Who’s in My Pocket & Learner Profile

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Part a) Who’s in My Pocket?

Ezekiel is a 9-year-old boy. He loves drawing, making videos and writing stories. He is not fond of his routine being intruded or being forced to achieve something he does not like. He has a sense of humour and likes to make people laugh, his humour can be unique at times, and others may have a hard time understanding his jokes. He is very kind to others and has a deep empathetic view of others. His emotional personality can make him hyper-sensitive at times and he often self-sabotages when it comes to getting to know new people. He has few friends but the ones who are close to him he feels deeply connected to. He uses his friends when he is feeling down and they often keep him grounded.

Ezekiel is developing at an average rate for a 9-year-old and flourishes in his schoolwork. While he is flourishing, he often gets bored when he feels unchallenged or finishes a task quicker than his classmates and therefore becomes distracting to his class. At times he can be disruptive by getting up from his desk and walking around the room, talking to his friends while they work, and singing out loud. He enjoys his schoolwork when he is at home because he can finish and move on at his own pace without waiting for the class to move on.

Ezekiel has a medical diagnosis of ADHD, OCD, and depression. He takes medication on a daily basis and recently changed dosages in the last couple months. He is beginning to understand his diagnosis and sees a psychologist to help him create a toolbox of skills that will better his daily life. Ezekiel feels bad when he is disruptive to the classroom environment and it makes him sad when he is not able to control his behaviour. He wishes nothing more than to obtain as many tools as possible through his psychologist sessions.

Part b) Learner Profile - Planning for Differentiation

When it comes to the learning environment there are adaptations to ensure the learner is more comfortable. Ezekiel needs an environment where he feels safe and accepted. He already struggles with himself about the disruptive behaviour and he wants to feel supported as he continues filling his toolbox through the work of the psychologist. Posters around the room that relate to differing feelings and emotions can confirm that he is not alone. It will allow him to seek comfort without having to verbalize his feelings. It would be beneficial for Ezekiel to have alternate seating arrangements or seating options. When it comes to his ADHD Ezekiel struggles to keep his body still while his mind is working. Therefore, providing stand-up desk, ball chairs and/or rocking chairs would provide him fidgets while still being able to complete the tasks put before him ("The Adaptive Dimension, 2017, Pg. 11). Involving Ezekiel along with his classmates to design the layout of the classroom would benefit Ezekiel’s sense of belonging. He would feel a part of something bigger instead of being accommodate because of his differences.

Instructional methods should remain fluid and always changing when it comes to whole class needs. Note the effective instructional strategies that work for students with differing needs. Adapt instruction by “use[ing] multi-sensory auditory, visual, tactile, kinesthetic instructional materials to support student comprehension” ("The Adaptive Dimension, 2017, Pg. 11). When it comes to Ezekiel using visuals such as auditory and videos will help him to remain engaged while also comprehending information. Another form of instruction that will allow Ezekiel to excel would be to use active tasks rather than stationary ones in order to keep his body as active as his brain. Using forms of demonstration or modeling for self-regulation will add tools to his toolbox that will better his school environment and experience. Lastly, instead of removing Ezekiel when he becomes a distraction to the class, offer advanced or challenging tasks that will require enrichment or extension of the lesson ("The Adaptive Dimension, 2017, Pg. 11). This is also benefit him when it comes to the ideas of rewards. A 9-year-old may see it as a form of punishment to receive more work once they have completed a task early. Instead offering more challenging tasks will allow for knowledge use in a productive way while also remaining on task.

There are many resources that can help students and their families. One resource in particular that a student could utilize in the classroom or at home would be the Resilience Kit. It is a PDF document but can also be printed out in order to make it more accessible. Having the option for both online and printable is another way to provide options for students who better cope using technology or through physical reading and writing. This resource will offer engaging activities to learn resilience when it comes to a differing learning style. Children will understand that resilience can be learned and is a tool they can add to their toolbox. The kit also offers parent and teacher printable handouts.

Ezekiel loves to draw, and while he is skilled in writing it is more beneficial for him to express his learnings in various ways. This is why using a variety of options for assessment such as oral, visual and dramatic would be beneficial for Ezekiel when it comes to school. Involving students and families throughout assessment is also beneficial when it comes to students who have ADHD, it gives them a sense of accountability and also gives parents and caregivers a better understanding of their child when it comes to their learning and achievements. Using daily, weekly, monthly and yearly forms of assessment such as “portfolios, celebrations of learning and/or electronically documented learning” ("The Adaptive Dimension, 2017, Pg. 11) gives students like Ezekiel a chance to see their progress. Being a part of the process allows for Ezekiel to note what he has overcome or done well, it also helps him add to his own toolbox of new skills and abilities that work for him within the classroom environment.

References

*The Adaptive Dimension*. Pubsaskdev.blob.core.windows.net. (2017). Retrieved 5 November 2020, from https://pubsaskdev.blob.core.windows.net/pubsask-prod/100225/100225-The\_Adaptive\_Dimension.pdf.

*Resilience Kit PDF (ages 5-11)*. Big Life Journal. Retrieved 7 November 2020, from https://biglifejournal.com/products/resilience-kit-printables-kids?currency=CAD&gclid=CjwKCAiAqJn9BRB0EiwAJ1SztTR7fuvqtBrBZM1sKAWSEOnSa8E2gR0JURVeJge98Vj\_JbE-79rUnRoCYw8QAvD\_BwE.