

Student Cameron

Grade 7

My learner profile was developed to help me and others understand how I learn. The personalized information provides a holistic profile of my academic and learning skills and practical learning strategies to further develop these skills. Your guidance is appreciated in reviewing each category and supporting me in implementing the strategies I have selected.



- **Interests:** I enjoy playing sports, watching sports, listening to music, relaxing or having quiet time. I'm good at baseball.. I like sports to keep me active as it's hard to sit still sometimes. I also like to travel to interesting places like Mexico and Europe to see how other people live.
- **Motivation type:** I am MOTIVATED EXTRINSICALLY to learn This means that I may be learning or doing school work to get praise or some kind of reward like higher grades or a gift.

### ACADEMIC SKILLS

#### Academic Skills

**Subjects Enjoy Most:** English / Language Arts, Geography, Art

**Subjects Enjoy Least:** Math, Science, Technology

#### Preferred Learning Supports

- I used physical tools to stay focused (ie. fidget toys, chairs)
- I had extra time to complete tests and assignments or took tests over several days

#### Academic Challenges

The academic assessments I completed were math operations, reading comprehension, reading fluency, listening comprehension, written expression and oral expression. Any challenges I had are listed below.

##### MATH OPERATIONS

- **PERCENTAGES:** use mental to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%
- **FRACTIONS:** add and subtract fractions with like and unlike denominators, using appropriate tools, in various contexts
- **DECIMALS:** solve problems involving the division of three-digit whole numbers by decimal tenths expressing remainders as appropriate

##### READING COMPREHENSION

- **FACTS AND DETAILS:** find supporting details in various texts
- **SEQUENCING:** analyze various texts by sequencing the events of multiple plots
- **INFERENCE:** use explicit and implicit evidence, to extend understanding of various texts
- **VOCABULARY:** demonstrate an understanding of a variety of words, and use morphological knowledge to analyze and understand new words in context
- **MAIN IDEA:** summarize the main idea of a text and draw a well-supported conclusion

##### WRITTEN EXPRESSION

## LEARNING PREFERENCES

### Universal Design for Learning

This learning plan is based on the principles of Universal Design for Learning (UDL), which supports me to represent, engage and express my learning in multiple ways. Consider supporting me in the multiple ways I indicated I learn best.

#### Engagement

The ways I learn best. I am:

- PICTURE SMART so I may learn best with images, charts, and videos.
- PEOPLE SMART so I may be good at understanding and getting along with people.
- BODILY-KINESTHETIC SMART so I may have good hand-eye co-ordination, balance and speed with body.

#### Representation

I prefer to understand information by

- watching a video or presentation

#### Action and Expression

I prefer to demonstrate my knowledge

- with tests that include multiple choice and short answers
- by using images, pictures, charts or diagrams
- in person in front of a small group of classmates
- in small group discussions with my classmates

## LEARNING / COGNITIVE SKILLS

### Learning Skill Strengths and Opportunities

I completed an executive function assessment to identify learning skills that were easier and more challenging for me. Based on the outcome, a list of learning skills was reported as learning strengths and opportunities for growth.

#### Learning Skill Strengths

- SUSTAINED ATTENTION which means that I may have the ability to stay focused and attentive for a long period of time.
- ORGANIZATION which means that I may prefer to keep things in order or tidy
- RESPONSE INHIBITION which means I may be able to think before I act
- LEADERSHIP which means that I may enjoy being a leaders in group activities.
- PHYSICAL which means that it may be easier for me to learn when I am able to be more active.
- CREATIVE which means that it may be easier for me to learn through creative methods like art or music
- VISUAL MEMORY which means I may be able to easily remember things that I have visually seen.

#### Learning Skill Opportunities

- WORKING MEMORY which means it may be difficult for me to remember information I recently recalled.
- EMOTIONAL CONTROL which means the part of the brain which controls my emotions may not be fully developed
- AUDITORY MEMORY which means it might be difficult for me to process information that I hear orally, remember it and recall it.

## Learning Strategies

Upon completion of the learning plan, 5 initial strategies were recommended to help me become a successful learner. From this list, I selected the strategies I think will work best for me. I would like to implement these initial strategies in my action plan and consider more strategies later.

### Recommended Learning Strategies

- **NOISE CANCELING HEADPHONES:** Wear noise canceling headphones to minimize distractions and block out classroom noise.
- **INTERACTIVE LEARNING ENVIRONMENTS:** Request the option to interact in small groups, move around and try different ways of learning.
- **RELAXATION:** Engage in calming, relaxation techniques when transitioning between classes.
- **BREAK CARDS:** Request breaks as needed using break cards as an alternate means of communication.
- **FIDGET ITEMS:** Use fidget items to help with focussing and listening to the teacher.

### SMART Goal

I learned the concept of setting SMART goals, which are **Specific, Measurable, Achievable, Relevant and Time-based**, and I set one goal to achieve.

#### My goal is

I would like to become more focused OR less anxious in school by trying to be less distracted in class.

Another strategy I would like to use is **NOISE CANCELING HEADPHONES:** Wear noise canceling headphones to minimize distractions and block out classroom noise.. I would like to work on this once a week and complete it by June 20, 2026.

## My Overall Experience

### Motivation Scale

According to the Self-Determination Theory, my intrinsic motivation is triggered by fulfilling 3 psychological needs: **competence, autonomy and relatedness**. Prior to developing my learner profile, I identified how these needs affected my existing school experiences. Then, after completing my learner profile, I reflected on how these needs were fulfilled through the development of my learner profile. The range of my perceived motivation throughout my experience is illustrated below.

A motivation score of **0-14** signified my perceived level of motivation prior to and after developing my learner profile; **0** being extremely unmotivated and **14** being extremely motivated.



Motivated score **prior to starting** My learner profile = 4

Motivated score **upon completion** of my learner profile = 11

This signifies my motivation **increased** upon completion of my learner profile

### My Reflections

During the development of my learner profile, I completed a few reflections on my experience.

**Level 1** I learned about myself: [Click here to listen to my reflection](#)

**Level 2** Experience that motivated me: *When my teacher wanted to know things I'm good at as she only know what's hard for me.*

**What I enjoyed most about my experience:** *I liked the games and learning about myself.*

**How my experience could have been improved:** *I can't think of any way.*

### Next Steps

I am now ready to implement the strategies I selected into my action plan. Your guidance and support would be much appreciated.

I would like to start my action plan by:

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Date to Start Action Plan

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Student Signature