

# Ask the student what will help and consider a learner profile

A suggestion for implementing the strategy 'Identify needs and how to provide support' from the Guide: [FASD and learning](#)

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**Includes:**

Survey students about preferences

What to include in a learner profile

Personalise learner profiles

Connect with parents and caregivers

Apply your understanding of FASD to student interactions

Useful resources

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Identify needs and how to provide support](#)

Suggestion: [Ask the student what will help and consider a learner profile](#)

Date

27 June 2019

Link

[www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/ask-the-student-what-will-help-and-consider-a-learner-profile](http://www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/ask-the-student-what-will-help-and-consider-a-learner-profile)

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## Survey students about preferences

Ask students what supports their learning and what gets in the way.

I personally do a survey at the beginning of every class, every semester ... to get an idea of who is in the classroom to begin with and what they would benefit, or what they want to see in the class, what would work [and not work] for them.

**Nancy Searcy**

Source: [Student profiles - UDL supporting diversity in BC schools](#)

**Source:**

[Student profiles - UDL supporting diversity in BC schools  
http://udlresource.ca/2017/12/student-profiles/](http://udlresource.ca/2017/12/student-profiles/)

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# What to include in a learner profile

Discuss this list with the student and their whānau to identify what to include in their learner profile.

- ↙ Important people
- ↙ Cultural connections and experiences
- ↙ Languages spoken
- ↙ Things the student is good at
- ↙ Memorable life experiences
- ↙ How they like to unwind and relax
- ↙ Likes and interests
- ↙ Dislikes and things they avoid
- ↙ How they like to learn and what helps – beneficial teaching and learning approaches, technology needs and preferences
- ↙ Things that make it hard for them to learn – identify potential barriers to learning and wellbeing
- ↙ What they do when they need help
- ↙ Describe their aspirations and passions



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## Connect with parents and caregivers

Cooperation between parents, teachers, and community supports created a successful school experience for Alex.

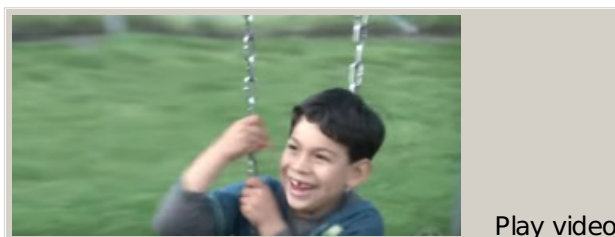
Source: [POPFASD \(Canada\)](#)

Closed Captions

Source:

[POPFASD \(Canada\)](#)

[https://www.youtube.com/channel/UCWRoE1YnO371Fc\\_hWx6Pnhg](https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg)



Video hosted on Youtube [http://youtu.be/fQdTMg\\_6VLU](http://youtu.be/fQdTMg_6VLU)

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## Apply your understanding of FASD to student interactions



Source: [FASD: Essential strategies – A resource for frontline professionals](#)

Source:

[FASD: Essential strategies – A resource for frontline professionals](#)

<https://www.matuaraki.org.nz/uploads/files/resource-assets/FASD%20Essential%20Strategies%20Framework.pdf>

[View full image \(128 KB\)](#)

Phrases suggested by people with FASD and whānau to guide day-to-day interactions.

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## Useful resources

Template and guidelines for developing a learner profile.



### Developing learner profiles

Read time: 3 min

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Download](#) PDF (211 KB)



### About me

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Download](#) PDF (596 KB)

### Essential tips

Read time: 2 min

Publisher: British Columbia Ministry of Education

[Visit website](#)

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