

**SAMPLE LEARNER PROFILE – MAREK – YEAR 3**

**DATE OF OBSERVATION:**           1.     12/7/2019     2.     18/07/2019     3.     22/07/2019     4.  26/07/2019

**TIME OF OBSERVATION:**         1.     2.30pm         2.     9.45am         3.     10.30am        4.  2.00pm

**STRENGTHS:**

Marek is a child in Care.

1.     Observations by Learning Support indicate Marek has strengths in visual spatial skills.
2.     He mostly likes to sit and talk to his friends at recess.
3.     He has two dogs and a cat and spends a lot of time at home playing with them.
4.     He enjoys watching TV and YouTube clips at home.
5.     He likes designing new inventions on paper and has a creative imagination.
- 6.
- 7.

**CHALLENGES:**

1.     His carers have observed that he has difficulties with recording his ideas on paper, poor pencil control and a tendency to place his head on the table as he writes.
2.     At school his class teacher has noted his written work is muddled and he dislikes tasks involving scissors or drawing.
3.     He has significant weaknesses with fine motor coordination and handwriting skills.
4.     He also has delayed literacy development with an emerging profile of specific cognitive weaknesses in the retrieval and processing of language (rapid naming), phonological awareness, short term sequential, visual sequential and working memory. This leads to Marek forgetting what he is meant to be doing.
5.     In small group sessions the teaching assistant has observed difficulties with the blending and segmentation of sounds and syllables, reading speed, reading comprehension, spelling and sequencing letters of the alphabet.
6.     Marek tends to run awkwardly and says that he dislikes playing chasey.

Poor pencil control	<ul style="list-style-type: none"> <li>• Write with an ergonomic pen that encourages a tripod pen / pencil grip. Stabilo Easy Original pens are an example of a pen that helps to keep the fingers positioned correctly.</li> </ul>
Poor sitting position as he writes	<ul style="list-style-type: none"> <li>• Check he is holding the pencil sufficiently far away enough from the point to see what he is writing.</li> <li>• Tilt the paper 32 degrees in a clockwise direction.</li> <li>• Model sitting position and provide picture example.</li> </ul>
Written work is disorganized	<ul style="list-style-type: none"> <li>• Always provide a framework / scaffold for planning i.e. one main idea per paragraph.</li> <li>• Ask Marek to repeat back instructions before starting.</li> <li>• Provide with feedback, at each stage, for support with writing in an appropriate genre.</li> <li>• Give feedback at each step.</li> <li>• Use the App: Book Creator for some writing tasks.</li> </ul>
Forgets the task	<ul style="list-style-type: none"> <li>• Use brief, simple, clear instructions.</li> <li>• Give instructions in a logical order and broken into steps for complex tasks.</li> <li>• Pause to allow processing time.</li> <li>• Repeat the instructions and explain the meaning.</li> <li>• Give instructions in multiple formats – visual and verbal.</li> <li>• Check understanding.</li> </ul>
Spelling is poor	<ul style="list-style-type: none"> <li>• Multi-sensory techniques.</li> <li>• Personal spelling lists.</li> <li>• High frequency irregular words or topic words can be entered on Clicker 6 grids, printed and folded into 'Toblerone' shapes for easy reference/own homemade dictionary with the words he needs.</li> <li>• Develop phonics skills and chunking.</li> <li>• Use card games and activities to reinforce.</li> </ul>
Retrieval and processing language (rapid naming), phonological awareness, short term sequential,	<ul style="list-style-type: none"> <li>• Continue with the school's phonic evidenced based literacy program.</li> <li>• Learning Support Meeting for referral to Educational Psychologist for possible Dyslexia diagnosis.</li> <li>• Continue with small group work to aid blending and segmentation of sounds and syllables.</li> <li>• Marek will require one-one-one sessions with a specialist learning support teacher for his weaker</li> </ul>

visual sequential and working memory.	<p>phonological processing skills.</p> <ul style="list-style-type: none"> <li>• Meeting with learning support and parents regarding an assessment for possible dyslexia/dysgraphia.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Stop at full stops and check own understanding.</li> <li>• Identify main idea of each paragraph.</li> <li>• Teacher aide support with reading and understanding the questions.</li> <li>• Visualization.</li> <li>• Audio books and mind mapping.</li> </ul>
Dislikes the playground	<ul style="list-style-type: none"> <li>• Set up creative /drawing tasks / coding club/ crafts/ factual books for discussion i.e. The Guinness Book of Records and board game options at recess for less physically inclined children, i.e. chess.</li> <li>• Link to like-minded children.</li> </ul>