

Jasmine

Speaks Spanish and English, Has Lived in Other Countries, First in His Family to Attend College, Lives on campus, ADHD

- + a project butterfly
- + an idea generator
- + a hands on learner
- + skilled at drawing and art
- always asks a lot of questions, but not always on topic
- can be disruptive during large group activities
- can become bored and frustrated
- does not always complete her work or follow directions
- has a short attention span, is easily distracted

Problem statement

Jasmine needs strategies for sorting through and deciding on ideas because she has so many good ideas that she can't pick one.

Thomas

Family of Artists, Was Home Schooled, Transfer student, Works, Dyslexia

- + curious, creative, and persistent when engaged
- + good at finding connections between disparate content
- + thoughtful, a deep thinker
- difficulty paying attention in class
- reads slowly and does not always comprehend what he is reading
- struggles with writing
- did not disclose his disability to the disability support office

Problem statement

Thomas needs scaffolding to get through steps because he struggles with organization and time management.

Peter

Parents are classics professors, Visual Impairment

- + has excellent memory
- + fully engaged in class discussions
- + strong written and verbal skills
- + loves listening to classical novels
- has difficulty with mathematical concepts
- gets easily frustrated when tasks are difficult
- rarely completes math assignments
- Not independent in completing assignments

Problem statement Peter needs accessible materials readily available and more scaffolded math instruction. Opportunity to discuss readings and demonstrate his knowledge is important and motivating.

Ebony

*Slam poet & Local Activist,
Graduate student, Mother of 3
school age children*

- + consistently one of the highest performing students in her class
- + completes her tasks early and gets good grades
- + positive contributor to class activities
- + knows her goals and needs
- can 'take over' in group activities
- gets bored and frustrated with the pace of class

Problem statement

Ebony needs to be challenged but also supported in building empathy for her classmates because she can tend to take over.

Zeke

*Born in China- Moved to
US at Age 7, Professional
parents, Autism*

- + has encyclopedic knowledge
- + can focus on his work for extended periods of time
- can fixate on a certain idea or task and not be able to move on
- has difficulty reading social cues, the affective state of his classmates
- likes to get his own way
- reticent to participate in group discussions and activities

Problem statement

Zeke needs support around social, collaborative work because he has difficulty reading social cues.

Diego

*Mother runs growing tech start up,
commutes to campus, Dysgraphia*

- + consistently persistent
- + empathetic and kind
- + loves to build things
- difficulty with fine motor skills
- easily frustrated
- slow to process
- difficulty expressing ideas and talking specifics

Problem statement Diego benefits from encouragement and support because this keeps him from getting frustrated.