

Individualized Learning Profile

Student: Jonathan **Date of birth:** 1/1/2000

Grade Level when profile completed: 3rd

Eligibility: LD, SI

Retained: Yes No **If yes, enter grade or grades:** 1st

Other Notes: [Click here to enter text.](#)

Plus Sign signifies strength or relative strength. Triangle represents change, areas of weakness.

Nonverbal Reasoning 

Visual-Motor Integration

Visual Short Term Memory

Behavior, Conduct, Attention

Voice & Speech fluency and Pragmatics

Receptive and Expressive Language 

Vocabulary

Verbal Comprehension

Phonemic Awareness & Rapid Naming

Short term auditory & Auditory Working Memory

Specialized Instruction

Consultation with Sp/L teacher to carry over Sp/L strategies to classroom learning.

Provide content maps, outlines, prepared notes prior to classroom instruction to help Jonathan “follow” what is being said and to use as homework tool. Preview vocabulary and key content.

Explain and break down oral language and reading content in increments, explaining meaning, questioning to determine understanding.

Use visuals including pictures, charts, graphs, video clips, graphic organizers to support comprehension.(This will tap into his strength in nonverbal reasoning.)

Use Think Alouds to model the language used in content learning. (eg. “When I read this part, I think...”

Teach strategies to problem solve – read each sentence, think about what information you have, read next sentence and other strategies to problem solve in an organized manner.

Engage Jonathan in structured questioning to determine his understanding. Then scaffold understanding through guided questioning, providing examples, visuals, etc.

Phonemic Awareness & Rapid Naming: Continue with appropriate Tier 4 reading and spelling intervention and AT supports.

Individualized Learning Profile

Student: Sonya Date of birth: 1/2/2000

Grade Level when profile completed: 3rd

Eligibility: LD

Retained: Yes No If yes, enter grade or grades: 1st

Other Notes: [Click here](#) to enter text.

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Receptive and Expressive Language
Vocabulary
Verbal Comprehension
Auditory Working Memory


Nonverbal Reasoning
Visual perception
Visual-Motor Integration
Attention and concentration

Specialized Instruction

Nonverbal reasoning difficulties suggests Sonya will have difficulty making connections with abstract, nonverbal concepts. When this is noted employ her stronger verbal skills as much as possible to discuss and explain. Teach her to ask for explanation when she is confused about concepts. Give examples to provide a concrete model.

Provide verbal explanations, "talking through", when she must work with visual representations
Incorporate as much multisensory instruction as possible.

Monitor performance with tasks requiring copying from text, board, paper.

She may benefit having partially completed work, notes, etc. provided to modify the amount of copying that must be done and provide supports for potential problems due to visual-motor and attention related weaknesses.

Supports for inconsistent attention-teach and monitor organizational strategies and "coach" her to identify strategies that work, then guide her to use these strategies independently.