



# The Unique Guide

*Service Learning Fall 2019*

*Disclaimer: all names have been changed to protect privacy*

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## About Ms. Smith's Classroom

Ms. Smith's classroom is a unique environment that serves as an opportunity for students to work on life skills such as: emotion management, critical thinking, and social skills. The classroom encourages one-on-one time between teachers and students to give each child a unique experience that is individually tailored to what they need.

This classroom focuses on bettering the behavior and emotions of every child that steps through the door, no matter how challenging it may be. In "morning meeting", kids get to hear a story that will help them learn how they can be more kind, patient or understanding along with other lessons that will help them in the future. Depending on the day, there is also a game to be played that helps the kids work together and learn something! After this, they are encouraged to think about a question of the day and write or draw their responses in their journals.

This classroom is very unique in the way it is set up. Kids are encouraged to move around through the use of learning centers. Each learning center is set up to learn a different reading or math skill. This helps the kids retain focus and not feel confined to one area. The classroom uses sensory devices, such as the Sensory Room, and movement toys, such as the trampoline, to allow kids to let their energy out and refocus in a healthy and safe manner.

Ms. Smith is always available through text or email if you need to ask her any questions, so don't be afraid to reach out and take in all the knowledge she has to offer. Each day is a new adventure and no two days are the same in the Unique Classroom!

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## About the Kids

While this project may be challenging, the kids in the classroom are the best part of it! The kids are all in a unique situation that has led them to be placed into this classroom.

Unique Classroom focuses on students with behavioral and emotional issues. It is suspected that many of these kids are in fact undiagnosed for underlying factors of their behavior, but because the mood swings and behavior changes can be so severe, these issues take precedence over any disorders that the child may have. This is why the Unique Classroom was created. It serves as a safe space that allows kids to work through their emotions without affecting other students around them.

Kids come from various schools to get the help that they need to be able to keep up with the curriculum as well as improving their behavior and learning how to deal with their emotions in a more productive manner.

Children in this classroom are encouraged to share what they are feeling, but often it does not go as planned. On a bad day, students can get angry which leads to them expressing their emotions through hitting, language, or throwing things. These are the behaviors that this classroom is working to improve. It is a slow process but these are difficult behaviors to unlearn.

Because of this, the Unique Classroom can be a difficult environment that requires a lot of patience and understanding. While the kids are all working very hard to change their behavior, they still may have days where they use the coping mechanisms they are used to instead of those they learn in the classroom.

It is extremely necessary to be patient and calm while these kids try to figure out what works best for them.

These profiles are not concrete. Please review and update when necessary as each unique student continues to learn and grow.

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## Disclaimer

I, \_\_\_\_\_, understand that by entering into the Unique Classroom at Wilson Elementary I may be subjected to an unsafe environment. I understand that the children in this classroom may sometimes react in acts of violence during the times that I will be present. I understand the risks that come along with being in the Unique Classroom. I understand that if I feel unsafe at any time, I am able to leave the classroom

By signing, I certify that I have read and understood this disclaimer completely.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

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## Meet Brian!

### Brian is....

- Energetic
- Easily distracted
- Instigator

### Brian likes....

- Role playing
- Action heros
- Oreos
- Being given options

### What helps Brian....

- Playing with his toys
- Talking about things he is interested in
- Role-playing his favorite characters to redirect him
- Going over rules before game play
- Separation from other students

### Brian does not like....

- When other students take what he is playing with
- Authority

### When Brian is upset he may....

- Throw things
- Run
- Yell
- Use inappropriate language
- Become defiant
- Become forceful with others

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## Meet Mark!

### Mark is....

- Influenced easily
- Expressive
- Self aware

### Mark likes....

- Bubblegum
- Sugar
- The playground
- Playing freeze tag outside
- Catching bugs

### What helps Mark....

- Snacks
- Talking through feelings
- Separation from other students
- Options
- Smiley face system

### Mark does not like....

- When other students act out
- Sudden loud noise

### When Mark is upset he may....

- Use inappropriate language
- Cry
- Become defiant

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## Meet Elliot!

### Elliot is....

- Highly Intelligent
- Willing to do classwork
- Not easily influenced by other students
- Redirectable

### Elliot likes....

- Building things
- Learning games
- Explaining how something works

### What helps Elliot....

- Being redirected
- Snacks
- Positive engagement
- Separation from other students

### Elliot does not like....

- Eating lunch in the cafeteria
- Abrupt exposure to mainstream students
- Sudden loud noises

### When Elliot is upset he may....

- Yell/cry
- Throw things
- Become defiant
- Become forceful with others

## Meet Marco!

### Marco is....

- Energetic
- Easily distracted
- Instigator

### Marco likes....

- Dinosaur toys
- Building blocks

### What helps Marco....

- Snacks
- Separation from other students
- Encouragement
- Redirection

### Marco does not like....

- Waiting to take turns
- Sharing
- Authority

### When Marco is upset he may....

- Throw things
- Run
- Yell
- Use inappropriate language
- Become defiant
- Become forceful with others



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## Meet Adam!

### Adam is....

- Quiet
- Easily overwhelmed
- Influenced easily

### Adam likes....

- Building blocks
- Alone time

### What helps Adam....

- Snacks
- Empathy
- Encouragement
- Separation from other students

### Adam does not like....

- Loud noises
- Crowded spaces
- Feeling left out

### When Adam is upset he may....

- Yell
- Cry
- Become defiant
- Use inappropriate language

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## Meet Wyatt!

### Wyatt is....

- Smart
- Funny
- Easily frustrated

### Wyatt likes....

- Building things
- Personal space
- Exclusive interaction

### What helps Wyatt....

- Reminding him of game rules
- Options
- Snacks

### Wyatt does not like....

- Losing
- Being interrupted while speaking
- Being over crowded
- Loud noises

### When Wyatt is upset he may....

- Use inappropriate language
- Become forceful with others
- Run

## Meet Kyle!

### Kyle is....

- Polite
- Expressive
- Self aware
- Easily distracted
- Mostly a mainstream student

### Kyle likes....

- Earning rewards
- Playing with toys

### What helps Kyle....

- Snacks
- Talking through feelings

### Kyle does not like....

- If someone hurts or upsets others
- Inappropriate language

### When Kyle is upset he may....

- Cry
- Withdraw
- Throw things
- Hit