LEARNING SKILLS DEPARTMENT SAMPLE PROFILE

STUDENT NAME: Suzy Sample
DOB: 01/01/93
CLASS: 11

LD DOCUMENTATION: 11/09, Sue Smith, Ph.D., P.C., Licensed Clinical Psychologist, 315.00 Reading Disability; 315.9 Learning Disability NOS: Slow Processing Speed.

ADD DOCUMENTATION: 11/09, Sue Smith, Ph.D., P.C., Licensed Clinical Psychologist, 314.00 ADD - Inattentive Type.

LEARNs BEST WHEN:
1. Presentations are organized with a discernible structure and when Suzy is given ample time to shift from one activity to another.
2. Previewing a lesson is helpful; visuals and handouts to guide a lecture presentation work well.
3. Opportunities for projects are incorporated into the curriculum.
4. Syllabi/assignments sheets include clear due dates, and all changes are communicated in writing.
5. Memory strategies such as use of mnemonics, associations, and simple recitation are embedded within the content instruction of her classes, as her rote memory skills are weak.
6. Breaks and movement are integrated into her study routine to maintain focus and to affect a smooth transition from subject to subject.
7. Long-term and/or multi-step projects are broken down into smaller chunks, and teachers provide her with feedback at key steps throughout the process.
8. Writing assignments incorporate the opportunity to do multiple revisions, and Suzy has the opportunity to discuss her writing with her classroom teacher and/or specialist so she can learn how to improve both the content and mechanics of her essay.
9. Vocabulary specific to a content area is previewed in a multi-sensory format and reviewed regularly; multiple exposures in a variety of contexts is key to developing a long-lasting mastery of words.
10. When testing, Suzy works best if allowed to work the examination on a separate piece of paper.

REASONABLE ACCOMMODATIONS SUPPORTED BY DOCUMENTATION:
1. 100% extended testing time on all quizzes, tests, and exams. (SAT Registration #000000000)
2. Word processor with spell-check for all written work, including tests.
3. Access to audio text.
4. Calculator for all math work.
5. Opportunity to take tests in the Learning Center (particularly for math and science tests) to minimize distractions and verbalize while problem solving.
LEARNING STYLE: Suzy exhibits strong organizational skills, high motivation, a diligent work ethic, and infectious enthusiasm. She asks great questions, seeks help, and utilizes suggestions. Her learning disability interferes with her ability to process quickly (input and output) and her overall academic fluency, as well as her memory and sequencing process. Her style exhibits characteristics of attention issues for which she has been prescribed medication. She appears to be “all together,” but her demeanor can mask some academic insecurities and subject anxiety. She is aided by visual representation, whenever possible, but is primarily a verbal learner. She benefits from reading her writing aloud to find areas needing editing. An interactive process brings together many of her strengths and capitalizes on her well-developed interpersonal skills. Extra-help sessions are enormously helpful, especially in math.

STUDENT RESPONSIBILITIES:
1. Maintain a plan book in a manner that matches your thinking process; include all commitments - academic, extra-curricular, sports, and personal.
2. Use audio text to facilitate reading comprehension and maintain focus.
3. Monitor any medication needs through the Health Center and your learning specialist.
4. Attend all extra-help sessions and make your teachers aware when help is needed.
5. Start writing assignments early and seek assistance at the various stages of the writing process.
6. When necessary, advocate appropriately for testing accommodations that you need in your classes.