

**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)

student #1: (pseudonym name) <u>Colten</u> Grade <u>9</u>				
GIFTS & Strengths	INTERESTS	CHALLENGES	LEARNING PREFERENCES	HOPES & GOALS
<ul style="list-style-type: none"> <li>- Problem-solving</li> <li>- Creative out-of-the-box thinker</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Coding, engineering, tinkering</li> <li>- Circuiting and electrical work</li> <li>- fixing things</li> <li>- YouTube.</li> <li>- gardening</li> <li>- Sciences</li> <li>- Woods/Industrial</li> </ul>	<ul style="list-style-type: none"> <li>- Math</li> <li>-Regulating emotions</li> <li>-Traditional milestones not being met (meaning?)</li> <li>- transitions between activities.</li> <li>- attending school</li> <li>- reading comprehension</li> <li>-Listening to directions f</li> <li>-Sitting still, long periods of inactivity</li> </ul>	<ul style="list-style-type: none"> <li>- hands-on problem-solving</li> <li>- Working in quiet areas</li> <li>- Kinesthetic learner</li> <li>- Interest-oriented to be engaged and on task</li> </ul>	<ul style="list-style-type: none"> <li>- To regularly attend school.</li> <li>- To pass math and reading class</li> <li>- Social Skills</li> <li>-Express and communicate emotions in a healthy way</li> <li>-Being able to transition between his classes with ease, low anxiety</li> <li>-Communicate with teachers when struggling; asking for help</li> </ul> <p>You can also include what Colten hopes for and what goals he would like to set for himself. Students can play an active role in designing a learning profile.</p>
<p><u>Observations</u></p> <p>-When reading in class he will shut down, he has to be engaged in something he enjoys doing or else he will not want to participate. Colten struggles to regulate his emotions when transitioning between activities. He has been labeled as unmotivated, and he often struggles to attend school regularly. Colton thrives on hands-on and experiential learning opportunities and Earth/science topics. It has been observed that Colten has been missing academic milestones.</p>				
<p><b>DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE</b> (Adapting the Variables)</p>				

<u>LEARNING ENVIRONMENT (the where)</u>	<u>INSTRUCTION (the how)</u>	<u>RESOURCES (the what)</u>	<u>ASSESSMENT (the show what you know)</u>
<p>-Quiet space</p> <p>-Minimal Distractions</p> <p>-Instructions/Expectations are written out, easy to read and access</p> <p>-Can freely move to and from the SST office and classroom when emotions/anxiety become escalated</p> <p>-teacher to observe for certain body cues to indicate distress</p> <p>-teacher to check in and ask where emotions/anxiety are at on 1-10 scale</p> <p>-Flexible groupings</p> <p>-Student voice &amp; choice</p> <p>-Students accountable in a fair and equitable way (he is included in decision-making regarding his due dates and responsibilities).</p>	<p>-Instructions are clear concise and simple/written in point form kept where students can always see for reminders</p> <p>-Larger assignments can be chunked into parts</p> <p>-Provide reading strategies</p> <p>-Passion Project</p> <p>- Experiential</p> <p>-Project Based Learning</p> <p>-Multimedia- teaching with YouTube videos for engagement; avoiding longer texts in reading as he has struggled with paying attention for long periods of time</p> <p>-Place-based learning: he loves to garden (could incorporate a science lesson on the life cycle of plants, etc)</p> <p>-Allowing opportunities for movement breaks (using fidgets, therabands, different kinds of chairs, etc)</p>	<p>-Growth mindset</p> <p>-Emotional regulation chart</p> <p>-Graphic Organizers - for high school learners</p> <p>-Real-world connections</p> <p>-Manipulatives and hands-on activities (will be helpful for math class which can be a challenge for him)</p> <p>-Students involved in building and creating resources</p> <p>-Interest-based learning</p> <p>-Inquiry-based learning</p> <p>-Student Support Teacher (SST)</p> <p>-Parents are a valuable resource.</p> <p><i>- Content should be tailored to his interests. This way we can address his challenge of attending school in general. It will give him a reason to want to come to school</i></p>	<p>(Anything hands-on)</p> <p>- Create a video</p> <p>- Photo essay</p> <p>- Plant a garden</p> <p>- Digital story</p> <p>- Visual representation</p> <p>- Building something</p> <p>- Design a structure</p>