**Supplement 1: 3rd Edition of the LASSI and My Tribute to Claire Ellen Weinstein**

***Refinement of the LASSI for Assessing Holistic Learning Strategies***

Prior to her passing, Dr. Weinstein completed the 3rd edition of the LASSI that offered an online version for use in colleges across the US and world (Weinstein, Palmer, & Acee, 2016). Years of careful validation work went into this edition that I personally talked with Claire Ellen and her colleagues at UT about beginning in 2010 during some mutual work at San Antonio College. Like the prior paper and pencil versions, this latest LASSI version measures the following *skill components* of strategic learning: Information Processing, Selecting Main Ideas and Test Strategies. In addition, the *will components* are measured by scales of Attitude, Motivation and Anxiety and the *self-regulation components* assess Concentration, Time Management, Self-Testing, and Study Aids.

In this most recent 3rd edition, Weinstein, Palmer, and Acee (2016) include items that focus on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. From its inception, the LASSI has provided standardized scores (percentile score equivalents) and national norms for ten different scales. The LASSI provides each student, compared to other college students, with *a diagnosis* of their strengths and weaknesses in the areas covered by the 10 scales and it provides *prescriptive feedback* about areas where students may need to improve their knowledge, attitudes, beliefs and skills. Work with this model continues under the direction of Dr. Taylor Acee at Texas State University.

**Claire Ellen Weinstein as Path Finder and Innovator**

Contributions made by Dr. Weinstein over the 46 professional years of her life are summarized below. Personal stories are part of this section so that readers can better understand the woman behind the work who was loved by so many. It is important to recognize that Claire Ellen believed in ‘true education’ and devoted her life to changing the status quo of education for individual learners. She passed on June 23, 2016 at the age of 69. Her work and legacy live on in the hearts and minds of her many family members, friends, and students who knew and loved her for the generous spirit that defined her and her life.

***The Legacy of Claire Ellen Weinstein***

 Anyone that knew Claire Ellen -- and particularly her family, close friends, and students -- loved her and her amazingly optimistic personal attitude that led almost always to her contagious sense of humor. Her humor might seem to others to be self-effacing but to those who knew her well, this ability to laugh at herself and her silly mistakes made her reputation as a story-teller legendary. This highly contagious quality that she had since childhood served her well as she progressed through various educational systems ahead of time. She arrived at the University of Texas-Austin (UT) at age 21-22 ready for her graduate studies with the full support of both her parents, immigrants who had barely completed their grammar and high school educations. Times in the late 60’s and early 70’s were exciting at UT, suiting Claire Ellen’s humor and imagination quite well.

As one good example, one of her former professors shared the story of when as a graduate student at UT, the two of them were at a national conference in San Francisco. They decided to head to the China Town district for a dinner at the now famous Golden Dragon. As a lifelong lover of Chinese food, Claire Ellen optimistically said they should walk as she was sure she could find it. They ended up lost and settled for a less popular place along the way. The next day, they heard there had been a gangland-style slaying at the Golden dragon, killing many innocent bystanders and customers. If they had not gotten lost, they would likely have been among the dead and injured – something not new in Claire Ellen’s list of near-misses it seems.

Academically, Claire Ellen was one to question even the most popular of research trends in her department and the field in general. Her self-confidence, wisdom, and judgment seemed to override any fear of rejection or failure. She loved to laugh about how she challenged her professors when she first arrived at UT: Arguing that although the ‘verbal learning trend’ of the time was clearly better than behaviorism, it also clearly did not address the whole list of cognitive processes involved in learning that was verbal and had little to say about how to understand learning that was ‘nonverbal.” So to prove her point, she began to research various strategies for improving one’s memory for information to be learned, creating a lasting set of mnemonic learning strategies.

Later in her early career (e.g., Weinstein, 1978), Claire Ellen studied the effects of a diversified elaboration skill-training program on the learning and retention efficiency of ninth graders. This work provided evidence that a general learning strategies program can be developed and implemented to provide learners with a set of procedures to maximize acquisition, retention, and retrieval of material. Her curiosity and tenacity led her into the fields of developmental psychology, developmental education, psychiatry, and even medicine. She worked tirelessly and often late into the night to perfect her presentations or research papers. She looked out for her parents and other family members with the love and caring plus financial support if needed that was unmatched by others. She had a knack for attracting friends, mentors, and later, money. Claire Ellen never dreamed about making money but a colleague, Curtis Miles, convinced her to publish what is now known as the LASSI – taking her ideas about learning strategies to the market with the development and sales of the LASSI. What mattered most to her was her daughter Leona, extended family, friends, and mentors.

Claire Ellen’s interest in cognitive development also led her to explore related studies of the brain and neuroscience contributions that might inform her own professional development as a teacher and learning strategies research. She and I could discuss these developments for hours and often did, ending up with both of us being better informed in our own areas of interest. Both of us were fans of developmental theories, including those of Piaget (1977), Montessori (1948, 1949), Vygotsky (1978), and Bronfenbrenner (1979). We understood that there were validated principles of learning underlying the intra- and inter-individual differences identified in learners and that these differences could be useful for understanding learning strategies that could improve their educational success. Claire Ellen deeply understood the dimensions of cognitive development such as processing and representational capacity, self-understanding and self-regulation, and the various domains of understanding, such as mathematical, scientific, or verbal abilities. She also understood that teachers needed professional development opportunities and assessment tools that would enable each teacher to cater for the needs of the different students so that no one is left behind – even in our on-going era of testing, standards, and accountability

***A Leader and Mentor whose Contributions Will Outlive Her Earthy Life***

 Stories from her early years as a graduate student at UT showed Claire Ellen to be very focused on learning and helping others learn – from her fellow grad students to her professors and to her family and friends. I was counted as one of the latter and was blessed from our early associations up to her untimely passing with her mentoring ways. Long into the night we would discuss all kinds of issues and mainly how what we were researching could change the paradigm of learning to be more individualized and personalized.

 There is no question that Claire Ellen Weinstein left her mark on this world. She pioneered in the field of learning strategies and in spite of sometimes unkindly battles with peers and colleagues about the substantive nature of her research, she prevailed and held her ground. She found mentors and friends in and outside the field of educational psychology in general and found students who are continuing to this day to make outstanding contributions to the expanding field of basic and applied research under the general umbrella of ‘learning strategies.’

 One thing all of us who knew Claire Ellen can say is that she was the epitome of resilient. She did not give up in the face of adversity whether it was ongoing health issues, tragedies and loses in her family, or major financial set-backs. She was my heroine and an inspiration to many. It now seems timely that had she lived to be 70 years old, her birthday would have been on November 8, 2016 – election day for us in the USA. From my perspective, we all could use a healthy dose of her humor, optimism, and love of coping strategies while learning, right?