

LEARNING PROFILER©

Summary of Results and Recommendations

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Age: 6

Grade: 3rd Grade

Date: 11/29/2017

INTRODUCTION TO THE LEARNING PROFILER©

Everyone learns differently and everyone has strengths and weaknesses. The key to academic success is discovering how to use your learning strengths, while developing tricks and tools to use in areas that are more difficult. The main objective of the Learning Profiler© is to help identify your learning strengths and weaknesses so that you can use effective study skills and learning strategies that work best for you. The Learning Profiler© is a self-administered, computer-based screening instrument (as opposed to a comprehensive evaluation) for students aged 8 through the college years. It includes tasks (or subtests) to assess six major areas of cognitive processing – or how you take in and process information for learning.

Here are the areas that will be tested by the Learning Profiler©:

1. **Visual Memory** – measures how well you can remember basic information you see, like shapes, designs, and details.
2. **Story Memory** – measures how well you can remember lengthy, meaningful information that you have heard. There are two story passages, each less than 75 seconds: **Story Memory 1** focuses on non-fiction, factual information, and **Story Memory 2** is fictional with fewer facts. Overall, the information in Story Memory 2 is considered to be more meaningful than the passage in Story Memory 1. However, because Story Memory 2 follows Story Memory 1, the Story Memory 2 task requires you to pay attention to and remember while listening to very lengthy oral information.
3. **Paired Associates** – measures your ability to listen to and remember small pieces of information that appear to have no meaningful connection. The small units or pairs of words are presented three times, resulting in 4 scores: **Paired Associates 1** is the amount you were able to remember after listening to the information the first time; **Paired Associates 2** shows how much you remembered after listening to the information the second time; and **Paired Associates 3** is the amount you remembered after listening to the information the

third time. Although your individual score on each presentation is important, it is even more important to see how much you were able to improve each time you heard the information again. **Paired Associates Total** is the total of your scores from all three times; this score is typically not very helpful in determining how you learn best, so this report does not include Paired Associates Total as a strength or weakness.

4. **Digits Total (Forward and Backward)** – measures your ability to remember non-meaningful information you hear in a particular order, and it also measures your ability to hold on to information in your head long enough to be able to change it around.
5. **Copying Speed** – measures the time it takes to copy a short paragraph. If this score is low for you, then it can definitely have an impact on how you learn. However, if this test is your highest score, it doesn't tell you much about how you learn, so this report will focus on your next highest score as your strength.
6. **Reading Rate** – measures your ability to read and comprehend simple sentences. A low score in this area can give important information about how you learn best. However, as with Copying Speed, if this test score is your highest, it doesn't provide much information about how you learn. Therefore, this report will not include the Reading Rate score when giving strengths, but instead will focus on your next highest score as your strength.

After you complete the Learning Profiler©, your performance on each subtest is translated into a “standard score” which compares your skills in that area to other students your age. Standard scores are divided into 3 categories:

A score of 90-109 is considered to be in the “average” range. This means that your abilities in that subtest are about the same as 50% of students your age.

A score of 110 or above is considered to be in the “above average” range. This means that your abilities in that subtest represent cognitive strengths for you.

A score below 90 is considered to be in the “below average” range. This means that the tasks in that subtest will very likely be difficult for you, but you can use your strengths to work on the areas that are harder for you.

Sometimes a person's standard scores all fall in one of the categories mentioned above. If all of your scores fall in one category, then you want to look for “relative” strengths and weaknesses. In other words, look at which subtests were higher or lower compared to the others. If you have significant difficulty on any part of the Learning Profiler©, you will want to have your hearing and vision checked to rule out other problems. If all of your scores fall in the “below

average” range, you may also want to talk with school personnel or your family physician about further assessment.

The following sections of this report discuss your learning strengths and weaknesses as indicated by the highest and lowest scores of your individual learning profile. Periodically a person may have two high subtests (or two low subtests) with identical scores. For the purpose of this profile, your report will address the strength or weakness that is more likely to impact your learning.

The report also gives recommendations and strategies for you, your teachers/professors, and your parents. By understanding your unique profile, you and your teachers/professors can design more effective interventions and learning strategies to target your academic needs. There are also suggestions about how your parent(s) might be most effective in helping you study; if you are in college and your parents are no longer involved in your studying process, these same suggestions will be helpful to any tutor, mentor or advisor who might be helping you. For more information regarding recommendations not addressed in your report, you may access the Word document which is provided on the Learning Profiler© CD.

All together, this report offers a multitude of suggestions to improve your learning process. Remember to pay close attention to your strengths first, because they are the survival skills that will serve you throughout life. Strengths are the KEY to choosing the right interventions. It is recommended that you begin with a few of the suggestions, document your progress, and then move on to other recommendations if needed. By better understanding yourself as a learner, you can take charge of your own academic success and use the study strategies that work best for you.

RELATIVE STRENGTHS

You scored highest on the **Paired Associates 3** subtest, which shows how much you can remember after hearing “rote” (new, unfamiliar) information repeated three times. By having rote information repeated and presented in small units, your ability to remember improved to a degree beyond that expected for your age. This means that it is important for you to hear material multiple times and to study this information in small “chunks” or units.

RELATIVE DIFFICULTIES

Your greatest difficulty was with the **Visual Memory** subtest. Scoring lower on this subtest means that you most likely experience difficulty with detailed worksheets, complex maps, graphs, charts and diagrams, and copying tasks (from board or textbook).

RECOMMENDATIONS FOR YOU:

1. *Preview* (review ahead of time) the most important vocabulary and facts from the lengthy information (this preview serves as the “first exposure” to the material and then the lecture is the repeated exposure that is so important for you).
2. *Read the chapter before* you hear the lecture over this material, reading aloud the most important vocabulary, facts and topics (again, this is another exposure to the material.).
3. *Review* the most important information and concepts following the classroom lesson over this material.
4. *Tape record* important lectures so that you may review the material multiple times (“chunk” the information by using the “pause” button and then summarize the material in that section).
5. *Don't try to cram* your studying into one or two study sessions. Study small units of information over time, and increase the number of times you look at it. Say the information out loud as you review it.
6. “*Chunk*” lengthy information into smaller units. For example: with lots of facts to be memorized, use the strategies of “chunking” and “automaticity” (learning the material until you can remember it automatically) with *Lightning Round Flashcards* in the following manner:
 - a. Repeatedly practice a small “chunk” (about 3 or 4) of flashcards until each fact can be recalled correctly and automatically – or “lightning fast,” about one per second.
 - b. Work to automaticity on the next small unit of flashcards.
 - c. Combine the two small units, shuffle the cards, and work toward automaticity on these six facts.
 - d. Repeat this process until the complete stack of flashcards is mastered, correctly and automatically.Mastering lengthy information in this way increases the probability that the information will be retained in long-term memory.
7. To help with memorizing rote facts (facts that have no meaningful association), create *visual mnemonics* that are colorful, “silly”, and action-packed such as:
 - a. trifold flashcards with the actual term, a picture of the term, and the information or definition of the term.
 - b. trifold flashcard which uses a “sound-alike” word and picture that links the “sound alike” to the real meaning of the term. For example, **Ranidae** is the word for common frogs. You can remember it because the term looks like “Rainy day.” On your flashcard, you would draw a picture of a rainy day (your “sound alike”) with a frog. You would also write your term and the correct definition. This is called the “keyword method” of

- learning.
- c. acrostics and acronyms (like using HOMES to remember the Great Lakes).
8. “*Simplify the visual field*” of textbooks by covering up sections of the pages being read or use a place marker.
 9. *Fold your worksheets and tests* into smaller segments.
 10. *Highlight, color code, and underline* key words/instructions.
 11. Use *highlighted texts*.

RECOMMENDATIONS FOR YOUR TEACHERS/PROFESSORS or PARENT:

In addition to the above suggestions, teachers/professors and parents may want to try the following:

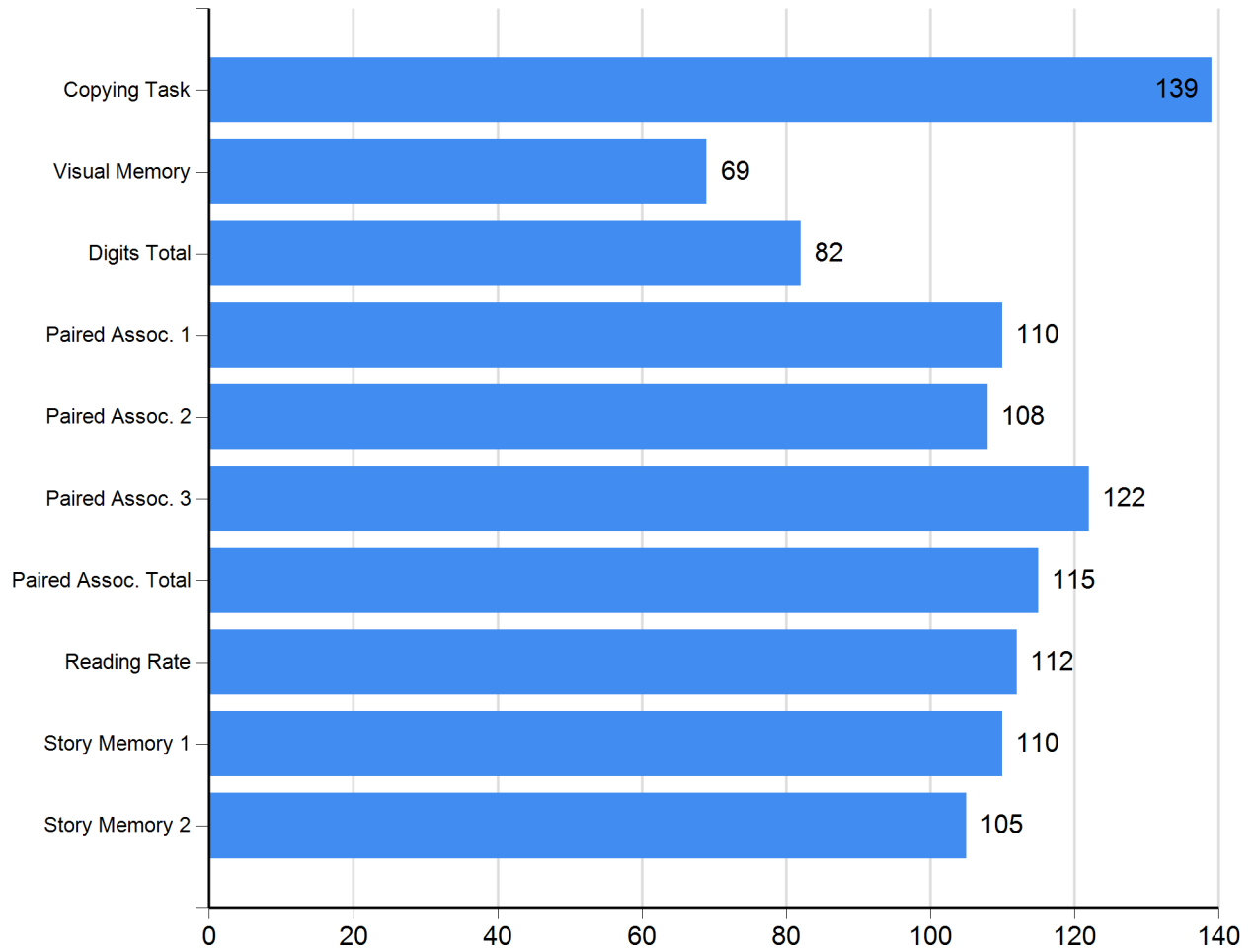
1. Ensure that the student is *paying attention* before you present key points.
2. *Preview* the most important terms and facts prior to a lecture (the lecture then serves as a second exposure to the material, which is so important for this student).
3. Present the oral information in small units or “*chunks*,” and then solicit feedback from student to check for understanding.
4. For oral presentation of information via lectures, *vary your methods of presentation*, using rephrasing, simpler explanations, examples and modeling. It is important to remember that this student needs different approaches to the information, rather than simply a repetition of the information.
5. When presenting rote (new or unfamiliar) information, *add “meaning”* to the information:
 - a. *Anchor* (connect) the rote, non-meaningful information to something meaningful or to previously learned information.
 - b. *Paraphrase* rote information or phrases into more familiar language.
 - c. Encourage the student to *visualize* the information as it is presented in lectures.
6. With *lengthy reading assignments*, have the student “*shrink*” the information by using paraphrasing and summarization skills to reduce the information to the most important ideas. For example, have the student stop after each paragraph (or section) and “shrink” the passage into one or two main ideas.
7. *Reformat* “cluttered” worksheets and tests:
 - a. Use a “clean” font (such as Ariel), a larger font size and lots of “white space” and less information on each page.
 - b. Divide worksheets/tests into clearly defined sections.
 - c. Avoid front/back information on worksheets and tests (requiring the student to flip back and forth to locate key information impedes accurate assessment of this student’s content knowledge).

8. *Simplify* complex visual material:
 - a. Provide lots of *verbal aids* and step-by-step guidance for complex visual materials (diagrams, charts, maps, etc.) and then check for understanding.
 - b. “*Chunk*” complex visual material (dividing complex maps, charts and graphs into parts and then checking for understanding one section at a time).
 - c. Use “straight-forward,” very concrete hands-on *manipulatives*.
 - d. Use *basic graphic organizers* to help structure complex written text. For samples, check these websites:
www.enchantedlearning.com/graphicorganizers/;
www.eduplace.com/graphicorganizer/; freeology.com/graphicorgs/
 - e. Provide “*real world*” *examples* of math concepts.
 - f. Utilize step-by-step procedure cards (by writing one step on each card as a way to simplify complex sequential instructions).
 - g. Encourage the use of a “*reading window*” (a small, plain card with a window cut out as a way to isolate complex text).
9. *Decrease visual memory demands* whenever possible:
 - a. *Avoid having student copy lengthy material* from board (i.e., provide lecture notes or partial outlines and have student highlight to maintain engagement).
 - b. Teach the student to *visualize* when listening to oral instruction and when reading lengthy assignments (basic, direct instruction regarding visualization skills is essential).
10. Translate complex *visual* material into *verbal* material whenever possible:
 - a. Teach the student to “*talk through*” the visual tasks.
 - b. Similarly, allow the student to *subvocalize* (by moving the lips without making noise, as in reading to oneself) while attempting to master visual material.

CONCLUSION

We hope this process has been helpful. You can share this information with your teachers/professors and parents in order to help them understand your unique learning profile. And remember - by discovering your strengths and using tools and strategies for your specific difficulties, you can take ownership of your own academic journey and achieve greater academic success.

Results Graph



RANGE OF SCORES 50-89: Below Average 90-109: Average 110-140: Above Average