

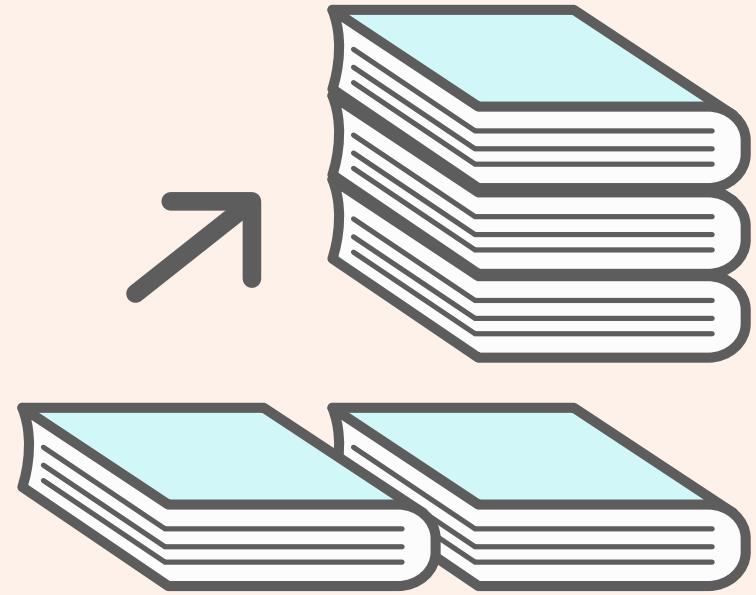
Aiden Briggs



Demographics

- 7.5-years-old
- 2nd Grade
- Midwestern, suburban Elementary School

Goals

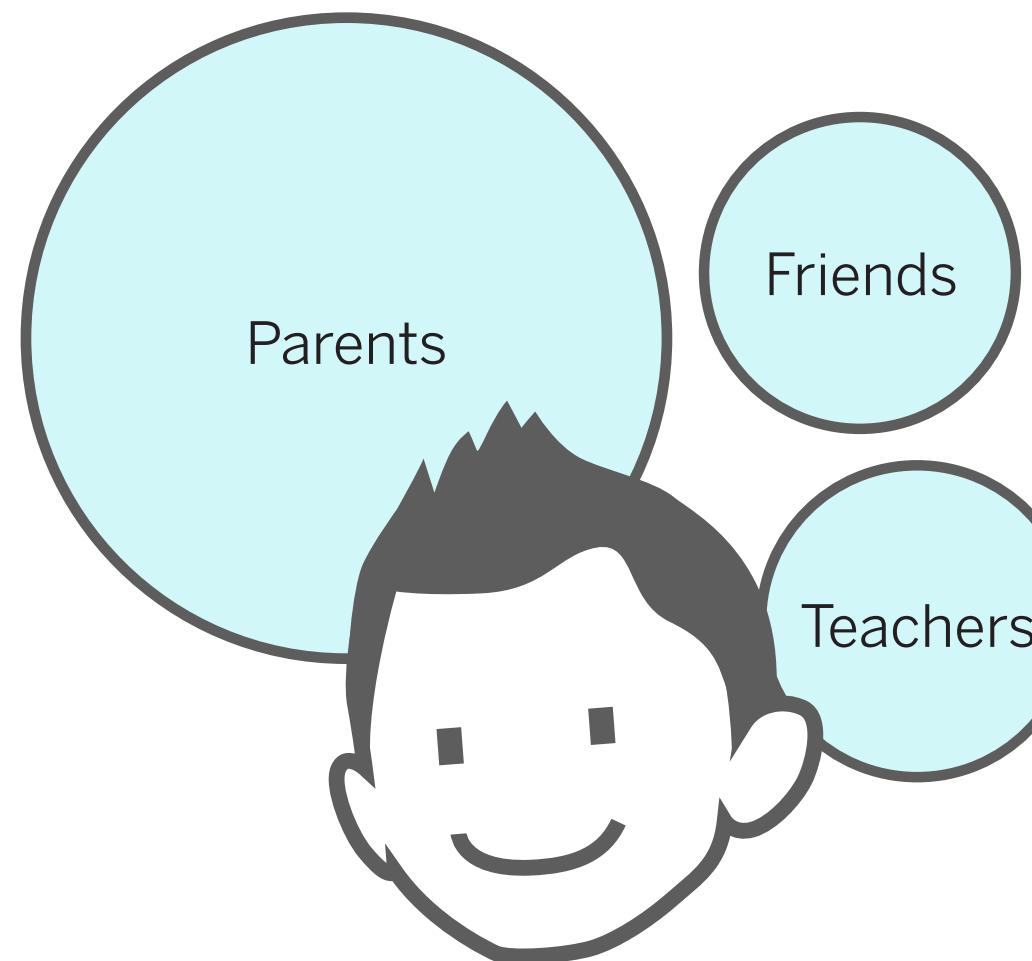


- Move up to the next reading group. He can tell he is becoming a faster reader and he is excited for a new reading badge.

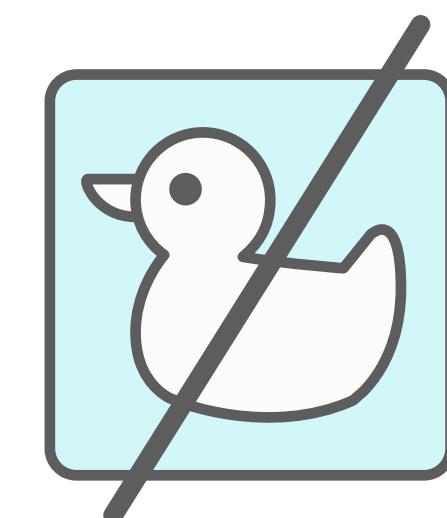


- Exert control. Grown ups are usually the ones telling him what to do. This is why he loves playing video games — he likes imagining he has all the power.

Influencers

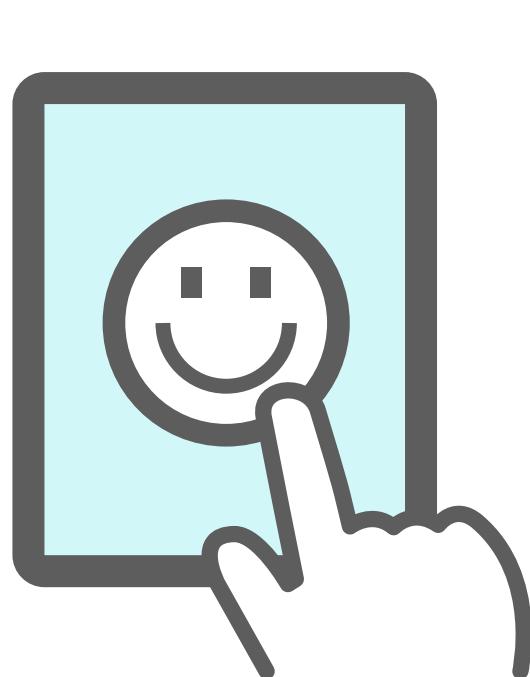


Frustrations and Pain Points

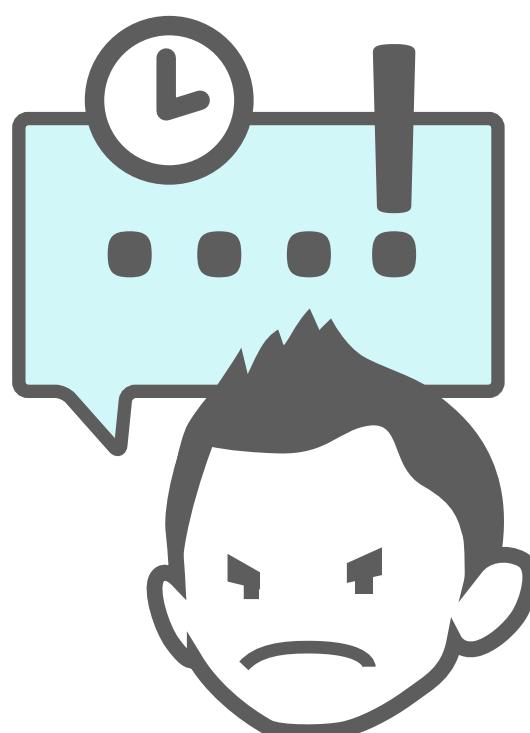


- Instructions that are too hard to understand.
- Anything that seems too babyish.

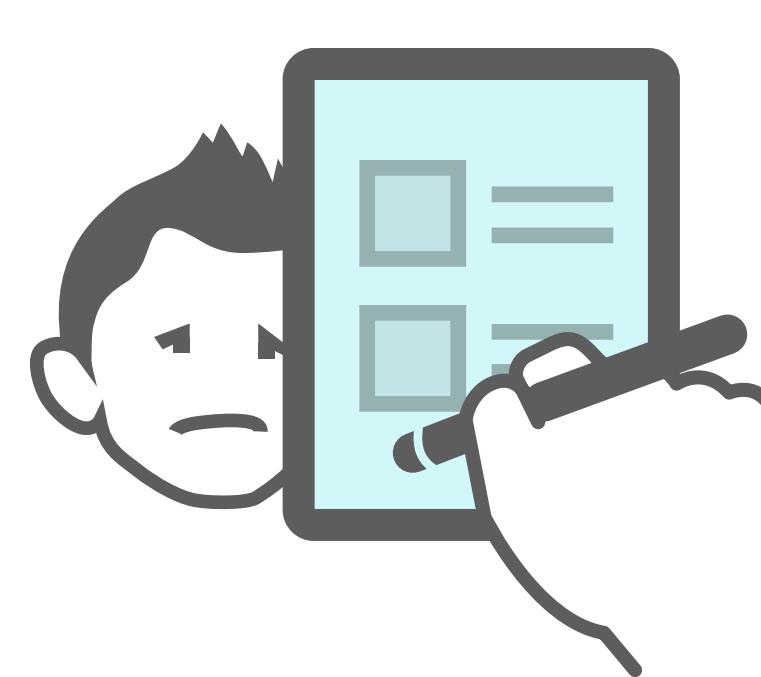
Key characteristics



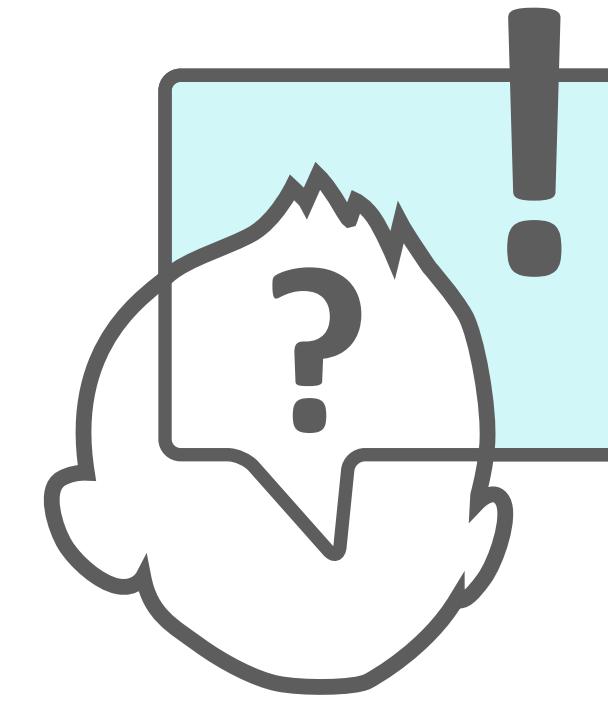
Comfortable with touch screen devices and gestures, but still working on his computer skills with a keyboard and mouse.



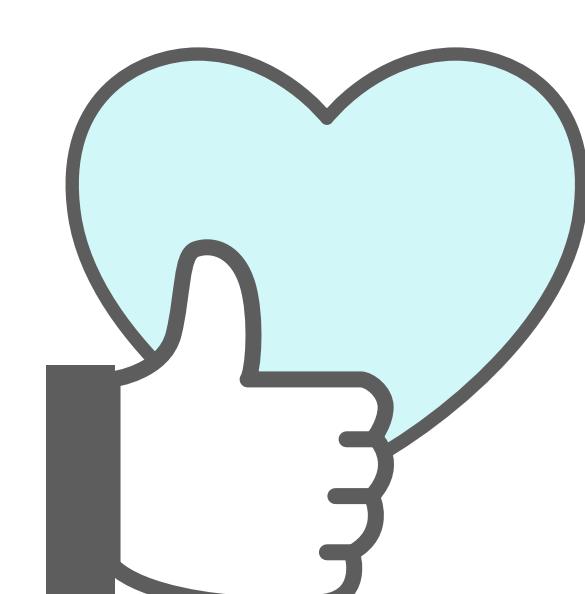
Appreciates being challenged in school, but gets annoyed with himself if he takes too long to figure out an answer to a challenging question.



Gets distracted when his teacher writes on her iPad while testing him in reading comprehension.



Extroverted, but is not as quick to ask a teacher for help during large group instruction.



Motivated by external validation, like when his teacher says he is "doing great," when he's in the middle of a test or "awesome job" when he solves a difficult problem.



Aiden's favorite school subjects are Science and Reading. He especially loves to read stories about outer space and dinosaurs. The reading group he is in with three other classmates - the 'Blue' Group - is reading a book about a class visit to a museum's dinosaur exhibit. Not only is he happy about this topic, but he can tell he's becoming a better reader. He can read faster than he ever did before! His teacher just told him he will be moving up to the 'Green' Group next week. She showed him his Reading Progress Graph from Kindergarten through middle-of-year 2nd grade ~ he was so proud of himself when his teacher pointed out how his progress line kept going up. He's ready for this next reading-level challenge ~ he gets bored when stories are too babyish or too easy. Not to mention, he's eager for a new reading badge!

As much as he appreciates being challenged in school, he gets a little frustrated when he can't readily solve a problem. His teacher asked the 'Blue' Group how a book character felt when she 'sulked' and 'stomped away' from her friends at the dinosaur

exhibit. He knew what 'sulked' and 'stomped away' meant, and saw a picture of the character stomping away, but wasn't immediately sure how the girl felt. Aiden cares about how he does in school, so even though he's reading faster, he was annoyed it took him a while to figure out the answer to this more difficult question. Sticking with the problem was finally worth it when his teacher praised him for trying hard and getting the answer right.

Aiden is also apprehensive when it comes to tests. His teacher recently tested him one-on-one in reading comprehension. She sat across from him at a small table in the school library and asked him some questions after he read a few short stories. As he gave answers, he was distracted by her writing on her iPad - he wasn't sure if what she was writing meant he was doing well or not. But she kept telling him he was "doing great," even when he was in-between stories, and that made him feel better.

Aiden is comfortable with most touch screen devices, like his parents' Kindle Fire. They let him use their Kindle for 30 minutes every day, during which he usually plays a game, like Furious Destroyer. He is

also getting slightly more comfortable with a computer keyboard and mouse. His class is practicing using both of these during weekly 'Computer Lab.' He likes this time because he gets to play games on the computer like SRA TechKnowledge.

Even though the instructor tells everyone to read the directions on the screen before an activity, Aiden sometimes doesn't understand them or forgets them once he is in the middle of an activity. Today in 'Computer Lab,' one set of instructions said to use the mouse to click on 'all the answers that applied' for a question. He didn't know what that meant, so he just picked one answer and then clicked around until the teacher told the class to click on the 'next screen' button. The instructor then told the class to look at a new picture on the screen, but he didn't realize he needed to scroll down to see it. If he was alone with the teacher, he probably would have asked for help, but he was embarrassed with the whole class in the room. He was glad the teacher quietly came over to him to show him what to do.

Amplify.