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**Subject: Ms. Alexandra Gamban (nee Ranker) tutor capabilities**

My wife and I would like to describe the services that Ms. Alexandra Gamban has provided for our daughter, Sandra, for the past three years as her tutor. At this time, Sandra is expecting to graduate with an AA degree in Communications, in December of 2014, and hopes to go on to finish a 4 year degree We shall summarize the key points on how Sandra expects to achieve this milestone with Ms. Gamban's help.

Sandra, now 23-years-old, was diagnosed with a sequence of various learning disabilities eventually ending with Asperger's Syndrome, which is a learning disability on the Autistic Spectrum that primarily presents itself in the following areas:

- Social-difficulty in understanding social cues, advocating Sandra's priorities in a group setting so that she can get recognition of her priorities, getting peers and authority figures to accept her and accede to her needs, avoiding poor outcomes from associates that wish to do her harm
- Planning-not understanding how to break down complex objectives into smaller chunks that can be attacked, sequencing a chain of events to realize the end goal, how to spread out tasks during each day of the weeks in a quarter or semester, estimating the effort involved in accomplishing a task ahead of time, using a calendar or planner
- Understanding-deconstructing a story, an article, or book in order to summarize key points, construct an outline, identifying key characters, projecting future events based on a current situation or chapter
- Mathematics & Science-mathematical concepts that are multistep and more complex have been especially difficult for Sandra to understand; hard to move from examples to specific problems that do not follow the example exactly; retention of complex solution processes fails when exams cover work over an entire quarter or semester, vs. just a single chapter.

While we have been able to help Sandra overcome some of these areas with therapy, her mother and father helping plan, checking work, and teaching subjects in ways that Sandra could understand, but which the teachers did not have the time or inclination to learn Sandra's learning style. Her resulting grades during Elementary School, Middle School, and High School were generally in the B to A range. She had 504 plans and IEPs through the various school districts that governed her specific schools.

One of the things that we needed to do after high school was to find a tutor that could over multiple subject areas, such as English, Social Sciences, Science and Mathematics. In addition, someone who had experience with a child with a learning disability, so that Social, Planning, Understanding issues can be anticipated and overcome as Sandra was trying to learn a specific subject area (e.g. English, Mathematics, History, Art, or Sports). This person would have to do a balancing act between the student moods due to prescription drugs, psychological therapy for depression, family dynamics,

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interactions with fellow students, teacher peccadillo's, specific demands from each subject areas, and the different dynamics.

We are lucky to find Ms. Gamban and hired her at the start of Sandra's education at West Valley Community College in Saratoga, California. At this time Sandra had interests that changed over time, and offered no defined future career path. We had met with the DESP office at West Valley to pick Sandra's classes, and begin her education in a new environment. Within a few weeks of the start of the fall semester, we found and hired Ms. Gamban.

The first thing Ms. Gamban did was to examine the teacher assignment plans for the semester for each class, and the work done to date, and established a plan using Skoach, a special planning tool that showed assignment due dates, work assignment sessions each day, and alerts using the computer and cell phone texts. Ms. Gamban also created assignment binders for each subject, with dividers for assignments in progress, assignments to be handed in, and reference materials.

For each subject, Ms. Gamban worked with Sandra, to develop detailed schedules for each assignment, reports and projects showing working times, and deadlines for having deliverables ready for tutor review by Ms. Gamban, and for adjustment and turn in to the instructor. Also, Ms. Gamban would develop sample tests and study aids prior to midterms and finals for Sandra to take so that remedial work could be done on areas that Sandra was not conversant with.

In general, Sandra achieved A's and B's for most subjects, with occasional C's in areas that Sandra's disability finds particularly difficult such as mathematics.

As family events that were planned or unexpectedly arose, Ms. Gamban worked with Sandra to adjust work schedules and deliverables to minimize disruption to achieving her educational goals.

During this period, Ms. Gamban formed a personal relationship with Sandra that became somewhat avuncular, so that Sandra was very comfortable in discussing not only school concerns, but also personal issued that diverted Sandra's attention from school. These discussion would occur face-to-face and also over the phone so that Sandra's anxiety was lowered and she felt less stress.

As each semester progressed, Sandra's parents and Ms. Gamban worked to gradually decrease the support Sandra received over time so that she could become gradually more independent, and expect to be able to function more autonomously once she reached the 4 year college level after achieving her AA degree.

We enthusiastically recommend Ms. Ranker for elementary, high school or college level tutoring. She is very adaptable, and able to work in English, Social Studies, Science, and Mathematical subject areas. Her sensitivity to both course demands and student learning modes are exceptional, and will help

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maximize the student's capabilities with parental support. Parental feedback is given on a timely basis, including anticipation of future problem areas.