



**LEARNING STRATEGIES REPORT(STUDENT)**

for

Sample Student

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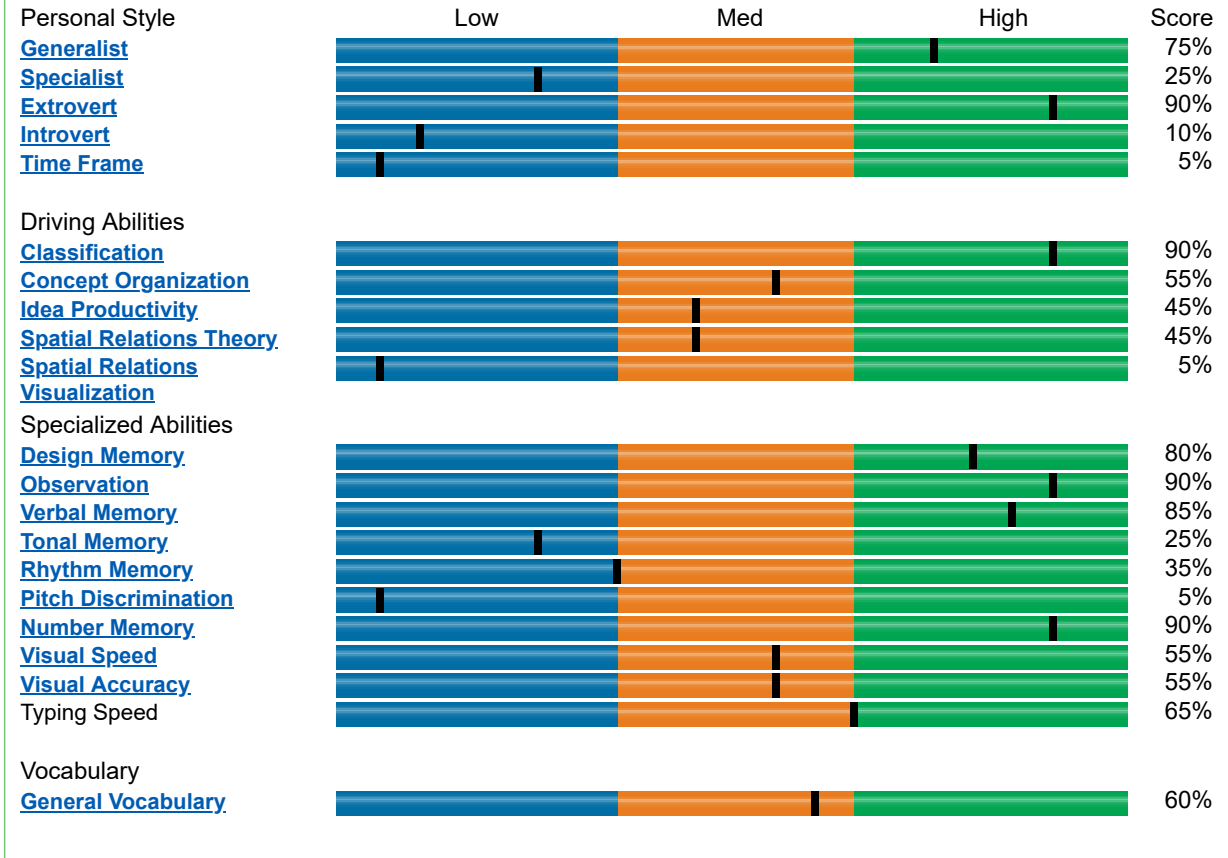
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## LEARNING STRATEGIES

This key dimension of school and work life refers to how you take in new information. Understanding your learning channels helps you identify what you need to do to facilitate learning and to remember new information. Knowing about how you learn best - through reading, listening, diagrams or a combination of these - also enables you to request information in particular formats. Understanding your learning channels can help you understand more about yourself: why you enjoy having reading material around; why you remember data better when someone shows it to you on a graph; or why you remember more when you hear someone speak on a topic than when you try to read about it.

You can help yourself a great deal when trying to learn new material by utilizing more than one learning channel. For example, if you need to remember a complex written description of a concept or process, you can read and reread the written text, draw a picture representing what you need to remember, say it all aloud, or even act it out. This will bring all the learning channels into play and dramatically increase your retention of the material. In all, we measure five learning channels: Verbal Memory; Number Memory; Tonal Memory; Design Memory and Rhythm Memory.

In this section of the Report, we list those results which have relevance in your learning process.

## V. How You Learn

<p>Learning Numbers Number Memory Low Med High</p>  <p>90%</p>	<ul style="list-style-type: none"> <li>• Relating information to numbers is a strong learning tool for you</li> <li>• Use this learning tool to arrange schedules and time-tables for projects</li> <li>• Investigate majors and careers that require instant access to facts and data</li> <li>• Remember that others may be slower at working with numbers</li> <li>• Take time to reduce what you learn to lists</li> </ul>
<p>Learning By Reading Verbal Memory Low Med High</p>  <p>85%</p>	<ul style="list-style-type: none"> <li>• Reading is a very important tool for learning</li> <li>• Utilize text books, magazines, newspapers, internet sites, texts, and social media for learning</li> <li>• Encourage others to communicate with you in writing</li> <li>• Put your thoughts, questions and requests in writing</li> <li>• Work constantly to expand your vocabulary</li> </ul>
<p>Image Learning Design Memory Low Med High</p>  <p>80%</p>	<ul style="list-style-type: none"> <li>• Incorporating graphic elements into the information you study is a strong learning tool</li> <li>• You may work comfortably with visual materials such as plans, maps, designs</li> <li>• Use visual presentation software, graphs, maps, and charts in communicating with others</li> <li>• Use show-and-tell when introducing a new topic or project</li> <li>• Use graphics to communicate with others while allowing for other learning styles</li> </ul>
<p>Kinesthetic Learning Rhythm Memory Low Med High</p>  <p>35%</p>	<ul style="list-style-type: none"> <li>• Reproducing body movements or a musical beat may be difficult for you</li> <li>• You are not likely to feel a drive towards physical activity to help you think</li> <li>• Bolster limitations in physical activity by practicing diligently</li> <li>• Request that others demonstrate a technique or activity</li> <li>• If your class, major, or career requires physical movement to succeed, seek instruction and practice</li> </ul>
<p>Learning By Listening Tonal Memory Low Med High</p>  <p>25%</p>	<ul style="list-style-type: none"> <li>• Remembering what you hear may be difficult for you</li> <li>• Take careful notes when you attend classes or meetings</li> <li>• Communicate with others in writing</li> <li>• Ask others to communicate with you in writing</li> <li>• Learning any language through spoken communication alone may be difficult for you</li> </ul>

## **NUMBER MEMORY**

Number Memory measures the ability to recall a fairly long series of digits. It also measures the ability to recall miscellaneous material, facts, information, statistics, and trivia that may or may not be associated with other material. This ability is referred to as non-associative learning. Number Memory is the most specialized ability of the five Learning Channels (Number Memory, Design Memory, Tonal Memory, Verbal Memory and Rhythm Memory) and can best be used as a supporter of other abilities. It has a narrower usage than the other four Learning Channels. Limited Number Memory is not generally a problem because Number Memory is not essential for most careers. When it is strong, however, it can be very useful.

Number Memory has application in the more technical, scientific, and mathematical fields. It indicates an ability to use numerical information along with extraneous information to solve problems and make decisions and recommendations. One example is a travel agent who remembers plane schedules in detail. Another example is a sports broadcaster who can remember statistical information, yards gained, names and numbers of players and historical information. A cashier in a shop who remembers the price of an item without looking it up is using Number Memory.

You have an ability to retain information presented in the form of miscellaneous facts and figures. When there is no apparent association among or between random facts, you are able to retain them and recall them whenever they are needed. You may use this in problem-solving, financial analysis, routing, scheduling and various other tasks.

## **SUGGESTIONS FOR MAXIMIZING YOUR NUMBER MEMORY**

- Make use of your Number Memory in classes that rely heavily on numbers, such as math, science, technology, medicine, geography, accounting, and history.
- Use Number Memory for subjects that require memorization of formulas, dates and lists- such as classes covering organic compounds used in chemistry, anatomy and physiology.
- Number Memory can help you in everyday life: remembering dates for papers due or for exams, recalling items on a grocery list, and remembering a list of names and telephone numbers.

## **HOW DO YOUR OTHER ABILITIES IMPACT YOUR NUMBER MEMORY?**

Your strong Design Memory and Number Memory work well together.

- You can create a picture and remember all of the details and miscellaneous pieces of information at the same time.
- When studying for a test, try to record all information on a single sheet of paper. Use your Design Memory to "take a visual picture" of the paper. Then, during the test, use your Number Memory to recall all the facts.
- A technique called "Mind Mapping" is explained and demonstrated in Mapping Inner Space by Nancy Margulies and in Use Your Brain and The Mind Map Book by Tony Buzan. Using this technique, you can devise creative ways to remember information.

## **VERBAL MEMORY**

Verbal Memory is the ability to learn new words quickly and easily. It draws upon visual learning, i.e., the ability to recall what one has read. It measures the ease of mastering vocabulary and the reading and writing of foreign languages. It is related to the ease with which you gather information from the written word.

Success in school is enhanced by using Verbal Memory as a learning channel. However, as the demands of school increase, you will benefit from developing and using the other learning channels. The more learning channels you use, the more easily you learn. This applies no matter what your primary learning channel is.

Your strong Verbal Memory indicates an ease in recalling information acquired by reading. This means that reading an item once may very well be sufficient for you to master it. This ability is closely related to learning the written vocabulary of a foreign language.

## **SUGGESTIONS FOR MAXIMIZING YOUR VERBAL MEMORY**

If Verbal Memory is a primary learning channel, you should find resources to read when you are trying to learn. Sources include but are not limited to:

- Textbooks
- Supplemental readings (journal articles, magazines)
- Reading material found on the Internet or other computerized sources
- Browsing materials at bookstores or libraries

Make a conscious effort to get as much information as possible into written form. Learn the art of note-taking so you will have lectures in written format. Some examples of good techniques are:

- Write on one side of the paper; it will be easier for you to read later.
- Use a ring binder to be able to add additional material later. Make sure the ring binder has pockets for collecting and saving handouts.
- Leave large, blank spaces between topics being discussed in class. This will give you room to add additional information and fill in your notes. You can also use this space to clarify and summarize the information.
- Develop your own set of abbreviations so note taking will be more concise such as &/(and), w/(with), w/o(without), etc.
- Read and re-read any notes you take during class lectures.
- Before class, re-read the previous day's notes in order to refresh your memory.
- When studying with a partner (or group), make sure to put the major points discussed into written form. You can do this by taking notes, writing on a blackboard or by underlining relevant points in a book.
- Because there is a significant drop in memory after 24 hours and then again after two weeks, re-read your notes the day after the class lecture. This will reinforce the notes in your memory. Review them again within two-weeks.
- Preview all new chapters: read introductions, look over boldfaced terms, and read the chapter summary. Have some idea of what material is going to be covered before going to class.

- Remember that reading a textbook is a slower process than reading for pleasure. Be sure to factor in the extra time for reading a textbook.

## **HOW DO YOUR OTHER ABILITIES IMPACT YOUR VERBAL MEMORY?**

Your preference for Extroversion can distract you from spending large periods of time studying. Spending time alone drains you of the energy you need to persist in studying.

### **Suggestions:**

- Find your own "reading tolerance" time. Then take a 10 to 20 minute maximum "visit break." For example, spend 50 minutes reading then take a 10 minute break.
- Process information aloud. Studying with a group or a study partner can help you maintain your energy level as you study.

Your score in Classification aids you in-

- Quickly coming to a conclusion about information you are reading.
- Quickly understanding the significance of a passage, summarizing and getting the gist of the facts.

Your score in Classification Ability also means that you make connections quickly and may jump to conclusions about the things that you read. It can be difficult for you to focus on what you are reading long enough to learn it thoroughly. Because you like learning something new rather than going over the same material, you must learn to discipline yourself to reread material in order to learn and remember the details well enough to become proficient.

- You can be distracted; be aware that you can believe you have learned all that there is to know about a particular assignment when there is still more for you to learn.
- Fight the urge to move on.
- Be sure to internalize any new information you are reading.

Your score in Concept Organization will help you-

- Organize written information in a logical fashion.
- Organize your notes during a lecture.
- Write papers, outline class discussions, prioritize tasks.

Your limited Spatial Relations Visualization helps you-

- Enter the world of ideas, words, and abstract concepts when reading.
- Enjoy courses that require "heavy" reading (such as English literature, psychology, journalism, history, and business administration) versus structural fields like engineering, architecture, etc.

Your score in Vocabulary helps you with reading-comprehension because of the range you have for taking in, understanding, and communicating information.

Your score in Design Memory helps you take notes in picture, diagram, and/or outline form for the purpose of recalling the written information more quickly.

Your limited Rhythm Memory suggests that you can stay seated for longer periods of time when reading, which enables you to concentrate and focus better.

Your score in Visual Speed and Visual Accuracy helps you-

- Move your eyes quickly and accurately across a written page - which facilitates taking in written information.
- Handle paperwork associated with many classes.
- Read musical score sheets.
- Do accounting tasks.
- Scan mathematical formulas.

Your level of Idea Productivity creates numerous competing thoughts and ideas that can distract you from focusing on your reading. Working to edit your ideas should be your task.

**Suggestions:**

- When a thought or idea comes to you, learn to measure, filter out and ignore ideas of less importance.
- Place a pad next to you while you study to write down important data and ideas.
- Write down only those ideas you want to act on, implement or remember after you have completed your studies. Writing down your ideas will allow you to know that the ideas will be there when you complete your study time.
- Letting a radio play softly in the background while you study may aid your mental stimulation; listen preferably to music without words. See if it works for you. If not, turn off that radio!

Your score in Observation shows that you can be distracted, especially if you are studying in a visually stimulating environment, like a busy library or a park.

**Suggestions:**

- The more sterile the environment the better.
- Couple this with being away from the activity of others.
- Studying in a library carrel can help keep you focused on what you are reading.

Your limited Tonal Memory makes transposing information from the spoken word into written form more difficult for you.

**Suggestions:**

- You will need to be careful and conscientious about putting oral information into written form.
- You must make it an inflexible habit to write down anything that you want to remember. This is particularly important (and often difficult) when someone happens to tell you something that you will need to remember. Ask him or her to write the information down when possible. Keep a notepad handy.
- Tape lectures. Later, transcribe the lecture into written format. Put the tape away and read and reread your notes.
- Take written notes during lectures. Reread your notes often.

