

Student: Learner Profile 3

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>● Grade 4 student in French Immersion.</li><li>● very bright and highly verbal</li><li>● excellent memory</li><li>● savvy with technology</li><li>● is often very tired</li><li>● works very well with younger students</li><li>● he can become very oppositional and defiant, and has been known to run away</li><li>● misses important instructions and information due to lack of focus and seeks constant affirmation and explanation</li><li>● requires constant redirection</li></ul>	<p><b>Special Considerations:</b></p> <ul style="list-style-type: none"><li>● accountability checklists</li><li>● honest conversations</li><li>● transparency</li><li>● allow group of 1 option</li><li>● Building a positive environment for Paolo is essential. He will not engage unless the foundation is established.</li></ul>
<p><b>Learner Strengths:</b></p> <ul style="list-style-type: none"><li>● Advanced Oral language skills</li><li>● good reading comprehension and vocabulary</li><li>● strong mental math skills</li><li>● excellent memory</li><li>● responds well to humor</li></ul>	<p><b>Learner Needs:</b></p> <ul style="list-style-type: none"><li>● Support to manage time and tasks effectively</li><li>● constant redirection</li><li>● weak social and interpersonal skills</li><li>● social-emotional needs</li></ul>
<p><b>Learner Resources:</b></p> <ul style="list-style-type: none"><li>● technology (iPad, Google Drive)</li><li>● leadership opportunities</li><li>● reminders, timers, checklists</li><li>● fidget toys, wiggle seat, and other sensory tools</li></ul>	<p><b>Recommended Strategies:</b></p> <ul style="list-style-type: none"><li>● electronic reminders,</li><li>● options for work spaces,</li><li>● ability to represent learning through digital and pictorial modes</li><li>● enjoys earning rewards (walk around school, sit with teacher)</li></ul>

## SETT

### Student 3 Paolo - academically capable, moderate EBD

<b>Student</b>
<ul style="list-style-type: none"><li>• Learner is a curious and eager learner and skilled with technology, apps and software</li><li>• Learner requires frequent breaks and options in workplace</li><li>• Learner enjoys working with younger students</li><li>• areas of concern include ability to manage frustration and anger appropriately</li><li>• this learner is working toward independently completing tasks, identifying emotional triggers, and using age appropriate language and communication with peers and teachers</li></ul>
<b>Environment</b>
<ul style="list-style-type: none"><li>• To successfully demonstrate competency in the outcomes in this learning environment, this learner will be supported in developing skills in time management, collaboration, communicating clearly, and managing frustration when faced with a barrier</li><li>• Learner has a very consistent and predictable behaviour expectation plan with strategies built in for breaks, and an equally consistent and predictable set of consequences to foster independence and self regulation</li><li>• Instructions will be provided verbally as well as visually</li><li>• Repeat essential instructions and terminology</li><li>• Ensure the learner has access to food, water and physical exercise through the day to manage contributing factors to mood swings</li><li>• Student is provided a work space near the teacher, that allows for frequent check ins, redirection and strategy reminders on behalf of the teacher</li><li>• Learner has been using reminders, calendars, stress balls and weighted lap pillow, to maintain focus and accountability</li><li>• Tools used for representing learning include ShowMe, Pages, iMovie, Google Drive</li><li>• Social skill development is modeled, mentored and practiced with the CSA, peers and younger students in a learning buddy role</li></ul>
<b>Tasks</b>
<ul style="list-style-type: none"><li>• Learner will be provided a role that has them moving and outdoors - measuring the treed areas, drawing maps, cataloguing already present living things</li><li>• Learner is provided a work space near the teacher, that allows for frequent check ins, redirection and strategy reminders on behalf of the teacher</li><li>• The learner is expected to complete assignments in an environment of their choosing if they demonstrate appropriate decision making for success</li><li>• Successful completion of tasks would encompass self directed time management, managing frustrations using appropriate strategies and the ability to complete tasks while working with classmates in a productive manner</li><li>• The learner will be expected to gather, sort, categorize and analyze data gathered for the STEAM project, as well as work collaboratively with peers completing similar tasks</li></ul>
<b>Tools</b>
<ul style="list-style-type: none"><li>• this learner will be able to select an appropriate technology to complete tasks with the guidance of their community mentor and the teacher</li><li>• instructions and checklists will be provided visually, with visual and auditory reminders</li><li>• information and assignments will be shared in chunks, and provided orally (recorded onto an ipod for continual access)</li></ul>

- student will have the opportunity to work in a private workspace when his emotions are beginning to escalate, when he senses a need to work alone, or when the teacher or mentor notice a sense of frustration in the student
- technology supports will be considered because of the student's interest and proficiency with electronic devices

### ReSETT

- as learner demonstrate accountability and independence, the teachers will re-evaluate the need for the supports required
- as new roles are taken on over the course of the project, the SETT will be revisited to ensure the mentor is able to meet student needs, anticipate potential areas of frustration and to reconsider the effectiveness of the tools in place

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

- visual organizers to accommodate a short attentions span
- Learner Support personnel
- teacher PLN including peers, administration, conferences, parents, research

#### Documents:

- Teaching students with learning and behaviour differences:  
<https://www.bced.gov.bc.ca/specialed/landbdif/11.htm>
- *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**

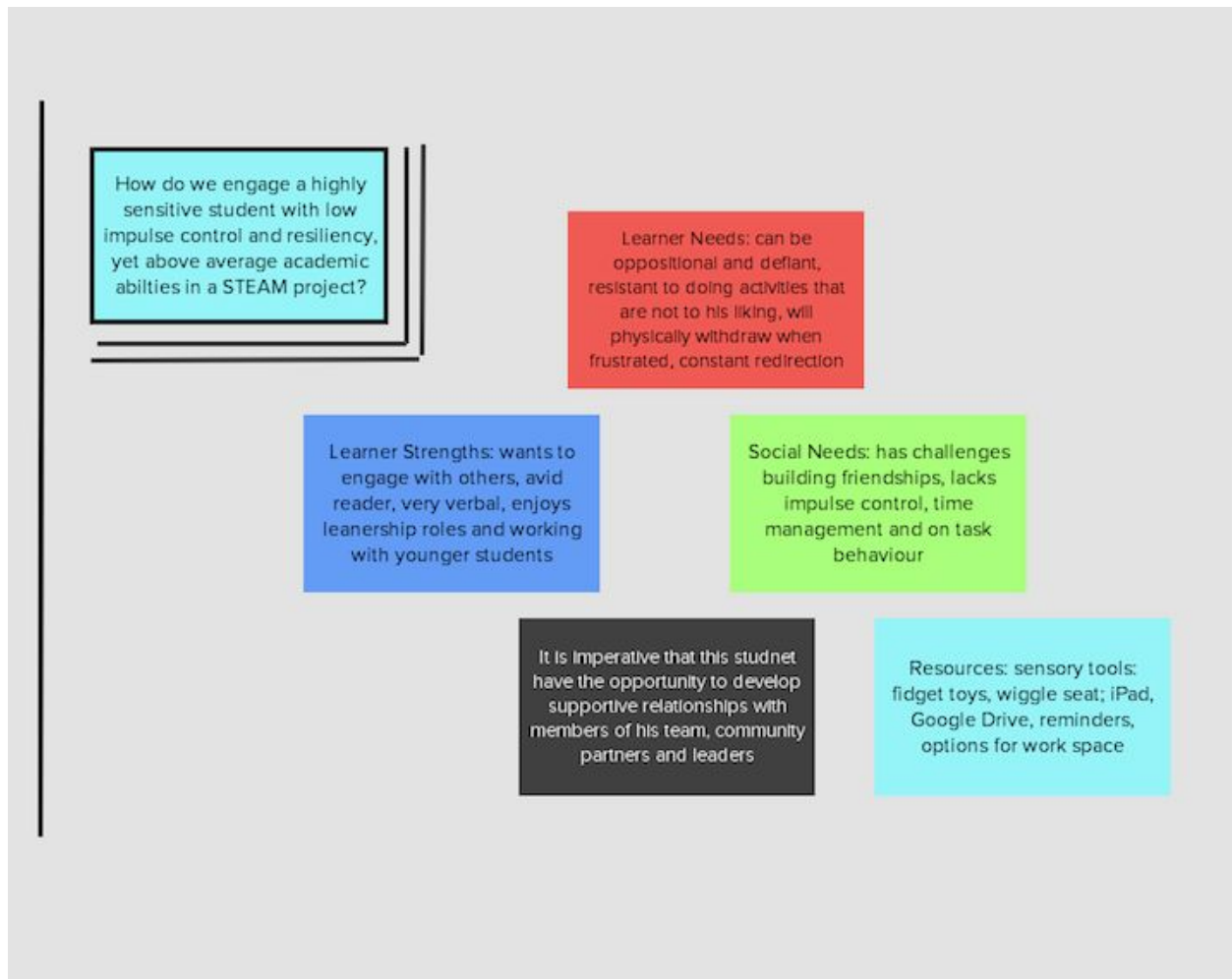
To increase on-task behaviour	✓	To manage complex emotional responses	✓
To increase reading comprehension skills		To foster and develop friendships	✓
To provide strategies to foster independent completion of tasks	✓	To develop age appropriate social skill strategies with peers and staff	✓
To develop 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 assessments that foster success	✓	To identify areas of need to explore assistive technologies, instructional strategies and assessments that foster success	✓

### SECTION 3 – Accommodations, Strategies and Assistive Technologies

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**

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	✓	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 be 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	✓



## References:

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