9-12 Planning Team 7&8

INFORMAL LEARNING PROFILE ASSIGNMENT: WHO IS IN YOUR POCKET?

Observations and anecdotal notes about students’ choices, preferences, and excitement and frustration. *(Gregory & Chapman, 2013, p. 29)*

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| student #1: “LIA” Grade 8 |
| **GIFTS & Strengths** | **interests** | **challenges** | **LEARNING PREFERENCES** | HOPES & GOALS |
| ArtisticLoves learningShe has a lot of empathyCaregiverReader | Reading & writing - Harry PotterArtMathMovies and TV showsInstagramTik-TokVideo games - Minecraft | Instead of fight or flight she freezesAnxietyProcrastinatesStruggles to work in groupsTest anxiety | Hands on learningVisualOne-on-one with a teacher or EA to write exams and quizzes in a quiet spaceoral explanation versus written explanationLia benefits from reader and or a scribe for exams/quiz | * To relax and feel safe
* To feel welcomed and be able to work in a small group
* To be able to show what I know without having to take tests all the time
* To find ways to schedule my time, be more organize, less stress
* To continue to love learning
* To read more series such as...
* To have someone check-In on me to see how my week is going
* NO more bullying

Her goals are daily. Currently she is just needing to get up, have breakfast, and make it to school.She is also responsible for taking care of her siblings. |
| Observations:Home life is important to her than school life, due to current family situation.No comfortable with group projects/works, possibly due to past bullying Benefits from additional time for learning tasks and test situations. The adaptive dimension variables may be adapted so use the term adaptations which basically means “good teaching”. Avoid the term accommodations as it is sometimes confused with modifications which means a program change rather than simply an adaptation, an “adjustment to any or all of the Adaptive Dimension variables. Quiet time, space to be alone may be needed to provide a calm environment.  |
| **DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE** (Adapting the Variables) |
| LEARNING ENVIRONMENT (the where)one on one with an EA. safe space to be able to ask questions. No random calling on to answer questionsNo expectation to raise hand quiet environment to work on her own  | INSTRUCTION (the how) Guided instructionsHomework checksIncorporate art interests(list the adaptations rather than a diagnosis (avoid judgment statements, focus on the adapation, the how)Reminders provided – visually and orallyProvide independent work choicesLimit group work situations (may start with one partner) Additional time as needed for assignments and tests (avoid if possible or read through before test situation)Advanced organizers, graphic Narrative approach, using stories to connect to experienceI do, we do, you do. | RESOURCES (the what)personal school laptopVisuals (picture books, videos, games, puzzles etc.)BooksGraphic organizersTechnologyTalk to text resourceField Trips for real world visual experienceVideogames (ex. Minecraft) Art supplies | ASSESSMENT (the show what you know)present information orallySpeech-to-text when using technologySelf-assessment (such as?) (so how will you have her show what she knows? Focus on the ‘show’Drawing or painting (you do not need to include the explanation as this info is in the learning profile. Offer choice as to how to show what she knows |

The student I refer to as “Lia” has had a lot of hardships in her life for being so young. Lia is a smart, wonderful child who had recently lost her mother to addiction. Lia is the oldest of 5 siblings, being thirteen last August. Lia loves reading, she finished all of the Harry Potter novels in 6 months, you will never see her without a book to get lost in. She has recently begun dying her hair, playing with makeup, and she loves the colour black. Lia has been through a lot for her young age, and she’s aware of what has happened to her mother while her younger siblings aged 11, 10, 6, and 4 do not quite understand what everything meant. She had taken it upon herself to take care of her siblings, as her dad is grieving.

When children get triggered, or scared they often go through a “flight or fight” response– Lia has the freeze response. When you speak to her and she is unsure, or triggered, or scared she will stare at you, blinking. She will not move from the spot, it's as if she is staring right through you. This is something I’ve never seen before in a child; nothing but time will get her to move from that spot. Due to this, she had to be taken out of public school as schooling itself became a trigger for her. Many peers bullied her because of this, and teachers did their best with what they could.

“Lia” thrives in her new school, being picked up everyday and driven home. She loves art, math, and especially reading and writing. “Lia” will forever hold a place in my heart as I’ve watched her grow up, and held her hand at her mothers funeral. She is a child that no one would expect to have been through so much, which is important for people to understand that we truly do not know what students have been through, until we take the time to get to know them.