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The subject of this case study is a student called B. B is an average looking 6 years old boy. He is average height, slim, he has cabbage ears and some freckles on his face. In the morning classes he is neatly dressed in the school uniform. In the afternoon, after the 1 hour lunch break, when he usually plays football, he is sweaty and his shirt is untucked. Pretty much like all the other boys in the class.

I have known B for a year now. He is a student in one of the classes that I teach. We meet every day so I had the opportunity to get to know him and his abilities well. It struck me already in the first weeks when I started teaching the class that B never pays attention. He usually occupies himself with scribbling numbers or Thai texts. He hardly ever looks at me, the teacher, and he hardly ever raises his hand to answer questions. He keeps himself busy.

However, if I call out his name, he looks at me with very intelligent eyes, and while we talk he is extremely focused. We have constant eye contact, he understands all the questions and he can give the correct answer very quickly. When he sits down, he starts scribbling again.

Stepping stones is a flashcard activity. After reviewing the pictures on the flashcards, the teacher puts down the flashcards on the floor after each other, one step away. Students then have to walk through these „stepping stones” always saying the appropriate word on the flashcard they are currently stepping on. B is the only student in the whole grade who can walk through the stepping stones saying the words as fast as I can – if not faster.

Writing words on the whiteboard: We regularly practice writing words at the whiteboard. Boys and girls line up at the whiteboard, the teacher says a word, and the students have to write it on the whiteboard. Whoever finishes first writing the word on the whiteboard correctly is the winner. Nobody can beat B. By the end of the year some of the girl students refused to compete with him because they did not want to lose.

Counting at the whiteboard: In maths class students sometimes have to come to the whiteboard again and play a relay. The teacher says an addition or a subtraction, and the students have to write the answer on the whiteboard. Nobody can beat B.

Flash is another flashcard activity. Students make two lines and the teacher stands at the front of the two lines facing the first pair of students, with a pile of flashcards in his hands. The teacher flips over one flashcard so that the students can see it. The students have to say the word on the flashcard as fast as they can. Nobody can beat B.

I regularly use worksheets during classes. There are 31 students in this class. It is me who hands out the worksheets to all the students. By the time I hand out all the worksheets, B finishes the task. He is always the first.

B is clearly the most intelligent student in the grade level. With his speed he surprises even his classmates. His receptive skills – reading and listening – are excellent, while his productive skills – speaking and writing – are far beyond his peers’.

In my school every teacher has a pile of flashcards that we call „daily questions”. These cover everyday topics and are used to teach students how to talk about themselves. For example: What food do you like? How many people are there in your family? What is your favourite subject? When is your birthday? Where do you live? Etc...

One of the questions is: Who is your friend? On one occasion I asked B this question. In his answer he named one of the most intelligent girls in his class as his friend. „Birds of a feather flock together.” He has no difficulty in dealing with his classmates or the teachers. There is no inconsistency in his behaviour, and he does not change emotions.

As you may have realised by now, B never pays attention and occupies himself with scribbling in class not because he has attention deficit, but simply because he is bored. He has good social skills too, the proof of which is that in the course of the year he switched from scribbling to talking to his neighbors.

As a teacher I feel very happy to have such a gifted child in one of my classes. It is like having a rough diamond. Or a plant that grows much faster. I feel that I am responsible not to neglect it. I have to cultivate it. What I found that he likes to be the help of the teacher, so I began asking him to help me hand out the worksheets to the class. Another way of keeping him occupied is asking him to explain things to his weaker classmates, which he does with pleasure. Also, if I ask a question and no one can answer in the class, I know who to turn to. And last, but not least, if I find a mistake in his written work, I don’t tell him the correct answer, but challenge him to find his own mistake in his own work.

The psychological theory related to the case of B is „Children who are gifted”. It is clear that his information processing skill is far more advanced than his peers’. Attention must be paid in the future, for if he is underchallenged for a long period of time, he may become disruptive. Teachers need to challenge him in a positive way.