| **SAMPLE LEARNER PROFILE** – JASPER – EARLY YEARS KINDERGARTEN | | | | | | | | |
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| **DATES OF OBSERVATION:** | **1.** | 12/6/2019 | **2.** | 15/6/2019 | **3.** | 2/6/2019 | **4.** | N/A |
| **TIMES OF OBSERVATION:** | **1.** | 10.15am | **2.** | 1.45pm | **3.** | 9.00am | **4** | N/A |

**STRENGTHS:**

1. Jasper has a creative imagination and likes to play imaginary games at home with his brother.
2. He is settling in more now that he has made new friends.
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**CHALLENGES:**

1. Jasper has had some difficulty with wanting to come to school.
2. He can get frustrated if he is not understood.
3. He has had difficulties with learning nursery rhymes at home and can be clumsy.
4. Jasper struggles to concentrate and is easily distracted by others around him.
5. He has not made the expected progress with his reading and struggles to remember the letter sounds which have been taught.
6. He cannot always keep up in sports lessons and struggles to catch balls.
7. He is having difficulties in maths.
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| Slow speech development | • Learning support staff to meet parents to discuss a referral to a speech pathologist.<br>• Expose Jasper to as much time communication as possible throughout the day, i.e. discussion, singing, role play, chanting and one-on-one conversation and audio books.<br>• Teacher to read a highly engaging story/chapter to the class every day, e.g. 'Horrid Henry' with discussion at the end.<br>• Parents to read a book / or a few pages from a book of Jasper's choice to him every night at bedtime.<br>• Parents and carers to talk their way through the day with Jasper, e.g. when shopping, say what you are putting in the trolley, discuss what is on the shelves and any new things you see. Ask him for his opinion on things. |
| Takes longer to learn sound/letter links | • Learning Support to check missing sounds.<br>• Reinforce one-on-one using multi-sensory techniques, i.e. say the sound as he writes it / write in chalk on paving / trace over the sound with five colours / trace the letter in sand / trace the letter in glitter / paint the letter in three colours / write with chalk on washable sandpaper / write on the whiteboard / on the window / poster.<br>• Small group work.<br>• Ensure the school are using an evidence based literacy program.<br>• Use decodable readers to reinforce newly acquired skills.<br>• Check if sound is consolidated before moving on to a new sound.<br>• Teach on to a younger student.<br>• Compile a home-made book with a page for each new sound taught with pictures / drawings and take home to discuss each day. |
| Difficulty learning nursery rhymes | • Help identify rhymes by learning a rhyme together.<br>• Start leaving out the rhyming word at the end and let Jasper / children say it.<br>• Use humour, i.e. replace a rhyming word at the end with a silly word. Ask - What's wrong? / Why are you laughing?<br>• Eventually try leaving out the second sentence and the children replace it and so on.<br>• Use lots of actions, movement.<br>• Film the children / Jasper saying and acting the rhyme. |

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| | • Provide a writing frame with the rhyme / end words missing and help scribe to make their own funny / silly rhyme / book.<br>• Display the rhymes.<br>• Resource: Sound Linkage for pre-reading skills. |
| Difficulty keeping a simple rhythm | • Use instruments and dance to beat the rhythm of songs, chants, raps and rhymes together.<br>• Clap out the syllables of tricky words.<br>• Stomp out the syllables like giants around the room.<br>• Apply stomping / tapping / clapping to other words throughout the day, i.e. cro-co-dile and al-li-ga-tor.<br>• Make a card game of matching words and pictures, to the number of syllables. |
| Difficulty paying attention | • Seat Jasper in a position where he can clearly see and hear the teacher.<br>• Help him understand his learning needs regarding concentration – a squishy / soft furry ball / sit on a chair with a wobble board at his feet / pod stool.<br>• Praise and reward sensible, concentration / listening skills.<br>• Accumulate evidence of positive behaviour and let him know one on one, after class.<br>• Ask other staff to comment on / praise his change in behaviour. |
| Finds it hard to follow multiple instructions | • Give one instruction at a time.<br>• Check understanding.<br>• Give visual cues.<br>• Keep instructions clear – step-by-step.<br>• Peer to peer support. |
| Difficulty with cutting, sticking, colouring in | • Finger and hand warm-ups before starting.<br>• Model - Demonstrate how to hold scissors correctly and how to glue with a glue stick, i.e. 'talk and do' together - glue to paper, not paper on top of glue.<br>• Break task down - Practise using scissors by cutting large pieces of paper into smaller sections and then cutting around the pictures.<br>• Peer to peer support and teacher aides.<br>• Keep cutting to a minimum.<br>• Jasper to be encouraged to understand his own triggers and ask for help when needed. |

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| Difficulty hopping and skipping | • Learning Support to meet with parents regarding a referral to an occupational therapist.<br>• Understand his own triggers and when he needs to take time out or give him a role of responsibility to help the teacher.<br>• Develop non-competitive activities which don't include hopping and skipping. |
| Poor ball skills | • Occupational therapist referral as above.<br>• Provide further opportunities during recess, i.e. Bouncing foam football sized balls, against a wall and try catching it / kick ball to and from the wall / play handball / netball net shooting.<br>• Peer to peer support and 'coach'. |
| Problems with counting | • Ensure your school is using an evidence based program, i.e. Maths Explained / Singapore Maths.<br>• Provide manipulatives in every lesson so that he 'experiences' number, i.e. counters, blocks, rubber miniatures.<br>• Include counting songs and rhymes within routines, i.e. lining up time.<br>• Keep a personalised laminated number line on Jasper's desk.<br>• Provide opportunities for overlearning with apps and software, i.e. Number Shark.<br>• Make card games, i.e. match numbers to sets.<br>• Clearly display a large number line from 1 to 10 in the classroom, (use the same arrangement of symbols as in a normal deck of cards to help identify the pattern/value of the number).<br>• Include group work. |
| Mixes up similar looking numbers | • Use multi-sensory techniques:<br>• Trace over number and speak direction as you go, i.e. 5 – "down, and around and finish the top - five".<br>• Use a variety of mediums to over-learn, i.e playdough, Wikki Stix, sand, etc.<br>• Teach on – show the strategy to a younger child. |

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