

Item # 1– Contrast Jason Jones and Janice Johnson according to materials we have addressed– give strengths and weaknesses according to the neuro-chart and Levine; record any thoughts you have regarding the “divergent” nature of the learners or any “learning disabled” indicators.

****You do not have to use every part of each theory..just choose several of the most relevant points****

Jason (12 years old)

- wears bifocal lenses
- learned to read aloud well through phonics
- often forgets meaning of new key words
- has some comprehension problems with reading
- tends to misunderstand about 10% of what is said to him
- in speaking, he uses incorrect words, such as substituting *limp* for *lamp*
- excels with mathematics facts
- answers most objective questions well once comprehension of the question is achieved
- sustains his attention well
- recalls events and when they happened
- is awkward with peers, they refer to him as a “space cadet”, makes irrelevant comments
- low athletic ability, eye-hand coordination is poor
- does his homework consistently

Janice (12 years old)

- difficulty with learning to read, finally approached competency through a whole-language approach
- large speaking vocabulary
- understands and recalls directions and expectations but does not always follow them
- draws well and likes art classes
- worst subject is math
- does not complete homework, especially math
- often does not try to answer objective questions, tests poorly even if she knows the content, says she cannot think of the answers quickly enough
- poor sense of time and sequence of events
- tends to focus on extraneous peer-related events in classes
- very popular with peers
- good at dance, basketball, tennis
- adept at consumer science

Adult Case of Johnny Ray Rabon

A lot of confusion exists regarding learning disorders vs. divergence. Try to analyze Johnny Ray's behaviors and possible underlying problems.. could this be the divergent learner at 30 years of age, or someone with more serious obstacles?

Jill was sitting at home about 6:45 PM, waiting for Johnny Ray to come strolling in as always... not a care in the world. Then, they would feast on the take-out orders of steak and cheese sandwiches and delightfully greasy french fries. No vegetables of course. Their evening will be like most. Jill will be trying to communicate with Johnny Ray, who will look about the room, stare at the TV and then at the microwave dial..and then will say HUH? about every 2 minutes. He didn't mean to ignore Jill - but he never could retain anything she told him, particularly when it came to things he needed to do or pick up at the store, etc. It was like he was too LAZY to concentrate on what she was saying. And he almost never picked up the right things at the store, if he went at all. Jill was increasingly frustrated after 2 and ½ years of marriage to this gentle but inept man. She noticed more and more his somewhat glazed stare, as if he saw things she could not see..Odd, it was.

Jill hated it when she took Johnny Ray with her to parties. He could never figure out to whom he should pay attention, and he would always say things which would embarrass Jill terribly.. Like talking about her weight to other women at the party - HER friends. Sometimes, someone would be announcing something or offering a toast, and Johnny Ray would pick that time to blurt out something crazy, like *where are those hot wings somebody said was here?* He was like *having a bad child in a quiet grocery store*. When Jill cried on the ride home, Johnny Ray appeared confused and never understood why she was upset.

Jill had noticed that Johnny Ray would begin to sing in church, but would then quickly stop and put the book back into its holder..he would look disoriented, nervous. When Jill would ask about it later, he would make vague remarks about how the words *looked funny* to him. Jill would start thinking that this is why Johnny Ray had to work so hard at a job..he was (thankfully) successful as a steel fabricator...he could probably not have kept a job where interchange was important.

Once, Johnny Ray had been involved in a traffic accident on his way home; he was very upset by it, said he did not know what to say to police on the scene, and could not clearly explain to Jill the events leading up to the fender-bender. What he reported to her made very little sense, and the police arrival was always the first scene in his recollection.

Jill had to be grateful that Johnny Ray at least had a good job and seemed attached to her..but she wondered how hard the future might be.

What do you think about Johnny Ray's symptoms? In addition to any others you noticed, how about the problem or instance of:

- ▣ not paying attention to Jill
- ▣ not completing tasks she requested
- ▣ his awkwardness in social settings
- ▣ his problems understanding Jill's point of view
- ▣ the church scenario
- ▣ his accident and the behavior following

Last Case: Danny McLester 11 years, 1 month old, 6th grade, would make any teacher feel irritated. What *that* boy might mess up next was beyond anyone's predictions. Danny could have learned very quickly in his reading and math classes, and he did learn well when he was in the mood. He was most often NOT in the mood. Danny was a kid who tested poorly even

when he knew the material; like - the test just did not engage him sufficiently.

Mrs. Kurten asked him one day...*what is it with your thinking, Danny...what IS it? You did not answer even half of the questions...*

I don't really know, answered Danny. I am thinking so many things..I think about my grandfather coming tomorrow and I can see us in that boat having a BLAST..and he's singing those old songs he sings and we are catching fish, and then I think about Christmas holidays coming up and I can see me on that new go-kart, roaring down the street I live on and howling like a werewolf..and then I think about this stuff and I just can't seem to make myself keep thinking about it..and I see how long the test is and I just give up.. I think I know the answers but it just takes too long to figure out how to say it in writing..I'm sorry..

Mrs. Kurten...*Well, you know what your academic record is gonna look like..I know you are smart, and you know you are smart, but that college you want to attend and that boss you want to work for..they are going to believe you are not smart...you have to think about that...what will happen to you on the SAT?..*

What issues/concepts (we have covered) can you find embedded in this scenario?

What is your "diagnosis" on Danny?

