

Case study 15

10-year-old girl is communicative, speaks fluently, clearly expresses thoughts, answers questions, listens, clarifies, has good spatial awareness, can perform even complex tasks when focused and not anxious. She is popular with friends, active. Her attention is short-lived, she is prone to getting absorbed, easily distracted. At first the girl performs tasks relatively and quickly, but when she gets tired she becomes chaotic, anxious, rub a lot, but does not give up and try. Student struggles with tasks requiring multiple actions, reads with difficulty, but comprehends text well when read by others. She is prone to manipulation, has many learning gaps due to emotional problems, lacks motivation for learning. It seems that problems are more emotional than intellectual. The girl lacks boundaries, commitments, and responsibilities, leading to apathy and complete demotivation.

Key words: easily distracted, chaotic, anxious, manipulation, demotivation.

Needs-solutions action plan

| Student behaviour | Recommendations for action |
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| Inconsistency of work, jumping of thoughts | <ol style="list-style-type: none"> 1) Individual assistance with large-scale tasks. 2) Questioning strategy - Ask, "What do you need to complete in this task?" Repeat the question until the student(s) reaches the set goal. 3) Determine the exact time of completion of the work. |
| Inability to concentrate | <ol style="list-style-type: none"> 1) Before the task, tell how to focus: "Look at me when I speak; watch my eyes." 2) Ask the student to repeat. 3) Involve the student in active participation in the lesson. |
| Inappropriate attention to oneself, desire to show off | <ol style="list-style-type: none"> 1) When the child makes a mistake, direct his attention in the right direction. 2) Explain how you should properly draw the attention of others to yourself. 3) Help the child to focus on himself and not on competition with other children. 4) Try to make the class a united team. |
| Distraction, inability to find a task, leaving things behind when changing workplace | <ol style="list-style-type: none"> 1) Teach the child to concentrate: "Now we will finish... the work, the next task..." and to choose the necessary materials for the work: "Now you will need...". 2) Specify the necessary material, list the steps of the task. 3) Specify a suitable place to put the material. (Everything has its place, and there is a right place for everything). 4) Find a helper. 5) Praise for appropriate behaviour. |
| Chatting | Teach your child to raise his hand and tell him when it is forbidden to talk. |

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| Inability to freeze in place. | Let the child move. Give it a suitable place. |
| Inability to work quietly in a group, disturbing others, jumping out | 1) Sit the child next to you so that you can see well and control him with a direct gaze. 2) Praise the child at the right time. |
| Inability to work in a team | 1) Give the child a responsible job: being the team captain, looking after or passing the balls, counting the team's points. 2) Try to keep the student close to you. |
| Frequent endangerment of others without understanding the consequences | 1) Explain what the consequences might be and what constitutes them. 2) Teach the child the rules: stop, look, ask. 3) Assign such a child to a pair with a dutiful partner. |
| Difficult communication with adults | 1) Show positive attention. 2) Talk to the student individually about his behaviour: "What you are doing is... A more appropriate way to achieve what you want is...". |
| Self-doubt, disappointment | 1) Encourage the child. 2) Teach him to analyse his behaviour and find his strengths. 3) Teach to ask yourself: what am I doing and how will it affect other people. 4) Help the student to reveal his advantages and opportunities, create conditions to demonstrate his abilities. 5) Praise the student. |
| Misbehaviour during breaks | 1) Specify the purpose of breaks: "The purpose of this break is to go to the library and ...". 2) Encourage participation in teamwork. |
| Failure to take your turn, stop in time | 1) Remind them to speak one at a time, before raising their hand. 2) In physical education classes, play relays, games where you need to stop suddenly at a drawn line. |