

Quick Scan



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QuickScan User Notes

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QUICKSCAN

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Introduction

- QuickScan is not a test. It is questionnaire which will ask the candidates approximately 100 questions about themselves.
- The candidate will need to answer the questions as honestly as possible to achieve the best results. They may find that some of the questions are not always easy to answer accurately with the limited answer options available of 'YES' or 'NO' and 'LEFT' or 'RIGHT'. Tell the candidate to give the answer which appears to be the most appropriate and to answer as quickly as possible.
- As a result of the way they answer, they will be given a report which will tell them about their preferred learning style. The purpose of this assessment is to enable them to know more about the way they learn in order to help with their studies. It breaks down categories of learning into **VISUAL** learners, **AUDITORY** learners and **KINAESTHETIC** learners and it is possible to use two or even three learning styles equally well (**MULTISENSORY** learners).
- The report will tell candidates if they require any further support for their studies. This may take the form of help in study skills or basic skills.
- It will indicate if there is 'visual stress'. This may be helped by using a coloured overlay when reading or changing the background colour when using a computer.
- The report will also show whether there are any dyslexia or dyspraxia tendencies. It is advisable to warn the candidate prior to taking the questionnaire that the report does show indications of dyslexia/dyspraxia and ask them to say if they would have a problem with this – some people may find it upsetting.
- Once the candidates have an opportunity to read their reports, you can discuss learning styles and their preferred style. All candidates would find it beneficial to be shown how to use their learning style to best advantage.
- If the report indicates dyslexic tendencies, the candidate should discuss their difficulties with a dyslexia specialist. It is advisable to have this personal interview before they continue to any further screening.
- **The data is completely confidential as it is recorded in code form.**

Reports

The main function of the QuickScan Questionnaire is to act as a Screener which will provide valuable preliminary information on a candidate's learning abilities and possible learning difficulties in the form of a comprehensive report.

Standard QuickScan Report (Viewed by Candidate or Tutor/Supervisor at end of Programme and available through Admin and Settings)

This report can be viewed and printed at the completion of the programme. It will identify:

- The preferred learning style (with advice on the best study methods for each)
- The possible need for study skills support
- Whether there are dyslexia or dyspraxia tendencies
- If there are issues relating to visual stress
- A possible need for maths support
- Possible need for language support
- Whether a candidate would benefit by improving their learning confidence
- Background colour and font size chosen

Additional Information in Tutor/Supervisor Report (Available to Tutor/Supervisor through Admin and Settings)

When a tutor accesses an individual report through StatScan, the following additional information is available to them:

- An extension of possible Language Support Needs Reporting
- Whether the student has been previously assessed and the result
- Left or right-handedness
- Left or Right eye domination
- Laterality and lateral confusion
- Family incidence of spelling problems or dyslexia
- Breakdown of number of hits in areas of spelling, sequencing, organization & memory

The higher the scores for these, the greater the likelihood of there being a problem.

Explanation of QuickScan Report

Indication of Specific Learning Difficulties:

QuickScan is a diagnostic screener and so reports its dyslexia indicators in terms of “Borderline” “Some” “Many” or “Most” of the indicators normally associated with dyslexia. It is not attempting to assess severity as such: one individual may be mildly affected in many areas, whereas another might be more severely affected in fewer areas.

This becomes even clearer when the supplementary breakdown of areas for attention is considered. For example an individual with “Some” indicators may have a greater number of “hits” in more problem areas than an individual with “Many” indicators, where these may not have had such a profound impact on the student’s literacy performance – perhaps being confined to organisational skills or compensated for in their use of learning strategies.

The answers to certain questions will highlight the possibility of dyspraxia being present and this is also noted in the report.

Preferred Learning Style:

The report breaks down categories of learning into Visual, Auditory or Kinaesthetic, or a combination of two or even three of those categories. QuickScan will identify the dominant learning style or combination of styles for each candidate which will provide a starting point from which an individual support programme can be devised. It should be stressed that a learning style preference is not “written in stone” and may even vary with mood. With practice, the less dominant styles can be developed and this should be actively encouraged.

Requirements for Study Skills Support:

This can be valuable in identifying students who may otherwise be reluctant to come forward for support. QuickScan identifies students with poorer study skills as a separate issue from dyslexia.

Possible Need for Language Support:

QuickScan identifies students for whom English may be a second language and, if appropriate, reports on possible need for language support.

Possible Need for Maths Support:

This is based on student responses to a range of questions. Although the “possible need for maths support” may indicate dyscalculia, this is not always the case, and the problem may simply be a failure to acquire maths skills.

Visual Stress:

Reporting on visual stress can include ordinary visual problems such as long and short sightedness but can also be an indicator that the candidate could find it useful to use coloured overlays. Further testing would be needed to establish the most appropriate colours. There are a number of different approaches to this, including the long established Myers/Irlen Syndrome definition of “Scotopic (contrast) Sensitivity”, The British Institute of Optometry’s Optometric Testing Procedures, and more recent developments termed “Asfedia”, relating to the reader’s ability to discriminate rapid changes in the “edges” and “lines” that constitute text. The background colour chosen by the candidate at the start of the assessment is included and used as a starting point to identify the colour which will work best for them. The text size chosen is also noted for reference.

Confidence as a Learner:

If appropriate, the report will suggest that the candidate ask about ways to improve their confidence as a learner – these could include, for example, the use of (NLP) Neuro-Linguistic Programming, to rectify a student’s preconception that they are “always doomed to fail”, perhaps based on many years of failure in academic pursuits.

Example QuickScan Report

Mrs Elizabeth Brown. User ID: RHB1244.

Thank you for sitting the QuickScan Questionnaire. The following diagnostic report is based entirely on your answers to a range of specific targeted questions in the QuickScan Questionnaire.

It has been divided into three sections, which provide a brief summary of:

- (a) your preferred learning style (or styles)
- (b) areas in which supplementary study support may be required
- (c) whether there are sufficient indications of specific learning difficulties to warrant further testing

DIAGNOSIS OF LEARNING STYLE

Your Learning Style: VISUAL/KINAESTHETIC

You learn best from what you see and do. You understand and remember information that is presented either visually (e.g. with images or by direct observation) or through direct experience, demonstration or dramatisation.

Your ideal learning context is probably a visual presentation reinforced by demonstration or your active involvement. You like to create 'mental pictures' to understand and memorise information, but also to be involved in organising the learning.

People with a visual/kinaesthetic learning style can plan and present material very well but they often need time to get into the right frame of mind for work.

They may learn as well from observation or visualising a concept as from a more hands-on approach. With an awareness of their learning style, they are able to choose the best method for the task at hand.

The visual and the kinaesthetic are opposing styles of learning. For example, people with a purely visual learning style are often avid readers who can study hard for long periods whereas kinaesthetic learners like to work in short, intense bursts. Those who favour both styles need to find a balance between the two.

Find the best combination of visual and kinaesthetic learning strategies

Visual learning strategies

- Highlight important areas of text
- Create flow-charts and mind-maps
- Use coloured cards to note and classify information

- Check your cards frequently
- Make good use of multi-media (e.g. computers and DVDs)

Kinaesthetic learning strategies

- Before you start, get into the right frame of mind
- Try to make new material dramatic, or put it into a story
- Work standing up
- To learn new things, move around - walk or use an exercise bike

Keywords

see, sensation, watch, do, imagine, touch, picture, feel, visualise, act, draw, move, dramatic, look, take, display, experience, clear sight, emotion.

Best Learning Environment

- A quiet environment with the minimum distraction
- A place you can easily move around and take breaks

ASSESSMENT OF THE NEED FOR SUPPLEMENTARY STUDY SUPPORT

Your answers in the QuickScan Questionnaire indicate that you may benefit from general study skills at Home. The following study skills and language support services are available: Study Skills.

You could find it useful to enquire about ways to increase your learning confidence.

Your answers also indicate that you may benefit from a test for colour and light (photopic/scotopic) sensitivity, or possibly a more general eye test.

For further information please contact Jean Brown. Your answers in the Questionnaire also indicate a possible need for maths support.

INDICATIONS OF SPECIFIC LEARNING DIFFICULTIES

The profile that emerges (after taking into account your first language) from your answers in the QuickScan Questionnaire demonstrates many of the indicators normally associated with dyslexia. It is recommended that you arrange to sit the full StudyScan assessment in order to confirm this diagnosis. StudyScan also provides a comprehensive assessment of your underlying ability, as well as identifying any areas of particular strength and weakness across a range of educational disciplines.

The StudyScan assessment will, in conclusion, provide a set of appropriate recommendations regarding special tuition, examination concessions, and technological support. (It is important to remember however, that the dyslexia diagnostic aspect of the final Studyscan report is based on the premise that English is the student's first language; although the results will be equally valid for bilingual students. Consequently, students for whom English is a second language

are not advised to sit StudyScan until they have been advised by their tutor that they have reached an appropriate level of fluency.)

In order to make an appointment for further screening please contact Jean Brown.

Please remember to take a copy of your QuickScan results with you. Your answers in the QuickScan Questionnaire demonstrate some of the indicators normally associated with dyspraxia.

Explanation of Additional Tutor Information

QuickScan reports can be viewed and reprinted by the tutor from StatScan. These reports will include additional information (not included in the report available to the candidate at the end of the screening) as follows:

Previous Assessment:

It is clearly useful to know whether the student is newly identified as having problems or there is a longer history involved. If the student has been previously assessed the result will be given here. If no assessment was carried out this will also be stated.

Language Needs:

This identifies whether English may be a second language, and whether or not it is fluent.

Hand/Eye Dominance and Co-ordination:

This relates simply to the dominant hand and eye e.g. the report might state that: "they are right-handed, and that their left eye is dominant" - in such a case the hand eye co-ordination would be "mixed". In the same way it would be "left" or "right" if both are the same.

Laterality Function:

This represents how consistently the dominant hand leads and is expressed in terms of "*uniform laterality*" – all one side "*moderately uniform laterality*" – mostly one side and "*ambivalent laterality*" – no clear preference. This also includes the leading foot.

Left/Right Awareness:

While there has been much debate over the years as to the direct relevance of handedness to dyslexia diagnosis, it is still widely accepted that poor ability to actually distinguish left from right is common among those with dyslexia.

Family History:

This indicates whether there is a family history of spelling problems.

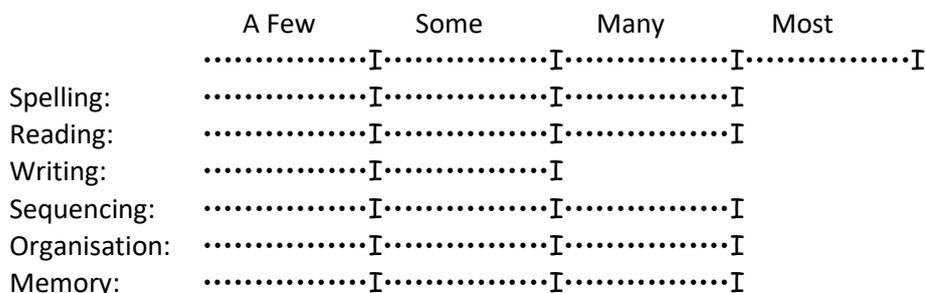
Graphical Breakdown: Indicating Areas Needing Attention:

The higher the percentage number, the more problems there may be to look at:
 These are expressed in terms of the maximum possible “hits” that could have been made and cover Spelling – Reading – Writing – Sequencing – Organisation – and Memory



As the graphical dotted bar operates in sections, the percentage is also provided to give a finer insight into the result display. Anything much over 40% (A Few) might be worth investigating.

Example: Breakdown for indications of areas for attention:



Spelling: 80 % Reading: 63 % Writing: 60% Sequencing: 75 % Organisation: 62 %
 Memory: 72 % Family History: Yes

QuickScan

09/05/17 12:50

Tutors' Extended QuickScan Report

QuickScan Number **RAE10001** student ID: **RHB1244**

Name: Mrs Elizabeth Brown.

The Student's Learning Style is: **VISUAL - KINAESTHETIC**

General Learning Support may be needed.

No previous assessment carried out.

You may benefit from Learning Confidence Support.

There is a possible need for Maths Support.

Your results show many of the indicators of dyslexia.

Family history of spelling problems: Yes.

An eyetest for "Visual Stress" is recommended.

Breakdown for indications of areas for attention:

Indicators:	A Few	Some	Many	Most
Reading:			
Writing:			
Spelling:			
Sequencing:			
Organisation:			
Memory:			

Reading: 94% Writing: 90% Spelling: 80% Sequencing: 93%
 Organisation: 93% Memory: 100%

Profile from answers to selected questions in the QuickScan Questionnaire:

- Right-handed & left eye dominant.
- Writing with naturally dominant hand.
- Answers show mixed hand-eye co-ordination, and ambivalent laterality function.
- Left/Right awareness is moderate.
- Answers confirm that English is the first language.
- 7 minutes 34 seconds.
- Text Size Chosen: Medium. Colour Background: Blue