



Sample Student Profile

Name: Dayton (BTEC student)

Learner profile

Dayton’s parents describe him as a determined student who wants to do well but feel that he has not achieved his potential at school. He has always struggled with reading, spelling and writing. School based assessment from Y11 suggested that his general ability was in the above average range with very strong visual abilities. Dayton now feels unsure of his future and whether he will cope with future degree studies. Tutors also became concerned when working closely with Dayton and a specialist assessment subsequently confirmed weaknesses are due to underlying cognitive difficulties in phonological memory, phonological processing speed and verbal working memory difficulties. This impacts on how he acquires new vocabulary and on his recall of complex sentences that are spoken or read.

Dayton recognises that his reading speed is slow and he misses the fine detail in text owing to reading inaccuracies. He is also noted to have weak fine motor co-ordination skills and experiences difficulty controlling a pen when copying information neatly and at speed. His essay writing speed at 15wmp is well below the level expected of a university student.

Issue	Strategy
<p>Reading efficiency with comprehension when reading at speed and in his analysis of academic texts and journals</p>	<ul style="list-style-type: none"> • SQ3R a reading comprehension method named for its five steps: survey, question, read, recite, and review. • Be given sufficient time to respond to verbal questions.
<p>Poor retention of spelling course vocabulary.</p>	<ul style="list-style-type: none"> • Introduce him to multisensory strategies to learn the spelling of key course vocabulary. • Use morphology to support the reading and spelling of multisyllabic words. • Develop syllabification skills to aid the spelling of key words.

<p>Note taking and essay writing. Dayton's lack of confidence in his ability to achieve independently.</p>	<ul style="list-style-type: none"> • Pre-teach key vocabulary. • View lecture notes in advance of the lecture. • Become familiar with the topic and subject terms in advance of the lecture. • Record lectures. • Consult visually presented subject material e.g. YouTube. • Reinforce and consolidate information before starting a new module. • Encourage use of ICT to facilitate easy reference with word banks at a click. • Teach alternative note taking methods such as mind-mapping.
<p>Difficulty with planning a study timetable and managing the multiple components for understanding and writing an assignment.</p>	<ul style="list-style-type: none"> • The provision of assistive technology for reading, writing, note taking and proofreading. • Offer desk copies if Dayton needs to copy extensive notes or objectives from the whiteboard.
<p>Anxiety about his academic performance.</p>	<ul style="list-style-type: none"> • Provision of mentoring support to support Dayton to understand his cognitive profile and how he can use his strengths to support his difficulties.
<p>Social relationships</p>	<ul style="list-style-type: none"> • Personal tutor to be alert to social isolation and possible underlying reason.