



Learner Profile

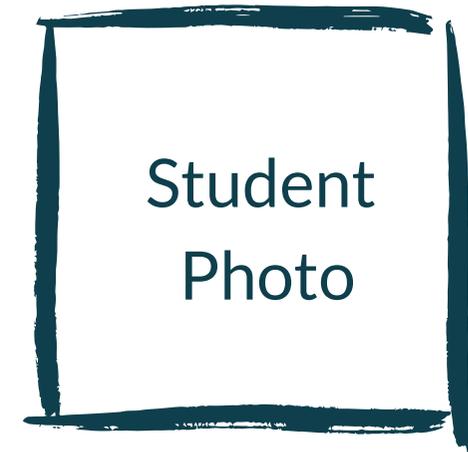
Remfrey Educational Consulting

CREATED BY


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(STUDENT NAME)'S LEARNER PROFILE

Name:
Birthdate:
Home Language:
Educational Language(s):
Date of Report:



BACKGROUND INFORMATION

This section provides background information to help future schools and educators understand your child as a learner, a community member, and a whole person, so they can make informed and supportive placement decisions.

- Key educators, specialists, or professionals who have supported your child and contributed to this profile
- Strengths, interests, and personal qualities others consistently notice about your child
- Areas of growth or progress over time, academically, developmentally, or socially
- Brief family and cultural background that provides helpful context
- Early developmental or medical information relevant to learning
- Social engagement, friendships, and preferred activities
- Observations from home or extracurricular settings that highlight strengths or learning behaviors
- Situations or types of tasks your child finds challenging and how they typically respond
- Purpose of creating this learner profile and what decisions it is intended to support
- Key insights you want future schools and educators to understand about how to support your child

The remainder of this document offers examples of how each section of the learner profile may be completed or prompts to support completion. This profile is intended to function as a cover letter or curriculum vitae for your child, supporting applications to new schools as well as transitions between grade levels or sections, and helping ensure continuity and clarity during all major school transitions.



(STUDENT NAME)'S LEARNER PROFILE

EDUCATIONAL HISTORY

Dates Attended	Grade Level & Age	Name of School	School Location	Primary Language of Education
Jan 2016 - Dec 2017	Age 4.5-5.5 KG 1 half term), KG 2, Primary intro (half term)			German & English
Jan 2018 - now	Age 5.5 - 10 KG 2 (half term), G1-5			English

CURRENT SERVICES

Service Provided	Service Provider	Frequency/Minutes/Method
Learning support - all academic areas & executive functioning	Learning Support Teacher	60 mins - 4x per week - Push-In
Speech & Language therapy	SLP who provides services at XX	30 mins - 2x per week in a small group



STRENGTHS & STRETCHES

Strengths	Stretches
Artistic	Self-esteem and confidence as a learner
Sense of humor	Inference - Inquiry based work
Creative writing	Multiple step directions

CURRENT DIAGNOSES

- Specific Learning Difficulty - Dyscalculia (Dec 2022)
- Autism - Level 1 (Dec 2022)

ACADEMIC ABILITIES

Reading Skills	Writing Skills	Math Skills	Social Skills
At age expected standards - reading fluency & decoding Below age expected standards - comprehension	At age expected standards	Below age expected standards	Below age expected standards



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STUDENT INPUT

Free time activities	Thoughts	A good teacher is
Violin	She doesn't like being in a class where she is the only one that needs help	Nice
Art	She loves animals and wants to be a vet	Smart
Rock Climbing	Likes to write stories on the computer	Caring

FAMILY INPUT

- What kind of person do you hope your child will grow into as an adult?
- What helps your child feel confident, successful, and motivated at school?
- What does a supportive and inclusive school community look like for your child?
- How do you hope your child will grow academically, socially, and in independence?
- What do you want your child to enjoy about school and learning?



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STRATEGIES

- Check in for understanding
- Rely on literal and direct instructions
- Relies heavily on a 100s number line
- Build arrays and other manipulatives
- Visuals for self-management skills
- Sketch notes with pictures
- Have her verbally paraphrase information she's learned
- Use a balance of handwriting and typing
- Give a good amount of wait time - processing speed
- Explicit instruction for Executive Functioning skills
- Use visual reminders
- Editing use a checklist
- Give her time to practice, but then come back to check for understanding

ACCOMMODATIONS

- Direct and small group instruction
- Work with the counselor on conflict resolution - whole group & one-on-one
- Tie her work to real life situations and her interests
- Extended time
- Pre-teaching and re-teaching through a spiral approach
- Auditory paired with visual input

PROFESSIONAL RECOMMENDATIONS

Obtain a statement from your child's current teachers and service providers by sharing these prompts:

- Describe the student's social and academic strengths.
- Describe the student's strengths outside of the classroom.
- Describe any academic, social, or behavioral concerns you have about the student.
- Please list instructional strategies that you have found helpful when working with the student.
- Please share recommendations you have for the receiving school so they are prepared for the student on the first day of arrival.



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IMPORTANT TESTING RESULTS

The purpose of the table is to highlight key findings so prospective schools can quickly understand your child's profile without needing to review full reports. If you are unsure which results are most relevant to include, the professional who administered the assessment can support you in identifying the information that will be most helpful to share.

Cognitive Test Components	Standard Score	Qualitative Description
Verbal Comprehension		Very low, Low, Low Average, Average, High Average, High, or Very High
Visual Spatial		
Full Scale IQ		
Processing Speed		
Fluid Reasoning		
Working Memory		

