

Student profile example - Andrew

Andrew is a Year 10 student who attends his local college. He has developmental dyspraxia.

He is friendly, easy-going and gets on well with his peers. Andrew is extremely confident and competent with computers and is knowledgeable about anything to do with digital technology. Transition to a large secondary school has been difficult for Andrew. He becomes disoriented at school and struggles to choose the most direct route to his next class. Andrew also finds it difficult to remember his weekly timetable, so he often arrives at the wrong class or arrives late to class, which frustrates his teachers. Andrew's teachers say he often hasn't got the correct books or equipment with him or has lost work from the previous lesson.

Andrew does not enjoy subjects that require a lot of writing. He finds handwriting takes too much concentration and coordination. He gets frustrated that he can't keep up with the class when working on a written task, so gets annoyed and angry with those around him.

While Andrew enjoys science, he gets embarrassed handling the lab equipment and has broken a number of things by dropping them. He finds co-ordinating both sitting on the high stools in the science lab and handling lab equipment even more difficult.

Andrew the student	Andrew's learning environment	Teaching Andrew
<ul style="list-style-type: none"> • Develop strategies that support Andrew to manage his own learning goals. • Use Andrew's interest in computer technology and mathematics to support and motivate him. • Encourage Andrew to monitor and manage his own frustration levels, discuss strategies available to him if he feels he needs to take a break during a lesson. 	<ul style="list-style-type: none"> • Think about any modifications you could make to your class or school environment that would benefit Andrew, as well as other students. • For example, could you give students a range of seating options suited to students with different physical needs? Could you provide written copies of lessons that repeat your instructions and aim to help students recall specific tasks? 	<p>English Allow Andrew extra time for completing academic tasks that require writing or consider allowing Andrew to record his work in an alternative format, eg as a digital recording or visual display.</p> <p>Science Create a whole-class buddy system so that Andrew can work with another student to complete science activities and experiments</p>

Andrew the student	Andrew's learning environment	Teaching Andrew
<ul style="list-style-type: none"> • Whenever possible, involve Andrew in discussions about his progress and his preferences for additional classroom supports. • Keep Andrew's future aspirations and career pathways in mind when supporting him to select subject choices for NCEA Level 1. • Provide Andrew with an electronic version of the school diary or planner and map that he can upload on his iPad to remind him of his timetable, class location, homework tasks and additional school requirements, eg the fact he needs a permission slip for the school visit to the planetarium. • Consider a reader writer for exams, in preparation for NCEA 	<ul style="list-style-type: none"> • Think about how you could do the same for your teaching programme. • For example, you could give students alternative methods for demonstrating what they know and can do, eg, they could present their work orally, visually, or by using digital technology. • Intentionally model the use of a school diary or digital planner to teach Andrew and his peers organisational strategies and timekeeping skills. 	<p>as a shared task. Allow students to stand at the science tables while doing experiments if they choose to and provide planned movement breaks.</p> <p>Health and physical education Provide Andrew with opportunities to practice skills before he is required to participate in a class game or activity or provide alternative responsibilities during sport activities that are particularly challenging eg recording the score or resetting equipment. Acknowledge that Andrew's co-ordination and skills may vary from one day to the next depending on his energy levels and confidence.</p>