

The first student that I chose for my student profile is a 12 year old boy named I.G.. He is an African American, military dependent child, and as such is more or less middle class. He also has a syndrome that caused him to lose hearing in his right ear when he was younger, which has still endured to this day and still affects him. As a result of this, his speech is a little slower and he has a harder time vocalizing his thoughts as well. He speaks English pretty well and does have some Ebonics dialectic influences on his speech, though it doesn't make him unintelligible. He comes from a traditional Christian family and that influences his interpretation of lessons and of information on a daily basis. His family is engaged in his learning and making sure that he stays on top of his work but behaviorally and in terms of how he is participating in class, his parents have some problems with helping him out with that.

Conclusions that I would draw about I.G. are that he may need a little extra help with comprehending material that is presented auditorily. He needs visual reinforcement for what we are covering in class. I can also understand that his parents' political views will affect him in class, for example when I mention President Obama, I have heard him have some snide remark in response, as well as mentions of gay rights or anything to do with homosexuals, and I understand that this comes often from his family environment. Because of this, and other students' reactions to similar conversations, I have made it a point to address those comments as the students make them, but also to find ways to work around conversations that may spark intra-classroom controversy. Some questions that I have about him are why he hasn't gotten a speech pathologist until this year (my team teacher and I are working on this), was it a family issue? Was it a school issue? I also want to know

what exactly I can do to accommodate him; which is where the speech pathologist will come in handy.

T.F. is the second student that I am choosing for this assignment. She is one of my few students who is not a military dependent. She is a Native Hawaiian student whose mother works for the Hawaii department of education, so I know that education is an important factor in their household. They are trying to get T.F. into Kamehameha schools, which is a school that serves students who are at least 1/16th Native Hawaiian, as a trust from a woman named Bernice Pauahi, to educate the children of Hawaii. She has been in the public school system up until this point, and they are trying to get her into the private school system to continue her education, and incorporate the cultural education regarding her Native Hawaiian heritage that she is lacking in the public school system. She is an able student who enjoys playing at recess, dancing Hula outside of school, and on campus after school. She is an 11 year old who is trying to figure out who she is just like every other 11 or 12 year old that I have in my class. As her mother works in a pretty high ranked department of education job, she is in the higher middle class, T.F. has a lot of access to resources and to support from her family.

Conclusions that I can draw about T.F. are that she is a very family oriented child, and that she cares about her culture. Ways that I could incorporate that more is to try and expose students to more native Hawaiian literature and culture, mythologies and short stories, as well as have video and information from a variety of sources. I wonder if she feels like an outsider, one of the few native Hawaiian children on campus, a non military dependent, she doesn't share a lot of commonalities with the other students. I also wonder

how she will feel if she doesn't get into Kamehameha schools, how that will affect her outlook on education.

Finally there is A. P.. A. P. is an 11 year old Hispanic American child. She is a military dependent student as well. She is an able bodied child who loves running and playing, she also dances hula after school with one of her friends. She is obsessed with the movie Frozen and everything she has either has Olaf, Ana, or Elsa on it. She grew up speaking Spanish and learned English as her second language, this affects her English and writing works a little bit, problems with conjugation of English and with spelling, but it isn't too problematic. Her family is Christian but it doesn't affect her life too intensely. When asked what religion she is she responded with "Christian I think?" which leads me to believe that it hasn't really affected her experiences that strongly.

Conclusions that I can draw about A. P. are that being a Hispanic American military dependent in a school with a high population of Hispanic American military dependents, she probably feels a sense of solidarity with a lot of the other students here at Wheeler Middle School. Her educational background, language background, and religion, all seem to have positively contributed to her being successful in school as she is a very high functioning student. I wonder how she got to this point and if I could learn from her to work with other students who don't have as strong language skills as she does.

As a result of doing these student profiles, I have begun to look at my students differently. It's easy to bunch them all together as sixth grade students, or as military dependents, but though they have a lot in common, each of them do have their own unique attributes that I need to be more aware of. Going forward I want to be putting a lot more

effort into getting to know who they are as individuals, their needs and wants, and how that can contribute to our classroom culture and how I can use that to make sure that it is an environment that is conducive to learning for every student in my classroom. This assignment has also made me think about next year and that I want to put a lot more emphasis on establishing an understanding of their needs and their life experiences, as well as share my life experiences and my culture with them, from the beginning of the year.