

Student Profile Example - Melody

Melody is a happy confident Year 9 student who attends her local high school. She has Down syndrome.

She attends identified subjects with support and is in the learning centre for some other subjects. Outside of school Melody plays netball and loves it when she gets included in trips to the mall with her friends.

Melody communicates well verbally and is able to be understood by her peers and the adults who work with her. She requires firm boundaries and responds well to positive affirmation and acknowledgement.

Melody requires support with the organisation of the day to day timetable and moving from class to class. She can be flustered in busy classrooms and may withdraw and become unresponsive when stressed. She may say she understands what is required or what is happening around her but it is important to check that she does.

Melody experiences ongoing ear problems which affect her hearing and concentration, however she seldom complains about this and often the only way anyone knows is when her ear is discharging. She will have medical intervention immediately when whanau are notified. Melody is independent with self care, however she needs some support during menstruation to self-manage.

Melody's family expect that she will get some credits towards NCEA level one and two. Melody isn't sure what she will do when she leaves school but recognises that she enjoys being outside more than inside.

Teaching Melody	Developing Melody's skills	Melody the student
<ul style="list-style-type: none"> Establish good communication with Melody's whanau - they want to be involved and need help to know what they can do. Practicing skills learned at school and using vocabulary she is learning will help. Involve Melody and her whanau in writing her learner profile. This will need to include discussions around personal boundaries and managing menstruation, as well as learning goals and strategies for the classroom. Coordinated meetings of all of Melody's teachers and the teacher's aide, to discuss teaching and learning strategies will support the teachers' professional practice and Melody's learning. When Melody enrolled at High School the Head of Learning Support and the specialist teacher visited her last school to see the resources they were using to scaffold her reading and writing. The specialist teacher and her English teacher have developed resources that are similar to support Melody in class. Melody has a teacher's aide for identified subjects. The teacher's aide helps all the students in the class and rarely sits with Melody, she often acts as the eyes and ears for Melody's support team, being able to describe 	<p>English Melody will be able to participate in the class wide reading programme with some adaptation to the resources she is reading. Melody appreciates time to read. She will benefit from a two pronged reading programme operating, where she is encouraged to read books of her choice and also work on a guided reading programme with material that will support developing her comprehension.</p> <p>When teaching the class to plan for writing she will be able to use graphic organisers to help record her ideas and structure her writing. She requires a framework structure for note taking.</p> <p>Science / Social Studies Melody will work well with a buddy or in a small group. Think about the tasks she can do and how this can be naturally incorporated into what the group is doing. Have regular discussions with the specialist teacher about skills and concepts that Melody needs to master. Provide her with simplified written expectations and offer drawing and other methods of presenting information (iPad, verbally etc).</p> <p>Maths Have equipment available for all activities. Melody will require an adapted curriculum with basic skills</p>	<ul style="list-style-type: none"> Melody responds well to clearly stated expectations, and to verbal and non verbal acknowledgement that she is 'on track' Melody is a typical adolescent and is very interested in boys. She sometimes is not aware of personal space and can be over familiar. It will be sensible to include ongoing discussions and reminders around appropriate interactions. Consider if there are close peers who could help with this as well. When Melody is reluctant to follow directions or complete work, a visual 'when/then' card works well (With the task the teacher requires first, followed by a brief time with a preferred activity or task). Melody may need support with any instruction or information provided verbally. Her strength is in visual and

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<p>what is happening in classes and act on little changes that need to be made.</p> <ul style="list-style-type: none"> Melody will need extra time in all subjects that require written work, all teachers will need to use the same graphic organiser to help her plan her writing. These will be two to four simple sentences which can be produced independently once she has planned. Melody finds note taking challenging and views this as unimportant. Consider providing her with a prepared sheet with simple prompts and spaces for her response. Melody is a capable decoder of reading material, and this can be misleading as her comprehension of what she reads is far less sophisticated. She will need a lot of support with this. Regularly ask her to 'tell' you about what she has read, keeping questions simple. She will find inference and prediction particularly confusing and will need these questions to be scaffolded carefully. Investigate read out loud apps that highlight the words as you go so she can listen and watch text at the same time. Melody will benefit from using concrete materials for all abstract learning. Present each concept taught in many ways using a 	<p>presented in a variety of ways and situations. Functional curriculum activities including time and money will be of benefit to her.</p> <p>Physical Education Melody is physically active and well co-ordinated. She enjoys all physical activity but needs to be monitored when working on physical skills with larger, more robust peers. She would benefit from pre-learning the rules and skills before working with peers. She benefits from reminders about personal space. Understanding the concepts and written work expectation in Health will need to be scaffolded and supported. (Refer English comment.)</p> <p>The Arts Melody enjoys all aspects of art and happily attempts everything offered. She may become frustrated by her efforts when she compares them with what her peers have done. Encourage peers to be supportive. In Drama utilise the ability to pretend to be someone else to teach social skills to both Melody and her peers.</p>	<p>kinaesthetic learning with plenty of opportunity to assimilate new information into previous learning and a lot of consolidation of each new or emerging skill.</p>

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<p>variety of equipment, over - learning will support retention. Set up good communication between the supported learning centre and other classes, they will be able to help with over learning some of the tasks she is learning.</p> <ul style="list-style-type: none"> All students in the class will benefit from having important instructions written on the board or as a check list as well as being spoken. 		

Melody's environment
<ul style="list-style-type: none"> Consider an application for transport support as Melody is vulnerable in the wider community and is not reliably independent in getting to school. This could be a mentor to catch the bus with her every day or a taxi. Melody may need support in locating where she needs to be, and when. Consider physical guidance initially and then a hand-held visual timetable with simple prompts to remind her of where to go. Melody can read analogue time, so a visual prompt on her timetable will help. Consider an app for her iPad that will help with visual reminders of where she is supposed to be and when. At times Melody may choose not to return to class when required. Develop a plan for how to manage this. She responds well to her peers and will probably choose to join them rather than at the request of an adult. Consider having a peer support buddy locate Melody prior to bell times or between classes so they can walk together. When staff see Melody during break times they can use this as an opportunity to check with Melody that she knows what and where her next class is. Use one book with divisions inside it instead of 6 or 7 different books or provide opportunity for Melody to keep her books in the classroom where she can locate them easily.