





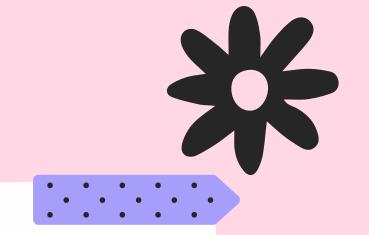
1.
Introduction

3.
In Chinese
Class



4.
lnterventions



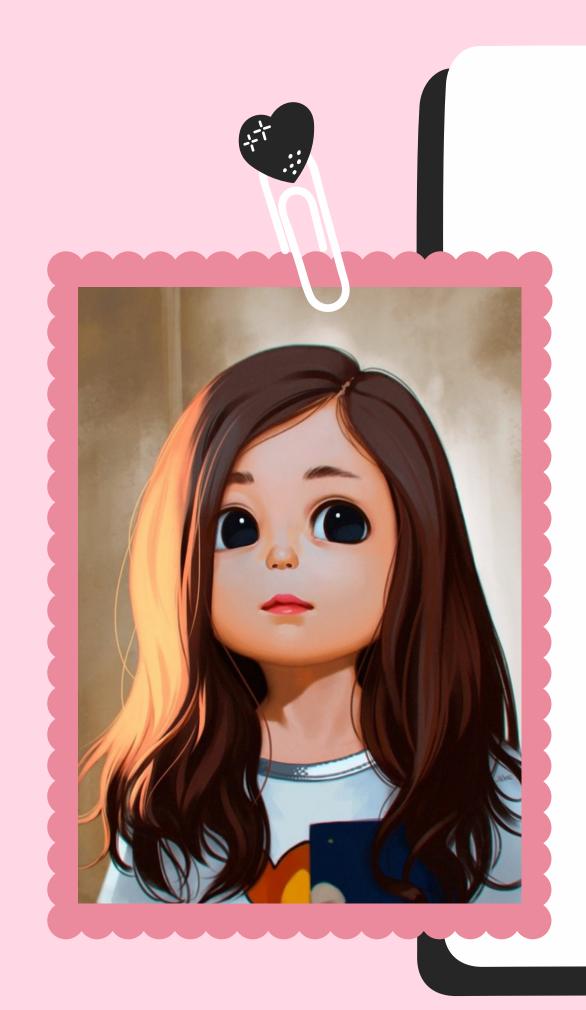


5.
Questions?



# 1. Introduction





#### Here is EMMA's background:

- 5-year-old girl from Beijing, China
- Very happy and always smiling
- Overall well-behaved
- Enjoys playing with others
- Enjoys playing with toys where she can build structures



## HOMELIFE

Mother works in another province sees her only during holidays

- Cared for by her grandmother,
- Has an older teenage brother, who lives with his mother,
- Emma's father is not involved in her life.



# 2. Observations



Emma is an English Language Learner. This year, she has gained minimal English language skills(i.e. speaking and listening, phonemic awareness)

- •Emma struggles with holding a writing tool properly and can not form most letters from memory; uses a visual chart
- Emma has several common written reversals of letters such as b,p,q,d but also mistakes t/f, m/w, h/n, m/n. She will also mistake these letters when identifying them orally

Emma had a long-time habit of reversing the letters in her name and capitalizing them. Sometimes reverts to this behavior.

- Emma often mumbles to herself as if she is holding a conversation with someone else, not focused on her tasks. Originally, they thought she was mumbling in Mandarin but, co-teacher has confirmed she is not saying real Chinese words.
- Emma often stares off with a blank look of her face. She appears lost even when instructions have been repeated to her in Mandarin. She has trouble making connections with information.

Videos that are filled with music and movement help Emma recall sequenced information (ie. hokey pokey). However, videos that focus on phonics and phonemic awareness are of no interest to her, even if it is musical, have movement and is repetitious. She can watch days of the week video daily and still not recall the order.

• Recently, Emma has been trying to focus and listen to what the teachers say but has shown frustration at the realization that other students are understanding the flow of the class and she does not.



# 3. Chinese Class





## Work Habits

Will be busy on one task for a long time, work is incomplete and messy. Has limited work in her portfolio.

### Character

Very kind, always smiling, friendly with peers.

## Knowledge Retention

Struggles to recall information explained and shown to her, affects how she learns.

## Learning Preference

Prefers to use her hands to make things. Prefers to watch a videos.



## 4. Interventions



## SUPPORT GIVEN



#### 1. Mornings

Emma meets with English teacher every morning for 1-2-1 sessions. They review letters, numbers, images/words, pronunciation skills, memory games.



#### 2. Days A-B-C

Emma meets with their Learning Support Teacher 3 times a week for 20 minutes. She helps review and reinforce the previous day's lessons, conducts assessments and sends quarterly reports to her family on her progress. They would like Emma to be formally evaluated for learning difficulties.

#### 3. Family

Family has been contacted and made aware of Emma's situation. They positively responded and allowed her to meet with the LST. They said they would make an effort to support her at home but there is no evidence of this.



## SUPPORT GIVEN



#### Tools

## They have provided Emma with:

- thicker writing tools to improve grip
- finger grips for thinner writing tools
- differentiated works and worksheets
- visual charts with examples

### Modification

#### Emma is:

- given extra time to complete tasks
- allowed to complete the work she can manage
- supported by a teacher
- sometimes supported by peers
- given a quiet space to work when needed



# 5. Questions





# 1. What other strategies can they use to improve Emma's recall?

2. Are there any mobile apps you have used for students who demonstrate similar cognitive concerns as Emma?

