

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): LILY					GRADE: 3 (AGE 8)				
GIFTS & STRENGTHS		INTERESTS		CHALLENGES		LEARNING PREFERENCES		HOPES & GOALS	
Great Visual Memory		Sports		Short Term memory		Hands-on/Explorational learning		Her Personal Goals:	
Athletic		Animals (Dogs especially)		Lying/Storytelling		Outdoor Learning		· Have fun	
Outgoing		Paw Patrol		Emotional Shutdown		Active Learning		· Make friends	
Sociable		Frozen/Cinderella/Princesses		Trouble Differentiating		Visual learning		· Do the things that she is good at	
Sense of Humour		Drawing/Crafts		Authority Figures		Having set learning habits		My Goals for Her:	
Curious		Singing		Understanding abstract concepts				· To learn how to communicate her emotions	
Competitive		Likes to feel helpful		Stealing/Ownership				· To learn strategies for impulse control	
Confident		Likes attention		Impulse Control				· To feel confident enough to work at academic goals, even when she hasn't gotten it yet	
Independent		Being outside		Destructive behaviours (of				· To not be defined by her disability/exceptionalities	
Smart/Cunning		Playing							

Great spatial and directional memory Is fairly proficient as a third-grade reader	Building things with Lego Geronimo and Thea Stilton books Puzzles	belongings and self-destruction) Stubborn		
Observations: Lily does seem to express a desire to learn and have better social abilities. She tends to be her own biggest obstacle in achieving her own social and academic goals. Once she understands and can do something with continued confidence she loves it and does well. She also seems to be able to process and learn better while moving. Walking around with her is often the key to be able to have a conversation with her.				
DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE (Adapting the Variables)				

LEARNING ENVIRONMENT (the where)	INSTRUCTION (the how)	RESOURCES (the what)	ASSESSMENT (the show what you know)
<ul style="list-style-type: none"> · At the school, have chairs that are quite sturdy but can be used as squiggle/movement chairs · Create a quiet space for her to learn in if she is going on overload. Potentially one with privacy walls to limit visual stimuli. This would also be good for testing (and you can put up specific stimuli to help her along like helping posters if needed) · Try to do environmental learning plans if possible so she can be outdoors · Have visual reminders like labels, beliefs and instructional strategies to remind her whose stuff belongs to whom · Create a visual classroom volume system so that she knows how loud to be in the classroom · If there are lockers, give her her own locker to reduce opportunities to confuse belongings/steal · Keep important stuff out of sight in a locker or cupboard and keep a clean classroom 	<ul style="list-style-type: none"> · Automatically include · Have less questions for her to answer to. It takes her a longer time to process and answer them and so assessment is on the same level as her friends · Take a break automatically every 15-20 minutes. She needs them but she will not ask for them · Be sure to use concise language when talking · Stick to a consistent schedule that is visible on the board, if the schedule is going to be changed give ample warning 	<ul style="list-style-type: none"> · Create procedural checklists so that she can learn consistent procedures and check them if needed while doing math · Use external rewards to help incentivise her goals (something quick and simple like a sticker from her favourite movie) · If she destroys her stuff, give her something more indestructible to fiddle with as the designated destroy item. Like a really tough dog toy – although if you go with a dog toy, one that resembles a normal toy so that it's discreet. 	<ul style="list-style-type: none"> · Have assessment be shorter than what an average student would be so she has ample time to think through them or provide extra time · Give opportunities to work one-on-one with the student · Have any formal assessment (reading or math questions) in a quiet undistracting area · Allow for there to be initial prompts available (multiple choice would be better than writing an answer out of nowhere for example) · Let her choose her questions based on comfort level so that

<ul style="list-style-type: none"> · Try to keep a consistent learning classroom layout and do not change it without forewarning 	<p>and communication</p> <ul style="list-style-type: none"> · If the classroom layout is going to be changed, give her ample warning and information to prepare her · Be in communication with her parents about successes and growth areas · Make sure to have her use your teacher name to help differentiate authority figures · Include visual stimuli for her to see what it looks like. If appropriate do play-based learning and tactile learning for abstract concepts as well. · Have a clear set of classroom 		<p>she can choose to challenge herself</p>
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	<p>“beliefs” which are visual for her to learn</p> <ul style="list-style-type: none"> · Give her important tasks to help you with to make her feel productive · Try to have a teacher keep an eye on her and make sure to know where she is · Utilize reading buddies with an older student to help her or have her read in groups because she enjoys having an audience · Do a mixture of dependent and independent work · Do a lot of movement-based learning 		
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Case Study:

Lily is a little girl, who currently goes by the pronouns she/her/hers. She was born in Canada and is 8 years old. She is in grade 3. When she was young, she was adopted into a family of five. She has three older brothers, two in high school and one in elementary school. Her mom and dad are also in this family. The adoption was a closed adoption, although, she has met one of her little sisters and has early memories of her Kokum. Lily is an Indigenous child (although I don't know what specific group she belongs to). Her adoptive family is a family of European descent. Lily's family is Christian. Her father works in construction and her mother is stay-at-home (although she used to be a special ed. Educator before she had children).

Lily is diagnosed with Fetal Alcohol Spectrum Disorder last year. She does not really exhibit any physical traits but she does have many behavioural traits that go along with the diagnosis. The more prominent traits are storytelling (or lying), belonging (knowing what belongs to who) short-term memory issues, difficulty with abstract concepts, emotional shutdowns, ADHD and low impulse control. Her parents recognized this and worked to get her support to help her learn to live with some of her exceptionalities. Because of this she has additional out of school supports such as a mentor to help with homework and social behaviours, recreational therapy and she is on certain medications.

Lily is athletically adept. She enjoys playing any sport. She is in swimming lessons and says she has done soccer, ballet, hockey and basketball. She likes the monkey bars on the playground and challenging herself there. When she feels comfortable in the environment she very quickly masters it and has a lot of confidence. She also likes to compete when she is comfortable and it seems to be a good motivator for her. She is very smart has proven many times that she can manipulate situations to her advantage. She also seems to enjoy helping and learning one-on-one. She enjoys helping clean vegetables when cooking or shoveling outside. Lily is personable and sociable. She makes friends very easily. She is very good at remembering names. She also has a good visual memory and can remember where things are if she has only seen them once. She seems to need to have control over situations. She also does best with a clear and regular schedule, she learns best in a quiet, one-on-one environment for a short amount of time. Although, she is pretty literal, she has a sense of humour and makes lots of jokes. She is also determined and driven when she wants to be.