

MIDDLE SCHOOL-TO-HIGH SCHOOL TRANSITION

BLUBERYL COACHING AND ORGANIZATIONAL PRODUCTS TURN CHAOTIC STUDY HABITS INTO CREATIVE WORKFLOW MANAGEMENT, PROMOTING BETTER GRADES AND ACADEMIC/LIFE BALANCE FOR NINTH GRADER

Goals:

- Find a system that would help the student work to his ultimate potential
- Develop better organized and efficient study habits
- Discover how to manage academic workload and still have fun being a kid
- Improve grades and overall GPA

Challenges:

- Balancing increased academic demands with 4 days per week after school sports or arts requirement
- Transitioning from a school where work came easily, to a more rigorous, overwhelming academic program
- Accepting that working with organizational/efficiency products and coach was not admitting failure

Steven successfully managed his 4.0 academic career through sixth grade as a student in the gifted program of a public school system. In seventh grade, he made the move to a highly competitive independent school with an advanced curriculum, where he was academically challenged for the first time. After the first term, Steven and his parents quickly learned that the academic demands of his new school were a challenge to manage on his own. Steven and his family were referred to BLUBERYL and its founder, Lorie Kram, by an educational consultant who suggested that BLUBERYL's productivity coaching and organizational products company might be the solution for getting Steven back on track and performing at his potential.

Prior to working with BLUBERYL, Steven's study habits lacked focus, as the schoolwork came easily to him. He did not use the planner provided by the school and often quickly stuffed papers into his backpack throughout his busy day. His academic routine consisted of turning in late assignments and cramming for tests at the last minute.

Steven's mom, Diane, was becoming increasingly tired of the nightly role she played as the nagging mother hounding him to complete his assignments on time. She thought he should learn how to spend his time more effectively—not only to improve his overall study habits, but also so that he could find better academic/sports/life balance and still have fun being a kid.

Lorie began her work with Steven and Diane by evaluating his strengths and learning styles/preferences and recommending and implementing incremental changes to his study routine that would improve workflow and increase retention of material. Lorie identified that Steven was an auditory learner and suggested the online flashcard system by Quizlet to help improve retention of material. When Diane wasn't sold on how technology could help, Lorie taught them BLUBERYL's Online Scribe system. They learned how to work together with Diane serving as the Scribe. Diane was quickly convinced of the program's success and soon Steven was using it for biology, history, Spanish, Latin, and geometry.

BLUBERYL's Binder Set™ system was introduced in eighth grade providing an easy tool to organize returned work, class handouts, notes, study guides, syllabi, and homework.

BLUBERYL'S BIG Get Organized Calendar System™ became a much-needed tool at the start of high school. BLUBERYL's large visual calendar system includes tape and markers, among other supplies, to plot out, organize, and "chunk" studying into categories, either by deadline or task and provided a visual reminder of deadlines and ongoing projects so that Steven could communicate and be held accountable for his academic work.

The combination of BLUBERYL's products and Lorie's coaching has completely changed the way Steven approaches his studies. Before using these proprietary systems, Steven had no real means of studying. Now he feels confident that he

can tackle any assignment and when he needs extra encouragement he reaches out to Lorie for a one-on-one coaching session customized specifically for him.

Results:

- Individual grades and GPA have improved.
- Steven's time management has improved.
- Steven is not worried or overwhelmed by assignments. He's now confident in his studies.
- Missing projects and late assignments have been nearly eliminated.
- Steven has become comfortable navigating school, sports, extra-curricular activities, and his social life.

HIGH SCHOOL-TO-COLLEGE TRANSITION

BLUBERYL COACHING AND ORGANIZATIONAL PRODUCTS PROVIDE VALUABLE LEARNING RESOURCE FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE

Goals:

- Finding a system that would help the student work to her ultimate potential
- Developing improved organization and efficient study habits
- Better management of complicated, multi-component projects while adjusting to the academic rigor of a university setting

Challenges:

- Finding the right program to manage and successfully complete individual projects while transitioning from a supportive, high school/family environment to a self-sufficient academic atmosphere
- Memorization of course materials, especially in areas where subject matter interest was lacking, such as with core classes
- Becoming more fluent and organized with writing assignments
- Building the confidence to communicate with professors one-on-one

Jen was a college freshman looking to enhance her study skills so that she could enter her first term with a solid plan for academic success. Jen came to BLUBERYL with excellent organizational skills. She was very good at maintaining order and always met her deadlines. Jen wanted to improve her memorization and writing skills. She was most interested in learning new ways to master her skills and create a method for incorporating solid study habits into her new collegiate course load.

Working with BLUBERYL, Jen shared her existing learning/study habits and asked for a system to help her approach writing assignments without angst. By following BLUBERYL's productivity coaching program, Jen was able to cut down on the time

she needed to write and edit her pieces by planning her assignments more effectively.

Jen's college courses required a great deal of memorization. Quick retention of information was key. BLUBERYL's scribe program enabled her to enter all of her vital information into Quizlet's online program so that she could learn the material in many different ways. BLUBERYL's information entry method was the first step in the learning process, followed by defining theory, idea, data point, etc. This system enabled Jen to dramatically improve her recall of material for tests and examinations.

BLUBERYL's organizational products combined with her customized coaching sessions have provided Jen with additional confidence to succeed in her collegiate academic program. Jen loves the varied approaches to learning and studying that are encouraged as part of the BLUBERYL protocol. She became aware that she could tap into many different learning styles (visual, spatial, auditory, etc.) based on her strengths and the best fit for her particular project.

Results:

- Jen has become a strong and confident writer.
- Her perception of her ability to manage challenging classes was transformed from concern to confidence—from the first day of lecture.
- Jen has become a more assertive college student; if she needs further explanation she never hesitates to enlist the support of her professors.
- Added confidence motivated her to take increasingly challenging courses that she had originally been concerned about.