



SHEFFIELD HIGH SCHOOL

Parents' Guide to Learning Styles & Revision Techniques

Year 7



Sheffield High School

PARENTS GUIDE TO LEARNING STYLES AND REVISION TECHNIQUES

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INTRODUCTION

At Sheffield High School we recognise and celebrate that every girl will learn in a different way.

In Year 7 there is a lesson called 'Learning to Learn' that takes place once a fortnight that helps each girl identify their preferred learning style and by doing so helps them make the most of every lesson. The course also looks at different revision techniques. The girls also consider how Emotional Intelligence can help them succeed in everything they do.

In summary the aims of the course are to:

- Encourage girls to be hardworking, independent learners
- Help girls develop lots of skills that are transferable from one subject to another
- Help girls understand how they learn best and develop strategies for improvement
- Encourage girls to reflect on their learning
- Help girls identify the revision techniques that are most successful for them
- Help girls perform up to and beyond their potential
- Help girls understand that their emotions have a powerful impact on learning and memory
- Let girls see that learning is fun and dynamic
- Develop good teamworking and presentation skills

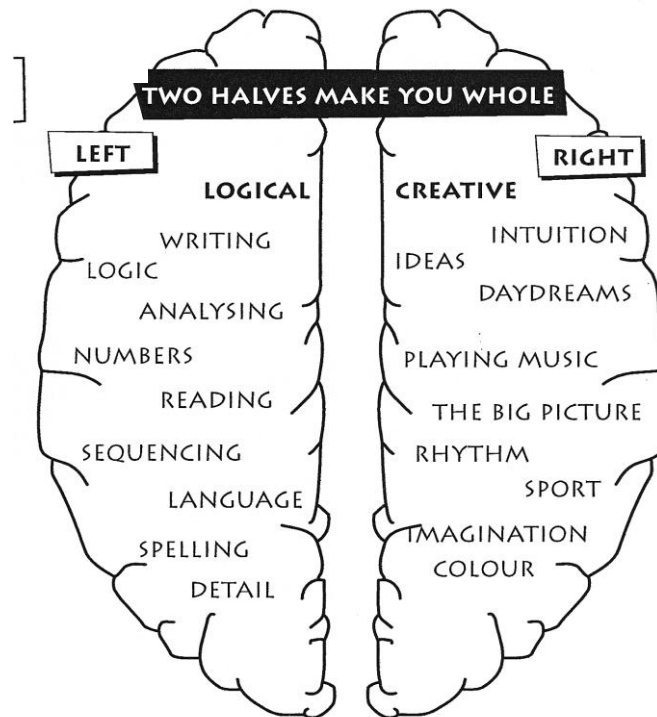
This booklet has been developed to help parents support their daughters as they settle into the Senior School and then progress through the school.

A lot of research on learning styles has been carried out. In this booklet I have included the way we consider this in Year 7 L2L classes. For information on other ways of helping your daughter, please turn to the back of the booklet for some of the many web-sites covering this topic.

RIGHT OR LEFT BRAINED?

One way of looking at learning styles is to determine whether you are more right brained or left brained. Both sides of the brain are involved in nearly every human activity, but the left side of the brain is the seat of language and processes in a very logical and ordered way. The right side is more visual and processes intuitively and in a holistic way. Most people seem to have a dominant side. This means that we learn something new or when learning becomes very difficult we PREFER to learn in a certain way. We hope that throughout a girl's school life she will develop skills to use both sides of her brain so that she can excel in all areas.

In general, the left and right hemispheres of your brain process information in different ways. See the diagram and the table below for more details.



People who are predominantly LEFT BRAINED:	People who are predominantly RIGHT BRAINED:
<ul style="list-style-type: none"> • Process information in a linear manner • Like to make lists • Like to do things in a logical way • Like to plan in detail • Like to tick off tasks on completion • Like to come to a conclusion • Like the conclusion to be based on logic and proof • Are usually good spellers • Are usually good at Maths and following directions • Are good at using symbols eg vocabulary, mathematical formulae • Have little trouble expressing themselves in words • Deal with reality • Want to know the rules and will 	<ul style="list-style-type: none"> • See the whole picture • Likes to know WHY they are doing something • Often flit from one task to another • Sometimes don't finish tasks • Use intuition to get an answer • Make decisions based on gut feelings • Often find spelling challenging • Love colour • Want to see, feel or touch objects • Want to see how formulae work in real life • Like to draw pictures to illustrate their work • Know what they mean but often have trouble finding the right words • Need longer to complete

<p>follow them</p> <ul style="list-style-type: none"> • Easily adapt to being in the classroom 	<p>homework</p> <ul style="list-style-type: none"> • Are creative • Are not lead by rules
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WHAT DO WE MEAN BY INTELLIGENCE?

There are many definitions of intelligence. I have included mine here for you to think about – and change / expand / develop?

‘Intelligence is the ability to reason, plan, solve problems, think abstractly, comprehend ideas, use language, and to learn. Often intelligence relies on a person’s knowledge, creativity and personality traits.’

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed in 1983 by Dr Howard Gardner, professor of education at Harvard University. He thought that the idea of intelligence based on I.Q. testing was too limited. Instead, Dr Gardner proposed eight different intelligences to account for a broader range of skills and potential.



These intelligences are:

- **Linguistic intelligence** ("word smart") – you enjoy reading and talking, you have a well developed vocabulary, you enjoy playing around with words and meanings, you may be good at writing essays, your favourite subject may be English.
- **Logical-mathematical intelligence** ("number/reasoning smart") - you are good at solving problems and sorting things out in a step-by-step

fashion, you make lists, you like brain teasers and puzzles, your favourite subjects may be Maths and Science.

- **Spatial intelligence** ("picture smart") – you may think in pictures, you enjoy drawing, painting and looking at pictures, you find it easy to use maps and graphs.
- **Bodily-Kinaesthetic intelligence** ("body smart") – you are good at sport and dance, you may like building things, you prefer to do things rather than watch others, you may find it hard to sit still, in school you like PE, Drama and Technology
- **Musical intelligence** ("music smart") – you have good rhythm, you enjoy singing or playing an instrument, you like a variety of music and can pick out patterns and instruments.
- **Interpersonal intelligence** ("people smart") – you have a variety of friends, get on with people, you are a good listener and show consideration and tolerance, you work well in groups and enjoy meeting new people.
- **Intrapersonal intelligence** ("self smart") – you understand yourself well, you are aware of your feelings and understand your strengths and weaknesses, you can control your moods and can easily motivate yourself, you set yourself targets and stick to promises.
- **Naturalist intelligence** ("nature smart") – you are aware of and interested in plants and animals, insects and landscapes, you like being outdoors and care for the environment.

In Learning to Learn the girls complete a questionnaire to see where their strengths lie. An on-line version can be found by going to the school's VLE.

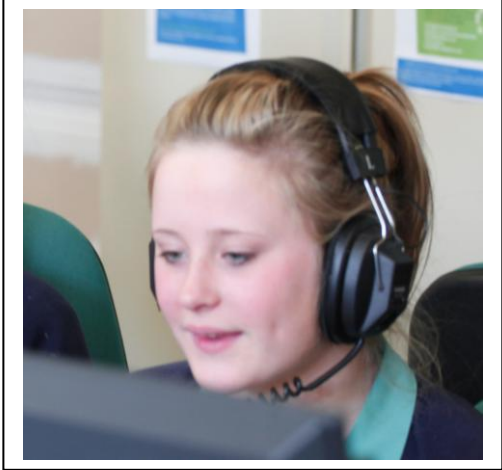
It is usual to have strengths in a few of these areas. It is important to develop those skills but equally as important to work on the weaker areas and the different activities covered in subjects throughout the curriculum will help your daughter do this.

If you are keen to explore the different intelligences with your daughter the table contains a few suggestions, but there are lots more activities you could explore.

<p>Linguistic intelligence</p>	<ul style="list-style-type: none"> • Look at different kinds of dictionaries. • Read plays and poetry out loud. • Write a story for a book or newsletter. • Keep a diary/journal. • Read books from different genres. • Read newspapers. • Read scientific journals. • Read out loud to each other. • Read an article and then explain what you've read. • Attend story-telling events and workshops. • Explore and develop the love of words, i.e. meanings of words, origin of words and idioms, names.
<p>Logical-mathematical intelligence</p>	<ul style="list-style-type: none"> • Arrange cartoons and other pictures in a logical sequence. • Sort, categorise, and characterise word lists. • While reading a story, stop before you've finished and predict what will happen next. • Explore the origins of words. • Play games that require critical thinking. For example, pick the one word that doesn't fit: chair, table, paper clip, sofa. Explain why it doesn't fit. • Work with scrambled sentences. Talk about what happens when the order is changed. • After finishing a story, mind map some of the main ideas and details. • Write the directions for completing a simple job like building a wardrobe or tying a shoe. • Write a headline for a story you've just completed. • Look at advertisements critically. What are they using to get you to buy their product?
<p>Spatial intelligence</p>	<ul style="list-style-type: none"> • Study and create maps, diagrams and graphs. • Colour code words so each syllable is a different colour.

	<ul style="list-style-type: none"> • Take a survey. Put the information in a chart. • Write words vertically. • Use pictures to stimulate reading or writing. • Visualise spelling words. • Use crossword puzzles.
Bodily-Kinaesthetic intelligence	<ul style="list-style-type: none"> • Take a walk while discussing a story or gathering ideas for a story. • Use your whole arm (extend without bending your elbow) to write letters and words in the air. • Change the place where you write and use different kinds of tools to write, ie computer, whiteboard or large pieces of paper. • Take a break and have a walk if you find it difficult to concentrate on your work.
Musical intelligence	<ul style="list-style-type: none"> • Use a familiar tune, song, or rap beat to learn spelling rules, or to remember words in a series for a test. • Write a poem with an emphasis on certain sounds for pronunciation. • Clap out or walk out the sounds of syllables. • Work with words that sound like what they mean (onomatopoeia). • Read lyrics to music. • Use music as background whilst working. • Use rhymes to remember spelling rules.
Interpersonal intelligence	<ul style="list-style-type: none"> • Take part in group discussions or discuss a topic one-to-one. • Read a dialogue or a play together. • Work in teams on projects. • Set up interview questions and interview your family. Write the results. • Write notes to one another instead of talking.
Intrapersonal intelligence	<ul style="list-style-type: none"> • Set aside time to reflect on new ideas and information. • Encourage journal writing. • Practice breathing for relaxation. • Use brainstorming methods before reading. • Read 'inspirational' thought-for-the-day books.
Naturalist intelligence	<ul style="list-style-type: none"> • Spend time outside noticing patterns in nature. • Read books and articles about nature and the environment.

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|--|---|
| | <ul style="list-style-type: none"> • Walk in the countryside and write about significant features you see. |
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MULTI-SENSORY LEARNING

Pupils tend to have a preferred learning style based on one of the following three senses: Visual, Auditory, Kinaesthetic (Kinesthetic).

The table shows some of the characteristics of the different learners.

VISUAL LEARNERS	AUDITORY LEARNERS	KINAESTHETIC LEARNERS
<ul style="list-style-type: none"> • Like their desks and books to be neat and tidy • Like to dress well • Have good presentation skills • Plan ahead 	<ul style="list-style-type: none"> • Talk to themselves • Tell jokes • Like speeches and singing out loud • Prefer verbal instructions • Are distracted by 	<ul style="list-style-type: none"> • Like physical activity • Like to make things • Use gestures • Fidget and get distracted • Need to do things to remember them

<ul style="list-style-type: none"> ● Enjoy pictures and maps ● Prefer to talk to people face-to-face ● Talk fast ● Don't always listen well ● Forget names but remember faces ● Daydream a lot ● Draw, scribble and doodle ● Relax by watching a film, going to the theatre or reading a book 	<p>noise</p> <ul style="list-style-type: none"> ● Listen well but keen to talk too ● Prefer to speak to people on the phone ● Forget faces but remember names ● Enjoy rhythm and rhyme ● Discuss and argue well ● Are not fond of reading books or instruction manuals ● Relax by listening to music 	<ul style="list-style-type: none"> ● Prefer to talk to people while doing something else ● Talk slowly, using gestures and expressions ● Enjoy sport, drama, dance ● Like action and action words ● Relax by playing games and sport
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Top tips for pupils.

For visual learners:

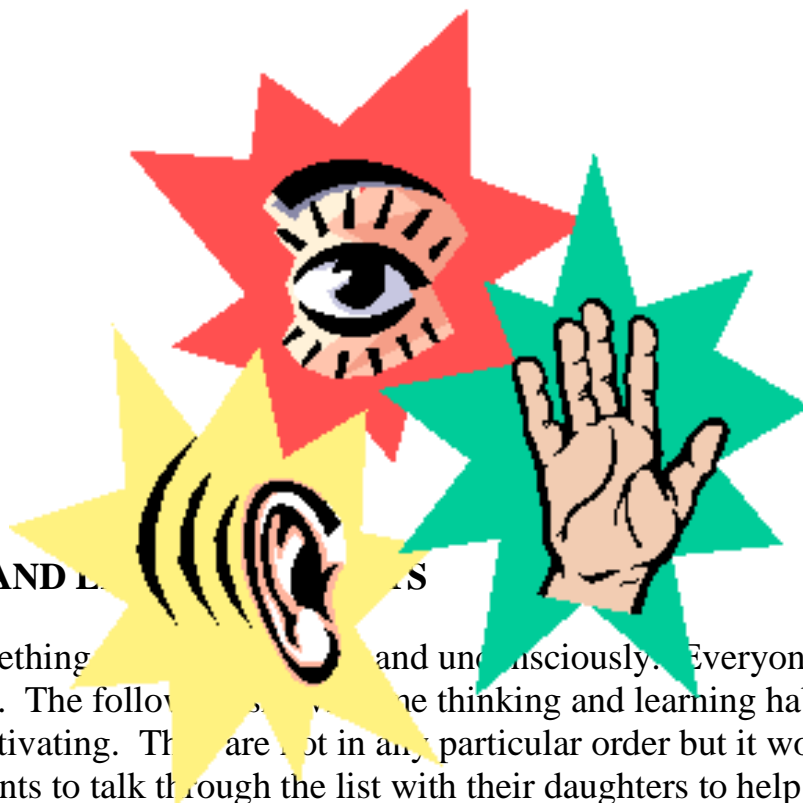
- Put posters, charts, key words and mind maps on your bedroom wall.
- Use lots of colour in your notes, especially for key words.
- Watch videos, read books, look at pictures and use the internet to help you learn.
- Make sure you participate in activities – DON'T just sit and watch.

For Auditory learners:

- Read your notes out loud
- Make a recording of your notes
- Make your notes into a rhyme or rap
- Talk out loud to yourself when you are trying to understand something
- Listen to music when you are working
- Teach other people what you know

For Kinaesthetic learners:

- Make a model
- Role play what you have learnt
- Do regular brain boosters
- Go on field trips and visits to enhance learning
- Use post-it notes to write and draw on
- Doodle whilst listening



THINKING AND LEARNING HABITS

A habit is something that is done automatically and unconsciously. Everyone has good and bad habits. The following are some thinking and learning habits that are well worth cultivating. They are not in any particular order but it would be useful for parents to talk through the list with their daughters to help these ideas become habits.

HABIT	THINKING AND LEARNING FROM A PUPIL'S PERSPECTIVE
PERSISTENCE	I stick with a task until it's done. I try not to be distracted. I do not give up.

QUESTIONING	I'm curious about the things we study in school. I am always thinking of questions I would like answered. I am also curious about things I come across outside of school.
FINDING HUMOUR	I often find things funny. I am able to laugh at myself when I get things wrong.
THINKING INDEPENDENTLY	I am good at working in teams as I am happy to speak up in front of others. I believe I can learn a lot by listening to other people's ideas.
LISTENING WITH UNDERSTANDING	I try to listen when other people are speaking. I try to understand their point of view and try to understand how they are feeling.
MANAGING IMPULSIVENESS	I think before I act. I don't tend to make snap decisions. I consider all possible solutions to a problem before making a decision.
DIRECTING ONE'S OWN LEARNING	I am good at working independently. I don't need to be told what to do and when to do it.
THINKING CRITICALLY	I am not gullible. I don't just believe everything I hear. I stop and think about whether it's logical and whether there are reasons to believe it or not.
RESILIENCE	I don't worry when I find things hard. I keep trying.
TAKING RESPONSIBLE RISKS	I am prepared to be adventurous and try new things. I would rather have a go at something challenging but interesting instead of doing something that's easy.
THINKING FLEXIBLY	I am willing to change my mind if someone says something that makes sense.
COMMUNICATING CLEARLY	I can explain what I think clearly.
USING ALL SENSES	I pay attention to everything that is happening around me. I notice sights, sounds, smells and tastes.
CREATING AND IMAGINING	I am an original thinker. I think 'outside the box' and sometimes come up with amazing things.
STRIVING FOR ACCURACY	I do my work carefully. I always check carefully. I want to do my best.
APPLYING PAST KNOWLEDGE	I try to make connections between what I am learning now and what I have learnt in the past. In particular, I try not to make the same mistake twice.
BELIEVING IN YOURSELF	I may not be the best at everything but I will always give my best.
THINKING ABOUT THINKING	I know the sort of thinking I'm good at and try to think of ways of improving the skills where I still need

practice.



THE SIX THINK

Working well in a team is an important skill. Some pupils find this easier than others and so the idea of the Six Thinking Hats is introduced to pupils in Year 7.

Dr Edward de Bono, who is a leading authority in the field of creative thinking, innovation and the direct teaching of thinking as a skill, came up with this idea. It is now used widely in schools and businesses. It is easy to use and can be applied to many situations in which brainstorming, problem solving, creative and lateral thinking are required.

Dr de Bono identified three major difficulties when problem solving.

1. Emotions: We often have a tendency not to think at all, but make our decisions on instant gut feeling, emotion and prejudice.
2. Helplessness: We just might not know how to tackle the problem or move to the next stage
3. Confusion: We try to do everything at the same time.

The Six Thinking Hats method is a simple and practical way of overcoming all three difficulties.

Emotions are an important part of thinking and, in the end, all decisions and choices are made on the basis of our feelings. (The red hat enables us to use our emotions and feelings at the right time.)

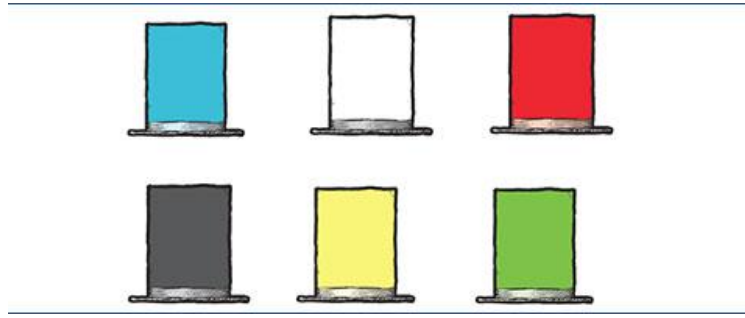
Helplessness arises when thinking is not directed. The Six Hats method provides us with a framework to work to. (The blue hat is useful here.)

Confusion: We try to do too much at once. (The whole structure of the Thinking Hats helps)

The hats are coloured white, yellow, black, red, green and blue. When you are using the thinking hats it is important that the whole group wears the same coloured hat at the same time. When you wear a particular hat the group has to carry out certain tasks. (See below) You don't have to keep to the same sequence of colours and you can use the same colour more than once. But... you must start and finish with the blue hat and you must use all the colours to complete your task.

The benefits of using the six thinking hats are:

1. All members of the group are fully used.
2. Focusing everyone's mental ability on a problem will mean it gets solved much more easily.
3. Each point made does not have to be responded to and argued out. All ideas are laid down in parallel alongside each other. Only when all the information is gathered is a decision made.
4. Everyone in the group is important. Everyone must contribute at each stage.
5. Arguments are not allowed. It isn't a case of the person with the loudest voice dominating. Everyone must explore the subject and decisions are only taken when the appropriate hat is worn.



White hat thinking focuses on the information available and needed. This hat requires you to be neutral and objective.

Yellow hat thinking focuses on benefits and values. It explores all the positives. This is the optimistic view.

Black hat thinking examines the difficulties and problems associated with a topic. This is the pessimistic view.

Red hat thinking looks at a topic from the point of view of emotions, feelings and hunches. This is your gut reaction or how you instinctively feel.

Green hat thinking requires imaginative, creative and lateral thinking about a topic. This is the chance for you to think 'outside the box'.

Blue hat thinking focuses on reflection. This is the time for you to pull ideas together and to work out how you are going to move forward. You are only allowed to make decisions when you are wearing your blue hat.

As well as using the Thinking Hats to work on a problem-solving task in teams it can also be useful when eg working on a geography project, reviewing a book, analysing a character in a book.

EMOTIONAL INTELLIGENCE

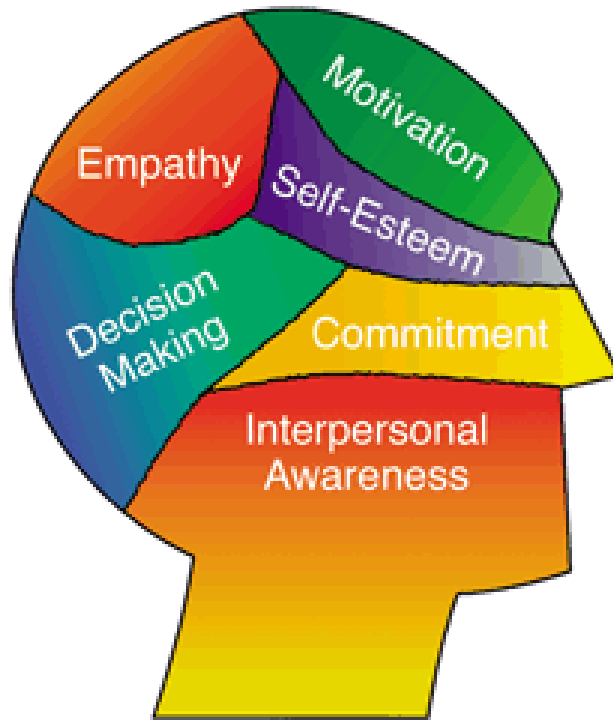
Being successful at school and in life depends on many things. Pupils need to know where their strengths are and how to minimize their weaknesses, work hard and develop lots of skills in many different areas, participate in as many activities as possible, develop leadership qualities and become independent, confident young women.

Emotional Intelligence helps to tie all these strands together. Emotional Intelligence is about knowing and understanding yourself well and having ways of thinking that make you self-confident and good at forming positive

relationships with others. It is about having the determination to do whatever it takes to succeed. It enables people to achieve more than they thought possible. At Sheffield High School we develop pupils' Emotional Intelligence in lots of different ways. It filters through the taught curriculum and through the extra activities that are available to pupils of all years. Pupils who have strong Emotional Intelligence will be both happy and successful at whatever they do whatever their academic ability.

Here are the 'Top 10 Tips' for pupils:

- 1. Take responsibility for yourself** – don't blame others, don't make excuses, know that only you can change your life.
- 2. Create goals for life** – have a goal and take action to get to it.
- 3. Have confidence and self-belief** – know your strengths and work on your weaknesses. Be kind to yourself and know you can be brilliant.
- 4. Be persistent and resilient** – never give up, see every mistake as a learning experience
- 5. Be an optimist** – always look for the positive. Smile, be cheerful and look to the future.
- 6. Take care of yourself** – sleep, eat and exercise well. Try to learn something new every day.
- 7. Practice self-discipline and willpower** – train yourself to wait for things. It takes time to learn how to do things – don't expect everything to be easy.
- 8. Have courage** – get out of your comfort zone and do something difficult or unusual every day.
- 9. Co-operate and communicate** – take every opportunity to support others and work together.
- 10. Prioritise and plan** – make lists of what you need to do and take control.



REVISION TECHNIQUES.

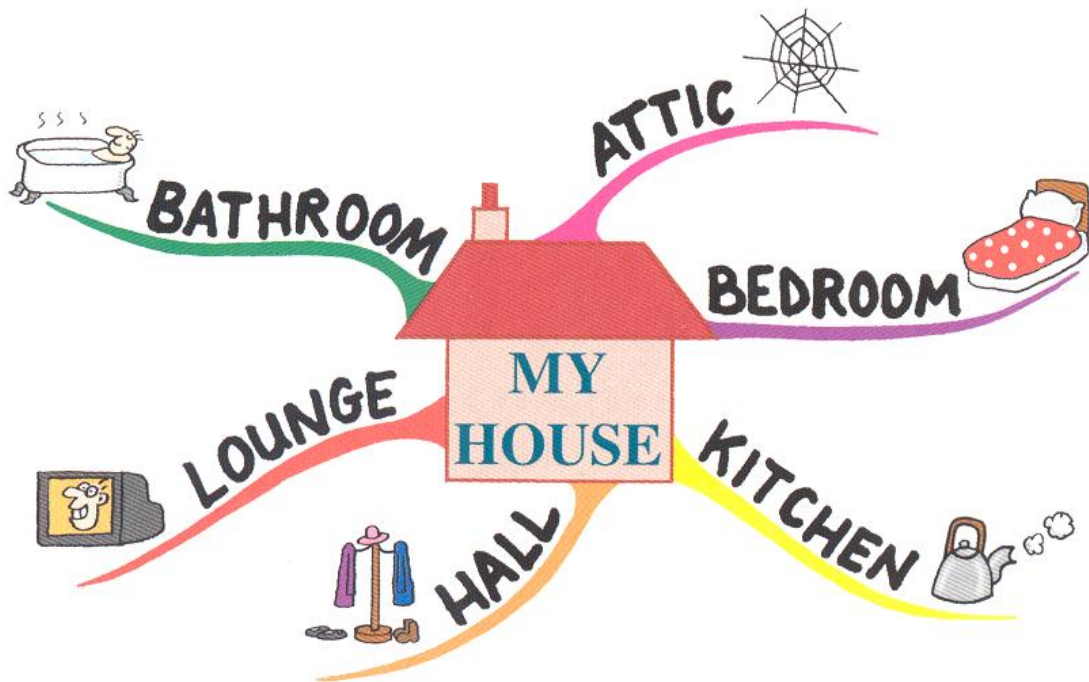
Pupils often feel stressed when revising for tests/assessments/examinations and so it is useful for them to consider different revision techniques to find the ones that are most effective for them. Revision doesn't need to be boring – there are lots of ways to make it interesting and that will mean that the information will be remembered. Just reading through notes may be enough if the work only has to be remembered for a very short period of time but it certainly won't work in the long term. A number of other suggestions are listed below. They will not all be useful for each pupil – so it is important to try them out to see what works. It has also been found that if we re-visit our notes several times (at least four times) there is a much bigger chance of the work being remembered.

I suggest that your daughter has a large lever-arch folder that she uses to store all her revision notes. Colourful dividers and plastic sleeves will help organize the notes.

<p>BRAINSTORM</p>	<p>This is useful when starting to revise. Write down the topic you have to revise on a large piece of paper. Jot down everything you know about that topic –</p>
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	<p>include detail if you can remember it. This will help you identify what you know and what you need to revise more thoroughly.</p>
STRUCTURED NOTES	<p>Split the topic into 6 different areas. Make a table and divide into 6 boxes– either number the boxes or name them. Now look through your work and condense the information into bullet points, then put in the table in the correct section. Now highlight in a bright colour the key words or important points. Putting the information into 6 sections helps you to think logically about the work. Using bullet points and highlighters will make pieces of information stand out and so will be more easily remembered.</p>
MIND MAPS © Buzan AND SPIDER DIAGRAMS	<p>Put the title of the topic in the middle of your page. Decide how many sub-topics there are and draw lines out from the centre. These sub-topics can then be divided again. Use colour and diagrams. These diagrams are good because they make you organize the information and give you a structure that will be easier to remember.</p>
FLASH CARDS	<p>Either make or buy a set of cards that measure about 12cm by 8cm. Divide your work into sub-topics and then summarise the information you have to learn and put these notes on the cards – one-sub-topic on each card. You can use bullet points or diagrams. Again highlighting key words is also useful. Fasten the cards together with a treasury tag.</p>
MAKE POSTERS OR DIAGRAMS OR CARTOONS	<p>Turn written notes into diagrams. Make a colourful poster and put it on your bedroom wall. Draw an annotated diagram ie part diagram, part notes. Create a cartoon strip to describe the topic you are learning. Visual learners remember pictures and colours better than words.</p>
MAKE A MODEL/MOBILE	<p>Make a model – the process of making it will help you remember the important information. Write down key words and then make a mobile with the words hanging from ribbon.</p>
RECORD YOURSELF	<p>Make notes and then record yourself reading them out loud. Re-play the recording later. Do this before you go to sleep at night. Turn your revision notes into a news flash or interview</p>

	<p>with a famous person and record that. This is particularly good if you are an auditory learner.</p>
MAKE UP A SONG OR RAP	<p>Change the words to a tune you already know. Use your revision notes to make up a rap.</p>
USE ACROSTICS	<p>List the word you need to learn, take the first letter of each, think of alternative words that start with these letters and make up a memorable sentence. This is a good way of remembering things that have to be in a certain order. Eg Richard Of York Gave Battle In Vain – for the colours of the rainbow.</p>
MAKE UP A STORY	<p>This is similar to the one above. Using key words make up an interesting story.</p>
MAKE UP A QUIZ	<p>Make up quiz questions and ask a friend or parents to test you. Alternatively put questions on cards with the answers on the back and test yourself.</p>
TEACH SOMEONE	<p>Find someone who is willing to help. Prepare a lesson and then teach it to your willing helper. Encourage them to ask lots of questions so you can think of other ways of explaining. This method will make sure you fully understand the work.</p>



RESOURCES

More information can be found on the school's VLE. To access this from home go to <https://myplace.gdst.net> . Then your daughter can use her school login to access **MySchoolPlace** then click on **VLE(Moodle)** on the right hand side of the page, then **Study Skills**.

Lots of resources are also available both in books and on the web. The list below is just a very small selection that gives you an idea of what is available.

http://www.learntolearn.org/index_uk.htm CHAMPS – a Learning to Learn course

<http://www.open2.net/survey/learningstyles/>

<http://www.bbc.co.uk/keyskills/extra/module1/1.shtml>

<http://www.ldpride.net/learningstyles.MI.htm>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

<http://www.debonothinkingsystems.com/tools/6hats.htm> SIX THINKING HATS

<http://www.thinkbuzan.com/uk/company/about/tony-buzan> TONY BUZAN'S MIND MAPPING

You may find it interesting (and useful) to consider different approaches. The **Myers-Briggs Type Indicator (MBTI)** assessment is designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were taken from C G Jung's theories. You are asked to choose from pairs and this will then identify one of 16 possible personality types. Each has different strengths and learning preferences.

a) Choose from Extrovert or Introvert

Extrovert pupils

- Like group work
- Think aloud
- Like to try things out before producing something in neat
- Are active learners
- Like to explain, perform, give presentations etc

Introvert pupils

- Work best on their own
- Like to reflect before speaking and acting
- Like to listen and observe
- Need time to prepare (need advance notice if they are expected to contribute/make a presentation)

b) Choose from Sensing or Intuitive

Sensing pupils

- Need to start with solid, familiar facts and then move on to abstract ideas
- Like to be taught – do not like to find things out for themselves
- Need to know exactly what is expected of them before they start
- Learn by using the skills taught
- Have a memory for detail

Intuitive pupils

- Start with the big picture
- Want to know where new knowledge fits into the big picture
- Move through a task using intuition (this might not be an easy or logical path)
- Get excited and inspired when starting something new
- Prefer starting new tasks instead of continuing old ones
- Like to choose how they work on tasks (this enables them to produce original work)
- Prefer to work on new tasks instead of persevering/practising old ones
- Are often keen to learn new languages

c) Choose from Thinking or Feeling

Thinking pupils

- Are logical, like cause and effect, like order
- Like to be systematic
- Are analytical and critical

Feeling pupils

- Look for the human angle
- Like to be appreciated for who they are and not just for what their work is like
- Like to help others
- Like positive relationships in the classroom

d) Choose from Judging or Perceiving

Judging pupils

- Like to be organised
- Like teachers to be organised
- Like to plan work / a day out etc
- Do best when they have a detailed schedule and can tick things off
- Need to know what is expected of them
- Need to know the point of an exercise (Work needs to be valued)
- Like rewards
- Persist with projects and like this to be recognised

Perceiving pupils

- Are curious and open to new experiences
- Work best when they are allowed to explore new ideas/experiences
- Want to have choices and variety
- Don't like routine
- Work in bursts (attention sometimes jumps from one task to another)
- Are able to adapt in order to solve problems
- Like work that feels like play (interesting work feels like play)

If you are keen to find out more then it is probably best to look for someone who can arrange the assessments for you. They would then analyse the profile and help with different suggestions for maximising learning. Like other systems it is important to remember that it is important to build on a pupil's strengths but it is also important to work on the weaker areas to ensure that she can work/react/play in any environment.