

The Case of a Middle School Rebel: Scene 1

Chelsea was having a great second day at her new middle school. She started 8th grade there two days ago, and she already felt like she was really fitting in, making friends, and liking her new teachers. It was the end of the day, and she made her way to the 6th grade hall to pick up her younger brother, Chad. When she arrived, Chad was sitting by himself on the floor of the hallway, and it looked like he had been crying.

“Chad, what’s wrong?” Chelsea inquired. “Did you have a bad day? I thought you had made a new friend. Isn’t his name Tommy? Are you guys mad at each other or something?”

“No!” Chad yelled as he got up from the ground and stomped down the hallway toward the exit of the school.

As Chelsea followed Chad to the door, she felt a tug on her sweater. It was Tommy, Chad’s first friend at the new school.

“Hey, Tommy,” Chelsea quietly said, “Do you know what is bothering Chad? He seems really upset.”

Tommy paused for a second then answered, “Well....he sort of got in trouble in most of his classes today, and all the kids were laughing at him.”

Chelsea felt her face getting hot as she remembered all the other times Chad had been ridiculed by other kids and reprimanded by his teachers. She wasn’t sure whether she should be mad at the students, the teachers, or Chad! She turned to Tommy, “What exactly was he doing that was so bad to make the teachers mad at him?”

“In math class, the teacher saw that Chad was not doing his assignment that was due at the end of the period, so she pointed it out in front of the class, and that made him mad. He jumped up from his desk; his chair fell over, he yelled, and then threw his pencil, book, and papers on the floor. The teacher sent him to the office. He didn’t seem to want to do his work in the other classes either,” Tommy explained.

“Thanks, Tommy,” Chelsea said. She left the school building and found Chad sitting on the steps outside.

“Come on, Chad,” she said, “What’s wrong with you anyway? Whatever it is, please don’t embarrass me at this school too. Let’s go home.”

The Case of a Middle School Rebel: Scene 2

Three weeks later.....

Chelsea was really annoyed with Chad. He was constantly acting out in school and not doing his schoolwork. Was he really a big brat or was something else wrong with him?

One day after school, Chelsea came home to find her parents in the kitchen talking seriously about something.

“Chelsea, can we have some privacy, please? Why don’t you go hang out with some of your friends for a while?” Dad said.

“OK,” Chelsea replied, “I’m going to change my clothes first.” Instead of heading upstairs to her room, Chelsea ducked out of the kitchen and eavesdropped on her parents from the living room.

Mom seemed really upset. “The school psychologist gave us this DSM-IV list of symptoms of children with ADHD. Don’t all children act that way from time to time?”

“I am wondering the same thing,” Dad commented, “The psychologist suggested we take Chad to see an expert on ADHD who will probably prescribe methylphenidate. I guess that’s the chemical name for Ritalin.”

“I heard some of the children who use it become addicted to it! Maybe that’s why kids like to use it to get high, too. I don’t know! I just have so many questions,” Mom said.

Chelsea stopped being annoyed with Chad for the moment. Maybe there really was something wrong with him. Maybe he just didn’t like to sit still in class. He seemed to be fine when he was playing sports. Why couldn’t he just start acting right in class?! She wondered what Mom and Dad were going to do about the situation.

The Case of a Middle School Rebel: Epilogue and Assignment

Chad was diagnosed with ADHD and was prescribed methylphenidate. He is doing better in school, but after doing some research, Chelsea and Chad's parents are still worried. There seem to be some long term effects of methylphenidate in some children.

To better educate the family on ADHD and methylphenidate, each group should create a brochure about ADHD. Please include DSM-IV symptoms, any possible biological basis for ADHD, treatments and the possible side effects of the treatments, statistics on methylphenidate prescription and use, and any other useful information. Good luck and have fun!

The Case of a Middle School Rebel: Assignment Rubric

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Self-Evaluation

Name _____

1. What did you contribute to solving the case?
2. What do you feel you did well when solving the case or completing the group assignments?
3. What do you think you could do better?

Peer Evaluation

Name of the peer (fellow student) being evaluated: _____

1. What did your peer contribute to solving the case?
2. What do you think your peer did well when solving the case and completing group assignments?
3. What do you feel they could do better?

Peer Evaluation

Name of the peer (fellow student) being evaluated: _____

1. What did your peer contribute to solving the case?
2. What do you think your peer did well when solving the case and completing group assignments?
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