

Name: XXX  
Birthdate: XXX  
Nationality: XXX  
Mother Tongue: XXX  
Educational Languages: XXX



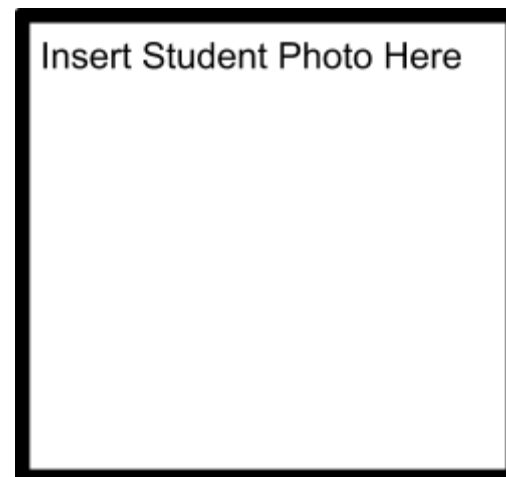
## XXX's Learner Profile

### **Background Information**

Description of diagnosis if necessary

In order to create a clear picture of XXX's current levels of support and performance, four service providers were interviewed. The detailed information, XXX's occupational therapist, speech therapist, classroom teacher and former teacher's assistant provided was utilized to create a list of strategies and recommendations for future teachers and support staff. All four interviewees expressed great excitement about XXX's progress in the past and for the possibilities in the future.

The intent of this learner profile is to help guide future placement decisions for XXX as well as inform teachers and service providers of successful strategy recommendations for a positive school transition. The content of this document is provided with the consent of XXX's parents as well as the interviewed service providers.



### **Educational History**

| <b>Dates Attended</b> | <b>Grade Level</b>        | <b>Name of School</b> | <b>School Address</b> | <b>Primary Language of Education</b> |
|-----------------------|---------------------------|-----------------------|-----------------------|--------------------------------------|
| Nov 20XX - Feb 20XX   | Preschool                 |                       |                       | English                              |
| Feb 20XX - May 20XX   | Preschool-1st Grade       |                       |                       | English                              |
| Sept 20XX - July 20XX | 2nd Grade - 4 days a week |                       |                       | English                              |
| Jan 20XX - July 20XX  | 2nd Grade - 1 day a week  |                       |                       | English                              |
| July 20XX - present   | 3rd grade                 |                       |                       | English                              |

**Present Levels of Performance** - All levels reported by current teachers and therapists

| Performance Area        | Estimated Level |
|-------------------------|-----------------|
| Listening Comprehension |                 |
| Math                    |                 |
| Reading                 |                 |
| Writing                 |                 |
| Social Interactions     |                 |
| Speech                  |                 |

**Current Services**

| Service Provided          | Service Provider                | Frequency/Minutes   | Location/Curriculum Notes      | Date Services Discontinued |
|---------------------------|---------------------------------|---------------------|--------------------------------|----------------------------|
| Classroom Support Teacher | Teaching Assistant              | 100% support        | In-class support/modifications | Ongoing                    |
| Reading Intervention      | Teacher                         | 60 minutes per day  | Pull-out/one-on-one            | Ongoing                    |
| Occupational Therapy      | Occupational Therapist          | 45 minutes per week | In school pull-out/one-on-one  | Ongoing                    |
| Speech and Language       | Speech and Language Pathologist | 60 minutes per week | Private, in home, one-on-one   | Ongoing                    |

| <b>Strengths</b>       | <b>Weaknesses</b>                          |
|------------------------|--|
| Decoding skills        | Sustained attention/working memory         |
| Sight word development | Processing speed                           |
| Spelling               | Task avoidance                             |
| Quantitative reasoning | Visual-motor/fine motor dexterity          |
| Immediate attention    | Math calculations above +1                 |
| Interest in others     | Handwriting/written expression development |

## **Strategies and Recommendations**

### **Teacher Recommendations for the new school**

#### **Behavior**

#### **Strategies**

| <b><u>Behavior</u></b>  | <b><u>Presentation of Materials</u></b>   |
|---|---|
| Learns best in short bursts (up to 10 minutes) with breaks for movement               | Social stories or sequence picture cards to learn new routines                    |
| Make eye contact with XXX to ensure his attention is present before giving directions | Place the same activity in two locations in the classroom to incorporate movement |
| Visual system activates auditory system   | Provide many choices  |
| Tasks with peers are motivating   | Independent alternatives to handwriting must be provided                          |

| <b>Accommodation/Modification</b>   | <b>Frequency</b> |
|---|------------------|
| Use of tablet for academic activities & documenting learning:<br>Handwriting without Tears, Keyboarding without Tears | Daily            |
| Oral assessments & extra time to process  | As needed        |
| Use of manipulatives for all subjects to develop concrete understanding   | Daily            |
| Modified curriculum and assessments to reflect present levels of performance  | Daily            |
| Verbal and visual prompting   | Daily            |
| Modified opportunities to communicate knowledge   | Daily            |

## **Testing Results**

### **Stanford-Binet Intelligence Test-Fifth Edition (July 2019)**

| <b>Test Components</b> | <b>Standard Scores</b> | <b>Percentile Rank</b> |
|------------------------|------------------------|------------------------|
| Fluid Reasoning        |                        |                        |
| Knowledge              |                        |                        |
| Quantitative Reasoning |                        |                        |
| Visual Spatial         |                        |                        |
| Working Memory         |                        |                        |

| <b>Nonverbal IQ</b> | <b>Verbal IQ</b> | <b>Full Scale IQ</b> |
|---------------------|------------------|----------------------|
|                     |                  |                      |

**WIAT- III (July 2019)**

| <b>Test Components</b>       | <b>Standard Scores</b> | <b>Percentile Rank</b> | <b>Qualitative Description</b> |
|------------------------------|------------------------|------------------------|--------------------------------|
| Math Problem Solving         |                        |                        |                                |
| Numerical Operations         |                        |                        |                                |
| <b>Mathematics Composite</b> |                        |                        |                                |
| Alphabet Writing FLuency     |                        |                        |                                |
| Spelling                     |                        |                        |                                |
| Sentence Building            |                        |                        |                                |
| Sentence Combining           |                        |                        |                                |
| <b>Sentence Composition</b>  |                        |                        |                                |
| Early Reading Skills         |                        |                        |                                |
| Word Reading                 |                        |                        |                                |
| Pseudoword Decoding          |                        |                        |                                |
| <b>Basic Reading</b>         |                        |                        |                                |
| Reading Comprehension        |                        |                        |                                |
| <b>Total Reading</b>         |                        |                        |                                |