How to Share the Mindprint Profile with A Student

Many adults ask if they should share the Unique Learning Profile with the child. Our experience, and much research shows, that children are more successful when they have a good understanding of how they learn. They develop confidence in their strengths. They also understand and accept that like everyone else, they have weaker skills and opportunity for improvement. This self-understanding is referred to as metacognition. Good metacognition generally instills a strong self-confidence and a willingness to ask for help when necessary. In the long run it leads to more successful, self-motivated learners. Please email us for a copy of our report on metacognition if you would like to learn more about this important life skill.

The question of how and when to share the results of this assessment depends on when you think the child is ready to use the information productively. Children develop this type of maturity at different ages. Some very sensitive children or those with lower self-esteem might be better off only hearing about their strengths. More self-confident learners might welcome the opportunity to understand their learning needs and might be willing to embrace ways they can improve.

So while we cannot provide you with a single right way to share the profile, we can offer you some suggestions and recommendations that you can tailor to each child.

Please see the attached Child Report if you would like to create your own abridged report.

Sharing Options

1. Give the child the entire report and allow them to read it thoroughly. After they finish reading it, be prepared to discuss and answer questions they have. (Suggested age range 13+)

2. Give the child the summary chart with the green, blue and purple boxes only. Do not include the key with percentile performance. Allow the child sufficient time to read and digest the chart while you are sitting nearby. Be prepared to discuss and answer questions. (Suggested age range 11+)

3. Verbally discuss the results with the child. Focus only on the two or three skills that are most affecting the child’s performance. Always discuss stronger skills first and keep the discussion positive. If appropriate, discuss weaker skills as areas where your child has potential but might need extra support or work. Be sure the child understands that while these skills might cause difficulty at times, you can work together to make sure they don’t get in the way of achievement.
Suggestions for Your Discussion

1. **Always start with stronger skills.** Focus on the good and talk about the ways in which these skills are useful for success in life. Think of concrete examples of when the skill has played a role in the child’s success in school, in social situations, or on a team.

2. Keep in mind that **skills in the expected range are good skills.** These are areas where the child should be doing just as well if not better than peers. If your child seems to be behind in subjects that are reliant on these skills, discuss why that might be the case now that you know it’s not a problem area.

3. **Don’t tell a child he/she is bad** at a skill. Rather, describe it as a skill that might cause difficulties at times. Talk openly about where that skill becomes important in and outside of school and what you can do to help address some of the areas of difficulty.

   Use the Mindprint summary to discuss what you are going to do to support any relative weaknesses. Be specific. Try not to include more than three specific things, though, or it might be too much.

4. If the child is reluctant to discuss the results, **don’t push too hard.** While an open and honest discussion is important, consider when it is appropriate to postpone part of the discussion for another day.

5. Consider **openly discussing your own strengths and weaknesses.** This will further emphasize to the child that everyone has areas of strength and room for improvement. Talk about how you use your strengths and times when your weaknesses got in the way. Ideally, have some examples or stories of how you overcame some of your weaknesses in life and still were able to accomplish a goal.

6. Do your best to **let the child talk while you listen.** Let the child explain why he or she thinks this report does or does not describe him or her. Maybe the score reflects performance on an off day. Or maybe it’s an opportunity for you to help improve the child’s self-awareness. Maybe you have a less confident student who does not appreciate his or her strengths. Or maybe you have an over-confident student and this can be a good way to talk about areas where there is room for improvement. Use the report as a starting point for discussion and long-term growth, not as a summary of who the child is or is not.

7. If appropriate, print out a few primers for the student to take with them when they leave. Perhaps one for a strength and one for a weakness. It will describe the skill, give examples and offer concrete strategies to address or nurture the skill.
## Reminder about the Skills

The following is a summary of the skills in the report. For your convenience, we also include the definition and specific examples of how the skill might manifest at home or in school. While the definitions are useful, most children will develop a better understanding if you simply discuss the examples and their experiences with the types of related activities.

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<tr>
<th>Skill</th>
<th>Definition</th>
<th>Examples</th>
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| Visual Motor Speed  | The ability to efficiently and effectively integrate visual and motor skills to complete a task. Often referred to as good reaction or response time. | • Eye-hand coordination when playing sports  
• Writing or typing speed  
• Video games  
• Any activities involving quick reflexes |
| Processing Speed    | Rate of scanning and understanding information                               | • Rate at which one can listen, process and respond to questions or information (visual or auditory)  
• Time to remember/recall from long-term memory  
• Finishing tests or quizzes before or after classmates |
| Attention           | Ability to initiate and maintain focus for learning, work and behavior control | • Being able to focus during an activity that isn’t much fun such as homework or a long class lecture  
• Being able to maintain focus for a long period of time, such as throughout an entire test |
| Working Memory      | Ability to mentally juggle information while using it during multi-step tasks | • Ability to do mental math  
• Listening to and remembering a conversation  
• Ability to remember and follow multi-step directions |
| Flexible Thinking   | Flexibility in learning; adept at developing strategies; ability to adjust and change strategies as needed | • Being able to come up with more than one solution to a problem  
• Handling unexpected circumstances  
• Adapting to changes |
| Verbal Reasoning    | Ability to draw inferences from limited information and develop an understanding of an idea by considering its connections to other ideas | • Reading comprehension  
• Following a complex story line or conversation |
| Abstract Reasoning  | Ability to draw inferences from objects, images, space or numbers            | • Understanding higher order math  
• Solving complex, novel problems |
| Spatial Perception  | Ability to process and produce material that is visual or exists in a spatial array such as maps, graphs, or symbols | • Understanding graphs, charts and maps  
• Perceiving relative locations or how objects fit together  
• Keeping numbers aligned in math problems |
| Verbal Memory       | The ability to store and then recall word-based information at a later time  | • Remembering what was read or said |
| Visual Memory       | The ability to record and then recall abstract or visual information at a later time | • Remembering/recalling previously seen objects or images or ideas |