

## **Special Needs Learner Profile**

**Student Pseudonym:** Jeremy

**Grade level:** 2<sup>nd</sup>

### ***Briefly describe the student (gender, personality, etc.)***

Jeremy is a second grader who can be a sweet boy, but often acts very spoiled when he does not get his way. It is not uncommon for him to cry or tell us no when we reprimand him. Much of this has to do with his home life, where he is the youngest of four children. It is clear from the few minutes each day that we see Jeremy's mother that she gives him whatever he wants and tells us to "go easy on him because he's the baby." He is much more immature than the other second graders, and I believe this also has to do with how he is treated at home.

### **What is the student's present Special Education classification?**

Jeremy has not officially diagnosed with Attention Deficit Disorder or Attention Deficit Hyperactive Disorder, but he exhibits many of the symptoms of it.

### **What are all of the possible characteristics of this condition *in general*?**

According to the New Brunswick Department of Education, symptoms of ADD and ADHD are the following: The student is fidgety; the student is slow to respond when asked to give a direction, when asked to give an oral response, or when asked to complete written work; the student often misperceives social situations; the student leaves his seat at inappropriate times; the student runs or climbs or is generally overactive in inappropriate situations; the student talks excessively; the student has difficulty playing or working quietly; the student is always on the go; the student tends to blurt out answers; the student has trouble waiting for his turn; the student interrupts often; the student has difficulty following through on instructions; the student has difficulty maintaining attention on the task at hand; the student loses things necessary for tasks and activities at school or at home; the student has difficulty listening; the student fails to give close attention to detail; the student seems disorganized; the student has trouble with tasks that require sustained focus; the student is forgetful; the student is easily distracted.

### **Which of the above characteristics are exhibited by the student?**

Jeremy is fidgety; he is slow to respond when asked to repeat a direction, when asked to give an oral response, or when asked to complete written work; he often misperceives social situations; he leaves his seat at inappropriate times; he has difficulty playing or working quietly; he has difficulty following through on instructions; he has difficulty maintaining attention on the task at hand; he loses things necessary for tasks and activities at school or at home; he has difficulty listening; he fails to give close attention to detail; he is disorganized; he has trouble with tasks that require sustained focus; he is forgetful; he is easily distracted.

**What is the influence of these characteristics on learning, classroom behavior and peer interaction?**

Jeremy is a very intelligent and capable boy, but his undiagnosed condition is so severe, he achieves at a much lower level than his capability. He constantly plays with his hands, is rarely ever looking at whoever is speaking, and usually cannot give a correct answer because he was not listening. In fact, he sometimes gives an answer that is completely irrelevant from the question. It is interesting to watch him at times; he often appears off in his own world, especially when he is up walking around. He looks around almost as if he is in a daze. Jeremy usually interacts well with his peers, and he does have several friends in the class that he always talks to and plays with. However, he sometimes misinterprets his peers' actions around him and often accuses them of making fun of him or bothering him, when they were not doing anything intentional to disturb him. I think this has a lot to do with his immaturity, but also that he cannot focus for any period of time of what the students around him are actually doing.

**What role do the parents/guardians play in this child's learning?**

Jeremy's parents are very involved in his homework. I would say that they, or at least the mother, is too involved. My mentor and I sometimes see homework turned in that is not in Jeremy's handwriting. This has led me to believe that even when Jeremy does write his homework, his mother just gives him the answers. My hunch is that it is too much work to try to get Jeremy to focus on his homework, so doing the work for him is the easiest thing to do.

**Are other professionals involved in the child's learning in school and/or without?**

No.

**What assessments have you and your mentor teacher used to evaluate this student's learning to date?**

We have tested his reading fluency at the beginning of the year and in the middle. His scores show that he reads at a slower rate than I believe he is capable of. Each of his math unit assessments reflect his inability to focus during math lessons. Working with him one-on-one at times proves to me that he can achieve at a higher level, but he just gets lost in his own world when he is amongst the group.

**What accommodations have you and your mentor teacher tried prior to the beginning of the second semester? What were the results?**

One thing that I try to do with Jeremy is be calm and positive with him and always make eye contact. As soon as he feels like my mentor or I are telling him he is doing something wrong, he shuts down and does not work. Sometimes it is necessary to reprimand him when he continues to not pay attention or refuses to work, but I usually try to work with him in a positive manner. I also make sure I compliment him and/or give him a good behavior

coupon when he is paying attention and working hard. These strategies usually work well, and Jeremy will often produce good work or stay on task for some time when I put these strategies into play. However, there are days when no amount of positive support reaches his incorrigible behavior, and we must reprimand him and give him a time out so that he knows his behavior is inappropriate.

**If you have tried a new accommodation since TE 803 began, please briefly describe it and the results so far.**

We have not tried any new accommodations since.

**What accommodations might you try, based on class readings, class films, class discussions, and/or additional reading and why? Be specific here and defend each suggested accommodation.**

I think one accommodation that would work for Jeremy is being more active or taking more breaks throughout the day. I have, in the past, taken a few minutes in the middle of the day to stretch out with the kids and get our “wiggles” out. I noticed that this refreshes my students and helps them get back on track, especially the students exhibiting symptoms of ADD. I would really like to be more conscious of doing this everyday, or maybe even twice a day, after students have been sitting for a while. Jeremy may be able to focus a little better after doing some stretches and moving around.

Another accommodation that may work for Jeremy is assigning him a study buddy. There is one student in particular that Jeremy is good friends with, and he is one of the highest students in the class. He is one of the only people to whom Jeremy will always listen. If this boy would agree to work with Jeremy as a teacher and not just give him the answers, this might really help Jeremy stay more focused and complete his work. I think it would be worth trying.