

SAMPLE LEARNER PROFILE – PHOENIX - AGE 17 - HAIRDRESSING								
<b>DATES OF OBSERVATION:</b>	<b>1.</b>	12/6/2019	<b>2.</b>	15/6/2019	<b>3.</b>	21/6/2019	<b>4.</b>	29/6/19
<b>TIMES OF OBSERVATION:</b>	<b>1.</b>	12.15pm	<b>2.</b>	2.15pm	<b>3.</b>	10.30am	<b>4.</b>	1.15pm
<b>STRENGTHS:</b>								
1.	Phoenix has always been keen to be a hairdresser like her Mum.							
2.	She has <b>excellent practical skills</b> - makes intricate papercut models and silver clay jewellery.							
3.	Phoenix is always 'on the go', her energy and commitment to her local ladies' football club is a strength.							
4.								
5.								
6.								
7.								
8.								
9.								
<b>CHALLENGES:</b>								
1.	Can be oppositional when she gets stressed with too many instructions.							
2.	Her lead tutor has noticed she sometimes seems to completely ignore instructions.							
3.	In college she is struggling to apply ratios when preparing dyes.							
4.	She reverses numbers (e.g. 12 for 21) and freezes when any maths is required.							
5.	Phoenix says, 'maths is a waste of time' and nothing to do with hairdressing.							
6.	She is questioning why she has to do more maths when she hated the subject at school.							
7.								
8.								
9.								

<p>Difficulty with retaining and retrieving information</p> <p>Weak short term memory and working memory</p>	<ul style="list-style-type: none"> <li>• One to one tutor to help Phoenix understand how best she learns – ‘MALS Myself as a learner’.</li> <li>• Take photos on her smart phone of work to support memory.</li> <li>• Use a voice recording app to record important information.</li> <li>• Use multi-sensory techniques coupled with Phoenix’s strength of creativity in timelines / mind maps / diagrams when taking notes.</li> <li>• ‘Do and say’ to learn.</li> <li>• Record own voice with instructions for reinforcement.</li> <li>• Walk whilst listening to audio recording of own voice or lectures.</li> <li>• Watch videos / YouTube clips with demonstrations.</li> </ul>
<p>Difficulty remembering sequential information</p>	<ul style="list-style-type: none"> <li>• Provide bullet points / step by step instructions.</li> <li>• Use her fine motor strengths and multisensory techniques, i.e. mixing peroxide and colour: Draw short hair with dye 50 ml / 50ml peroxide written on the hair. Draw long hair with dye 100ml / 100ml peroxide written all the way down the long hair.</li> <li>• Supply laminated, visual reminders with all complicated ratios at work stations.</li> <li>• Use mnemonics.</li> <li>• Show Phoenix how to use ‘Memory Palace’ to remember sequential information.</li> </ul>
<p>Poor concept of time</p>	<ul style="list-style-type: none"> <li>• Use visual timetables, colour coded with times clearly marked.</li> <li>• Set timers / reminders on mobile phone using e.g. “Siri, set timer for 15 minutes”.</li> <li>• Use digital calendar to set dates for starting assignments and due dates.</li> <li>• Tutor to offer reminders, one on one after lessons.</li> </ul>
<p>Low self-esteem</p>	<ul style="list-style-type: none"> <li>• Praise her strength of attention to detail in fine motor / practical tasks / high energy levels / creativity.</li> <li>• Include her talents, i.e. hand-made jewellery with hair displays / projects.</li> <li>• Have high expectations.</li> </ul>
<p>Poor short-term visual and verbal memory</p>	<ul style="list-style-type: none"> <li>• Keep your language simple.</li> <li>• Give one instruction at a time.</li> <li>• Use multi-sensory techniques with mind maps and diagrams.</li> </ul>
<p>Difficulty following instructions</p>	<ul style="list-style-type: none"> <li>• Give one instruction at a time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Check understanding.</li> </ul>
<p>Takes longer to process information and Doesn't follow through on instruction</p>	<ul style="list-style-type: none"> <li>• Break tasks down into manageable chunks.</li> <li>• Give one instruction at a time.</li> <li>• Check for understanding.</li> <li>• Developing a code / gesture with Phoenix to alert you to further help, if she has not understood or is stuck.</li> <li>• Work through the task with feedback at every stage.</li> <li>• Use positive language.</li> </ul>
<p>'On the go' constantly</p>	<ul style="list-style-type: none"> <li>• Move to learn by talking through tasks / listening to podcasts / lessons whilst walking / running / exercising.</li> <li>• Help Phoenix understand that a high energy level is a strength in the workplace.</li> </ul>
<p>Is hyperactive/uncooperative /oppositional</p>	<ul style="list-style-type: none"> <li>• Understand her own triggers and retreat to a quiet space when needed.</li> <li>• Prepare her for what is coming up next.</li> <li>• Give time to recover after periods of concentration.</li> <li>• Avoid overloading of tasks and give in manageable chunks.</li> <li>• Focus on strengths.</li> <li>• Use positive language.</li> <li>• Accumulate successes for when you give feedback.</li> <li>• Create an atmosphere of trust.</li> <li>• Discuss counselling at college to help with positive coping strategies.</li> </ul>
<p>Confusion with number direction example 92 or 29</p>	<ul style="list-style-type: none"> <li>• Say the numbers as she enters them into the calculator.</li> <li>• Become aware of checking each number as it is entered.</li> <li>• Make it standard practice for her to cross check ratios with a colleague.</li> </ul>
<p>Difficulty recognising the appropriate mathematical strategy</p>	<ul style="list-style-type: none"> <li>• Explicit instruction, one on one, to support basic skills.</li> <li>• Credit card, sized memory cards, tied together for quick reference.</li> <li>• Use real scenarios for understanding.</li> <li>• Use counters / manipulatives before moving on to pictures / drawing e.g. sets.</li> <li>• 'Khan Academy'.</li> </ul>

<p>Takes a long time to complete mathematical tasks and problems with estimating</p>	<ul style="list-style-type: none"> <li>• Use a calculator.</li> <li>• Use peer to peer work.</li> <li>• Use manipulatives and real life situations.</li> </ul>
<p>Problems with the planning of maths activities</p>	<ul style="list-style-type: none"> <li>• One on one support.</li> <li>• Give bullet points with clear, step by step instructions.</li> <li>• Give frequent feedback.</li> <li>• Check understanding.</li> </ul>
<p>A poor understanding of place value and its use in calculations  Mixes up similar looking longer numbers</p>	<ul style="list-style-type: none"> <li>• Use multi-sensory techniques to explicitly teach place value - relate to money, i.e hairdresser commission / per cut / cost of equipment and supplies.</li> <li>• Make a credit card sized visual reminder.</li> <li>• 'Say' numbers as they are read.</li> <li>• Use a calculator / smart phone calculator / Siri to add for you and cross check.</li> </ul>
<p>High levels of debilitating anxiety related to maths</p>	<ul style="list-style-type: none"> <li>• One on one support for maths.</li> <li>• Work through strategies which work best for Phoenix to help her when she is working independently.</li> <li>• Relax App for recovery time.</li> <li>• To be considered for exam access arrangements.</li> </ul>
<p>Difficulties recording basic maths facts equations times tables</p>	<ul style="list-style-type: none"> <li>• Use a calculator.</li> <li>• Don't hold numbers in short term memory – write answers down at each step to avoid 'forgetting' the previous answer / number.</li> </ul>