

Case Study

A student in the elementary school program was having a very difficult time with her transition to a new school. She lost her friends, except for the ones at New Hope, and is not a very outgoing person. She did not enjoy having to make new friends at her new school. In addition to feeling lonely, her grades were suffering – she was failing almost all of her classes. During my first few weeks at the program, I worked one-on-one with this student to help bring her grades up. I noticed that she needed praise after every step she completed before she would try the next part. I tried to get her to work independently first, and then go over the problems with her after. At first this did not work, but I slowly became less and less involved with the actual completion of her homework. Now she is willing to attempt the problems before asking for help. After just a few weeks, I could see her confidence growing and she seemed to be grasping the material better.

About a month into our relationship, I asked her how school was going and she started to tell me about four or five new friends that she made at school. Her whole outlook on life was beginning to change to something more positive. When third quarter report cards came out, she came to program with a huge smile on her face. She had brought up every single one of her grades. Math was still a difficulty, but she brought it up from an F to a C. We continue to work together on her homework, but she has learned to explain the steps to me while she is doing the work. That has helped her get the work done more efficiently as well.