



## LEARNING PROFILE and EDUCATIONAL PLAN

### Confidential

Student: John Burroughs

School Year: 20-21

Current Grade: 11

Academic Support Contact: ACADEMIC SUPPORT TEACHER 314.993.4045 x336

Grade Evaluated: 10

First Grade in Academic Support: 10

### Learning Profile Highlights

John has a current evaluation that was done in his sophomore year. Courses that require a significant amount of reading, however, prove more difficult due to his struggles with reading comprehension and processing speed. John is a hard-working and dutiful student that is eager to do well in school.

#### Areas of Strength

##### Cognitive

- abstract reasoning, concept formation, and problem-solving (perceptual reasoning)
- juggling and organizing information (working memory)
- math reasoning
- listening comprehension • oral expression

##### Behavioral/Social/Emotional

- methodical and careful in his work
- eager to please
- strong work ethic

#### Areas of Challenge

- reading comprehension
- visual-motor processing
- processing speed
- writing conventions (essay structure)

## How the Learning Profile Affects School Tasks

### LANGUAGE

<b>Reading Mechanics Comprehension</b>	Although John has good decoding skills, he struggles with reading comprehension and putting together the details of what he's read into a meaningful whole. However, his superior reasoning skills and excellent listening comprehension help him to connect ideas he reads with in-class work to better understand school texts.
<b>Writing Mechanics Analysis</b>	Despite excellent receptive and expressive language skills, expressing his ideas in writing is difficult for John. While his mechanics have improved over the years, he still needs guidance with overall essay structure.
<b>Speaking</b>	John has excellent expressive language skills and learns well in the classroom.
<b>Using and Understanding Vocabulary</b>	Vocabulary is a strength for John.
<b>Listening</b>	Listening comprehension is an area of significant strength for John. He learns best through the auditory mode of presentation, such as lectures, class discussion, reading information aloud, and verbal rehearsal of information to be memorized.
<b>Questioning</b>	Although John learns well through class discussion, his style is measured and his manner reserved, so (in some classes) he may find it difficult to participate in class discussion to the same extent that he understands ideas.
<b>Foreign Language</b>	John has experienced success in Latin and will be taking Latin IV in 11 <sup>th</sup> grade.

### VISUAL SPATIAL

<b>Math Calculating Reasoning</b>	Math reasoning is a strength for John.
<b>Seeing</b>	In the past, there were concerns with visual-motor tasks.

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## EXECUTIVE FUNCTIONING

<b>Focusing</b>	No significant issues.
<b>Remembering</b>	John can keep up in class with discussions and lecture, but may have difficulty remembering information from readings.
<b>Conceptualizing/ Comprehending</b>	John's greatest strengths lie in his perceptual reasoning skills. He's a <i>gestalt</i> learner and works best when presented (verbally) with the big themes/ideas at the beginning of a topic.
<b>Organizing Materials Ideas</b>	John is an organized, dedicated student.
<b>Processing</b>	John processes information more slowly than one would expect given his strengths in reasoning skills, one of the reasons it's so essential for him to have extended time to complete time-sensitive tasks like tests. He spends a very long time doing his homework due to his weakness in processing—as well as to his desire to do the best possible job he can do.
<b>Following through on multi-step projects/meeting deadlines</b>	John's strong organizational skills help him to stay on top of his work.
<b>Note-taking</b>	Not an issue.
<b>Advocating</b>	John has learned to meet with his teachers when necessary.

# EDUCATIONAL PLAN Accommodations

- 50% extended time for tests.
- Distraction-free environment for tests.
- Opportunity to ask clarification questions on tests.
- May need a break during tests to minimize stress with stopped clock.
- May use auditory books.

## Best Teaching Strategies for John

<p><b>In the Classroom</b></p>	<p><b>TO CAPITALIZE ON JOHN’S ABSTRACT REASONING AND LANGUAGE STRENGTHS AND MINIMIZE PROCESSING DEMANDS:</b></p> <ul style="list-style-type: none"> <li>• Employ <b>auditory teaching methods</b> (lectures, class discussion) whenever possible, and include <b>detailed verbal instructions</b> when teaching in order to capitalize on strong listening skills.</li> <li>• <b>Introduce new terms</b> prior to class or prior to assigned readings. Say them aloud and provide them in written form as well so students can associate the sound of the new word with its correct spelling. *Summarize reading assignments.</li> <li>• Include <b>reading aloud</b> in class to capitalize on strong listening skills.</li> <li>• Provide <b>models</b> of the kinds of work students are expected to produce: sample essays, lab reports, projects, etc., and include <b>text that explains why</b> those models are exemplary.</li> <li>• Allow students to use <b>highlighters, colored pencils, geometers, calculators</b>, etc., to help make sense of visual material.</li> <li>• <b>Group work</b> to capitalize on John’s excellent speaking and listening skills.</li> </ul>
<p><b>In Academic Support</b></p>	<ul style="list-style-type: none"> <li>• Organization and synthesis of information and ideas learned in English and history classes.</li> <li>• Test preparation and study skills.</li> <li>*Summarize reading assignments.</li> </ul>
<p><b>Independently</b></p>	<ul style="list-style-type: none"> <li>• Focus on taking “skeletal” class notes—that is, get down the main ideas and don’t worry as much about the details—in order to use receptive and expressive language strengths to participate fully in class.</li> </ul>

**John’s Goal for 11<sup>th</sup> Grade:**

In the 11th grade, I would like to improve my English papers.