Chantalle Carr

Teaching Elementary

Special Needs Child Responsibility

 The child chosen to be the focus of this assignment is Caden Raffiani in the second grade class I help teach. I have talked to Mrs. Tiani, Mr. Sullivan and Ms. Parisi, the classroom paraprofessional, about Caden to help me get a better sense of who the student is. Caden has more of a behavioral issue than a diagnosed disability. He is a sweet child and seems to have an unlimited amount of energy during the PE class. Mr. Sullivan also informed me that, though it may not fully look like it, Caden is a year behind his other classmates.

 With all the energy that Caden does have, I thought that he may have been diagnosed for ADHD, which is not the case. He does get distracted very easily, especially when there is equipment around on the floor. To help him stay focused in Mr. Sullivan’s class, he is usually in the front row. This helps eliminate the possibility of Caden getting into any trouble while surrounded by his classmates. Ms. Parisi says that if he is getting extreamly distracted an easy way to help him come back to his instant surroundings is to gently just put a hand on his arm or shoulder. This helps calm him down a little and lets him know that you are there for him and is a great technique to know of. In the gym, it is a different story; he loves to move around and will sometimes get a little ahead of himself from time to time.

 Mr. Sullivan had informed me that the best way to make sure Caden knows what we are doing is to sometimes ask him to volunteer to help us demonstrate what we are learning that day. Ms. Parisi agrees with this as well when she was telling me about Caden. She had mentioned that he has trouble just watching the demonstrations and then having to go do them on his own, he works better with a demonstration and then a chance for him to do the skill step by step. I am going to make sure that he is sitting in a good place that helps him see how each skill is performed and so I can make sure to watch him throughout the lesson. It is easier to reinforce behavioral needs when the student is front and center. They are less likely to do anything like acting out, because they know the teacher is watching them. I also need to make sure I am patient with him as I know he can be patient with me and know when to not interrupt someone talking.

Caden does not have a lot of different people at Wheelock assisting him; they do not think that he would need that much help. He does however have a Title I tutor for his math class and an assistant that helps him through his art class. He is not a bad child; he just needs the reinforcement to help him stay focused. He is more of a visual learning, so the demonstration and explanations during my lesson are great ways to help him see exactly what I want him to do. Which is very helpful for me to know, as I could keep an eye out for when Caden raises his hand to help demonstrate and be able to reward his good behavior by asking him to help me.