

Case Study

Z is a bright young man who is underachieving in his GCSEs due to a diagnosis of ADHD which significantly impacts on his ability to attend to tasks in a focused and productive way. He does respond well to most strategies, e.g. having an independent task at a level he can understand as soon as he enters the classroom, firm and consistent boundaries with clear expectations, breaking down tasks into small chunks and being provided with written checklists. There is a strong home/school relationship and homework is monitored closely this way with parent taking an active role in ensuring he consolidates his learning. This is not always effective though as Z is adept at using avoidance tactics.

Presenting needs

- Z has a very short concentration span with difficulty remaining focused on the task at hand.
- Z's impulsive behaviour leads to Z missing vital elements of teaching and learning.
- Z is easily distracted by others and can easily distract others in the classroom.
- Z does not always co-operate with support, he often refuses to follow instructions such as moving away from distractions.
- Z can be self directed and will become confrontational if challenged.
- Z falls out with friends regularly and finds it hard to control his negative behaviour when presented with perceived injustices. He lashes out at times or walks out of class.
- Z has difficulty with handwriting, it is not always legible.
- Z has difficulty managing his emotions and frustrations and can become upset to the point of crying as he struggles to articulate his feelings.

Progress

Z is underachieving in all subjects and is at risk of not gaining the GCSE's at grades he is capable of. He is beginning to become more aware of the impact of his behaviour and has been working with a mentor to reflect on this with the aim to develop a more positive attitude towards learning and his future outcomes. However, in class once distracted Z rarely regains focus and spends the majority of the lesson misbehaving, resulting in him being asked to leave the classroom.

Z does show good understanding of the topics covered in most lessons but his work is very inconsistent, and because of this he is working behind his peer group which in turn results in Z becoming uninterested in the lesson and restless.

Other factors

None.