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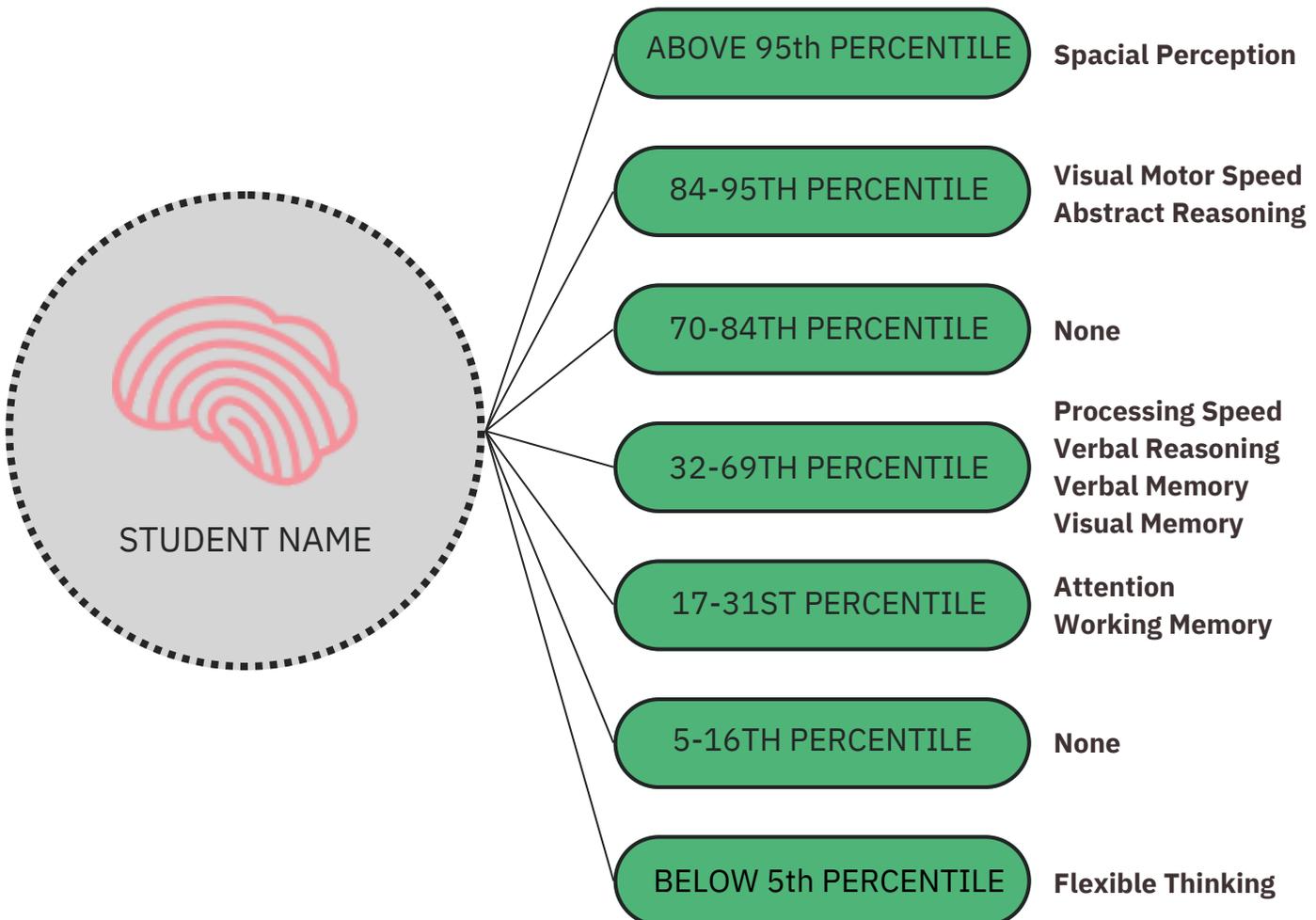
17 year old male / Test Date: June 30, 2022

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SUMMARY RESULTS

Based on standardized, normative data. **Percentiles based on performance against age group.**



Wes 's Stronger Skills

- **Visual Reasoning:** Wes shows good capabilities with visual-spatial and abstract concepts. Wes 's good ability to make sense of non-language based information such as patterns, graphs, and imagery can be important across subjects, particularly in math and science.
- **Flexible Thinking:** Wes 's strong flexible thinking shows he can take feedback and shift his thinking. This is an important skill to support his complex problem solving, even in topics he finds challenging.
- **Working Memory:** Wes 's working memory enables him to hold on to information in short term memory, a key skill for multi-step problem solving, note taking, and organization.

Wes 's Skills to Support

- **Verbal Reasoning:** Wes had relative difficulty with the verbal reasoning task. Verbal reasoning, or the ability to understand what you read and hear, is central to academic learning.
- **Visual Memory:** Wes had difficulty with visual memory which could affect his ability to efficiently remember and recall visual information such as numbers, images, and charts.
- **Attention:** Wes 's attention was in the expected range, but he worked at a somewhat slower pace. You might notice that on longer tasks he sometimes has difficulty maintaining his focus or putting forth the needed effort.

Recommendations for Wes

- **Develop Verbal Reasoning:** Wes can use his stronger abstract reasoning skills to support his understanding of what he reads or hears. Using imagery, visualization and drawing pictures can help. Reading and discussion will be key for developing verbal reasoning. Wes also can listen to audio books or watch movies, followed by discussion of meaning, themes, concepts, and metaphor.
- **Use Verbal Memory:** Encourage Wes to use his stronger verbal memory to help remember visual or numerical information. Describing what he sees or reading the descriptions in the text will help his recall of graphs, diagrams, patterns, and other visual information.
- **Monitor Attention:** If you think that Wes might be having difficulty sustaining his focus on longer tasks, he might benefit from reduced distractions and more frequent, scheduled breaks.
- **Nurture Visual Skills:** You might want to provide Wes with authentic opportunities to discover his true interests so he continues to build his self-confidence, enjoy learning and apply his excellent problem solving skills. Wes might prefer activities in the natural sciences, art or design.

More recommendations can be found in [Wes 's Personalized Learning Plan](#)

Next Steps

After you've had sufficient time to read and review this profile, we hope you make use of the extensive resources available to you on MindprintLearning.com. If you wish to read more about the Mindprint tests [click here](#). Our site also has more information on each of the skills we address in this report. You can learn how they might change over time, the importance of effort and attitude, and material on several other pertinent topics. We also have an ever-growing database of free professional-recommended learning strategies and product suggestions.

How Adults Can Support Attention

If your student struggles to focus

WHEN IT MATTERS

Attention refers to one's ability to get started on work and then maintain focus on the activity or assignment. The key is to help students understand when it is easy to focus and when it is harder, and how to prepare for those tougher situations.

Attention is the skill that enables students to stay focused during an activity, even one that might not be much fun for them, such as homework or a long lecture. Supporting students' attention can help them work more effectively, stay better organized and manage their time so they are able to show their best work.

WHAT TO KEEP IN MIND WHEN SUPPORTING YOUR STUDENT

- Students will likely need support with organization, following directions and follow-through.
- Be as clear and concise as possible when giving guidance or instruction. Less is more.
- Start with one strategy and expect that you might need to continue to support and reinforce many, many times before it becomes habit. Only add a new strategy after the first becomes a habit. Don't overload students.

TOP STRATEGIES

- Help students get [organized](#). Make sure their classroom spaces are well-lit and stocked with everything they will need including paper, sharpened pencils, and highlighters.
- Guide your student to organize his homework space at home the same way. Other items to have on hand at home are a calculator and [reference books](#).
- Offer your students a checklist to make sure that distractions such as phones or games are out of sight. They should understand that [multi-tasking](#) will make work harder.
- Teach your student to organize and use a [daily planner](#) for homework assignments. While students can use a digital planner, handwritten planners often are more effective.
- Help students [create a homework plan](#) that they can use each night.
- Build in movement and breaks when possible. [Stress balls](#) can often help students get rid of some excess energy.
- [Reduce distractions](#) for your student by having her sit in the front of the classroom and away from friends who might try to talk during class.
- Encourage [active participation](#) to help your student stay engaged.
- Ultimately, it is most important that your student begins to recognize and adapt when a weaker skill is interfering in learning. Middle or High School students can use [this checklist](#) to become more self-aware of their attention. Find additional ideas for a student who has an [IEP or 504 Plan here](#).

How Adults Can Support Verbal Memory

If your student has difficulty with verbal memory

WHEN IT MATTERS

Verbal memory refers to how you store and remember word-based information you read or hear. Students use verbal memory to remember the details of what they read or what was said during class presentations or conversations, as well as when studying facts or vocabulary for tests. Helping students understand how they use their verbal memory, and learn strategies that work for them, can help them become much more efficient in their studying.

WHAT TO KEEP IN MIND WHEN SUPPORTING YOUR STUDENT

- For students with weak verbal memory, it can be very confusing why they understand the information discussed in class or read in a book, but then are not meeting potential or performing well on tests.
- There are many memory strategies to choose from and students should try them out and then decide what makes studying easiest for them. Plan to introduce one strategy at a time, however, so they do not have to remember more than they can handle.

TOP GO-TO STRATEGIES

- Remind your student to take notes or jot down anything he thinks will be important at a later time. Building an awareness of what is essential to memorize and what they can get from notes is important.
- Make sure your students know that cramming or simply re-reading notes are the least effective ways to study. Once they learn other specific strategies, they will understand why.
- Teach students to [space out their studying](#). Have them make [study schedules](#) when preparing for tests.
- Present information using [multiple modes](#) so that students can experience and take in the information using different pathways. Hearing, speaking, touching and moving to engage with information reinforces learning and retention.
- Teach students to [link a picture](#) to the information they are reading or memorizing.
- Remind students not to memorize everything at once. Teach them to [break information into smaller, more manageable pieces](#).
- Help students [make connections to what they already know](#), instead of relying on rote memorization.
- Students who learn effective [note taking](#) skills will have an easier time going back and studying what they learned in class.
- Have students try out other [research-based memorization strategies](#) and decide what is comfortable for them. Ultimately, it is most important that your student begins to recognize and adapt when a weaker skill is interfering in learning. Middle or High School students can use [this checklist](#) to become more self-aware of their verbal memory. And find additional ideas for a student who has an [IEP or 504 Plan here](#).

How Adults Can Support Organization & Time Management

If your student is disorganized or has difficulty with time management

WHAT IT IS

Organizational skills include keeping your items in order and organizing your thoughts to write and speak clearly. Students can struggle with time management and organizational skills for a variety of reasons. Some just need to be taught and encouraged to use the right tools. Others, usually those with weaker executive functions, might need more continual reminders and support both home at school. It is critical to recognize that there is no single best tool or way to be organized -- everyone needs to find their own unique approach so adults should not force a single "right way". The goal is for adults to help students find an approach that works and then help the student stick to it. And if it stops working, be flexible and try something new.

TOOLS TO HELP STUDENTS STAY ORGANIZED

- Daily planners** can help students remember what they need and when. Traditional paper-based schedules tend to be more effective than digital because they are easier to view multiple days out. Additionally, the act of writing things down will help students remember on their own. Crossing off gives a sense of accomplishment. While paper is preferred, the reality is that most students might want to go digital. It might be best to let them try out digital options and see if they work. Here are some better options for [digital calendars and planners](#).
- Checklists** can be one of the most effective tools for organizing belongings on a daily basis to double-checking work on homework assignments.
- No one enjoys cleaning up, but keeping papers and desk organized will save students time overall and reduce stress. Use these strategies to [keep an organized homework space](#).
- Use a **visual timer** during homework or chores to help students recognize when they are taking too long or moving too quickly. Here are some good options for [timers](#).
- Graphic organizers and visual timelines** can help students organize ideas and present them in a logical sequence. In this case, digital options can be better because they allow students to easily organize and reorganize until they find an appropriate structure (in contrast to erasing or crossing out, which can get messy and confusing). Here are options for [graphic organizers](#).