



TOM

Tom is a 7th grader with “learning disabilities in all subject areas” according to his records, and a medical diagnosis of AD/HD. His intelligence scores are reportedly in the low average range. He currently receives all instruction in general education classes by his and his parents’ request. His most difficult class is science in which it is reported that he doesn’t turn in assignments on time or follow teacher directions very well. According to his teacher, when directions are given for individual written work, Tom wads up or tears up his paper. When the teacher asks him why he does this, he says he doesn’t want to do the work, and he shouldn’t have to do it. If the teacher presses him to do it, a verbal confrontation usually occurs. At these times, Tom quickly appears “out of control” and shouts profanity. His parents describe him as having a “short fuse.” Tom has a few friends he sees on a limited basis, but they too are aware of his volatile nature and appear “afraid of his temper” according to the school counselor. He has no history of starting fights, but somehow has gotten into numerous ones in the neighborhood, his parents report. Tom has had several office referrals, after school detentions, and 6 out of school suspensions. He usually sits by himself in class, has a “gruff” exterior and rarely talks to other students. Students tend to giggle or turn to look at him when he is having a “discussion” with the teacher. He periodically complies with on-going commands such as, “Get out your book,” or “Open to page 234.” He also tears up papers and swears under his breath a high percentage of time in the class. His teacher estimates that the reading level of the text worksheets are difficult, even for some of the more capable students, though he gives everyone key points to help with comprehension.

NOTES: