



Student Profile Observation Tool (SPOT)

PROFILE 1

- developmentally lagging behind peers
- difficulty with reading basics
- often repeated a grade; needing more time
- placed in transition kindergarten program
- receives occupational or physical therapy
- limited by cognitive delays
- needing a lot of academic support
- slow gains despite academic support
- lack of progress meeting goals/standards

PROFILE 2

- extremely slow rapid naming speed
- no progress with rapid naming activities
- often seems tired or checked out
- slow to respond to questions and complete work
- motor patterns are slow and weak
- may have cognitive delays
- performance improves with vestibular input
- may have speech delays
- slow reading despite intervention

PROFILE 3

- reads fast without comprehension
- fast is more important than thorough
- ignores punctuation in text
- reads without inflection or voice
- doesn't have a "pause" button
- speed covers up lack of understanding
- moves before thinking
- ignores picture cues
- doesn't fix errors while reading

PROFILE 4

- tries hard but can't quite figure out the rules
- reading speed is slower due to confusion
- gets stuck easily and can't fix errors readily
- may have attended many different schools
- difficulty with executive functioning skills
- learned helplessness is go to strategy
- inconsistent application of strategies
- may give up easily due to frustration
- with specific instruction, improves quickly

PROFILE 5

- difficulty with co-regulation and self-regulation
- checks many boxes on sensory checklists
- over-responsive to sensory input
- under-responsive to sensory input
- seeks sensory input
- motor delays, appears clumsy, postural issues
- easily distracted by incoming sensory stimuli
- sensory needs impact academic skills
- difficulty modulating behavior

PROFILE 6

- may have a diagnosis of dyslexia
- may exhibit signs of dyslexia
- reading below cognitive ability level
- doesn't pick up readily on reading strategies
- may appear lazy or checked-out
- more engaged when body is involved
- does better with visual or auditory support
- thrives with explicit instruction
- may have a parent with dyslexia



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PROFILE 7

- may have two or more labels (ADHD, dyslexia)
- needs a variety of interventions to succeed
- may be slower to complete work
- appears disorganized and unsure of tasks
- tires easily when assignments are long
- no energy left for homework
- relies on peers to figure out what is going on
- performing below academic potential
- inconsistent progress, good days, bad days

PROFILE 8

- avoids reading due to lack of interest
- full of excuses to get out of academic tasks
- doesn't enjoy free reading or library time
- may have undiagnosed reading challenges
- becomes stressed during timed tests
- looks at pictures but doesn't engage with text
- stressed when asked to read aloud in class
- dreads homework involving reading
- limited progress due to limited reading

PROFILE 9

- cool on the outside; stress bucket on inside
- perfectionism is the word of the day
- does well without a lot of effort
- self-image wrapped up in external praise
- extremely hard on self when making a mistake
- hides insecurities, stress, and doubts
- high expectations of self creates anxiety
- can't start unless a perfect plan is in place
- when all goes wrong, lacks coping strategies

OTHER OBSERVATIONS

PROFILE SCORE

PROFILE 1	____/9
PROFILE 2	____/9
PROFILE 3	____/9
PROFILE 4	____/9
PROFILE 5	____/9
PROFILE 6	____/9
PROFILE 7	____/9
PROFILE 8	____/9
PROFILE 9	____/9

PRIORITIZE THE PROFILES WITH THE HIGHEST NUMBERS. COACHING PROTOCOL FOR EACH PROFILE IS TAUGHT IN THE POWER UP! FOR LITERACY COURSE.