lot of photos on Hallowe'en. His writing is very detailed and exact. He works well alone and finds space in the library to work by himself. He has continued to be upset about his math and we spent a lot of time talking about it and he finally broke through on Thursday; worked on his multiplication problems until he caught on. He is asking now for division.

NOVEMBER 5-9: (Sean) was absent for two days (for family reasons). We started journals this week which he enjoys drawing in especially. He has been quietly concentrating on his work this week and staying alone. He was then absent again on Friday. He is anxious to start division and has been enjoying math. (Sean) is participating in photography and enjoying it a lot.

NOVEMBER 12-16: (Sean) spent a lot of time alone this week. He has worked particularly hard on math on division; he is having some difficulty. Most of his mistakes are in multiplication. He concentrates on the format of the problem and forgets to check his simple multiplication along the way. He insists that we work only one-to-one and concentrates well when we do. He needs a great deal of support and attention. He has the camera which has the telephoto lens and is very excited about it. He concentrates on the photographs he takes and is very thoughtful and careful about them.

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NOVEMBER 20-30: Had an excellent week--was calm, interested and excited about his work. Wrote about a fantasy dream house with exquisite detail and description, four pages. Worked on spelling--studied and I drilled him. He got every word right (about 20 words). In grammar, he caught up from last week by bringing his work home--excellent motivation and concentration. Worked on commas, sentence structure. Diligently working on division; still mistakes with multiplication. (Barry) helped him on Friday. Is slowly reading Cool Cat--doesn't always remember it. The drawing continues to be very detailed and good--cartoons, animation, people's faces as well as perspective drawing. Has also done watercolor--using colors sparingly and effectively.

DECEMBER 3-8: Absent two days. Reading Cool Cat--slow/uninterested. Still calm and involved in school; concentrates well, sits alone. Working hard on spelling and grammar--commas, kind of sentences, and ?. Worked on watercolor and silk screening. Was absent for karate.

DECEMBER 11-20: Consistently absent, works at home, and is very constructive when at school. Math can get bogged down--working with decimals, long division; multiplication is good. Still slowly reading Cool Cat. The writing is excellent. Mostly lengthy descriptive writing and also work on spelling and grammar.

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The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: December 1979

Age: 12;11

By: (S.O.)
Middle School

There is a seriousness and calmness surrounding (Sean) these last few weeks. In the beginning of the fall, he found occasion with several boys in the class to be disruptive and silly in the group. Currently his behavior has been controlled and his work has been deliberate, intense and concentrated. He generally works alone and is independent for long periods of time before he needs to check back with me. He is very concerned with being prepared for High School and is aware of his need to work hard towards that goal. Unfortunately, he has been absent frequently which disrupts his involvement in the curriculum, as well as his place in the group. The absences have distanced him from his peers but have not shaken his determination to finish his work. He has brought his work home. ... He does a thorough job unless he is distracted by his peers to be involved in a different activity. At these times he works fast to finish quickly.

(Sean) is a strong member of the group. His comments and perceptions are listened to and respected. Generally when (Sean) chooses to be with several boys in the group, he loses his ability to focus on what he's doing and doesn't get much done. He understands this and usually chooses to work alone. He doesn't have any close friends and has spent time with many of the other boys and girls as well. The occasions when (Sean) has lost his temper and become sulky or defiant have been few and have been generally around sports where he is most (vulnerable).

(Sean) enjoys sports and chooses to play in a game whenever possible. He is a strong and graceful athlete and a determined player. His will to win can get him into arguments with other players. He is participating in a karate group where he is attentive and willing. He also enjoys running.

(Sean) has worked with many different materials this fall and has produced work which he feels very proud of. He has said that he is doing better work than he ever has before. He spent many hours on a house drawn to two point perspective including minute details such as blades of grass, a mailbox and a rake on the front lawn. The shadows and detail are magnificent. He has drawn faces of people he sees and cartoons, as well as people in his imagination. He has worked with watercolor wash and dry brush techniques, silk-screening, clay, and a striking dark red and yellow tie dye pillowcase. (Sean)

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is also involved deeply in photography. He works in the dark room alone and has also helped others. His photographs show a keen eye for design and line and also deliberateness and care.

Academically (Sean) has shown improvement through his determination to learn. He has moments of frustration when he does not understand something right away or if he does not get my attention and direction immediately. He needs a lot of support and encouragement. Privacy is extremely important to him, especially when he is trying to learn something new.

(Sean) has been writing a great deal, spontaneously as well as for assignments. His themes include school history, memories, many descriptions and essays on the Mayan culture. His use of language is effective and dramatic. He includes a lot of detail which further enhances his work. He occasionally writes at home and brings it in or does two versions of the assignment. He has also written letters in his journal. He studies his spelling words and does very well when he concentrates. He needs to be careful to punctuate his writing to correct careless mistakes. His understanding of the mechanics of writing is good but he doesn't always apply that knowledge.

Math seems to be his weakest area. (Sean) tends to forget mathematical procedures and gets easily frustrated. He needs constant and direct attention from me to keep going. The determination and attentiveness which accompany much of his other work is inconsistent in math. He is working on long division, decimals and reviewing multiplication facts.

(Sean) can be very involved in his reading. He read Durango Street which he loved and enthusiastically participated in discussions about friendships (within the context of the story) and loyalties, as well as writing style and setting. He is now reading Cool Cat by the same author.

(Sean) is a talented and sensitive individual who needs a lot of support and acknowledgement to remind him of his capabilities. He is available to humor, understanding, calmness and affection. If (Sean) continues to be as industrious and committed as he has been, he will easily be ready to move on to High School.

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JANUARY 14-18, 1980: Glad to be back ... Got conjunctivitis and went to (doctor) but stayed in school. Very frustrated about division; began fractions. Is reading A Separate Peace and enjoying it. In writing he did a science report with (Grant) and (Barry) about lie detectors; also began a story about an Indian chief. His science activities also include other work with electronics. Has been very involved with acrylic painting.

JANUARY 21-25: Was absent two days again--while here, he was very cooperative, seemingly glad to be in school and working hard. Nonetheless, he misses the continuity of classroom activities. He continues to do fractions in math; he is reading A Separate Peace; and also doing painting and decoupage.

JANUARY 28-FEBRUARY 1: Absent one day, seemed subdued on his return; when in school he was my shadow--finding things for me, etc. He went to the Archive to look through his work. We'll be working on a project soon. He is catching on to fractions; A Separate Peace is going slowly; writing has included descriptions and an essay on Russian schools. He has also been working on drawing techniques and photography.

FEBRUARY 4-8: Absent one day. Had a few frustrating days trying to catch up on his math--felt that had so far to go, he wouldn't make it. However, he is understanding fractions okay and will do fine if he gets to school. He needs a lot of support to keep going. For writing, he wrote out his science experiment in detail (making glue from milk). He also wrote about the boycott of the Olympics. He is writing an essay about the relationship between Phineas and Gene (A Separate Peace). He has been participating in karate and also doing "blind" portraits and regular portraits.

FEBRUARY 11-15: Had the flu all week. We spoke on the phone several-times.

FEBRUARY 25-28: Absent two days. He is falling behind in his work even though he works very hard when he is here. Mostly alone, always watchful, and wanting attention from me. The fractions are going very well; still reading A Separate Peace; writing an essay; doing photography and karate.

MARCH 3-7: He was absent two days ... He's falling behind in his work--works hard in school, but is absent too much and loses group feeling and continuity. Works alone generally. His attitude was shaky for several days--ups and downs. At that time he was with (Barry). He wrote a note apologizing to me. In math, continues fractions; wrote an editorial for the newspaper; did an intricate pencil drawing of a landscape with charcoal shadowing; still slowly reading A Separate Peace--he's expected to finish it next week.

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MARCH 10-14: Was absent Monday and Tuesday. I spoke with him about his absences and how that affects his involvement in the group. We also talked about his preparation for High School and that he needed to be in school to learn and develop skills. He mostly listened and acknowledged what I said. For the last two days of the week, he followed me around a bit. Fractions are going well; he is still reading A Separate Peace; drawing continues.

MARCH 17-21: (Sean) was gone one day this week. He has begun to organize his report on the coal yard which he is very excited about. One day he complained of stomach pains and had a hard time concentrating. He went off by himself for awhile and then was able to work. He gets visibly distressed when he sees (Grant), (Barry), and others engaged in a project that he isn't participating in. His face "frowns" and he looks at the project from a distance--then goes off by himself. In math, practicing all the processes; did finish A Separate Peace and has begun The Cat Ate My Gymsuit; for writing, he wrote a description of different colors; has been painting with acrylics and craypas; has continued karate and photography.

MARCH 24-APRIL 4: As usual (Sean) has been absent two days out of five. He has had talks about it with (V.L.) and me; has been obligated to call whenever he is absent. He was chosen for the major male role in the play. He has missed all the practices. During this last absence, the group decided they had to choose someone else. (Sean) was extremely upset and very embarrassed to face the other kids when he returned on Friday. He is behind with everything, but is enjoying The Cat Ate My Gymsuit and continues the essay on the coal yard.

APRIL 7-11: Seemed at a loss ... following me around asking what he should do ... He has been upset about the play. He really wants to act and there are only very small roles available. He was absent on Thursday, but did send in a note. Did spend a long time on a kite--otherwise everything goes slowly.

Summary of Staff Review held April 29, 1980

((S.O.) was the presenting teacher; (R.F.) was the chairperson)

The presenting question is how to reduce the absences; talks with him have only limited results. Because of absences, he lost the lead in the play.

Physically, he has grown a lot; is now 5'4". He looks older than the other kids physically. He has an expressive face; the eyes are penetrating. He is always clean and neat; he is concerned with appearance ... His voice is deeper than the others. He's watchful of everything. Any upset is visible on his face. He is physically agile and able. Does karate well. Plays kickball with the younger children.

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Temperament has been in one sense fairly even all year. In the last month or two there has been more moodiness--"face clouded over." He enters slowly in the mornings. For periods of time can be productive ... Absent frequently ... Often absent on Monday and misses a lot that's started for the week. Got the lead role in the play and knew he had to be there for rehearsals and wasn't. As a result, he lost the part and was very upset.

In terms of Relationships, he wants to be a part of the group, but needs a lot of support. Has to be encouraged by peers to become involved in anything. Will work with a variety of people on short term projects. Had a wonderful time with (Lance) on a vacation with his family; they went sailing and canoeing--he brought back a lot of shells. Has a long term relationship with (Francesca), and contacts (Rita) but often gets irritated with her. With (Barry), he can be productive if they have a specific project--otherwise it gets out of hand. Relationships with adults are very important to him. He genuinely enjoys adult company, but he can also be quite demanding. His relationship to (V.L.) is particularly important to him.

In Activities, the interest in drawing continues; has started a flower and plants book. He does detailed pencil and charcoal drawings and also acrylic paintings. He enjoys drama and likes to act. In his activities he sometimes asks to be taught new, specific skills or techniques.

In Academic Work, he has a lot of concern about math. He gets angry at himself and sometimes at (S.O.). He has been working on fractions and does fine. Has also worked on multiplication and division. Writing he enjoys--does description and poetry. It is easy for him to write. Research projects, like the one on birds, and description are not hard for him to organize; he enjoys going through reference materials. He works better alone. He learns skills in techniques pretty easily. He has read A Separate Peace, A Cat Ate My Gym-suit, and has begun Tisha--may not finish as it is long. There is much interest in photography.

Following a lengthy discussion, the following recommendations were made: To review this discussion and the staff's thoughts with him; (V.L.) will do this. The purpose is to affirm his abilities and talents and also to acknowledge his feelings of inadequacy. In addition, he needs to know what our recommendations are for the remainder of his time at Prospect and the reasons for them. Second, there needs to be a project for him, probably in art, that is ongoing--helping with Prospect's art show came up and also working with a studio artist. He also needs to see more art ... Rembrandt and Cezanne might have particular interest for him. Third, because he is leaving Prospect, we should try to link him up with local art and theater groups and also be sure he is introduced to the art teachers at the High School. Fourth, we want to continue his

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involvement with younger children. It was suggested that he read to Group I as this also brings him into contact with (E.V.). We have felt right along that he needs more contact with male adults. Finally, it does seem that the math has a narrower and narrower focus. He's treating it as if all that matters is computation. A suggestion was made to open up either geometry or optics as fields of interest and related to his observing and drawing talents. It was acknowledged, and needs again to be acknowledged to him, that losing the part in the play is a blow. However, he did miss the crucial rehearsals. It may be that he could see the importance of doing art work (sets, drawings for posters, etc.) for the production.

WEEKLY DESCRIPTIVE RECORDS

MAY 5-10: He was here all week and involved in new curriculum focused on water. He's been interested and attentive in group ... He has been working with (E.V.'s) kids from 10:30-11:30 on Wednesday, reading stories to a small group and playing games. He seems to really enjoy that. He's been reading Tisha, and doing that while we do play rehearsal. In math, he continues fractions, puzzles, and decimals. For the play, he has designed the program and acted as prompter. He has been drawing in his flower book.

MAY 12-16: Was absent Monday. Worked with (K.L.) (an artist) for 1½ hours on Tuesday. They have started a tutorial and he is expected to produce a project each week. He's worked with (E.V.'s) group for two Wednesdays. He's been generally involved. He enjoyed the pond trip (part of water curriculum), watched the squirrels, collected flowers and made lots of observations. His writing has been about the pond research; he's reading Flowers for Algernon; in math, decimals--not so enthusiastic; he's the prompter for the play and is doing well.

MAY 19-23: Absent Monday and Tuesday--overslept. Missed his appointment with (K.L.). Then missed working with Group 1 because of play practice. He has been more involved with the play--prompting, listening for stage notes, helping with sets, and taking small parts.

MAY 26-30: The play was Monday-Tuesday ... Made comments about not having a very big part. He was a dead person and a man in the audience--did a very effective job with both. (ed. note--the play was "Our Town"). On our trip to (the city) on Wednesday and Thursday he spent time with (May), (Grant), (Barry), and (Rita); loved the restaurant and exploring (the city). Went rock climbing and loved it--also did very well and was supportive of others.

JUNE 2-6: Worked mornings with (Y.B.'s) group and also helped in the dark room printing the group pictures for the school. We hiked on Thursday and he was very active--loved it.

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The Prospect School
North Bennington, Vermont

Name: (Sean)

Date: June 1980

Age: 13;5

By: (S.D.)

(Sean) has maintained a sense of calmness and deliberateness throughout the year although he has had incidents with several other boys where he has been disruptive and uncooperative. Generally he is attentive, usually able to concentrate on his work and is most productive when he works alone. He continues to be absent frequently which leaves him disjointed in his work and disrupts his relationships. When he returns to school, he is very watchful and seeks a great deal of support, and direction. He can then get frustrated that he does not have the time to catch up. He does not have the perseverance and determination to work that he had this winter.

(Sean) enjoys group meetings and is supportive of others. He has been group leader and enjoys the responsibility. He is well respected and a prominent member when he is present. People listen to his ideas and ask him for his opinion. (Sean) has several friends in both groups. When he chooses to spend time with several boys in the group he can get silly and lose his concentration on his work.

In any kind of sports activities (Sean) is competent and graceful. When he participates in sports with younger children, he is gentle, supportive and involved. In sports with his peers, he is concentrated and competitive.

(Sean) has had the opportunity to further develop his drawing skills as well as trying new craft ideas. He painted a series of landscapes in acrylics where he used shades of browns and blacks to produce muted scenes. Cartoons and faces continue to interest him as well as watercolors. He started a flower and plant book where he uses mostly pencil and charcoal. The detail of line brings a powerful realistic quality to his drawings. Although (Sean) has had a strong interest in photography, he has not pursued darkroom work recently. Since there has been only one camera, he has not had a lot of opportunity to take photos.

Academically (Sean) continues to need support and encouragement. At times he concentrates and works alone and at other times he demands my attention immediately and will not do any work without it.

Writing continues to be comfortable for him. He writes occasional letters and is able to write stories and descriptions fluently. He has written about

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the coal yard that burned down, a conversation between two people, descriptions, and articles for the newspaper. He is currently working on a research paper about birds. He has researched for information in several books, taken notes, organized an outline, has written an introductory story and included a bibliography. It has been a long process and one which he has had difficulty sustaining interest in. (Sean) has worked on punctuation, grammar and spelling. He is now able to proofread his own work and he has improved tremendously.

In these last few months (Sean) has been reading A Separate Peace, Tisha, and The Cat Ate My Gymsuit. He loves to discuss what he's read and also enjoys discussing movies and TV documentaries. Recently he engaged the group in a spontaneous discussion of Guyana and Jim Jones. He is interested in human relationships and the human condition.

Math is a source of frustration for (Sean). He has become more fluent and confident with his multiplication tables. This will help him with long division which has been difficult for him. Fractions have been introduced and he has been working very slowly. He is not confident or very interested. (Sean) is concerned that he has a "math problem" and will not be able to function in high school.

(Sean) is a well respected individual in the group. He needs acknowledgement from adults as well as from his peers. Academically, (Sean) has grown a great deal and needs to constantly put effort into his work to continue that growth. He needs support and technique to develop his drawing and writing abilities. (Sean) needs to be reminded where his strengths are and consistent encouragement to help him in those areas where he has weaknesses.

(Sean) has been supportive to the group as well as to myself throughout the year. He is sensitive and aware of his behavior. Physically he appears much older than the others and he has matured a great deal in other ways as well. He is available to conversation about his behavior and appreciates affection and humor. (Sean) has contributed much to the group and to The Prospect School in his years here. He will be missed.