Welcome to the *Success for Puzzling Students: Making Sense of Data* module.

Why do some students struggle in school? Why are some students harder to figure out than others? How can we overcome situational challenges to deeply knowing an individual student? This module, *Success for Puzzling Students: Making Sense of Data*, introduces a number of signature tools and processes to address these concerns including Student Work Analysis, building a Neurodevelopmental Profile, engaging in a Demystification conversation, and planning for implementation of the strategies identified through the attuning process.

Click the Next button to continue.

A number of features within this e-learning program can help you to customize your experience. Let’s review those now. Clicking the Next button will advance the module one screen. Click the Back button when shown to review information on a previous screen.

On the bottom of your screen, you will see the rewind button which will return you to the opening screen of the module, the play/pause controls, and the audio on and off button. The exit button will close this section of the module and the information button displays the module description.

Click the Next button now to continue.

There are six separate sections to this module. These six sections cover stages 3 through 7 of the Attuning a Student process. You may recall that the first two stages were discussed in the Using Data online module.

- SECTION 1: Introduction—This is the section you are currently viewing.
- SECTION 2: Student Work Analysis
- SECTION 3: Building a Profile
- SECTION 4: Management Planning for School Success
- SECTION 5: Planning for a Demystification Conversation
- And SECTION 6: Implementation and Measurement of Impact

We strongly recommend that you proceed through these sections sequentially your first time through. Afterwards, you may jump to any section of your choice.

Sections two through six of this module contain the following instructional elements:

- a preview of each section’s content and objectives
- module workbook pages that will need to be printed
- information and guidance on achieving the section objectives
- an opportunity to apply the information
- technology tutorials
- and, metacognitive reflection questions

In addition, the module assistant will share perspectives from other educators who have completed this module. Corresponding module workbook page numbers will be displayed on screen throughout the module. You may download the module narration script if you would like to follow along with the audio.
Success for Puzzling Students: Making Sense of Data
Narration Script

Part 1 – Introduction (continued)

Some of you have extensive experience with online learning. For others, this may be a format you are unfamiliar with. This module content delivered in an online format will likely place the strongest demands on the following neurodevelopmental Constructs and Functions:

Attention—Processing Controls
Memory—Short-term, active working and long term,
Receptive Language and
Higher Order Cognition—Critical thinking.

Think about your own neurodevelopmental profile and which functions might present the greatest challenge for you. Click on any of the highlighted Functions shown for accommodation and intervention ideas.

We’ve reached the end of Section 1 – Introduction. You will need the following materials on hand during the rest of the module:

> Course materials including your Management Resources book
> Your case study student’s work samples with patterns of academic strengths and weaknesses already identified.
> Your case study student’s Views Consolidation report from the Attuning a Student online tool
> The Reflections journal from the “Success for Puzzling Students: Using Data” module
> And the Module workbook pages.

An extra Reflections Journal is also provided in your module workbook.

Please note that for the purposes of this module, you will continue to apply the Attuning a Student process to your case study. However, this module will discuss each of the stages in the context of working with an actual student.

Now, exit this section of the module and take a moment to download the necessary materials from the module launch page. Then, when you are ready, click on the Student Work Analysis link to begin the next section.

Part 2 – Student Work Analysis

Welcome to Section 2 of the Success for Puzzling Students: Making Sense of Data module.

In the Data Analysis stage, the data that has been collected through the completion of the Views and the student work samples will be consolidated and analyzed through the lens of a neurodevelopmental framework. It is in this stage that you begin to determine which neurodevelopmental functions or constructs appear to be weak or strong for the student.

Roll over any of the 7 stages shown to learn more about the Attuning a Student process.

In this Student Work Analysis section, we will:

> Describe the process for analyzing student work
> Analyze a writing sample
> Demonstrate how to record the results of student work analysis in the Attuning a Student tool
> And reflect on the integration of these concepts into your professional practice.

You will then have an opportunity to analyze work samples independently. You may find it helpful to have a highlighter on hand during this section.
### Success for Puzzling Students: Making Sense of Data
**Narration Script**

**Part 2 – Student Work Analysis (continued)**

Analyzing student work is a five step process. During the Data Collection stage, you collected and reviewed several student work samples and recorded observations about academic strengths and weaknesses.

Next, you will learn how to link these observations to underlying neurodevelopmental Constructs and Functions, with the goal of discerning patterns of recurring strengths and weaknesses.

The Attuning a Student tool contains a Student Work Analysis component to assist you in documenting your analysis. This information will then be incorporated into the Views Consolidation Report, providing further detail and another perspective to inform your hypothesis about the student’s neurodevelopmental strengths and weaknesses.

You'll now be introduced to Charles, a seventh grade student who is struggling in school. Together, we'll analyze Charles’s writing work sample.

<table>
<thead>
<tr>
<th>Charles is currently enrolled in a private school. He enjoys community service and building things with his grandfather. Charles loves to play many sports, and he participates on intramural teams. He has an excellent memory and is the sports trivia expert in his family. Charles’s favorite subject is math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior school teachers expressed concerns about his ability to wait to hear directions and felt that his hurried style interfered with his ability to make friends. Charles has spent a fair amount of time in after-school detention for incomplete work, and distracting his classmates.</td>
</tr>
</tbody>
</table>

A full written account of Charles's struggles in school is included in your module workbook.

Let's analyze one of Charles’s writing samples to see what insight it provides into his neurodevelopmental strengths and weaknesses. The writing prompt is to describe a perfect day. Review Charles's written response to the assignment in your module workbook, and note his academic strengths and weaknesses in the margins using common language, not neurodevelopmental. You may write them directly on the work sample or on the left-hand column of the What I See, What I Think form in your module workbook. Click the Next button when you are ready to continue.

Once you've identified the academic strengths and weakness, the next step in the Student Work Analysis process is to link academic sub-skills to neurodevelopmental functions. Looking at the academic sub-skills you noted as strong and weak for Charles, what neurodevelopmental Constructs or Functions do you think could be causing Charles to struggle with this skill? Note these possible linkages on Charles’s writing sample or in the right-hand column of the “What I See, What I Think” form. Your placemat will be helpful in this step. In addition, your workbook lists some sample sub-skills in key academic subjects with possible linkages.

Roll over the strengths, written in orange text, and weaknesses shown in blue, for possible neurodevelopmental Constructs and Functions related to these academic skills. Then, click on the Page 2 link to view the second page. Don't feel discouraged if you listed other academic areas or other neurodevelopmental linkages; several others are also plausible. Click the Next button when you are ready to proceed.
Part 2 – Student Work Analysis (continued)

Let’s take a moment to reflect on the first three steps of the 5-step student work analysis process. First, we reviewed Charles’s writing work sample. Second, we identified academic strengths and weaknesses. Next, we formed hypotheses about strong and weak neurodevelopmental Constructs and Functions as evidenced in the writing sample.

Now, it is time for you to follow these three steps with your student’s or a case study student’s work samples. You may simply note your observations and neurodevelopmental analysis on the work samples, or you may choose to use the “What I See, What I Think” chart in your module workbook. The completion of this chart is not required, but you may find it useful for organizing your analysis of the work. If you are analyzing multiple samples of student work in one academic area such as writing, you will want to consolidate the patterns you find across these samples onto one “What I See, What I Think” chart. Click the Next button after you have completed these steps.

The fourth step in the Student Work Analysis process is to identify neurodevelopmental patterns. Examine all of the work samples that you have analyzed within one subject area such as writing. What patterns do you see among the neurodevelopmental Constructs and/or Functions identified? You will likely find patterns of strength and patterns of weakness for your student. For instructional purposes, we only analyzed one work sample for Charles. True patterns are difficult to discern from only one sample. Clearly, the more work samples you analyze, the easier it will be to determine these patterns.

Click the Next button to continue.

The fifth and final step in Student Work Analysis is to document your hypotheses about strong and weak functions as evidence in your work samples. When you enter this information in the online Attuning a Student tool, the results will appear alongside the Views data the next time you generate a Views Consolidation Report. Let’s take a moment to reflect on this Student Work Analysis process. Click the Next button to continue.

We have come to the first Habit-of-Mind moment. The purpose of this set of reflection questions is to think about how you might look at all student work differently after becoming familiar with the student work analysis process.

Take a moment to write responses to these questions in your module workbook. To read reflections on these questions from other educators around the world, roll over the Module Assistant icons.

You have nearly completed this Student Work Analysis section. The final steps are to document your findings online in your student’s Attuning a Student record and print an updated Views Consolidation Report.

We’ve provided an optional technology tutorial on the module launch page entitled “Document Student Work Analysis” to support you in this step. If you are ready to move directly to entering this information online, enter the Attuning a Student tool, go to your student’s home page, and click on the Student Work Analysis link. If you are using one of the case study students: Courtney, Charles, or Colin, you’ll be completing the Student Work Analysis for your case study student and entering it into the AAS tool on the student’s home page you created in the Using Data module.

When entering your analysis for an academic area into the tool, think about the degree to which the patterns of Constructs and Functions are a strength or weaknesses. For the samples you analyzed, was the function very weak? Somewhat weak? Very strong? This decision about degree of strength or weakness should be based on the evidence found in the work samples.

The next module section is “Building a Profile”. You may exit this section of the module now.
### Part 3 – Building a Profile

Welcome to Section 3 of the *Success for Puzzling Students: Making Sense of Data* module.

In the Profile Building stage, you review the data collected and consolidated in Stages 2 and 3 and develop a tentative neurodevelopmental profile of your student based on this information. The profile is considered “tentative” because as you develop and implement management strategies with the student, you are certain to learn more about his or her strengths and weaknesses and make modifications to his or her profile over time. Neurodevelopmental profiles also change over time, as do the demands of school.

Roll over any of the 7 stages shown to learn more about the Attuning a Student process.

In this Building a Profile section, we will:
- Describe the process for building a neurodevelopmental profile
- Demonstrate how to record a student’s neurodevelopmental profile in the online Attuning a Student tool
- And reflect on integration of these concepts into your professional practice.

Once you’ve learned the process with Charles, you will have an opportunity to create a neurodevelopmental profile for your own case study student.

The Views Consolidation Report, generated in the previous stage, is the primary document used to inform the development of a student’s profile. Please be sure that you have entered your Student Work Analysis into the online Attuning a Student tool so that it appears on the Views Consolidation Report. You will also need your placemat and module workbook pages.

The first step in generating a profile is to analyze the Views Consolidation Report to look for recurring patterns or themes among the various sources of information. In instances in which the Views Consolidation Report appears to include discrepancies or fails to reveal patterns about a student’s neurodevelopmental strengths or weaknesses, you might attempt to resolve these questions by obtaining more data. We’ll discuss this further in a few minutes.

Let’s begin to build a profile for Charles, the seventh grader whose work we analyzed in the student work analysis section. To discern patterns, examine each Construct or Function section of the Views Consolidation Report, noting where responses fall on the continuum of “weak” to “strong.” Based on the patterns that emerge from the data, use your professional judgment to determine whether that Construct or Function is a strength, a weakness, or neither. Would you say that overall, Charles is strong or weak in each of the three Attention Functions shown?

Notice most of the viewpoints fall near the weak end of the continuum. Therefore, it appears that Charles is weak in these areas.

At times, looking more closely at the data can reveal specific patterns within Constructs or Functions or within a content area. For example, notice the Attention: Mental Energy section of Charles’ Consolidation Report. Charles, his teacher, and his mom all reported evidence of mental fatigue.

In some cases, however, determining patterns might be more complicated; responses appear to be contradictory, or the data in certain areas just doesn’t reflect any pattern. In the case of Charles’ Receptive Language, it appears as though he has both strengths and weaknesses at this Function level. Upon closer examination, you will notice that there is a distinct difference in observations noted by the teacher (primarily on the weak end of the continuum) and those noted by Charles and his Mom (primarily on the strong end of the continuum).
Why might observations of Receptive Language differ among Respondents? Some possible considerations include:

- The different demands between home and school,
- Circumstances in the observation process such as the time of day, stress, or observer bias,
- The different demands among school subjects and teachers
- One or two sources may have picked up on a subtle characteristic or learning difference that others missed,
- The student may simply have variable strengths and weaknesses at the Function or Component level of a Construct.

For Charles, a closer look at the data points reveals that many of the Receptive Language weaknesses noted by his teacher involve situations or tasks in which the language was presented as a sequence, such as those involving directions. Perhaps the directions and sequences Charles encounters outside of school are more familiar and therefore easier to follow, resulting in a variation of observations. Capturing a clearer understanding of Charles’ Receptive Language may require further observation in multiple academic settings or further exploration of his work samples by the teacher. The teacher will also want to look at other aspects of Charles’ Consolidation Report to see if further evidence of weaknesses with sequences is evident.

…To obtain more information, you might also:

- Look more closely at the data for evidence of specific components of various Constructs.
  (This is often helpful in Language, Attention, and Higher Order Cognition.)
- Or, you might ask respondents for clarification.

The Attuning a Student tool includes a form, called the Profile Summary form, to assist you in documenting patterns of strengths and weaknesses. This form lists each neurodevelopmental Construct and many of the neurodevelopmental Functions, and a sliding indicator on a “weak” to “strong” continuum for each Construct and Function on the form.

You simply slide the bar to the appropriate area on the continuum for each applicable Construct and Function …

… and add clarifying or descriptive comments as necessary.

When completed, the Profile Summary represents your evidence-based hypothesis of the student’s neurodevelopmental strengths and weaknesses and will become the primary point of reference in developing a management plan for the student.

The Profile Summary may also be a useful visual aid during demystification; you may choose to show this to the student and parents as you explain the student’s neurodevelopmental profile.

You will analyze your Views Consolidation Report and complete this form online momentarily.

Take a moment to write responses to these questions in your module workbook. To read reflections on these questions from other Schools Attuned educators around the world, roll over the Module Assistant icons.

You have nearly completed this Building a Profile section. The final steps are to look for patterns and discrepancies in your Views Consolidation Report and complete the online Profile Summary form for your student or a case study student.

We’ve provided an optional technology tutorial entitled “Complete Data Interpretation & Reflection Forms” to support you in the step. If you are ready to move directly to entering this information online, click the “Data Interpretation and Reflection forms” link from your student’s home page.

Find out how the Neurodevelopmental Profile you’re building can translate into school success in the next section of the module—“Management Planning for School Success”. You may exit this section of the module now.
Welcome to Section 4 of the *Success for Puzzling Students: Making Sense of Data* module.

Armed with a deeper understanding of this student as a learner, the teacher considers the interactions between the student's learning profile and the demands of school and plans for the best ways to support that student in meeting those demands. This planning involves two steps:
- *Linking the Profile with School Performance,* and
- *Management Strategies*

Roll over any of the 7 stages shown to learn more about the Attuning a Student process.

In this Management Planning for School Success section, we will:
- Provide some tips for how to select strategies that will have a positive impact.
- Demonstrate how to complete Part One of the Management and Demystification Planning Guide
- And reflect on integration of these concepts into your professional practice.

You will then have an opportunity to brainstorm strategy examples for your case study student.

Your Management Resources book, module workbook, and Views Consolidation report are needed for this section.

The purpose of Part 1 of the Management and Demystification Planning Guide is to formulate and document a preliminary plan that will help the student and his or her parents understand some possible factors impacting certain academic struggles and successes.

The plan is preliminary at this stage because it will be further developed and customized based on input from the student or the student's parents during the demystification conversation.

For guidance on management strategy brainstorming, click on each of the highlighted form components. Pay careful attention during this section—you will be asked to complete this form independently in a moment.

<table>
<thead>
<tr>
<th>Decide which of the student’s academic and/or neurodevelopmental strengths are most important to strengthen or leverage at this time and list them on the form. Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping the student’s strengths and affinities in mind, brainstorm possible strategies for strengthening the student's strengths and supporting him or her in this area. Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.</td>
</tr>
<tr>
<td>Note the student’s affinities, which are listed on the Views Consolidation Report. In the event that you have a large number of affinities from various observers, you may prioritize affinities by looking for themes across respondents, selecting affinities that can be leveraged to support a weak area, and affinities that can be used in demystification. Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.</td>
</tr>
<tr>
<td>List the student’s school performance weaknesses that you have decided to target. This targeted area may reflect your initial primary concern about this student’s performance noted on page 1 of the Views Consolidation Report. This decision may also be informed by the General Observations made by each Respondent, particularly if there are patterns among these Observations. Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.</td>
</tr>
</tbody>
</table>
### Part 4 – Management Planning for School Success (continued)

<table>
<thead>
<tr>
<th>Identify the neurodevelopmental Constructs and/or Functions from the student’s profile that appear to be impacting the school performance weaknesses. There is no “magic formula” for making the connection between your student’s neurodevelopmental profile and his or her school performance; apply your knowledge from the course, the content and demands of your classroom, and your knowledge of the student.</th>
</tr>
</thead>
</table>

Think about what elements of the student’s profile could be most closely related to the targeted school performance areas. In some cases, you may identify aspects of the student’s profile to a more specific level. For example, you may determine a weakness in Higher Order Cognition is focused in the area of Rule Use. You may find it helpful to note that level of specificity in the Strategies section. Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.

<table>
<thead>
<tr>
<th>Keeping the student’s strengths and affinities in mind, brainstorm possible strategies for strengthening the student’s strengths and supporting him or her in areas of weakness. The Schools Attuned Management Resources book and the All Kinds of Minds Learning Base are excellent resources for identifying Construct-specific or subject-specific strategies. These strategies can be used as-is or customized to meet the student’s specific needs. Strategies for supporting the student should include an appropriate balance of accommodations and interventions.</th>
</tr>
</thead>
</table>

Strategy brainstorming can – and should – continue with the demystification conversation. Your initial ideas can be revised or added to when discussing them with the student and parents. However, it is helpful to put some prior thought into strategies before the demystification conversation. Take care to ensure that the strategies you select will not result in embarrassment or stigmatization of the student.

<table>
<thead>
<tr>
<th>Click the Back button to return to Part 1 of the Management and Demystification Planning Guide.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Take a moment to write responses to these questions in your module workbook. To read reflections on these questions from other educators around the world, roll over the Module Assistant icons.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>At this time complete Part 1 of the Management and Demystification Planning Guide for your student or a case study student. This form can be found within the Attuning a Student Tool in the Data Interpretation and Reflection Forms section. The Technology Tutorial entitled “Complete Data Interpretation and Reflection Forms” found on the module launch page will support you in this step. Then, when you are ready, proceed to the “Preparing for a Demystification Conversation” section. You may exit this section of the module now.</th>
</tr>
</thead>
</table>
Part 5 – Preparing for a Demystification Conversation

Welcome to Section 5 of the Success for Puzzling Students: Making Sense of Data module.

Demystification lies at the core of the Attuning a Student process. It is a collaborative process through which the student, his or her parents, and relevant educators come to understand the student’s neurodevelopmental profile and its possible impact on school performance. Demystification provides an opportunity to persuade the student and parents that difficulties that may have plagued them are, in fact, manageable once truly understood.

When used in the context of the Attuning a Student process, demystification refers to a planned discussion between the student, the student’s teacher, and the student’s parents. However, teachers can also demystify several students or even a class about their learning differences. For example, teachers might have demystification conversations with a small group of students who possess varying or similar neurodevelopmental strengths and weaknesses. Or, they might demystify specific aspects of learning with the whole class, such as a lesson on Memory.

Roll over any of the 7 stages shown to learn more about the Attuning a Student process.

In this Preparing for a Demystification Conversation section, we will:
> Describe the seven demystification elements and guidelines.
> Demonstrate how to complete Parts 2 and 3 of the Management and Demystification Planning Guide
> And reflect on integration of these concepts into your professional practice.

You will then have an opportunity to plan for the demystification conversation you would have with your case study student if he or she were a real student.

Your module workbook pages, completed Profile Summary form, and a highlighter or colored pen will be needed during this section. In addition, please be sure that you have completed Part One of the Management and Demystification Planning Guide.

When thinking about how you will conduct this demystification conversation, keep in mind that as with all conversations, you’ll need to consider:
• The needs of the message receivers—the parents, student, and other teachers
• Your characteristics as a message sender
• The design of the message, and
• Techniques for ensuring that the message is understood

The “Demystification as Communication” section of the Management and Demystification Planning Guide is designed to assist you in thinking about these components of effective communication. The questions shown on screen are pulled from the Demystification as Communication section of the Planning Guide. Roll over each question shown for more explanation.
Part 5 – Preparing for a Demystification Conversation (continued)

Demystification is comprised of seven elements:
One – Destigmatization
Two – Clarification of student’s strengths and affinities
Three – Discussion of student’s weaknesses
Four – Examples of strategies
Five – Infusion of optimism, hope and positive possibilities
Six – Establishment of an alliance, and
Seven – Summarization

These elements may be threaded throughout the demystification conversation. Click on each of the elements shown for more information. This information is also provided in your workbook.

Now that you are familiar with the demystification elements, let’s take a quick look at Part Three of the Management and Demystification Planning Guide. This part of the form provides space for you to plan your approach to addressing all seven demystification elements. You will be prompted to complete this section for your student or a case study student shortly.

In addition to the seven elements just described, there are some general guidelines for the demystification conversation:
• The demystification session should be no longer than 20 to 30 minutes in length, as developmentally appropriate.
• The conversation should be two-way, allowing for input and discussion from both the student and his or her parents.
• Provide visual takeaways to the student and parents to increase retention of the conversation.
• Although optimal for the parents to be involved in the session, it is not a requirement. This is a decision that will need to be made with the educator’s professional judgment about the student’s situation.
• You may want to sit next to the student, not facing them, in a relaxed, collegial location.
• Younger learners will benefit from concrete analogies of strengths and weaknesses. For example, “your mind is like a computer.”
• Discuss career possibilities or pathways for older students during discussion of strengths and affinities. And finally,
  Always Discuss strengths and affinities before weaknesses.

Let’s take a moment to reflect on what you’ve learned in this section. Consider the question shown and write a response in your module workbook. To read reflections on this question from other educators around the world, click the Module Assistant icon.

You have nearly completed this “Planning for a Demystification Conversation” section. You will perform the final steps independently. Complete Parts Two and Three of the Demystification and Management Planning Guide for your student or a case study student. Once you have built your student’s neurodevelopmental profile and feel prepared, invite your student and his or her parents or caregivers to a demystification conversation. We’ve provided a list of common demystification sentence starters in your module workbook. Following your demystification session, be sure to measure progress of the management strategies that you try.

In the next and final section of the module, “Implementation and Measurement of Impact,” we will introduce a tool to assist you in measuring the impact of your selected strategies. You may exit this section of the module now.
Success for Puzzling Students: Making Sense of Data
Narration Script

Slides about the Seven Elements of Demystification within Part 5

**Destigmatization**

From the beginning of the attuning process, when you first spoke to the student and his parents, you have been reassuring them that all people have both strengths and weaknesses. You have explained that your goal is to help the student and parents come to understand the student’s strengths and weaknesses, so he or she can not only experience greater success in school but also in planning for a future career.

At the outset of any demystification conversation, it may help to repeat these assurances for the sake of both the student and his or her parents. To do this, you might mention your own learning strengths and weaknesses.

For example, "Michael, I can understand why you find it so frustrating that you can remember some things well like baseball statistics, but have trouble recalling math facts when taking a test. I’m like that about finding my way anywhere; if someone tells me how to get to their house, I can get there with no problem, but I have trouble following a map.

You might also cite examples of highly successful people who have struggled with learning problems such as Walt Disney, Amelia Earhart, Albert Einstein, Thomas Edison, and Winston Churchill.

Demystify the conversation you are having by reassuring the parents and student that the conversation is not a discussion of what is going wrong, but a collaborative discussion about both strengths and weaknesses. In addition, you may mention that every student in the classroom has a profile of learning strengths and weaknesses. You’ve had conversations like this with many of them as well.

**Clarification of the Student’s Strengths and Affinities**

Throughout the demystification conversation, it is important to maintain a constant and genuine focus on the student’s strengths. Always talk about a student’s strengths before proceeding to his weaknesses.

Describe the student’s strengths using concrete, highly specific, meaningful examples and linking them whenever possible to the student’s school performance. For instance, instead of saying, “Joel, you’re really good at math,” you might say, “Joel, you are good at math because you have a strong memory for math facts and grasp new concepts when they’re introduced”.

Emphasize to the student and parents the important role the student’s strengths may play in improving his school performance. For instance, “Kareem, in a few minutes we’re going to talk about how your excellent organizational skills are going to be very helpful in overcoming some of the trouble you have with remembering things”.

For older students, you might link strengths to future challenges the student will face after formal schooling. An example might be “Lisa, your creativity can be a real asset in a job setting that values initiative”.

Affinities are another important ingredient in a successful demystification conversation. A student with an affinity for outdoor activities, for example, might leverage that interest into a future career in recreation. Engage the student in identifying his own affinities.

Consider these strategies ahead of time as you complete Part 3 of the Management and Demystification Planning Guide.
Discussion of the Student’s Weaknesses

A student who struggles with learning issues often finds it quite difficult to improve his school performance. Being unable to describe the nature of his learning problems makes this process even more difficult. A student needs to have the vocabulary and conceptual framework, at a developmentally appropriate level, to talk about and reflect on his specific learning weaknesses, as well as his learning strengths. This also puts borders around the student’s weaknesses. Otherwise, students may find the weaknesses overwhelming and what defines them as a learner.

Begin this step of the session by providing short, relatively simple explanations of the student’s weaknesses. Then, when you are confident that there is a basic understanding of these weaknesses, you can discuss each of them in greater detail, always providing concrete examples from the student’s work and behavior. In doing so, engage the student in the discussion to check for understanding and to increase buy-in. For example, “Jorge, you told me that you have trouble learning mathematical concepts. What we need to do now is to figure out why it’s so hard for you and how to make it more manageable. As I mentioned earlier, maybe you are struggling with what we call Concept Formation. I’d like to focus on that first.”

Carefully plan the demystification based on the age and developmental level of the student, focusing on no more than two or three weaknesses during one conversation. Also be sure to label the phenomena, not the student. You may find it helpful to use affinities as a source of metaphors when talking about the student’s weaknesses. A student who loves soccer might better understand how Attention works by hearing a metaphor about how a soccer coach acts to focus and regulate the actions of the team.
### Examples of Strategies

Together, you, the student and, often, his parents, will develop and agree to try some management strategies with a goal of improving the student’s school performance by focusing, for now, on a limited number of objectives.

In planning for the demystification conversation, you made notes on the Management and Demystification Planning Guide about possible strategies to employ. Depending on how the conversation progresses, you may begin the discussion of strategies by sharing a few of the strategies that will have the best chance of success. Be sure the student and parents understand the need for them.

Carefully explain the relationship between the strategy and the problem areas you described when demystifying the student and parents. Be very specific and give concrete examples, for instance, “Darrin, do you remember a few minutes ago when we talked about your Graphomotor problem – how hard it is for you to take notes? When I am talking, you have to concentrate so hard on your writing that you lose track of what I am saying. To help you, I’m going to provide a partially completed outline of my notes for you to fill in. This should allow you to keep track of what I’m saying without struggling to keep up with the notes”.

Some of your strategies may fit perfectly with what emerged in your discussion. You may want to modify some of the others, involving the student and his or her parents in the process. In addition, new ideas for management strategies may be developed later. It is crucial to get student buy-in, particularly from an older student. Ask the student for their ideas—what has worked for them in the past or what new strategies they think might work. Also, many management strategies are best implemented through collaboration between home and school, so getting the student’s parents on board can be beneficial. If at all possible, the same or compatible approaches should be applied in both places.

In addition to discussing management strategies, be sure to address how and when the effectiveness of the strategies will be evaluated. Approach the initial strategies as an experiment. Be straightforward with the student and his parents about the need to monitor and adjust strategies over time, but express your confidence that as long as you all work as a team, the student will enjoy greater success in school.

The Attuning a Student tool contains a form – the Progress Monitoring Guide – that will help you to track the progress of the student in relation to the strategies.

### Infusion of Optimism, Hope and Positive Possibilities

Throughout the attuning process and during demystification conversations in particular, it is important to foster an atmosphere of optimism in which the student and his parents come to believe that there is hope for overcoming the student’s learning difficulties. Strategies for infusing optimism include:

- Providing specific examples of possibilities for success based on current strengths and
- Tying strengths to future career options.
Establishment of an Alliance

Throughout the attuning process, you have also been conveying to the parents and student the sense that the adults and the student are all working together toward a common goal—that the struggle is between the team and the problem. At this point during the conversation, it may be appropriate to re-emphasize your own struggles with learning, assure the student that this conversation will not have any bearing on report card grades, and to make a point to project the alliance into the near future.

Additionally, it is important that the tone of any demystification be one of collaboration, support and shared understanding. Be careful to avoid filling all the time with your own ideas and suggestions. Set up a conversation which encourages the student and/or parents to voice their thoughts and reflections.

Summarization

Conclude the demystification conversation by briefly summarizing the key points about the student’s strengths, weaknesses, and affinities. As part of this summary, you might ask the student to paraphrase the main ideas discussed. For example, “What do you think you will remember from the conversation we just had?” In addition, review the decisions you’ve made as a team about strategies to implement and how and when their efficacy will be evaluated. Provide visual takeaways such as reminder stickers or notecards. You may also choose to provide reading material about the Constructs, Functions, and Components discussed.

Other points you may want to cover in this summary include the following:
• Develop and agree on a plan to maintain regular and ongoing communication among all members of the team.
• Arrange for a follow-up session to check on retention of the message and to provide a “booster dose” of information and support, and
• Encourage parents to contact you at a later time, when they have had a chance to process the information.

Part 6 – Implementation and Measurement of Impact

Welcome to Section 6 of the Success for Puzzling Students: Making Sense of Data module.

In the Implementation stage, the teacher collaborates with the student, and in many cases, the student’s parents and other teachers, in implementing the management plan over time. They reflect and communicate on an ongoing basis regarding the impact of the strategies used, and adjustments to the management plan are made as necessary.

Roll over any of the 7 stages shown to review the Attuning a Student process.

In this section of the module, we will
• Describe the process for measuring the outcomes of a management plan
• Demonstrate how to complete the Progress Monitoring Guide, and
• Reflect on integration of these concepts into your professional practice.

You will begin to plan for how and when you would measure your case study student’s progress if he or she were a real student. Your module workbook pages, Attuning a Student journal from the Using Data module and the completed Management and Demystification Planning Guide are needed for this section. An extra Attuning a Student journal is included in your module workbook if needed.
As you implement management strategies, it is important to document outcomes that you observe. This will allow you to track which strategies seem to work for this particular student and which seem less effective. By reflecting on the impact of your strategies, and comparing results you are seeing with those you anticipated, you will be able to determine next steps.

Communication and demystification are an ongoing part of this stage. Throughout the implementation of management strategies, maintain ongoing communication about the impact of the plan with the student, his or her parents, and other educators as applicable. This ongoing dialogue will help to bolster the alliance you have developed with these individuals in which you are all working together to enhance the student’s school success.

The Progress Monitoring Guide can be found online in the “Data Interpretation and Reflection Forms” section of the Attuning a Student tool. It is designed to support your ongoing implementation of the Attuning a Student process. Much of the information on this form will be transferred from the Management Planning and Demystification Guide.

Roll over any of the numbered sections on screen for guidance on completing the form. There are two sections of this form that you may be able to complete at this point in time for your student: Techniques for Measuring Progress and a progress check date. Click the Next button when you are ready to continue.

Consider the questions shown and write responses in your module workbook. To hear reflections on these questions from other educators around the world, click the Module Assistant icons.

You have now learned about each step in the Attuning a Student process. In Section 2 of this module, Student Work Analysis, we analyzed Charles’ writing samples and recorded strong and weak neurodevelopmental Constructs and Functions in the Student Work Analysis documentation form. We then generated a new Views Consolidation Report that displayed this additional data.

In Section 3, Building a Profile, we analyzed Charles’s updated Views Consolidation Report and used professional judgment to create a comprehensive neurodevelopmental profile.

Based on Charles’s profile, we selected management strategy examples in Section 4 of this module, Management Planning for School Success. These strategies were documented on Part One of the Management and Demystification Planning Guide.

You learned how to complete Parts Two and Three of the Guide in Section 5, Preparing for a Demystification Conversation. The Guide is a tool designed to support you as you prepare for a demystification conversation with your student, his or her parents, and possibly other educators.

In Section 6, we’ve discussed the importance of measuring progress of the strategies that you selected for implementation. The Progress Monitoring Guide can be used to support your follow-up efforts.

Next, you’ll have an opportunity to personally reflect on the Attuning a Student process.

Take out your “Attuning a Student Journal” from the “Using Data” online module. An extra copy can be found in your module workbook.

If you have already completed the top part of the form, please fill in one of the “For Future Reflection” sections on each page. If you have not yet completed the top sections, please do so at this time.
Congratulations. You have now completed the *Success for Puzzling Students: Making Sense of Data* module.

Thank you for your participation in this module. We hope that it has been a valuable learning experience for you, and we look forward to continuing to explore the principles, content and processes with you.