SAMPLE LEARNER PROFILE – HANNAH – MIDDLE SCHOOL								
DATES OF OBSERVATION:	**1.**	12/6/2019	**2.**	15/6/2019	**3.**	22/6/2019	**4.**	N/A
TIMES OF OBSERVATION:	**1.**	10.30am	**2.**	1.45pm	**3.**	11.45am	**4**	N/A

STRENGTHS:

1. At home Hannah absorbs herself in an online group dedicated to Lord of the Rings.
2. She has three guinea pigs and is committed to their welfare, spending hours at home looking after them.
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CHALLENGES:

1. Hannah is 14 years old and young for her age group.
2. Hannah's parents are very worried about her as she is socially isolated and her friendships are not sustained.
3. Her parents are increasingly concerned that she must be unhappy as she has no 'real' friends. However, when asked by her tutor and head of year, Hannah seemed confused and unsure of the concept of 'friends' and 'happiness'.
4. She struggles to complete class work in time and tires quickly.
5. Hannah is often distracted by the environment and off task.
6. A teaching assistant has noticed that she has very flexible finger joints and appears to have difficulty gripping, lifting and manipulating small objects.
7. Hannah says her 'worst' subject is maths and her teacher confirms that she is withdrawn, reluctant to join in, struggles to consistently recall number bonds and multiplication tables. He doesn't know how best to help Hannah.
8.
9.
10.

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Low self-esteem	• Focus on her interests (Lord of the Rings / Guinea pigs) and extend this (a show and tell session for younger children on looking after small animals). Project on New Zealand and locations used for the filming of Lord of the Rings. Set design and make-up (link with other students). Consider using a monitoring tool such as: The MALS - Myself-As-a-Learner.
Slow speed of writing	• Encourage prior planning to help with a systematic approach for Hannah to work through small steps. • Investigate touch typing as a more expedient form of writing. Encourage use of ICT to facilitate recording with word banks at a click or speech to text software. http://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/Wheel_0f_Apps_V1_0.pdf
Difficulties handling tools and equipment	• Consult Occupational Therapist (via GP referral) re possibility of hypermobile joints. Advice may be along the lines of… • Exercise weak joints. • Learn normal extension limits and try not to over extend. • React to pain if suffered.
Handwriting difficulties (speed and/or presentation)	• Build effective keyboard skills (ICT program such as Clicker 6 www.cricksoft.com). • Regular rest breaks. • Utilise ergonomic help, (wrist supports, etc). • Pencil/pen grips and try different type.
Lack of stamina	• Build strength through activities designed to build stamina such as gym sessions and Pilates.
Struggles with team games	• Start with paired games (e.g. badminton, tennis, cross-ball) to build cooperation and awareness of working as a 'team'.
Poor time management	• Simplify tasks – break down into separate independent steps with use of a timer for each activity. Use a visual timetable.
Difficulty forming relationships	• Introduce 'Circle of Friends' as an effective intervention to build friendships.
Sensory issues (e.g. problems with unexpected noise, certain materials, textures, etc.)	• Work with an OT to devise a de-sensitisation programme.

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Easily distracted by extraneous stimuli	• Create a supportive physical environment – consider seating in relation to teacher. Offer a 'private' area within the classroom for specific tasks when it is appropriate for her/the activity.
Difficulty sustaining attention or completing tasks	• Simple checklists or a flow chart to identify each step in a sequence.
Difficulty maintaining friendships	• Introduce 'Circle of Friends' as an effective intervention to build friendships.
Is over-sensitive to certain textures or sounds	• Work with an OT to devise a de-sensitisation programme.
Dislikes/avoids social situations	• Offer a 'buddy' to accompany Hannah (one trained through the 'Circle of Friends' would be appropriate).
Difficulty recognising the appropriate mathematical strategy	• Use picture prompts or sequence of photographs to match activity plan. • Use concrete examples, e.g. if half your guinea pigs caught a cold what percentage would that be? = 50% • Try and use real life situations which may make more sense…e.g., a guinea pig needs so and so space. • Use actual money to teach concepts of money and apply to e.g. shopping for her guinea pigs. Make her own maths dictionary with one new concept per page and use colour for e.g. operations and clear headings.
Takes a long time to complete mathematical tasks	• Careful monitoring by teacher to include asking the learner what she intends to do next – the act of repeating information (rehearsal) can promote storing of information in working memory • Teach concepts one at a time. • Ensure mastery of one concept before introducing another.
Problems with estimating	• Draw on Hannah's long-term memory of personal experiences to make the activity meaningful. Use sets of objects from the environment to practice addition, subtraction etc. (or pictures of guinea pigs!). Ask parents to use measuring cups etc. to make a cake/treat (For the class)? • Use rulers, measuring cups, calculators.
Problems with the planning of maths activities	• 'Say it back' – Hannah repeats the instruction(s) or talks through the steps of the activity. This will help her to recall and strengthen her grasp of a task.

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A poor understanding of place value and its use in calculations	• Encourage prior planning to help with a systematic approach with her to work through small steps. • Use a multi-sensory approach.
High levels of debilitating anxiety related to maths	• Link steps with familiar or meaningful experiences – rather than introducing topic to the whole class and then taking out Hannah (who needs additional explanation) sometimes it would be beneficial to 'pre-teach' a topic before it is introduced to the whole class. (Great confidence builder too). • Use a private booth for working. • Seat sensitively (front of class and close to source of information). • Present assignments in small amounts. • Follow a less desirable task with a more desirable one. • Ergonomics (fidgeting could be due to proprioception issues). • Set appropriate time limits for completion of tasks.
Difficulties recalling basic maths facts/equations/times tables	• Task may need to be repeated and possibly modified. • Introduce computer 'games', e.g. Number Shark. • Use apps. • Highlight important points. • Ensure task is at the correct academic level. • Use Gyspy tables.
Poor ability to carry out mental maths tasks	• Familiarise Hannah with the location of memory aids and make frequent references to a poster or wall chart. • Make directions clear and simple.

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