

Brooklyn Nordgulen

November 5th, 2020

ECS 303

Who's In My Pocket: Student- A

A is a very gifted kindergarten student, they are very passionate about the things they love and if a lesson is suited for them, they will be easily excited. One thing I love about A is that they enjoy conversations and relationships with adults, they are very affectionate. Something I have noticed about A is that they are able to visualize a plan in their head and implement it. Lastly, A is very observant of their surroundings especially of their peers. A loves to play with loose parts and building materials (such as blocks). She absolutely loves to share her creations with others to observe her thinking. Although these are all great strengths and interests A has, often faced with some challenges as well. A easily gets frustrated when sharing with other students and communication can be a test. A can have negative reactions when she is over stimulated. It has been clear that A needs a set routine as she does not adjust well to change or being told what to do.

Although A has some setbacks using alternative seating and having fidget items has been working with her focus. Breaking up long times of discussion/instruction with hands on engagement works well for A in the classroom. A has shown she prefers to work individually rather than working with classmates, but we are slowly introducing engagement and sharing with other students. A sometimes has outbursts in class and we are working on talking when it is appropriate, sharing relevant information and staying on task. A is a student who needs stimulation to become excited about a task. Once excited, A is able to stay focused and attentive. A enjoys kinesthetic learning and hands on exploration. It is important to continue to monitor

interactions between A and other students because situations have the possibility of escalating if A becomes frustrated/overwhelmed with the situation unfolding. A has been diagnosed with Autism prior to starting Kindergarten.

Differentiated Learning:

Learning Environment- the classroom will have a large center with a variety of hand on materials such as; natural items, building material, recycled household items.

- Decrease excess noises and reduce visual and physical clutter for A.
- During direct instruction create alternatives for seating arrangements and fidgets such as; ball chairs and rocking chairs.
- A needs a cool down area to have time alone. The reading area can double as a personal area for A to relax and is free from distractions.
- A visual countdown will help A understand the concept of time and help with transitional periods.
- A visual schedule is a great visual. Encourage A to learn and interact in ways that are culturally familiar to them.

Instruction- A needs constant stimulation and movement integrated into the activities that they engage with such as; body breaks, loose parts, natural items, building materials.

- Activities need to be quick (15 minute maximum) and allow for flexibility.
- Allow A time to 'cool down'/ take time to process new information independently, in a separate space.
- Tailor tasks and unit to As' interests and cultural needs.
- Use a combination of advanced and simple vocabulary during instruction and conversations with A.
- Support A to recognize her learning strengths and styles and the adaptations and strategies that work best for them.

Assessment- use anecdotal observations to note how the student is making progress.

- Create situations to encourage A to become more involved with their classmates. Ask A during this time, “how does teamwork make this task easier?”
- During play and exploration time prompt students with questions such as; Why are you building this structure in this way? How would you work with your peers to design this structure”?
- The students will use vocal conversations and drawings to show their understandings. Vary options for demonstrating learning.
- Use a variety of ongoing daily assessments to monitor A’s progress.
- Involve A’s family in developing plans for support A’s achievements.

Resources- provide resources in a variety of formats including prints, visual, audio and multimedia

- All lessons will include loose parts and natural materials for A to explore with
- Land based education such as; exploring outdoors: feelings, textures, smelling elements.
- A needs to be aware of the day's schedule. I will do my best to ensure that the schedule does not change, but if it does give A ample notice.
- Constantly encourage collaboration with others. Create centers for play and exploration time that has students working together.
- Create situations for A to engage in because A does not play when they do not have interest.

Works Cited

Sharatt, & Fullan. (2012). The Adaptive Dimension. Retrieved November 11, 2020, from <http://publications.gov.sk.ca/documents/11/100225-The%20Adaptive%20Dimension.pdf>