

How to Share the Mindprint Profile with Your Child

Many parents wonder if they should share the Unique Learning Profile with their 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, and 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. We have many articles on metacognition available on our website if you would like to learn more.

The question of how and when to share the results of this assessment depends on when you think your 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. Some strong, self-confident learners might welcome the opportunity to understand their learning needs and might be willing to accept some suggestions for further improvement.

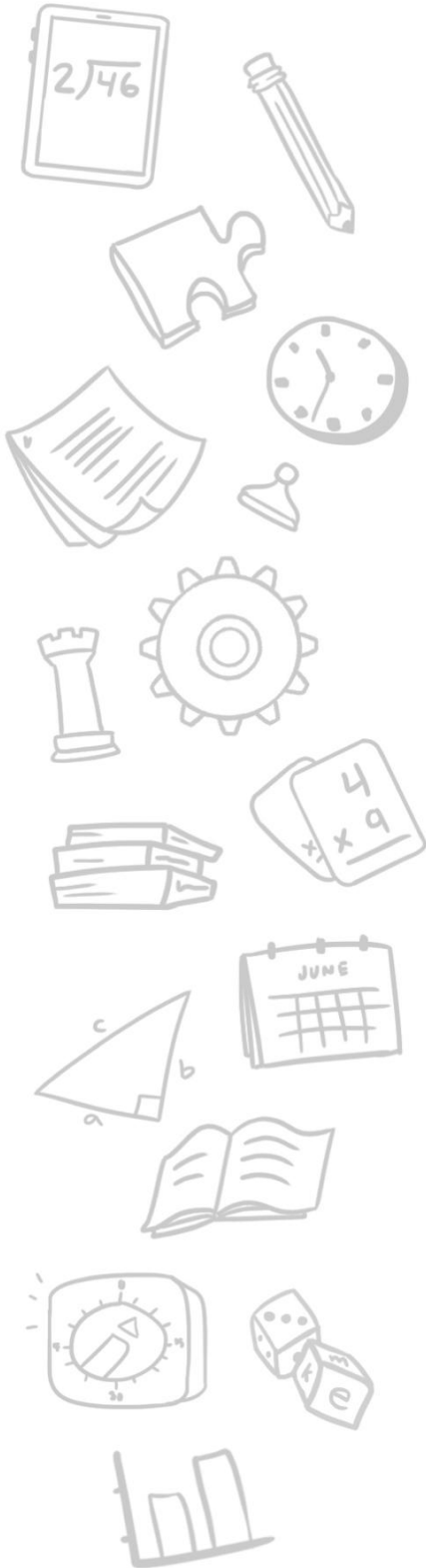
So while we cannot provide you with a single right way to share the profile, we can offer you some suggestions and recommendations that you can tailor to your specific family circumstances.

Sharing Options

1. [Give your 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 your child the summary chart](#) with the green, blue and purple boxes only. Do not include the key with percentile performance. Allow your 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 your child. Focus only on the two or three skills that are most affecting your child's performance. Always discuss stronger skills first and keep the discussion positive. If appropriate, discuss areas that might need improvement as areas where your child has potential but might need extra support or work. Be sure your 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 your child's success.

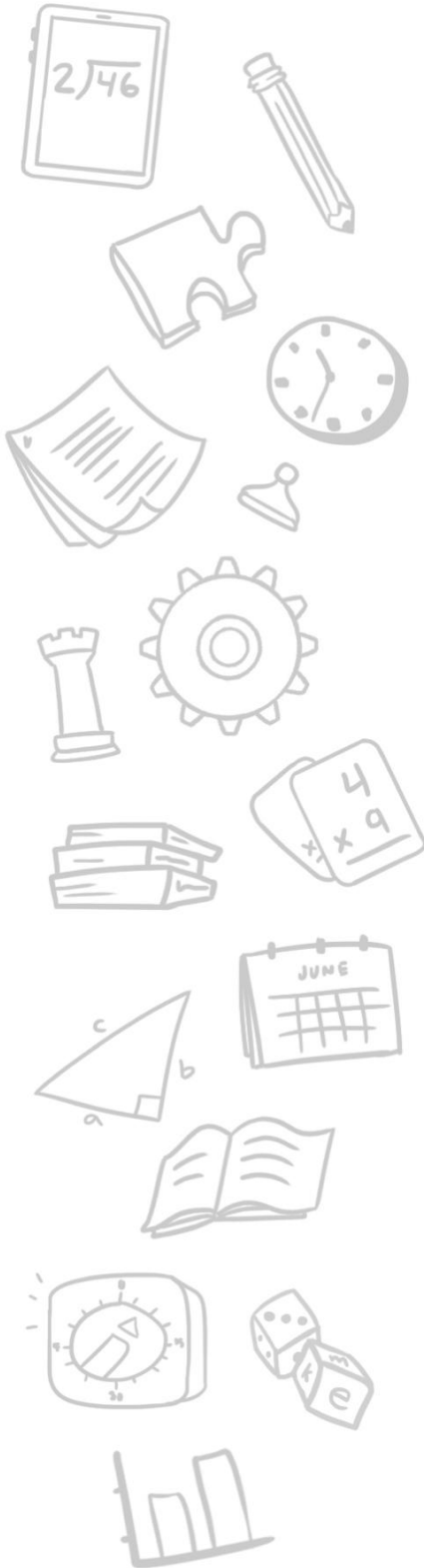
Suggestions for Your Discussion

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 your 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 your child should be fine in school and 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 your 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.
4. If your 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 your 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 your child talk while you listen. Let your 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 your child's self-awareness. Maybe you have a less confident child who does not appreciate his or her strengths. Or maybe you have an over-confident child 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 your child is or is not.



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.



Skill	Definition	Examples of Where Skill Used
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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 switch between rule sets	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reading comprehension • Following a complex story line or conversation
Abstract Reasoning	Ability to draw inferences from objects, images, space or numbers	<ul style="list-style-type: none"> • Understanding higher order math • Solving complex, novel problems
Spatial Perception	Processing and production of material that is visual or exists in a spatial array such as maps, graphs, or symbols	<ul style="list-style-type: none"> • Understanding graphs, charts and maps • Perceiving relative locations or how objects fit together • Keeping numbers aligned in math problems
Verbal Memory	Storing and then recalling verbal information at a later time	<ul style="list-style-type: none"> • Remembering what was read or said
Visual Memory	Recording and retaining contextualized or abstract visual information	<ul style="list-style-type: none"> • Remembering/recalling previously seen objects or images