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Learning Exploration Report – Example

This tool will help you explore how you learn, your learning strengths and possible areas to further develop. We'll also help you explore learning strategies that might be helpful for you.

Date	December 19, 2025
Learning Support Person	Sara Gill
Goals	
Employment*	Automotive Painter – Job Profile
Education and Training	Automotive Painter Apprenticeship - Skilled Trades Ontario Trades Profile
Skills Upgrading	Currently working on reading, writing and math skills for apprenticeship – Essential Skills Profile . Hoping to transition from Get SET to a pre-apprenticeship program or skilled-trades college program.

Learning Summary	
Strengths	<ol style="list-style-type: none">fishing, huntinggood listener, helps others when he canhonest, responsible, dependable, resilientenjoys learning new skills, likes to learn about digital technology like codingskills - daily math, good long-term memory, online learning, working independently
Processing	Visual Processing
Challenge Areas	Attention

<p>Specific Markers</p>	<p>Visual Processing</p> <ul style="list-style-type: none"> a. gets headaches after a short time reading b. sees words move on the page c. difficulty seeing the difference between similar words – affects reading and spelling d. difficulty keeping his place when reading <p>Attention</p> <ul style="list-style-type: none"> a. is easily distracted b. experiences sensory overload c. can sometimes hyperfocus on tasks d. has difficulty sitting skill
<p>Learning Strategies to Try</p>	<p>Consider reading strategies to make things a bit easier. Based on the curriculum standard, you'll be doing a lot of reading of things like health and safety, protocols and legislation. A lot of this reading could be done digitally.</p> <ol style="list-style-type: none"> 1. When reading, try to use lighting that works for you like natural light and lamp light instead of sitting under fluorescent lights. 2. Try to read/learn when you have energy like in the mornings. 3. Decrease audio and visual distractions when reading/learning (like using ear plugs, finding a quiet space). 4. Stand/move while reading/learning to help with focus. <p>Apps</p> <ol style="list-style-type: none"> 1. Computer Reading - Consider using SwiftRead to read one word at a time so you don't have to move your head when you read. This app is free and can be used as a Chrome extension on Windows. Demo video.

2. Phone Reading – Consider using [Solo Read](#). This is a free app for iPhone.
3. Continue to use apps like Microsoft Word for editing assistance. Word also has a Dictate feature that you can use to capture what you want to write by speaking.
4. Google Read & Write - You can add this to your [Chrome browser](#). It can read websites for you and has lots of other tools as well. It can be used with Google Docs. If you have a microphone, it can type what you say as well. [How-To Video](#)

This is just a starting place. We'll review more learning strategies for visual processing and attention as needed.

Strengths	
As adults we all have strengths that we bring to learning, work and life. These strengths are diverse and unique to you. They help us learn, grow and interact with others. Recognizing your strengths will help you in your learning.	
Talents, Interests and Hobbies	fishing, hunting
Communication and Interpersonal Skills	good listener, helps others when he can
Personal Values and Internal Strengths	honesty, responsibility, dependability
Favourite Things to Learn	enjoys learning new skills, likes to learn about digital technology like coding
Skills	daily math long-term memory online learning working independently
What are you proud of?	my resilience
Work/Volunteer History (types of jobs, for how long, skills developed)	has worked in several restaurants

List of Values - <https://www.berkeleywellbeing.com/list-of-values.html>

Learning Preferences	
Learning Preferences/Needs	Ideal learning environment is distance learning. In class, small classes are great or 1:1. Needs clear explanations with an example. Prefers having step by step instructions and a routine. Frequent breaks are helpful, especially when needing to do a lot of reading.
Classroom Learning	Do you like working <input checked="" type="checkbox"/> on your own <input checked="" type="checkbox"/> in a group
Digital Notes	<input checked="" type="checkbox"/> Has a digital device – Windows laptop <input checked="" type="checkbox"/> Has access to Internet <input checked="" type="checkbox"/> Has a smartphone – iPhone <input checked="" type="checkbox"/> Comfortable learning online
Barriers to Learning that May Need to be Addressed	Financial barriers – not currently working.
Learning Strategies	Uses Word for writing. Occasionally uses ChatGPT.

Learning Exploration

Checked boxes are “yes”.

When you were young (grades 1-6)

- Did you enjoy school?
- Do you feel that you did well in school?
- Were you able to learn new material easily?
- Did you feel comfortable learning new skills?
- Did you miss a lot of school? (moved frequently, were ill for long periods, etc.)
- If you missed a lot of school, do you think this has impacted your skills?

In your daily life,

- Do you like to read (magazines, novels, social media, etc.)?
- Do you like to write (posts, emails, notes, etc.)?
- Do you like doing math (budgeting, shopping, measuring, etc.)?

Additional Comments

- a. always struggled with English (reading was hard), liked math
- b. didn't feel he did well in school
- c. was not comfortable learning new skills

Health/Medical Information that May Affect Learning	
Vision Issues	No
Hearing Issues	No
Ongoing Health Concerns	No
On Medications	No
History or Concerns with Substance Use	No
Lives with Anxiety/Depression or Other Mental Health Challenges	No
Stress Level	<input type="checkbox"/> Low (0-3) <input checked="" type="checkbox"/> Medium (4-6) <input type="checkbox"/> High (7-10) Stressors include financial stress and caregiving responsibilities.
Previous Diagnosis of Disability	No
Recommended Actions	None at this time.

Daily Tasks	Can Do	Some Difficulty or Difficult	Notes
shopping (estimating cost, counting change, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
handling money and/or banking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
using public transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
keeping track of time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sometimes finds this difficult and may be late occasionally.
housekeeping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
using the phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
cooking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
remembering things - if so, is it short- or long-term memory?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Some difficulty with short-term memory but not with long-term memory.
communicating with others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Sometimes finds it challenging to explain his thoughts/ideas to others.

General Learning

- Do you have great difficulties learning new skills in specific areas (like writing)?
- If yes, have you always had these difficulties?
- Do you feel that you have great strengths or talents in some areas and a great amount of difficulty in others (for example, a great strength in woodworking, but a great difficulty in writing and spelling)?
- Did you ever repeat or skip a grade?
- Did you ever receive extra help in school? For example, resource class, resource teacher, special education class, individualized education plan (IEP)?
- Did you work hard in school but still found you had difficulties understanding the material or doing well?
- Do any members of your family have difficulties with reading, writing, or math or have been diagnosed with a learning disability?
- Have you ever been formally assessed for a learning disability?
- If English is not your first language, did you have difficulty learning to read and write in your first language?
- Have you had many jobs for short periods of time?
- Did you leave any jobs because of difficulties with reading, writing, and/or math?
- Have you ever avoided a job because of the skill requirements like reading, writing or math?

Comments

N/A

Learning Processing

Visual Processing Challenges

Do you have difficulty with any of the following? Checked box is “yes.”

- getting headaches after reading or writing for a short time
- having really tired or red eyes after reading or writing for a short time
- seeing words move on the page, shake or fall off the page
- seeing the difference between similar words – like “horse” for “house”
- keeping your place when reading (do you skip words or lines often?)
- remembering the look of a word (maybe you have to sound it out many times)
- spelling words correctly (you spell based on how it sounds)
- copying information
- working in columns (when answering math questions like long division or adding long numbers stacked on top of each other)

Comments

- a. lots of difficulty focusing when reading
 - b. has a lot of difficulty reading with visual and auditory distractions
 - c. reading comprehension – sometimes he reads and is thinking about other things and has to reread, it’s okay for the first few pages but comprehension decreases the longer he reads
- Do you consider this a challenge area for you?

Auditory Processing Challenges

Do you have difficulty with any of the following? Check any of the boxes for “yes.”

- avoiding reading, especially out loud
- reversing letters
- putting letters in the wrong order when reading or spelling
- adding letters or leave letters out when reading or spelling
- sounding words out when reading or spelling
- understanding what you read (on the first try)
- understanding numbers that you hear
- remembering information that you hear
- explaining yourself to other people

Comments

- Do you consider this a challenge area for you?

Organizational Processing Challenges

Do you have any trouble remembering things?

Yes No

Has some difficulty with short-term memory but not with long-term memory.

If yes, check the ones you have difficulty with

- missing appointments or classes
- forgetting where you left your keys or your phone
- remembering names of people you have known for a long time
- remembering a family member's birthday
- remembering things from when you were a child

Do you have difficulty with any of the following?

- completing a task with a time limit
- following a schedule
- being on time for appointments
- handing work in on time
- knowing which tasks are the most important (prioritizing)
- organizing
- following directions

Comments

- Do you consider this a challenge area for you?

Attention

Do you have difficulty focusing on tasks that you're trying to focus on?

Yes No Sometimes

- a. at times he daydreams and has difficulty focusing on what he's trying to focus on
- b. struggles with multi-tasking, prefers to focus on one thing at a time

If yes, check the following statements if they apply.

- has difficulty directing attention - focusing on the "right" thing – what they want/need to focus on
- has always had this difficulty
- affects you in all settings (work, home, learning)
- is easily distracted
- experiences sensory overload (for example, overwhelmed by noise, light, touch, smell, etc.)
- is sometimes hyper focused on tasks
- has difficulty with details
- has difficulty organizing
- has difficulty finishing tasks
- has difficulty sitting still (may fidget or need to move around)
- needs to be focused on a few things to focus on one thing (for example, listens to music and paces to complete homework)
- may talk a lot and have difficulty waiting for others to finish talking

Comments

- Do you consider this a challenge area for you?

School Experiences and Specific Skills

School Experiences

- a. finished high school
- b. enjoyed math and gym, did not enjoy English
- c. liked hands-on learning/classes
- d. didn't like classes that required a lot of reading

Reading

- a. enjoys reading if he's interested in the topic and chooses it
- b. reads about fishing/hunting and computer coding
- c. has difficulties reading more complex words or words that look similar
- d. is able to sound out words and uses this when he comes to a word he doesn't know
- e. has to re-read for comprehension

Writing

- a. writes for everyday purposes but doesn't do a lot of daily writing
- b. spelling can be difficult, sometimes don't notice mistakes, spells by sounding it out
- c. can think of what he wants to say
- d. uses punctuation, okay with grammar
- e. has some difficulty organizing ideas to write if it's a longer piece of writing

Speaking and Listening

- a. generally is comfortable communicating with people and having conversations
- b. sometimes has difficulty explaining himself to others

Math

- a. enjoys math – everyday math and financial math
- b. would like to review apprenticeship-specific math