"Video games are like a high-tech vacation! Good teachers show plenty of videos"

Jeremy
Student Demonstrating Giftedness and ADHD, Inattentive Type

Demographics

Age: 9-year-old boy
Age of Identification:
    as Gifted: 7
    as ADHD: 5
Grade Level: 4th

Description of Individualized or Specialized Education:

- Pull-out classes for students demonstrating exceptional intellectual/reasoning ability
- Resource pull out class to address weaknesses

Technical Comfort

PC: Very intuitive mouse navigation, difficulty with typing
Internet: Very comfortable
Mobile Devices: Moderately comfortable
Other: Very comfortable with video games and simulations

Personal Background

Jeremy is a boy who is educated in a suburban public school system. Despite his intellectual ability, he has been largely unsuccessful in school because of the difference between his demonstrable skills and the required work in the classroom. He prefers to work alone, never completing tasks in the same timeframe as his peers. Jeremy is talkative, even to himself, and can be bossy or express strong opinions, making it difficult for his peers to interact with him. He is creative and has a vivid imagination and is somewhat of a "loner" that values his alone time. He craves sensory feedback and uses manipulations of objects to help him concentrate. He feels more calm, secure, and focused with a great deal of simultaneous stimulation yet can become highly agitated when very little is happening around him.

He is perceived by his classmates as getting "special attention" from the teacher. He becomes bored easily with most classroom subjects except for science. He can be more emotional than his peers and relates better to adults than his peers. Although he often looses materials and tools, he has pride-of-ownership in and will take care of possessions if they are important to him. In his need for order, Jeremy resists new things and may be fairly oppositional. He is, however, comfortable with and interested in technology.
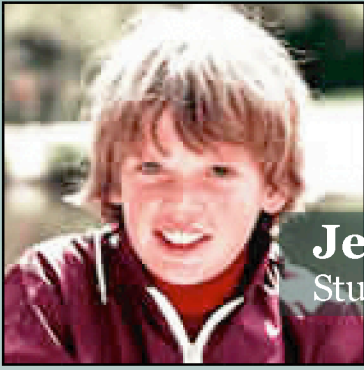
Needs

- Requires alternative means of representation, expression, engagement and assessment that define Universal Design for Learning
- Strong need for novelty in the learning environment to maintain attention and focus
- Allowances made to play to Jeremy's strengths, i.e., generate his own questions and projects based on subjects he's highly motivated to learn
- Time flexibility
- Order and structure (even if Jeremy appears disorganized)
- Stimulation and sensory feedback (chewing gum, tactile, music, standing, etc.)

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Motivations	Scenarios	Features	Behaviors
Learn about different types of intriguing, educational web sites	• Use Google to search the internet for educational games/simulations that pertain to the lesson activities	• Browser capability • Google search feature • Keyboarding ability	• Jeremy enters information on a mobile device about a subject for more in-depth exploration beyond classroom teaching
Maintains attention/focus when allowed to incorporate preferred learning style	• Developing projects that include using multiple senses (visual, auditory, tactical) to decrease boredom	• Drawing application • Multimedia capabilities	• Using a stylus allows Jeremy to draw (storyboard, concept map) while listening/viewing educational video clips
Daydreams about solving issues related to Science	• When 'at the point of inspiration' record thinking process	• Browser capability • Personal blog site	• He navigates to a secured blog site to record reflective thoughts or solutions to problems