

# Response

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**ASSIGN  
BUSTER**

Response I appreciate your detailed and critical analysis of the underlying problems in this case study. Precisely, Mr. Hamilton was frustrated by minimal effort on Danny's part. While I consent with your opinion that strategies to help Danny at home need to be such that Danny finds interesting, I am curious to know if there are games that can help a child learn Math beyond the basics. I think a more practicable solution would be to involve parents in this process since finding games comparable to the problems of Math being taught is very difficult. How about being creative and inventing small but funny games yourself to teach your child Math? Involving children in assessment is a very good practice (Whincup, n. d.). I fully consent with you that assessment should involve Danny as well so that he himself tracks his progress and feels motivated to do even better.

Response 2:

I appreciate your attempt to recognize a unique reason for Mr. Hamilton's frustration. Obviously, a teacher would be frustrated to hear from his student that he can never learn the subject that he teaches, let alone a Math teacher! I like the fact that you have emphasized upon identifying the root-case of the problem before any strategies of intervention can be finalized. It is imperative that Mr. Hamilton asks Danny why he has established that he cannot learn Math. I also think that a performance chart would be a good idea to analyze the effectiveness of the instructional interventions, but would you please suggest what factors should be included in that performance chart?

References:

Whincup, H. (n. d.). Involving children in assessment and decision-making.

Scottish Child Care  
and Protection Network.