

SAMPLE LEARNER PROFILE – SEBASTIAN – YEAR 4

DATES OF OBSERVATION: 1. 23/4/2019 2. 29/4/2019 3. 2/6/2019 4. 10/06/19

TIMES OF OBSERVATION: 1. 9.05am 2. 9.05am 3. 12.35pm 4. 12.35pm

STRENGTHS:

1. Sebastian is a bright and cheerful pupil – (most of the time).
2. He is friendly and popular with his peer group.
3. Sebastian has two younger siblings.
4. He is exceptionally kind and caring towards them.
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- 7.
- 8.
- 9.

CHALLENGES:

1. Sebastian can get frustrated and upset when he forgets what to do.
2. He is not able to maintain focus during an activity.
3. He turns around, fidgets, tap and disrupts the class.
4. His teacher has raised the concern that during maths he can't plan tasks and finds the concept of estimation impossible.
5. Sebastian also finds it difficult to transfer something he has learnt, for example how to spell a word into a new learning situation, for example in his story writing.
6. It has been observed that Sebastian continually moves his head close to, then away from a book as he tries to read.
7. His mother struggles to help Sebastian at home with reading and it is a frustrating activity for them both.
- 8.
- 9.

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| <p>Difficulty following instructions</p> | <ul style="list-style-type: none"> • Give one instruction at a time. • Give visual reminders on the board or at his desk. • Check understanding. • Develop a signal so that he can ask for help to clarify his understand discreetly. |
| <p>Lack of Fluency in reading, affecting comprehension</p> | <ul style="list-style-type: none"> • Learning Support to check Sebastian's letter/ sound knowledge. • Check irregular sight word knowledge. • Support Sebastian's reading skills in small group daily, work using an evidence-based program. • Audio books and mind mapping. • Learning Support to meet with parents regarding a referral to a behavioral optometrist, as he moves the page closer and further away when he reads. |
| <p>Poor Short Term and Working Memory</p> | <ul style="list-style-type: none"> • Use visual reminders and prompts. • Give one instruction at a time. • Start to use mind maps. • Paste homework into his diary. • Arrange a study buddy. • Spelling - Use multi-sensory methods to work through irregular high frequency words and use color and chunking for spelling. • Keep a bank of the words he struggles with in his desk, in his own home-made dictionary, with clearly marked A-Z tabs. • Use technology for writing some stories, i.e. Book Creator App. • Assign a scribe for writing tasks in small group work. • Teacher/parent to help proof read work before it is submitted. • Praise end product. • Use manipulatives in maths and always have spare paper for working out. • Use a calculator. |

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| Lack of enjoyment of reading | <ul style="list-style-type: none"> • Read the class a story that stimulates imagination, for 5 minutes at the end of each day, e.g. Roald Dahl, The Hobbit, Harry Potter. • Parents to read a few pages from a story of Sebastian's choice every night at bedtime. • Select books for Sebastian to read that are relative to his reading level and interest and age, e.g Barrington Stoke, Rip Rap Readers. |
| Attention Difficulties | <ul style="list-style-type: none"> • Sit in the best possible position where he can see and hear clearly. • Prepare Sebastian with what will be coming up next. • Check understanding. • Take regular breaks. • Use a wobble board at his desk/squishy fidget toy as a listening aid. |
| Not seeming to listen when spoken to directly | <ul style="list-style-type: none"> • Learning Support to meet parents regarding a hearing check. • Start sentence with his name. • Ensure you have his attention before you continue. • Use positive language. • Praise good listening skills. |
| Difficulty in organizing tasks or activities or knowing where to start | <ul style="list-style-type: none"> • Always provide a simple writing frame planner. • Work through each stage with Sebastian. • Use technology for writing some stories, i.e. Book Creator App. • Assign a scribe for writing tasks in small group work. • Give praise and display work. |
| Easily distracted by extraneous stimuli | <ul style="list-style-type: none"> • Allow Sebastian to wear soft headphones to block out any noise. • Allow time to recover after written work or concentration. |
| Forgetful in daily activities | <ul style="list-style-type: none"> • Visual reminders of the daily sequence. • Place homework on school portal for easy access at home. • Paste homework tasks in homework diary for parents to sign. • Pack school bag at home the night before and leave it at the front door. • Peer to peer support. |

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| <p>Cannot sit still when expected or required</p> | <ul style="list-style-type: none"> • Seat in a position where he can hear and see clearly. • Change position if needed and move to a chair with a wobble board at his feet. • Use a small squishy fidget toy when he needs it and replace it in the classroom sensory box when listening is done. • Give him the responsibility to check that all listening tools are returned to the box. |
| <p>Difficulty in engaging in activities quietly</p> | <ul style="list-style-type: none"> • Allow group work. • Discussion. • Visual reminders of sound levels when needed. • Praise positive behavior and reward. |
| <p>On the go constantly</p> | <ul style="list-style-type: none"> • Learning Support meet with parents regarding diet and referral to a dietician, i.e. food coloring/additives and a referral to a GP and/or pediatrician. |
| <p>Appears inattentive/day dreamer</p> | <ul style="list-style-type: none"> • Allow for recovery time: In a peaceful place with calm music or a walk/skip outside to the bubbler and back. • Relax App or calm music. |
| <p>Difficulty sustaining attention in tasks</p> | <ul style="list-style-type: none"> • Take regular breaks. • Break tasks down into manageable chunks. • Use color / timelines / mind maps / diagrams / group work / literacy and numeracy / memory games / matching and memory games. |
| <p>Takes a long time to complete mathematical tasks</p> | <ul style="list-style-type: none"> • Use multi-sensory methods for learning estimation with manipulatives and strengths – empathy, siblings, socializing, talking. • Number bonds – use manipulatives / laminated number lines / own ruler. • Have spare paper drawer available in the class for their working out. • Check understanding of new concepts. |
| <p>Problems with planning activities</p> | <ul style="list-style-type: none"> • Give a clear framework of the sequence / steps. • Give feedback and support each step. • Give praise for effort. • Use positive language. |