

SAMPLE LEARNER PROFILE – SHANE – YEAR 10								
<b>DATES OF OBSERVATION:</b>	<b>1.</b>	12/8/2019	<b>2.</b>	15/8/2019	<b>3.</b>	2/9/2019	<b>4.</b>	5/9/2019
<b>TIMES OF OBSERVATION:</b>	<b>1.</b>	9.05am	<b>2.</b>	11.45am	<b>3.</b>	9.05am	<b>4.</b>	11.45am
<b>STRENGTHS:</b>								
<ol style="list-style-type: none"> <li>Shane is eager to please and attentive to the needs of his younger brother and sister.</li> <li>He has an aptitude for maths and clearly loves this subject.</li> <li>He is energetic and shows promise as a cricketer and gymnast.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ol>								
<b>CHALLENGES:</b>								
<ol style="list-style-type: none"> <li>Shane has English as a second language.</li> <li>His father has passable English, but not his mother.</li> <li>An initial short assessment by an EAL teacher indicated that Shane lacks fluency with reading in his first language.</li> <li>His speech is unclear, and he has difficulty with the pronunciation of some sounds.</li> <li>Further assessment indicated Shane has strengths in visual spatial skills and significant weaknesses with fine motor coordination and handwriting skills.</li> <li>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 and working memory.</li> <li>The impact is seen in his difficulties with the blending and segmentation of sounds and syllables, reading speed, reading comprehension and spelling high frequency words.</li> <li></li> <li></li> </ol>								

Unable to keep up with the speed of verbal information in the classroom	<ul style="list-style-type: none"> <li>• Give important information facts visually or in writing before the lesson.</li> <li>• In Q&amp;A sessions, teachers should allow time for Shane to process the question before expecting him to respond.</li> <li>• Avoid giving multiple instructions verbally.</li> <li>• Shane to keep a book of important words and their meanings to improve vocabulary and spelling.</li> <li>• Reduce complexity of language and increase amount of familiar vocabulary.</li> <li>• Encourage Shane to take responsibility when he isn't understanding – and to tell the teacher/teaching assistant.</li> </ul>
It takes Shan longer to learn new concepts	<ul style="list-style-type: none"> <li>• Relate new information to previous knowledge.</li> <li>• Create concept maps to show the relationship between concepts within a topic area.</li> <li>• Making flash cards will enable Shane to learn key terms and definitions in a fun way by playing a pairs game.</li> <li>• Ask 'memory buddy' to prompt.</li> </ul>
Shan cannot identify (by hearing) the mistakes in his own writing.	<ul style="list-style-type: none"> <li>• Use text to speech software to access text. Free downloads available, e.g. <a href="http://balabolka.en.softonic.com/">http://balabolka.en.softonic.com/</a></li> <li>• Learning to sound out the syllables of a word will help Shane to hear the separate chunks of sounds in order to aid spelling and improve proof reading.</li> </ul>
Written work is disorganized	<ul style="list-style-type: none"> <li>• To plan and organize his writing - develop mind mapping skills.</li> <li>• Break down complex written tasks into smaller manageable chunks.</li> <li>• Use task plans to develop ways of marking his progress through the task to keep his place.</li> <li>• Use diagrams with key elements of task depicted by color or picture cue.</li> </ul>
Speech sound production	<ul style="list-style-type: none"> <li>• Request to a speech &amp; language therapist for assessment and a programme of support.</li> </ul>
Reading comprehension weaknesses.	<ul style="list-style-type: none"> <li>• SQ3R a reading comprehension method named for its five steps: survey, question, read, recite, and review.</li> </ul>

English as a Second Language (EAL) support	<ul style="list-style-type: none"> <li>• Use 5 Stage Model to clarify strengths and areas for development. Currently requires EAL support to access the curriculum.</li> <li>• Create an induction handbook with names and pictures of key staff.</li> <li>• Develop topic word libraries.</li> <li>• Establish time connectives: <b>first, next, then</b> – alongside <b>yesterday, today, tomorrow</b>.</li> <li>• Provide word-fan with words and graphics to communicate basic needs.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Check with maths department that Shane is coping and participating in lessons (specifically that his reading difficulties are not impeding his progress).</li> </ul>