

Case Study 1 – Use of a reading pen

This case study is based on a L1 Beauty learner who started with us in September 2019. From day one she was extremely disruptive and distracted learners in her English, maths and theory sessions. Her vocational tutors had nothing but praise for her in her practical sessions and were struggling to understand the poor behaviour. Her attendance in English and maths lessons was patchy and as a result, she was being issued with 'disciplinarys'.

Some initial comments about her behaviour were:

"Constant bad attitude throughout English and refusal to follow rules around phones etc. She arrived 10 mins late with no explanation as to why and refused to do work when asked. She also continued to send a message on her phone while being asked not to. Continued to argue with me when I pointed out she wasn't allowed to do this accusing me of favouritism. She then refused to go outside the class to talk to me. Stormed off at the end of the lesson saying she wasn't helped enough"

"XXX did absolutely no work whatsoever despite having it explained to her. She was polite and non-confrontational but simply refused to write anything at all even when given a sentence to scribe. She was also late to the lesson."

"XXX wrote nothing at all in the lesson despite being asked to several times. She said she could not be bothered turning up before and was only here for the register mark. I supplied her with differentiated work and tried to explain/simplify the task for her repeatedly."

Impact of the use of a reading pen

When I met with the learner and discussed her behaviours, it was discovered that she struggled with her reading. We provided her with a reading pen to use initially in her English lessons but she has really embraced this and now uses it in her maths and theory lessons. This learner has made great progress and the number of her 'disciplinarys' has reduced. Through her EHCP funding a reading pen of her own has been ordered.