

Student: Learner Profile 1: Gifted and Talented  
 Referring Teacher:  
 Date of AP approval:

Date of Referral: Spring 2015  
 Contributing personnel:  
 Date for Review:

1. **Learner Profile**
2. **SETT**
3. **Accommodated Program Plan**

<p><b>Learner Description:</b></p> <ul style="list-style-type: none"> <li>● student is suspected of being of above average intelligence/Gifted and Talented</li> <li>● student will be privately assessed due to high levels of frustration and disorganization</li> <li>● student has high expectations of personal achievement and academic success</li> <li>● student work best on her own and can find group work very frustrating</li> <li>● student has challenges engaging in unstructured activities, including recess</li> </ul>	<p><b>Special Considerations:</b></p> <ul style="list-style-type: none"> <li>● group of 1</li> <li>● provided opportunity to work with other students with similar learning profile both in the school and online</li> <li>● assessment are based more on process and organization than on curricular outcomes</li> <li>● requires an independent space to work in the room</li> <li>● recess options that allow for independent activity are provided</li> <li>● will be provided big picture tasks and roles that connect complex concepts, but require scaffolded planning and organizing</li> </ul>
<p><b>Learner Strengths:</b></p> <ul style="list-style-type: none"> <li>● excellent auditory memory,</li> <li>● significant background knowledge to contribute to class and assignments,</li> <li>● can create flipped learning resources for Learner 2 and other same grade students,</li> <li>● adept with technology,</li> <li>● very creative</li> <li>● independent</li> </ul>	<p><b>Learner Needs:</b></p> <ul style="list-style-type: none"> <li>● large project tasks will be broken into smaller pieces</li> <li>● benefits from mentors and peers who are also above average intelligence</li> <li>● support with organization and planning skills</li> <li>● will be provided guidance in social skills and empathy</li> <li>● will be provided guidance in managing emotions appropriately</li> </ul>
<p><b>Learner Resources:</b></p> <ul style="list-style-type: none"> <li>● Khan Academy,</li> <li>● Galileo Network</li> <li>● peers within the gifted community</li> <li>● adult mentor in the building to provide emotional and social guidance</li> <li>● online libraries to access reading and research materials</li> </ul>	<p><b>Recommended Strategies:</b></p> <ul style="list-style-type: none"> <li>● Student will require passion projects</li> <li>● will create resources for peers using collaborative technology</li> <li>● explicit modeling of new activities/social skills/routines,</li> <li>● should be allowed to be a group of 1 and contribute to a group but not work within a group.</li> <li>●</li> </ul>

## SETT

<p>STUDENT – Examples of guiding questions concerning inclusive technologies:</p> <ul style="list-style-type: none"><li>• What are the student's current abilities?</li><li>• What are the student's special needs?</li><li>• What are the functional areas of concern?</li><li>• What are the other students doing that this student needs to be able to do?</li><li>• What does the student need to be able to do that is difficult or impossible to accomplish independently at this time?</li></ul>	<p>ENVIRONMENTS – Examples of guiding questions concerning inclusive technologies:</p> <ul style="list-style-type: none"><li>• What activities take place in the environment?</li><li>• Where will the student participate—classroom, home, community, therapy?</li><li>• What is the physical arrangement?</li><li>• What activities do other students do that this student cannot currently participate in?</li><li>• What assistive technology does the student have access to or currently use?</li></ul>
<p>TASKS – Examples of guiding questions concerning inclusive technologies:</p> <ul style="list-style-type: none"><li>• What specific tasks occur in the environment?</li><li>• What activities is the student expected to do?</li><li>• What does success look like?</li></ul>	<p>TOOLS – Examples of guiding questions concerning inclusive technologies:</p> <p>Tools are devices and services—anything that is needed to help the student participate and access learning programs.</p> <ul style="list-style-type: none"><li>• Are the tools being considered on a continuum from no/low to high-tech?</li><li>• Are the tools student centred and task oriented and reflect the student's current needs?</li><li>• Are tools being considered because of their features that are needed rather than brand names?</li><li>• What is the cognitive load required by the student to use the tool?</li><li>• What are the training requirements for the student, family and staff?</li></ul>

## Student 1 Gifted and Talented

<b>Student</b>
<ul style="list-style-type: none"><li>• student is suspected to be Gifted/Talented</li><li>• completes assignments quickly and accurately, seeks new information</li><li>• Students understands 'big picture'</li><li>• Student enjoys learning new information, is an avid non-fiction reader</li><li>• Functional areas of concern include provide academically challenging tasks, being able to 'break down' information and explain processes and collaborate with others in a manner that allows for contributions and academic growth for their peers</li><li>• This student needs to be able to work with others in a manner that ensures engagement by all students, delegate and engage in an a socially appropriate manner</li></ul>
<b>Environment</b>
<ul style="list-style-type: none"><li>• This student is placed in a universal learning environment that provides opportunity for personal and academic choices that engage and challenge the learner</li><li>• This student currently has access to various technologies to facilitate research and designing engaging presentations of knowledge and understanding</li><li>• This student has developed a PLN that includes groups with similar interests on twitter and through google+ - these groups collaborate to ask questions, share information and complete passion projects</li><li>• The instructional arrangement for this learner is very flexible, fluid and self-directed, with the input and mentorship of various community (school and local) members</li><li>• The physical arrangement for this student is very flexible, they have been encouraged to use a workspace that is appropriate for their task and needs</li><li>• The other students are engaged in grade level work, this student completes these tasks</li><li>• this student has access to an ipad and laptop, google drive, wonderopolis, twitter, ShowMe</li></ul>
<b>Tasks</b>
<ul style="list-style-type: none"><li>• The student will be provided time and resources to complete passion projects</li><li>• Student will practice breaking down information into details through the development of instructional videos to be used for flipped class learning</li><li>• Student will be required to develop strategies for</li><li>• Specific Tasks for this student include: research, communicating with community mentors, developing a proposal and presenting (?maybe) proposal to RVS or City of Airdrie</li></ul>
<b>Tools</b>
<p>High tech tools: Google Drive, Powtoon, Prezi, Google Slides, reminders, Notes features on apple products, Smartboard, Skype, Voxer and Collaboration tools with their own PLN</p> <p>Low tech tools: highlighters, post-it-notes, roleplaying, muticoloured pen sets,</p> <p>Tools will be used to support note taking, strategies for organizing information, how to research, how to evaluate information and how to organize data,</p> <p>Teachers, mentors and librarians will be required to understand the unique needs of a gifted/talented learner, and model patience as the learner tries to work through challenges</p>
<ul style="list-style-type: none"><li>• ReSETT</li></ul>
<p>We will ReSETT as the learner progresses through new to them tools for research and organization to evaluate their ease of competency and appropriateness for the task and learner.</p>

Resources and Research links to support the understanding of programming for this learner's needs for this STEAM project

- teacher PLN, including, but not limited to: RVS student support services, Community of Practice, peers, conferences, twitter chat groups, LinkedIn groups, parents, webinars

Documents:

- Alberta Education Gifted and Talented:  
<https://education.alberta.ca/media/525558/ipp92.pdf>
- How to Spot a Gifted and Talented Student: [http://www.teachersfirst.com/gifted\\_spot.cfm](http://www.teachersfirst.com/gifted_spot.cfm)
- *Making a Difference*, Alberta Education

**SECTION 1: Reason for Accommodated Program Plan implementation:  
Academic:**

check all that apply

Difficulty transitioning into new environment – cannot maintain workload or meet outcomes		Is easily distracted during instructional time	
Behavior poses a barrier to successful completion of academic outcomes and tasks		Is easily distracted during on tasks time	
Student Experiences Anxiety regarding completion of tasks	✓	Avoids engaging in academic specific tasks	
Demonstrates challenges with organization skills that interfere with ability to engage with or complete required tasks		Does not complete grade appropriate tasks and assignments during expected time period	
Frequent absences that impede ability to achieve intended outcomes		Quality of oral demonstration of learning is below grade level	
Motor skill development is not consistent with grade level expectations and peers		Depth of visual representation of learning and knowledge is below grade level expectation and peers	
Requires frequent support, affirmation and suggestions to begin, continue or complete tasks		Quality of written work (content) is below grade level expectation and peers	
Demonstrates lack of understanding of grade level numeracy and mathematical operations		Demonstrates lack of comprehension when reading and writing	
Does engage with text in a manner that exceeds grade level expectation	✓	Has difficulty following instructions and requires frequent redirection and supervision	
Completed work is done to an excellent standard, often within a short time frame	✓	Requires extension activities due to excellent quality of work and understanding of material	✓

**SECTION 1: Reason for Accommodation Plan implementation:  
Emotional/Behavioural:**

check all that apply

Difficulty transitioning into new environment – engages in inappropriate interactions with peers and staff		Delays commencement of tasks by engaging peers or teachers	
Behavior is detrimental to ability to form friendships and/or work well with others	✓	Demonstrates anxiety, frustration or avoidance of transitions	
Student experiences anxiety in unstructured learning environments		Avoids engaging in verbal communication with peers or staff	
Frequent absences impede ability to develop friendships		Lacks age appropriate emotional strategies to manage personal expectations of achievement	✓
Lacks appropriate social skills to develop friendships	✓	Requires mentoring and explicit guidance of appropriate choices when engaging with peers	✓
Lacks sense of time and requires support with time management	✓		

**SECTION 2 – intended outcomes of Accommodated Program**

check all that apply

To increase on-task behaviour		To manage complex emotional responses	✓
To increase reading comprehension skills		To foster and develop friendships	✓
To provide strategies to foster independent completion of tasks	✓	To develop age appropriate social skill strategies with peers and staff	✓
To develop mathematical understanding and application		To develop a supportive school network for the student	✓
To increase overall academic performance		To provide a toolbox of emotional coping strategies at various levels of frustration	✓
To increase student self-efficacy and effort		To provide student an awareness of best fit learning strategies and outlets	✓
To reduce academic related anxiety	✓	To identify and respond to trigger situations	✓
To identify areas of strength and provide technologies, instructional strategies and	✓	To identify areas of need to explore assistive technologies, instructional strategies and	✓

assessments that foster success		assessments that foster success	
---------------------------------	--	---------------------------------	--

SECTION 3 – Accommodations, Strategies and Assistive Technologies			
			check all that apply
Allow extra time for tasks		Allow working with a peer	
Allow use of manipulatives to complete tasks	✓	Allow option of group of 1	✓
Allow visual presentation of learning to reduce required engagement with text		Allow alternate work space to complete tasks	✓
Provide opportunity for mastery of a task or outcome	✓	Pair with mentors who contribute to the learner's social and area of interest development	✓
Provide visuals for vocabulary, mathematical operations and big ideas		Provide scaffolding and visual clues to assist with organization	
Provide feedback on progress at stages of tasks instead of at end of task	✓	Allow student to audio record lessons for review	
Allow for open ended research tasks	✓	Provide a scribe or speech to text for written work	
Allow use of calculator		Provide standup desk	
Allow learner to access information using audio ATs		Prepare summary of important information and resources prior to learning tasks	
Provide electronic access to learning, instructions and demonstrations		Allow use of electronic reminders to keep learner on task	✓
Allow use of organizers for belongings and frequently used materials	✓	Use graph paper and other math manipulatives to help with math	
Provide information and demonstrate strategies in visual note-taking, summary writing and outlining		Provide access to sensory tools during tasks and listening activities	✓

### SECTION 3 – Accommodations, Strategies and Assistive Technologies cont'd

check all that apply

Provide access to coloured paper, highlighters, tinted glasses to support visual focus		Provide access to visual and auditory blocking tools – headphones, fold-up screens	
Connect student with mentor in area of interest	✓	Allow use of fine motor supports for art tools	
Provide exemplars		Flexible seating plan	
Direct mentorship regarding organization, time management and self regulation	✓	Direct mentorship in developing friendship skills from an adult they trust	✓
Use Google calendar for agenda and communication with home		Email home important docs (field trip forms, important updates) using Adobe for signature	✓
Allow use of Google Doc for work that will completed in multiple locations	✓	Provide ample time for transitions	
Allow oral presentations to be done to a small group of learner selected peers		Use of Assistive technology lab	✓



How can we engage a Gifted/Talent learner in a STEAM learning project?

engage the student as a leader in communicating with community members, liaison for meetings and interviews

Provide meaningful, interactive connections between curriculum and real life application

Develop non-academic areas of need, such as empathy, patience, collaboration skills

Allow for flexible grouping- group of 1, working with mentors and other adults

Resources: make content more complex, abstract and interrelated and presentation engaging and tech based (mindmaps, Animoto, Google Forms)

Strategies: Provide assessment that fosters mastery, provides pointed feedback

Strengths: creative, excellent visual and auditory memory, technologically adept, articulates big ideas

Challenges: lack of empathy and patience when working with others, organization, ability to articulate ideas and details, easily frustrated

Student goals: manage and organize large amounts of information and develop more independence and confidence making decisions

Alberta Education. (2010). Making a difference: Meeting diverse learning needs with differentiated instruction. Edmonton, Alberta: Alberta Education. Retrieved from [http://education.alberta.ca/media/1234045/makingadifference\\_2010.pdf](http://education.alberta.ca/media/1234045/makingadifference_2010.pdf)

Alberta Education. (2006). Planning for students with special needs: Chapter 11: Planning for Students who are gifted. Edmonton Alberta: Alberta Education. Retrieved from <http://education.alberta.ca/media/525558/ipp92.pdf>

Crawford, K. (2015). Gifted Learner Profile Gifted. (unpublished image).

TeachersFirst. (2015). How to spot a gifted student. Retrieved from [http://www.teachersfirst.com/gifted\\_spot.cfm](http://www.teachersfirst.com/gifted_spot.cfm)

Zabala, J.S. (2005) Ready, SETT, go! Getting started with the SETT framework. *Closing the Gap*, 23(6),1-3. [http://www.joyzabala.com/uploads/Zabala\\_CTG\\_Ready\\_SETT\\_.pdf](http://www.joyzabala.com/uploads/Zabala_CTG_Ready_SETT_.pdf)