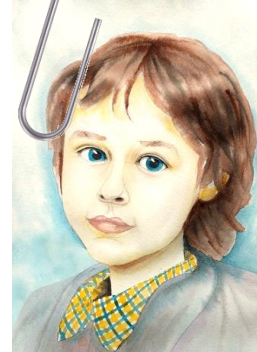


Iman Example Learner Profile

School Year 2019-20



Student Information

Student: Iman Example **Date of Birth:** March 6, 2006 **Languages:** English and some Indonesian
Grade: 8th **Exceptionality:** Dyspraxia and Autism Spectrum Disorder (Asperger's)

Latest Assessment Results (May 2019):

| | |
|-----------------------|---------------|
| Verbal Comprehension | Average |
| Perceptual Reasoning | High Average |
| Working Memory | Below Average |
| Processing Speed | Low Average |
| General Ability Index | Average |

| | |
|----------------------|---------------|
| Oral Language | Below Average |
| Total Reading | Average |
| Spelling | Low Average |
| Written Expression | Low Average |
| Math Problem Solving | High Average |

Education History

Iman has been in international schools in Indonesia and the Singapore since Kindergarten. He struggled early on with social skills and rigidity. He was referred for assessment in grade 4 and was diagnosed with dyspraxia and Asperger's. An Individual Education Plan (IEP) was developed to help him in school (latest IEP available upon request). He was able to improve his social and academic skills through counseling and other supports in the classroom.

Student Strengths

Iman enjoys hands-on experiments and has lots of knowledge of Science and Math. He enjoys sharing about things he is learning, especially new material. Iman also enjoys problem solving and board games.

Student Weaknesses

Verbal and general communication skills are underdeveloped: Iman does not process lengthy oral lectures. He also struggles to sequence information on demand.

Social competencies are underdeveloped: Iman struggles to understand some types of humor and can get frustrated easily over a miscommunication with peers.

Executive functioning skills are weak: Iman gets frustrated and anxious when asked to juggle multiple tasks and responsibilities. He does not maintain a good organizational system.

Help in the Classroom

Self-Advocacy: Assign one teacher or staff member to meet with Iman to discuss progress and concerns - daily the first 9 weeks and weekly for the remainder of the year.

Organization: Provide Iman with a daily calendar or agenda book to write assignments in. Check accuracy of this agenda book and organization of book bag weekly.

Communication (receptive): Provide written instructions along with oral instructions. Provide a copy of teacher notes if Iman is not able to accurately take notes.

Communication (expressive): Do not require Iman to respond orally to an impromptu question. Encourage him when he responds orally in class.

Distraction: Seat Iman away from sources of noises or distractions. Allow Iman to have a quiet manipulative to play with in his hands.

Social Skills: Watch Iman for signs of social anxiety, and help him recognize it in himself. Watch for signs of other students bullying him.

Motivation

Iman is very motivated to earn silent reading time. He is also very pleased to hear privately given compliments.

Help at Home

We will be working nightly with Iman to stay informed on his progress and help him stay organized. We will communicate regularly with his teachers. We have a reward system in place to encourage positive social interactions in public.

Help from Elsewhere

Iman will be going to a child therapist once a week for the first nine weeks to help him make the transition to a new location and school.