

1. Can you tell me about your child's exceptionality?

He was diagnosed ADHD at the age of 7. No one ever brought it up in the school system. Teachers complained that he was falling behind but never suggested any formal assessments. He now has an IEP after finalizing his diagnoses. She doesn't think he needed the IEP sooner because he was more disruptive at home than at school. Once he started falling behind at school, she decided to get a formal diagnosis which was in grade 2. His exceptionality is unpredictable. What it means for him is he likes to use it as an excuse to try to get out of things, such as behavioral things. If he is misbehaving, he uses his ADHD as an excuse for why he is behaving in certain ways. If he has a burst of energy and runs around the house, he will have these symptoms from his ADHD. He seeks attention, has burst of energy, tries to be funny and when you laugh at him, he can get out of hand and keep going for more attention.

1. What was your child's introduction to school like?

It was good, he liked it and still likes it at school. With his ADHD, he is a social butterfly and the opposite of what she feels the typical child with ADHD is like with being nonsocial. The only thing he had trouble with is that there was a child on the Autism spectrum in his classroom. He had a bit of trouble with that, but they became very good friends, even though they continue to have fall outs and then rekindle their friendship. They had a lot of similarities, so when one was not agreeing with something the other child didn't understand why. If the child with autism shrugged him off, he was not understanding why he wouldn't hangout with him. Around the time when his learning was starting back in Kindergarten, he was fine, and his exceptionality went unnoticed. He participated in a floss computation in front of the entire school and competed in front of everyone. He loved attention, the competition included competing against all students and teachers and he thrived on the attention and ended winning the competition at the age of 6. From there on out he was called floss boy, out in the public. Then entering grade 1 that is when teachers started to see him fall behind in reading and writing. He did fine in Math. Then going into grade two he continued to struggle academically and fall behind, so this prompted his mom to get him formally assessed.

2. How was 'your experience' with your child's start to school?

She started him off in daycare at the age of 1 so the transition was easy.

3. Tell me about any barriers your child has in regard to learning?

He has a lot of barriers with reading and writing and focusing. He is currently about a year behind in reading and writing. He is on target with his Math. He is well received socially by the other children, which can be a distraction for him. He interrupts the teacher and can be disruptive in class. The teacher will send him off with the LART when he is being disruptive to the sensory room. He no longer gets to go to the sensory room. There was a swinging hemic that he would use to release energy and he would play with sensory toys. Now instead of going to the sensory room he will be sent outside to run laps around the school. She feels like he is being excluded from the classroom. Sometimes she will be called by the teachers to come and take him home from school.

She feels like it is an excuse because they are having a bad day managing him. The last time she received a call, was because her son told the teacher he had a sore throat. The parent didn't think the students was actually sick and that the teacher used it as an excuse to send him home. The parent stated the teacher failed to think about it just being a dry throat which was likely because he was wearing a mask all day. There was just the one symptom, so she believed she was called just because her son was unmanageable in the teachers' eyes, and it was an excuse to send him home. Last year she was called very often to take her son home from school and felt this was him being excluded from the classroom and not welcomed. The teacher couldn't handle his hyperactivity and felt overwhelmed so she would send him away. My son dreaded this. She as a parent also finds it to be overwhelming at times, so she understands. The student feels like when he has a question it needs to be answered right away and if you don't answer the question, he will say the teachers name many times until he gets his answer. He has issues with patience and doesn't understand taking turns.

4. Can you tell me about obstacles your child has faced in the school setting? She thinks it depends on the year and teacher. There are some teachers that really understand and try to include him and others that can't handle him. One year it would be fine and another year it is not. He is okay with the teachers and usually listens. He will definitely listen more effectively to a male teacher over a female. They have not had the experience of not connecting with a teacher yet. Now that he has one on one time, he can have the time to learn at his own level, however, there was a time where a teacher gave a spelling test, and he got the spelling right but used capitals. The teacher marked his answers wrong because he used capitals instead of lowercase. The parent didn't agree with this because the spelling was correct, but he used the wrong sentence case. He studied for this spelling test at home with his mom because prior he was getting 2 out of 10 correct. He went home and studied with mom to try and do better and ended up getting 6 out of 10 on the test but was marked wrong due to sentence case. She felt this was unfair because he worked hard to just get the answers right, so differentiation wasn't accepted. What is the point in trying if they aren't getting recognition? The parent crossed out the teachers mark and put her own mark on the test, signed it and sent it back to the teacher. She felt like the teacher was bringing down his self-esteem.
5. What are some tools that have helped your child's learning improve? Flash cards have helped with reading, one on one reading and writing, body breaks. Working at his own pace and not forcing him to do things because he will rebel. Listening to him and his needs. Stress toys, such as fidget spinners.
6. What plans in place were not successful in your child's learning and why? What could have been done differently? Punishing him for behavior, punishment doesn't work for him such as taking things away. What can be done differently is just listening to him and trying to understand the situation as oppose to punishing him. Praise him for the good, instead of pay attention to the bad.

Guardian Interview 1, Student 1 age 9 in Grade 4

7. What is something that has been successful in overcome a challenge? Acknowledging the good and praising his successes.
8. Do you/child feel that you have had enough support? Not really in all situations, because she tried to help him at home, things were improving but it wasn't recognized.
9. What do you suggest teachers do to manage when they are feeling overwhelmed with behaviors to be more effective? Teachers need to take self-regulation courses to help them manage their stress so that it doesn't come off on the student.
10. Explain what peer interactions at school have been like? They have been good; he likes to help. He used to go in, in the morning and was given a job. He used to go in early and help the teacher set up the classroom and take chairs down and setup tables. The reason why he is more included is because he is in an inclusive classroom.
11. What school supports are in place such as an IEP? IEP, resource teacher and exercise.
12. What does a typical week look like for your child? I can really only speak for the week at home.
13. Does your child enjoy school? Yes
14. What learning tools are used? Routine, physical activity, one on one learning.
15. Have your child's teachers been successful at making your child comfortable? Yes, for the most part, I think they have made him feel comfortable.
16. Has your child experienced a segregated classroom, if so, what was your child's experience with this? No, he has always been in a regular classroom, if he was in a segregated classroom, he would not like that because he is very social and wants to be a part of everything and not be left out.
17. As a parent of a child with an exceptionality would you recommend a segregated classroom or oppose it? No, I would oppose it. I think it would make him feel not so normal.
18. Was your child excluded from social interactions with other students and if so, what do you feel was a contributing factor to this? Yes, he has been, I defiantly feel his hyperactive personality was the contributing factor.
19. I there any other information that you are interested in sharing, such as 2 stars and a wish? I wish teachers wouldn't center him out when in a group when all the students are misbehaving. He seems to automatically be treated as the one at fault even if he wasn't contributing to the misbehaviour.

20. Is there anything you feel that could be done differently? I feel there's a lot that can be done differently, in accordance with, learning disabilities. ADHD has to be one of the worst because often times people just look the child as being bad and do not consider ADHD as a disability at all. It needs to be more recognized, but it is also over diagnosed.