**Individual Learner Project: An Inquiry into Study Skills**

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C I 495 E

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* + - * **General Information**
  + Student: BC
  + Background: BC has a positive attitude towards school and learning, but is often unable to grasp the material and often fails to do well in assignments and assessments.
  + Level: Core English
  + Strengths: Positive attitude towards learning and school, personable
  + Weaknesses: Trouble seeing, low grades, low reading ability, forgets to turn in assignments
  + Condition: Low grades
    - BC’s average in English 12:
      * Marking Period 1: 88
      * Marking Period 2: 77
  + Condition: Forgets due dates
    - Letter assignment:
      * Students required to have letter signed by parents and returned into school as soon as possible.
      * BC turned letter in approximately 2 weeks after receiving it because he continued to forget the due date.
      * BC finally remembered the due date because he wrote on his hand in order to remember.
  + Observable behaviors:
    - Easily distracted
    - Trouble focusing on reading
    - Trouble remembering due dates
    - Disorganization
    - Does not test well
* **Data Collection**
  + Event Recording:
    - Test Scores:
      * MP1: 40/50= 80%
      * MP1: 67/70= 96%
      * MP2: 29.5/50= 59%
      * MP2: 30/60= 50%
      * MP2: 49/75= 65%
      * MP2: 72/100= 72%
      * GOAL: 70/100= 75% or higher
  + Graphs:
* **Problem Analysis and Development**
  + Problem:
    - Higher level thinking is lacking
      * First marking period was mostly knowledge, scores were high
      * Second marking period was mostly comprehension and application, scores were low
  + Goal:
    - Increase test scores to 75% or higher
    - Raise class grade for the marking period by 10 percentage points or more. (87%)
    - Skills necessary:
      * Focus
      * Good memory for due dates and instructional material
      * Reading and test-taking skills
    - Strategies:
      * Reinforce both declarative knowledge and higher level thinking while teaching
      * Teach visualization techniques for reading and test and study strategies
      * Reminders for due dates
      * Enforce agenda usage
* **Plan Implementation**
  + Reminders/ Agenda Usage
    - Daily reminders of assignments
      * BC continues to forget to bring assignments to school for weeks
      * Encouraging writing on hand in order to remember, BC claims that it will just wash off
      * BC assures teachers that he will remember assignments and takes on the responsibility himself
    - Enforcement of agenda usage
      * BC refuses to use agenda, claiming that he will forget that at home as well
  + Visualization/ Knowledge Levels
    - Teach using acting/ voices during reading and explanations to encourage visualization
    - Explain both declarative and higher level thinking during explanations of reading.
* Results
  + BC’s Progress and Current Level
    - Test grades
    - Overall Average
  + Supporting Data
* Conclusion
  + Reflections
    - on Strategies
    - and Outcomes
  + suggestions for future programs to maintain / maximize student’s success