

What were the goals?

For the student to begin to enjoy education and appreciate learning as fun. For the student to be able to develop positive social skills allowing him to engage in education with peers.

What was the student's condition before BrightTeach Tutor's intervention?

The student was placed in a secure facility in which he was unable to interact with many other students his age. The student was unwilling to engage in work and would constantly make excuses to take a break and then not attend the sessions. Initially it was vitally important to really get to know the student if I was really making a difference in his life. By building a personal relationship and investing the time getting to know him, I learnt what it is he really needed. Each pupil is unique - and I needed to discover his individual needs, strengths and differences.

Were the goals met and how?

When I had earned his trust it was all about creating as much of a routine as possible in the time I worked with him, whilst also setting parameters of acceptability. From here, it has been a case of setting realistic targets on a daily basis, based on my expectations of the student, and not being phased if we have a day that initially feels nothing has been achieved. It simply means that the next day needs to be planned to avoid any mistakes made by me the previous day. A lot of praise encourages him as does short term targets/small rewards. For example where he gets to choose a particular topic to investigate. A recent example was the Goldrush of 1849, in California, and how many miners moved half way around the world in their quest for gold. It fascinated him to the point that he wanted to know what happened after the rush had ended and where the miners went, leading us to follow them around the world to other gold fields.

What was the student's condition after BrightTeach Tutor's intervention?

The student was placed in a secure facility in which he was unable to interact with many other students his age. The student was unwilling to engage in work and would constantly make excuses to take a break and then not attend the sessions. Initially it was vitally important to really get to know the student if I was really making a difference in his life. By building a personal relationship and investing the time getting to know him, I learnt what it is he really needed. Each pupil is unique - and I needed to discover his individual needs, strengths and differences.