

LSITM

Learning Styles Inventory

DEVELOPED BY TOM OAKLAND, JOSEPH GLUTTING, CONNIE HORTON

REPORT PREPARED FOR:

JANE SAMPLE

Gender: FEMALE

Age:

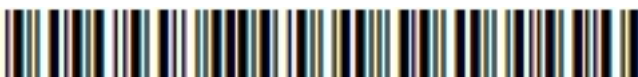
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UNDERSTANDING THIS REPORT

PURPOSE

This report will help in the better understanding of the preferences, attitudes, and behaviors characteristic for the assessed student in key dimensions of his/her temperament and learning styles.

This report is intended for the use of psychologists or other specialized professionals in their work with clients.

USAGE

Although formulated like a stand-alone report, which especially in the second section (detailed report) may also be easily read by persons not trained in the usage of psychological tests, like parents, teachers or the students themselves, this report has been engineered and developed in such a way as to offer assistance to the professional who is interpreting the test results.

These results should only be considered in conjunction with professional judgment, after a careful and detailed analysis, and only after corroborating these data with the results of an interview and of possible other psychometric instruments. Results contained in this report may be subject to alterations and special highlights as a function of such corroborations made by a specialized professional.

FUNDAMENT

This report is based on the LSI, an instrument that has been validated in a wide variety of research programs.

The Learning Styles Inventory (LSI) is a structured, nonverbal, omnibus measure of temperament types, that was constructed to measure the temperamental preferences and learning styles of children aged 8-18. The questionnaire consists of 69 items, grouped on four bipolar scales, which are based on the temperament types proposed by Carl Gustav Jung.

WHAT INFORMATION DOES THIS REPORT INCLUDE?

SECTIONS

In addition to the introductory section, the report contains four main sections:

1. The LSI Snapshot of preferences,
2. The Analysis of Basic Styles,
3. The Analysis of Combination of Styles,
4. The Modus Operandi data.

SNAPSHOT

The "LSI Snapshot of Preferences" contains a table of the scores characteristic for the assessed student on the four bipolar scales, as well as the strength of those preferences. Supplementary, this section contains an explanation of the behavioral meaning of a mild, a moderate, a strong and a very strong preference.

T SCORES

The scores for all the LSI scales are represented in this section in the form of prevalence-based T scores. T scores are a way of standardizing scale scores from scales with different number of items, different variance, and different distribution. Thus, T scores are characterized by a mean of 50 points and a standard deviation of 10 points. Prevalence-based T-scores are used in type-based assessments and have the supplementary characteristic of proving the same proportion of types in the normative sample as in the general population. Prevalence-based T-scores are computed based on the Romanian national-wide normative sample of N=2400 subjects (1200 boys and 1200 girls) with ages between 8 and 18 years.

BASIC STYLES

The "Analysis of Basic Styles" section contains general references and descriptions of the four basic styles characteristic for the evaluated student (Extravert-Introvert, Practical-Imaginative, Thinking-Feeling and Organized-Flexible). We stress the fact that all these descriptions are more likely to be present in the evaluated student if his / her preference has more strength. Descriptions in this section are most of the time very characteristic for students with strong and very strong preferences, are subject to specific nuances for student with a moderate preference and could prove to be in part incorrect for students with a mild preference. Data in this section is organized for every described preference in seven separate headings, which are detailed and explained at the beginning of the section.

COMBINATION

The "Analysis of the Combination of Styles" section contains a more in-depth description of the specific preferences and behaviors that are characteristic for the evaluated student when taking into account all his/her four temperamental preferences. Descriptions in this section are more accurate when the scores for all the four preferences are moderate, strong or very strong. Data in this section is organized for every described preference in nine separate headings, which are detailed and explained at the beginning of the section.

MODUS OPER.

The "Modus Operandi" section is a short description of the way they assessed student approached the questionnaire. It lists all answers given by the student to the 69 items of the questionnaire, as well as the percentage of A answers, of B answers and of missing answers. Finally, this section contains the raw scores for the LSI Scales, as well as the number of missing answers for every one of the scales. Scales with more missing answers should be considered with care or should not be considered at all.

SNAPSHOT OF PREFERENCES

Style	T Score	Strength of preference
Extroverted	54.73	moderate
Practical	50.62	mild
Thinking	51.45	mild
Flexible	62.6	moderate

JANE SAMPLE has a moderate preference for an Extroverted style.

Students with a moderate preference for a certain type of behavior are likely to embody with clarity the qualities characteristic of only that certain style in the pair. Even though they sometimes express tendencies towards the behaviors characteristic of the other temperamental preference in the pair, this happens rarely. Prevalence-based T scores falling in the 55-64 range are straightforward to interpret, as expressing clear, though not extremely strong tendencies.

JANE SAMPLE has a mild preference for a Practical style.

Students with a mild preference for a certain type of behavior are likely to embody qualities characteristic of both styles in the pair, with only a shallow tendency toward those qualities that characterize the preferred style. Special care should be taken when interpreting prevalence-based T scores between 50 and 54, because of the great difficulties in identifying student preferences. But mild preferences should never be ignored, because scores falling within this mild area can be as meaningful as those that are extremely high. Students with a moderate preference for a certain type of behavior are likely to embody with clarity the qualities characteristic of only that certain style in the pair. Even though they sometimes express tendencies towards the behaviors characteristic of the other temperamental preference in the pair, this happens rarely. Prevalence-based T scores falling in the 55-64 range are straightforward to interpret, as expressing clear, though not extremely strong tendencies.

JANE SAMPLE has a mild preference for a Thinking style.

Students with a mild preference for a certain type of behavior are likely to embody qualities characteristic of both styles in the pair, with only a shallow tendency toward those qualities that characterize the preferred style. Special care should be taken when interpreting prevalence-based T scores between 50 and 54, because of the great difficulties in identifying student preferences. But mild preferences should never be ignored, because scores falling within this mild area can be as meaningful as those that are extremely high. Students with a moderate preference for a certain type of behavior are likely to embody with clarity the qualities characteristic of only that certain style in the pair. Even though they sometimes express tendencies towards the behaviors characteristic of the other temperamental preference in the pair, this happens rarely. Prevalence-based T scores falling in the 55-64 range are straightforward to interpret, as expressing clear, though not extremely strong tendencies.

JANE SAMPLE has a moderate preference for a Flexible style.

Students with a moderate preference for a certain type of behavior are likely to embody with clarity the qualities characteristic of only that certain style in the pair. Even though they sometimes express tendencies towards the behaviors characteristic of the other temperamental preference in the pair, this happens rarely.

ANALYSIS OF BASIC STYLES

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The "Basic Styles" section contains general references and descriptions of the four basic styles characteristic for the evaluated student.

We stress the fact that all these descriptions are more likely to be present in the evaluated student if his / her preference has more strength. Descriptions in this section are most of the time very characteristic for students with strong and very strong preferences, are subject to specific nuances for student with a moderate preference and could prove to be in part incorrect for students with a mild preference. Please consult the section labeled "Snapshot of preferences" in this report, in order to see the strength of every preference, for the assessed student.

Data in this section is organized for every described preference in seven separate headings.

1

The first heading points to some of the "General Characteristics" of students exhibiting the preference, discussing the percentage in the general population made up by students with the same preference and describing their most visible behaviors (especially classroom behaviors).

2

The second heading describes the way these students behave in their "Social Relationships", discussing the way they usually get along with others, especially peers and teachers. Social orientation, social preferences, social presence etc. are discussed, when applicable.

3

The third heading discusses some of the possible "Family Relationships" of students exhibiting the preference, describing the way they tend to interact with parents, siblings and other family members, as well as the way they usually relate to chores. Also, suggestions are made about the way these students affect their home and the way they are in turn affected by their home environment.

4

The fourth heading suggests some "Classroom Applications" for students exhibiting the preference, discussing the climate, approach, subjects, assignment, situations when these students learn best. Also, this heading discusses some of the lectures and situations these students are less likely to respond well to.

5

The fifth heading describes the "Classroom environment" which is optimum for the positive development and education of students exhibiting the preference. This section discusses preferences for group or individual work, for the arrangement and flexibility of the classroom, for the level of noise and activity, for certain materials and instruments etc.

6

The sixth heading describes the "Tests" these students perform best in. Students with certain preferences are better at standardized tests, some are better at pop quizzes and again some are better at written papers. Students with certain preferences prefer to concentrate and work carefully, while students with other preferences tend to rush through the tests. Thus, this section describes the usual test and exam behavior of students exhibiting that certain preference, pointing out the potential weaknesses.

7

The seventh and last heading describes the "Potential Pitfalls" for students exhibiting the preference, discussing mainly problems that may emerge in the classroom behavior of these students, as well as the solutions teachers, educators, parents, peers or the students themselves may have to defuse these pitfalls.

1. EXTROVERTED

1 General Characteristics

About 65% of students prefer an Extroverted style. Students who prefer an Extroverted style are likely to:

- display energy and enthusiasm,
- draw energy from what is happening in their environment,
- feel more energetic after interacting with people,
- enjoy talking with and interacting with others,
- respond quickly – plunging in first and considering or analyzing later – and thus appear impulsive,
- understand and develop ideas by discussing them with others,
- express ideas, opinions, and feelings to others readily and often,
- have a wide variety of interests,
- have many friends,
- be easy to get to know,
- enjoy large and small groups and taking a public role,
- be interested in activities that produce quick results,
- like to move from activity to activity and stay busy,
- enjoy interruptions and distractions,
- not be silent much and be uncomfortable with silence,
- need compliments, affirmation, and encouragement from others,
- prefer talking to writing.

2 Social Relationships

Students who prefer an Extroverted style generally enjoy interacting with their peers, teachers, and families. They like to work with others, who in turn feel comfortable with them. They are stimulated by the people and conditions in their environment. They tend to communicate easily with others and are usually perceived as approachable and friendly. They usually have many friends with whom they talk frequently. They share their ideas and opinions readily and may talk openly about very personal things. They are also very influenced by those around them and respond well to affirmation.

3 Family Relationships

Students who prefer an Extroverted style deeply need frequent interaction with and affirmation from their families. Parents may feel that their Extroverted child's constant attempts to talk with them and elicit compliments and encouragement from them are intrusive. However, the families of these students can influence them profoundly by providing the interaction they need. If they do not receive the affirmation and interaction they need from family members, these students will seek it outside the home and too often from the wrong sources. These students need to be active at home and feel that they are having an impact on their home and family. They will do their chores more readily if the chores can be made into a group activity, game, or other enjoyable activity and if they are complimented for their work.

4 Classroom Applications

Students who prefer an Extroverted style learn best when they:

- work in large or small groups and discuss subjects with others, including teachers, who listen and respond to them (e.g., practicing spelling words or math rules by drilling each other or analyzing and discussing a short history lesson presented by the teacher),
- are given hands-on assignments and the opportunity to talk as they work (e.g., performing a computer task in pairs and coaching each other),
- give presentations to the class or perform other tasks in the public eye (e.g., reading out loud) if they have the appropriate skills,
- switch from one subject to another so they do not get bored (e.g., they might work on one subject for 20 minutes, then go on to another),
- complete a long assignment in stages so they do not get bored (e.g., they might form several small groups of spelling words instead of working on a long list of words),

4 Classroom Applications (cont.)

Students who prefer an Extroverted style learn best when they:

- do a hands-on assignment before they are exposed to a concept or theory (e.g., they might do a short, easy computer assignment that illustrates a math concept before they are introduced to the concept itself),
- are allowed to try out their ideas and then modify them through a trial-and-error process (e.g., they could experiment with various media to make a three-dimensional map of their state),
- are allowed to respond to a question with an answer that they develop (and elaborate on as they speak (see the Extroverted and Introverted Classroom Scenario),
- receive attention and commendation from the teacher often (e.g., a visible record of participation or achievement such as a wall chart with stars on it),
- are given choices (e.g, they might choose from several assignments); they want to feel that they have an impact on their environment and that their wishes are being considered.

These students are less likely to respond well to:

- lectures, unless they have frequent opportunity to ask questions and talk themselves,
- work that they must complete alone (e.g., a pencil-and-paper math drill),
- complicated projects that take a long time to complete (e.g., a long science project),
- situations in which they are spectators rather than participants (e.g., watching a film that they don't discuss afterwards),
- situations in which they must be silent for long periods of time,
- situations in which they participate only minimally or in which their contribution is small.

5 Classroom Environment

Students who prefer an Extroverted style enjoy having a place to do group work. They also like having an area for trial-and-error work and hands-on activities. They enjoy having a lot of activities available to them. They tend to enjoy noise, and activity that verges on chaos can be exciting to them. When they must work individually, they concentrate better if their area has few distractions and little noise. They enjoy a visually rich environment that has attractive bulletin boards, wall posters, colorful objects, and books with beautiful illustrations.

6 Tests

These students generally prefer performance tests or group presentations. They can handle surprises such as pop quizzes easily. They may do better on written tests if their answers can be relatively short. They need to check their work for careless errors caused by rushing through the test. Although they may prefer to be around others when taking tests and doing homework, they often do better when they work in a quiet place.

7 Potential Pitfalls

Students who prefer an Extroverted style may:

To minimize this problem, they can:

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| ○ distract other students from work by chatting and talking, | ○ be reminded of their current task or told they will have an opportunity to visit with others soon, |
| ○ intrude on other students by wanting to talk or get them involved in activities when these students need to work, | ○ be reminded that others need privacy just like they need interaction, |
| ○ spend more time on conversation and interaction than on learning tasks when working in groups, | ○ be given a short deadline to accomplish a task (e.g., they might be asked to present a 5-minute summary of a group discussion), |
| ○ shy away from working individually and learning to process their thoughts inwardly, | ○ be asked to silently reflect on a topic for a few minutes and then share their reactions with a small group or the class, |
| ○ fail to listen to others even when they initiate a conversation, | ○ be taught the active listening technique of restating what another person just said; the teacher and others can also use this technique to let the Extroverted students know how they are being understood, |

7 Potential Pitfalls (cont.)

Students who prefer an Extroverted style may:

- act impulsively,
- resist reading, writing, and research tasks,
- look for affirmation from students or groups whose influence may be negative,
- blurt out comments that hurt others,
- dominate conversations and prevent others from speaking,
- make judgments based primarily on appearances (e.g., when meeting a new person, they may judge that individual by clothes and other external clues).

To minimize this problem, they can:

- be taught to choose an action buddy from whom they will first get feedback before deciding whether to proceed,
- be given short assignments in these areas or be assigned readings that have greater interest and appeal,
- be given frequent positive feedback by teachers and other adults who care about their welfare, be helped to find peers who will influence them in positive ways and whom they can influence in positive ways, or be asked to serve as tutors or helpers and give encouragement to those they are helping,
- be helped to learn neutral ways of expressing their opinions (e.g., they could say "That's interesting" instead of "That's stupid!" in response to things they disagree with); negative comments can create difficult situations, and even many adults with this preference have trouble moderating their remarks,
- be reminded that everyone who wants to speak should be allowed a turn to speak,
- be reminded not to "judge a book by its cover" but to take other matters into consideration as well.

2. PRACTICAL

1 General Characteristics

About 65% of students prefer a Practical style. Students who prefer a Practical style are likely to:

- pay attention to real things,
- pay attention to information that comes through the senses,
- be very observant of their environment and what is happening in it,
- enjoy using previously learned skills and experience to solve problems,
- be called realistic and pragmatic,
- enjoy and pay attention to the present,
- be suspicious of generalities and statements that are not backed by evidence,
- understand things literally,
- enjoy learning in a step-by-step fashion,
- notice details,
- make few factual errors,
- prefer simplicity over complexity,
- get discouraged when things seem too complicated,
- value tradition and work to maintain things that already exist,
- enjoy learning through hands-on work and involvement in activities,
- prefer learning and using facts to dealing with abstractions, possibilities, or theory,
- enjoy practicing skills already learned.

2 Social Relationships

Students who prefer a Practical style are in the majority and can choose friends from among many others who share this preference. They may have little tolerance for those who are Imaginative, seeing them as different and perhaps thinking they have their head in the clouds. Practical students may initially need help accepting those who are different, for example, those who have a visible disability. Their conversations are often oriented to practical daily events and issues. They become bored when discussing vague ideas and theories and may correct others who make factual mistakes. Some Practical students really enjoy traditional groups such as scout groups and participate happily in the structured system of merit badges and step-by-step achievement.

3 Family Relationships

Students who prefer a Practical style generally enjoy their family life, especially if it is somewhat traditional. They may enjoy traditional family celebrations and spending time with relatives, especially grandparents. They enjoy being active at home, being involved in family activities, and having many things at home that they can do. They usually notice if their home is not clean and like for it to be attractive. They tend to do their chores if they have specific instructions and goals. Because of their fondness for activity, they may make their chores a game at times.

4 Classroom Applications

Students who prefer a Practical style learn best when they:

- have assignments that proceed from the simple to the complex (e.g., a math assignment that begins with easy problems and gradually increases the level of difficulty),
- do hands-on work that requires detailed observation, manipulation, or direct experience rather than abstract thinking (e.g., in a geology lesson they could pick up and examine actual rocks and minerals or in a weather lesson they could measure rainfall over time rather than write a report speculating about changes in nature),
- are given many examples that illustrate a principle (e.g., in a lesson about punctuation they would learn better from six or eight examples instead of just two or three),

4 Classroom Applications (cont.)

Students who prefer a Practical style learn best when they:

- are given assignments or explanations that show a real-world application (e.g., they would enjoy learning about bacteria more if the teacher began by talking about bacteria that cause disease or clean up oil spills than if the teacher began by discussing the structure of bacteria or their place in taxonomy),
- are given specific, direct instructions for individual assignments (e.g., "Turn to page 158 of your history book, and answer questions 3,5, and 7 on lined paper using only one side of the page. Each answer should be at least three sentences long. Turn it in to me tomorrow at 8:30!"),
- are given specific, detailed explanations, preferably in writing, of how they will be graded and what the teacher's expectations are,
- work to meet tangible, measurable goals (e.g., they might be asked to learn 30 words on a spelling list by Thursday),
- are given assignments for which the answers can be either right or wrong, with little room for ambiguity,
- have reward systems (e.g., they might receive stars on a poster listing the students who have achieved certain goals, or they might receive tokens that they accumulate and exchange for a reward or privilege).

These students are less likely to respond well to:

- lessons that emphasize theory,
- unclear directions for assignments,
- work that does not seem to have a practical application,
- statements that seem unsubstantiated,
- lectures, unless the lectures engage the senses,
- work that does not seem to have a goal,
- vague ground rules or expectations,
- specific rules that the teacher does not enforce or that the teacher violates,
- work that does not have enough opportunity for practical applications.

5 Classroom Environment

Students who prefer a Practical style enjoy an environment that stimulates their senses. They like projects for which they make a tangible product, such as papier-mache or cooking. They like activity centers, science experiments, computers for programmed instruction and other uses, colorful posters and bulletin boards, audiotapes and music, and videotapes and other audiovisual media. Computers with CD-ROM capability can be of great benefit to these students. They enjoy periodicals and books, particularly biographies, how-to books, and history books. They appreciate a comfortable corner to read in. They tend to notice when the classroom is not clean or attractive.

6 Tests

These students tend to prefer power tests on which they must demonstrate their mastery of a skill. They enjoy tests that involve memorization. They tend to like true-false tests. They like tests on which answers can be either right or wrong, and they may do better on these tests than on tests with essay questions that ask their opinion.

7 Potential Pitfalls

Students who prefer a Practical style may:

To minimize this problem, they can:

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| <ul style="list-style-type: none"> ○ summarily reject studying poetry or other forms of literature because it seems impractical to them, | <ul style="list-style-type: none"> ○ be given poems that are rich in imagery, or practical literature such as the Gettysburg Address or Martin Luther King Jr.'s "I Have a Dream" speech, |
| <ul style="list-style-type: none"> ○ avoid abstract thinking (e.g., they may prefer not to complete an assignment that asks them to speculate about what life would be like now if the South had won the Civil War), | <ul style="list-style-type: none"> ○ approach abstract thinking as a game or use brainstorming techniques; an understanding of temperament can help them see how their gift of appreciating what already exists complements the gift of imagination – Imaginative people think of inventions and improvements that can be maintained by Practical people, |

7 Potential Pitfalls (cont.)

Students who prefer a Practical style may:

- not understand larger issues because of their focus on narrow issues and facts (e.g., they may have trouble seeing the similarities between bats, beavers, and dolphins, all of which are mammals, because the differences seem so great),
- become discouraged and quit if they encounter difficulties in a project,
- become rather set in their attitudes and ways of doing things (e.g., they may want to do all math problems in the same way),
- make decisions based on appearances, particularly decisions about people (e.g., they may automatically judge as bad a student from another country or a student who looks different),
- be so focused on the way things are that they do not perceive developing problems, or they may have an "If it ain't broke, don't fix it" attitude (e.g., they may have trouble understanding that even small amounts of pollutants are dangerous because the harm accumulates, or they may not understand how establishing good health habits now is going to benefit them in 30 or 40 years),
- criticize others for expressing new ideas.

To minimize this problem, they can:

- start with details or facts and work up to the broad ideas behind the facts,
- let the teacher compliment them on what they have already done and let an Imaginative student suggest—without criticizing—options that might solve the problem, or they can let the teacher help them analyze the situation and experiment with solutions,
- be gently reminded that in nature, the ability to change and adapt promotes survival, such as when a rabbit's fur changes to white in winter, and that acquiring new ways of doing things is valuable and important,
- be reminded of people like Einstein, whose theories have helped humankind enormously but who had trouble remembering to dress properly for social occasions, or they can be encouraged to think of people they know—perhaps through a religious organization—who make valuable contributions even though they are different or not particularly attractive; it is important for these students to practice not judging a book by its cover,
- be helped to become more receptive to input from Imaginative people, or they can be helped to realize there is a middle ground between completely right and completely wrong so that they can pay attention to the middle ground and deal with small problems before they become big problems,
- be helped to learn more neutral ways of expressing their opinions (e.g., they can say "That's interesting" instead of "That's stupid!" or "You're crazy!" in response to new ideas that seem impractical to them); negative comments can create difficult situations, and even many adults with this preference have trouble moderating their remarks.

3. THINKING

1 General Characteristics

About 65% of males and 35% of females prefer a Thinking style. Those who prefer a Thinking style are likely to:

- be analytical and critical,
- tell the truth as they see it,
- value logic over sentiment,
- be skeptical, question others, and doubt what others say,
- be brief and businesslike in their speech and social encounters,
- enjoy analyzing facts and ideas,
- be consistent in their opinions, beliefs, and actions,
- treat people fairly,
- be uncomfortable expressing their emotions,
- give praise rarely,
- work to correct injustice.

2 Social Relationships

Students who prefer a Thinking style tend to choose friends with whom they can share common interests. These students are task-oriented and may not enjoy social rituals or small talk. They tend to state their opinions without regard for tact, so they may hurt others unintentionally. They may tell others how to improve themselves, and the recipients of this information may feel hurt. They can readily criticize other people and situations; for example, they might make negative comments about the food they are served in a restaurant. They are often self-critical as well.

3 Family Relationships

Students who prefer a Thinking style can be very attached to their families but may not outwardly express their love. They may not always be receptive to affectionate words and gestures. During times of crisis, family members may be amazed to see the depth of these students' love and the lengths to which they will go to help. These students tend to state their opinions quite bluntly, sometimes with little regard for others' feelings. For some Thinking students, learning tact will be a lifelong task. These students, no matter how negative their opinions, are generally not malicious or mean, and their remarks are not meant personally. Some family members may choose not to be offended by these students' candid and straightforward comments, and this choice can help preserve harmonious family relationships. These students will generally cooperate with family rules that seem logical and reasonable. If chores are fairly apportioned, Thinking students will usually perform them.

4 Classroom Applications

Students who prefer a Thinking style learn best when they:

- listen to lectures and presentations that are organized logically (e.g., a chronological history lesson),
- are given work that asks them to think critically and analytically (e.g., an assignment to determine how successful the U.S. embargo of Cuba was and why),
- study subjects that require logic, such as math or science,
- have competition (e.g., they enjoy spelling bees and knowing how their grades compare to others' grades),
- receive feedback showing where they were wrong and how to correct their mistakes (e.g., being shown their errors in math problems and how to correct them),
- play games that encourage them to use logic, such as chess or computer games,
- do group work as long as the group stays focused on the task (e.g., planning how the group will measure rainfall in their area for a month),

4 Classroom Applications (cont.)

Students who prefer a Thinking style learn best when they:

- are given explicit rules and guidelines for the classroom and the assignments (e.g., a rule that assignments must be turned in by a certain time or they will be graded down for being late),
- are given research projects in which they compare and contrast or gather and analyze data (e.g., keeping track of rainfall for a month and then comparing the amount of rainfall from the past 3 years),
- are given work that can be analyzed or broken down into parts for comparison and contrast (e.g., working math problems or studying the elements of a programming language),
- are given lessons that show them the limitations of logic (e.g., while researching the amount of rainfall in their area for a month, students realize that a small leak in their measuring can has caused inaccurate results and that conclusions are valid only if the facts are accurate).

These students are less likely to respond well to:

- work that seems irrelevant to them,
- lessons that are not well planned,
- situations in which the teacher asks the class to do something without first stating a reason for doing it,
- discussions or assignments that deal with emotional issues.

5 Classroom Environment

Students who prefer a Thinking style enjoy having tools such as computers and microscopes in their classroom. They enjoy having reference books available, including books on scientific subjects and books that describe how to make things in the classroom. They enjoy models that they can take apart and put back together, for example, a model of an atom. They need space for their experiments. They like wall charts that show how their work compares to others' work, for example, a chart with gold stars for completed work. They like having a place where they can talk with other Thinking students about their work.

6 Tests

These students tend to like true-false and multiple-choice tests, and they may do better on them than on other kinds of tests. They can do well on standardized tests because these tests involve logic and analysis. They may also enjoy essay tests that ask them to evaluate and analyze. They often organize their essays so that they make sense and the main points are emphasized.

7 Potential Pitfalls

Students who prefer a Thinking style may:

To minimize this problem, they can:

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| <ul style="list-style-type: none"> ○ criticize others, at times unintentionally (e.g., they may casually remark to a classmate, "You really messed up on that homework. You don't understand that kind of math problem, do you?"), | <ul style="list-style-type: none"> ○ role-play being the recipient of their own comments, |
| <ul style="list-style-type: none"> ○ want to enforce the rules, even when unusual circumstances warrant an exception (e.g., the student criticizes a classmate for turning work in late, even though the classmate has been ill), | <ul style="list-style-type: none"> ○ be asked to think about the situation from the perspective of the classmate they are criticizing, |
| <ul style="list-style-type: none"> ○ stop listening to someone who takes a long time to get to the point (e.g., they may stop listening to students in a work group who seem to ramble every time they talk), | <ul style="list-style-type: none"> ○ work with others in the group to keep everyone on task, or they can practice gently saying, "This is interesting, but you were going to tell us about...", |

7 Potential Pitfalls (cont.)

Students who prefer a Thinking style may:

- look down on others who are not logically oriented (e.g., a Thinking student may criticize a student with a Feeling preference),
- become impatient and make cutting remarks when a group does not stay on task (e.g., a project group starts talking about a recent football game, and the Thinking student tells them to shut up and get back to the task),
- become bored studying poetry and other forms of literature; they may not like subjects that seem subjective and insubstantial compared to science or math,
- question or refuse to follow requirements that seem illogical (e.g., they may challenge the teacher about rules concerning the format i written work),
- state their opinions so bluntly that people are offended,
- argue both sides of an issue so they can understand it better or argue with others just because they like to argue (e.g., they may argue for both the defense and the prosecution in a famous court case or take an unpopular stand because they enjoy the battle of wits),
- alienate their audience with their first comments so that others don't pay attention to what they say (e.g., they may say, "Joe is so stupid. He should never have signed up to work on that mural. His drawing is terrible."),
- automatically doubt the reliability, validity, or quality of another person's work (e.g., they may not accept the research of another student who is working on the same group project).

To minimize this problem, they can:

- be helped to understand temperament and the contributions that people who prefer a Feeling style make to the world; a Thinking student who is really upset may even seek out a Feeling person because such a person will give the Thinking student comfort and consolation instead of an argument,
- practice firm but kind ways of reminding the group to focus on the task, or the group can be given a deadline and the Thinking student can remind the group of the deadline,
- be reminded how mathematical properties are used in poetry and why it is important to analyze the main characters in literature selections,
- be helped to differentiate between important issues and unimportant issues and encouraged to focus their energy on the important issues; people with a Thinking preference have brought about many reforms and positive changes, so Thinking students should not be discouraged in their tendency to question,
- be helped to learn more neutral ways of expressing their opinions (e.g., they can say, "That's interesting. What makes you say that?" instead of "That's ridiculous!" when they disagree with something),
- learn to identify the signs that they have gone beyond the limits of others' patience,
- be taught to begin with a neutral or positive statement before making a negative statement (e.g., they could say, "Joe's really enthusiastic about working on that mural, but his drawing is terrible."),
- be helped to recognize when they have a justifiable reason for questioning so that they are not constantly skeptical.

4. FLEXIBLE

1 General Characteristics

About half of all students have a preference for a Flexible style. They are likely to:

- want things to be open-ended and undecided,
- enjoy surprises,
- want to experience as much as possible,
- want to adapt to life as it comes,
- be tolerant of different viewpoints,
- prefer escaping rules,
- tolerate disorder among their possessions,
- seek opportunities to play and enjoy life,
- be flexible in their opinions and commitments,
- be witty, charming, and clever,
- enjoy performing,
- dislike the words should and should not.

2 Social Relationships

Students who prefer a Flexible style can bring laughter and fun to every situation, including their friendships. They can often think of new and entertaining things to do, so their friends know they will always have a good time. They are so fun-loving that coping with stress may be difficult for them. They may have a hard time being around friends who are experiencing major problems. They tend to accept others without judging, so others feel comfortable just being with them. They can be very loyal to their companions for activities, such as athletic or debate teammates. They can also be very generous, sharing what they have with others. They can be very egalitarian, accepting others simply because they are teammates.

3 Family Relationships

Students who prefer a Flexible style can add fun and enjoyment to family life. They generally share with others very readily. However, they may also borrow from someone else without that person's permission. Their area in the home may not be very neat, which can be stressful for parents who prefer an organized home. They are more likely to complete their chores when the chores are made into games. They have a strong need for freedom and will resist rules. They are more likely to abide by rules that they and their parents agree to. During their teenage years, some Flexible students are inclined to experiment with activities that may be dangerous. These risky activities can cause difficulty for parents. It is important for parents to communicate their concern for their children's well-being without labeling their desire to experiment and take risks as bad. These students frequently resist and resent labels such as should and shouldn't, right and wrong, good and bad. Thus, parents should emphasize that their children would lose current and future opportunities to have fun if they had trouble with the police or had an accident that caused permanent injury.

4 Classroom Applications

Students who prefer a Flexible style learn best when they:

- are given lessons and activities that seem like fun to them (e.g., educational software that is attractive and clever),
- participate in competitions and games (e.g., field days and spelling bees), especially when they are winning,
- are given open-ended assignments (e.g., an assignment to think of how things would be different now if television had not been invented) or have flexible deadlines (e.g., the teacher gives 5 points extra credit if an assignment is turned in on Wednesday, 4 points extra credit if it is turned in on Thursday, and 3 points extra credit if it is turned in on Friday),

4 Classroom Applications (cont.)

Students who prefer a Flexible style learn best when they:

- are given opportunities to investigate, play with, and learn from topics that catch their eye, even if the topics are not part of the lesson plan (e.g., the teacher lets them do a report on the different ways animals breathe)
- have only the absolutely necessary rules for the classroom (e.g., the teacher requires that students complete a certain number of assignments but gives options in the kinds of assignments the students do),
- are given the opportunity to touch, manipulate, make, disassemble, or otherwise perform hands-on work (e.g., taking apart machines and putting together models),
- are involved in work that has immediate, not just long-term value and rewards (e.g., they use grammar rules to write a skit for the class or attend school part time and work part time),
- are asked to help make new plans when the schedule or plan is disrupted (e.g., when a pipe breaks and ruins the set for the class play, they can be responsible for constructing another set quickly),
- are allowed to choose among several options (e.g., the teacher lets them choose arts and crafts, computer work, or reading for a 30-minute period),
- have the chance to get out of their seat and move around (e.g., the teacher asks them to get something, help someone, or do some work on the board),
- have the chance to contribute their joy and laughter to the class in ways that aren't harmful (e.g., the teacher asks them to be master of ceremonies for a talent show or to give a humorous comment to lighten an unpleasant situation).

These students are less likely to respond well to:

- inflexible lesson plans and schedules,
- inflexible standards of right and wrong, good and bad,
- questions that have only one right answer,
- onerous rules and obligations,
- lessons that seem vague, abstract, and of no practical use,
- statements that emphasize the words should and should not.

5 Classroom Environment

Students who prefer a Flexible style enjoy having many activity centers in their classroom. They like to have a place to experiment, come up with new ways of doing things, and just play around. They prefer some flexibility in the arrangement of the classroom furniture. They need space to move around and release excess energy, either in the classroom or in an outside area near the classroom.

6 Tests

These students are adaptable and often perform well under pressure. Feeling tension during a test, they may well come up with work that is of better quality than their homework. They prefer tests with open-ended questions or questions that have more than one right answer and tests that allow them to demonstrate their abilities through creating products. They may need to be aware of time management during a test because they have a tendency to get involved in something, lose track of time, and not finish. They can also make quick decisions without considering long-term results. They may need to guard against giving smart-aleck answers that result in a low grade and wounded pride.

7 Potential Pitfalls

Students who prefer a Flexible style may:

- put off doing their work,
- spend a lot of time and energy trying to get around the rules,

To minimize this problem, they can:

- be helped to begin their work and be given extra rewards for turning their work in on time or early; they often become absorbed in their work after they have begun,
- direct their energy toward projects they enjoy; they can also be appointed to enforce certain rules so that they better understand why structure can be helpful,

7 Potential Pitfalls (cont.)

Students who prefer a Flexible style may:

To minimize this problem, they can:

- | | |
|---|--|
| ○ make light of requirements about neatness and format, | ○ be given appropriate rewards or opportunities for improvement, |
| ○ invade the territory of their Organized classmates, | ○ learn about temperament so they can understand their Organized classmates' need for predictability and order, |
| ○ seem irreverent and at times, mocking, | ○ learn about temperament and the values of others; the teacher may want to gently demonstrate how they would feel if others made fun of them, |
| ○ fail to do their share of a group project, | ○ be allowed to work with the group to apportion responsibilities, set deadlines, and evaluate the contributions of each member, rather than having the teacher perform these functions, |
| ○ prevent others from doing their work, | ○ be notified of priorities for the use of materials and space in the classroom and that if they don't cooperate with their work group, the group can vote them out, |
| ○ upset others with their surprises, | ○ learn about temperament to understand why others get upset; the teacher could allot them a certain number of surprises and require them to perform a service for the classmates they have upset after they have exceeded the allotment, |
| ○ seem so scattered that others stop paying attention to their ideas, | ○ be encouraged to find something they really enjoy and will want to pursue for a while, or they can be encouraged to do individual activities so that their behavior doesn't affect others as much, |
| ○ disappoint others by not keeping commitments, | ○ be encouraged to make very few promises and work hard to keep those they do make, |
| ○ do just enough work to get by, | ○ be encouraged to find a topic they really enjoy so that they will pursue it in depth, and they can be allowed to get extra credit for this work, |
| ○ become the class clown, especially if they also have a preference for an Extroverted style, | ○ be helped to identify more constructive ways to get attention, |
| ○ drop out of school as soon as they legally can. | ○ be encouraged to participate in athletics, performance courses such as music, work-study and alternative education programs, and classes with a teacher or coach they like; teachers can emphasize concrete and practical, short-term benefits of education. |

ANALYSIS OF COMBINATION OF STYLES

i

The "Combination of Styles" section contains a more in-depth description of the specific preferences and behaviors that are characteristic for the evaluated student when taking into account all his/her four temperamental preferences.

Descriptions in this section are more accurate when the scores for all the four preferences are moderate, strong or very strong. Please consult the section labeled "Snapshot of preferences" in this report, in order to see the strength of every preference, for the assessed student. The information in this section should be considered only in conjunction with professional judgment and may be subject to nuances in interpretation.

Data in this section is organized for every described preference in nine separate headings.

1

The first heading points to some of the "General Characteristics" of students exhibiting the combination of preferences, discussing some of the very salient attitudes, subjects of interest, preferences, values and behaviors of these students.

2

The second heading describes the way these students behave in their "Social Relationships", discussing the way they usually get along with others, especially peers and teachers. Social orientation, social preferences, social presence etc. are discussed, when applicable.

3

The third heading discusses some the possible "Family Relationships" of students exhibiting the combination of preferences, describing the way they tend to interact with parents, siblings and other family members, as well as the way they usually relate to chores. Also, suggestions are made about the way these students affect their home and the way they are in turn affected by their home environment.

4

The fourth heading suggests some "Classroom Applications" for students exhibiting the combination of preferences, discussing the climate, approach, subjects, assignment, situations when these students learn best. Also, this heading discusses some of the lectures and situations these students are less likely to respond well to.

5

The fifth heading describes the "Classroom environment" which is optimum for the positive development and education of students exhibiting the combination of preferences. This section discusses preferences for group or individual work, for the arrangement and flexibility of the classroom, for the level of noise and activity, for certain materials and instruments etc.

6

The sixth heading describes the "Positive Reinforcement" that functions best for these students. Students with certain combinations of preferences want to be appreciated and rewarded for certain behaviors, attitudes or values. They want to be seen by others in certain ways and will respond better to feedback received in specific ways.

7

The seventh heading describes the "Tests" these students perform best in. Students with certain preferences are better at standardized tests, some are better at pop quizzes and again some are better at written papers. Students with certain preferences prefer to concentrate and work carefully, while students with other preferences tend to rush through the tests. Thus, this section describes the usual test and exam behavior of students exhibiting that certain preference, pointing out the potential weaknesses.

8

The eighth heading describes the "Possible Occupations" these students are most of the time attracted to. Of course, people with any style preference or combination of styles can be successful in any occupation. However, some occupations tend to attract people with a particular combination of preferences and these occupations will be outlined for the specific combination of styles discussed.

9

The ninth and last heading describes the "Potential Pitfalls" for students exhibiting the preference, discussing mainly problems that may emerge in the classroom behavior of these students and could thus disturb the their own instructional process or the learning of their colleagues.

Extroverted-Practical-Thinking-Flexible

1 General characteristics

Students with this combination of preferred styles are likely to:

- be fun-loving and enjoy every moment,
- be very friendly and outgoing,
- accept people as they are,
- enjoy freedom,
- enjoy being involved in many activities,
- be interested in athletics,
- enjoy hands-on activities,
- be pragmatic and resourceful,
- be full of energy,
- tell others directly what they think,
- be oriented to the present moment,
- do things with a special flair,
- enjoy activities that involve role-playing or performance,
- be able to come up with a new plan when plans are disrupted,
- be able to easily pick up the pieces when problems arise.

2 Social Relationships

Students with this combination of preferred styles typically have many friends. They like participating in sports and performance activities such as music or drama, and may make many friends as a result. Their friendships tend to be based on participation, action, and fun. They are egalitarian and accept others as they are. They may prefer friendships that involve few obligations. They may prefer not to be with friends who are having difficulties. They can be very blunt at times and hurt others' feelings. These students add laughter and fun to everything they do. They may know many jokes and be able to entertain others with their humor. They can initiate enjoyable activities for themselves and their friends; they are the life of the party and can start a party on an instant's notice. At times they are interested in activities that adults regard as questionable, if not dangerous.

3 Family Relationships

Students with this combination of preferred styles can add fun and excitement to family life. They can cheer up family members with their jokes and wit. They tend to accept family members as they are instead of pressuring them to conform to rules or expectations. They enjoy being with family and particularly like spontaneous, flexible activities. They also love adventure and may be attracted to dangerous activities. If the family can establish the home as a source of fun and good times, these students may be somewhat less inclined to participate in dangerous activities. However, these students may cause many moments of worry for their parents. They may get so involved in what they are doing that they forget to call or come home at the appointed hour. They need freedom and choices and may disregard family rules. They may be more inclined to follow the rules if they can negotiate with their parents. The family can help them understand that being responsible and doing their work are ways to gain freedom. They are irrepressible and can make their chores a game.

4 Classroom Applications

Students with this combination of preferred styles learn best when they:

- do active work, such as role-play, dramatization, or special projects,
- study practical subjects,
- are given options for classroom activities,
- do group work,
- do activities that have immediate rewards,
- have teachers who can make learning fun,
- are given clear, step-by-step lessons and directions,
- learn through multisensory methods.

4 Classroom Applications (cont.)

These students are less likely to respond well to:

- theory or abstractions,
- an environment that they perceive as too regimented,
- pencil-and-paper assignments and other work that does not involve action,
- long-term projects or rewards.

5 Classroom Environment

Students with this combination of preferred styles enjoy having many options for classroom activities. They enjoy hands-on, practical activities such as arts and crafts or experiments. They enjoy having quality tools to work with and plenty of raw materials. They enjoy a computer with CD-ROM. They like to have furniture that they can move around easily. They like being able to start working on a project as the notion strikes them, and they enjoy having a schedule that allows this flexibility. They enjoy having easy access to the outdoors and chances to go outside to work off extra energy and feel free. They enjoy having a place where they can talk with their friends or work with them on a project. They can be very generous and readily share resources and ideas with others. They may also intrude on and interfere with others who are occupied with their work.

6 Positive Reinforcement

These students want to be recognized for their special style. They want to perform with grace and know that others appreciate their flair. They particularly like being complimented in public. Because they are oriented to the present moment, they like rewards for good work to be given immediately. They may be motivated to spend time on unappealing assignments if they are allowed to choose an activity after they have finished the assignment. When unexpected events disrupt plans or schedules, the teacher can solicit these students' help in figuring out what to do. In such situations these students often perform brilliantly.

7 Tests

These students enjoy performance tests and other tests that involve action. In many courses, grades are based almost entirely on pencil-and-paper tests and written homework. If the teacher can include options for grading on performance tests or special projects, these students have a better chance to demonstrate their particular abilities. On written tests, they will do better on short-answer, multiple-choice, and true-false formats because they can recall facts easily. They are less oriented to subjects that seem academic than to those that are practical, and they may not spend much time studying academic subjects. They live for the moment and may have trouble scheduling extra study time for tests. Frequent tests over small amounts of material give these students a better opportunity to demonstrate their knowledge. They may need to manage their time so they finish tests. They may get frustrated and give irreverent answers that cost them points. They need to be cautioned against this tendency. To help them on a standardized test, the teacher should give practice exams with exactly the same format.

8 Possible Occupations

People with any style preferences can be successful in any occupation. However, some occupations tend to attract people with a particular combination of preferences. Students with this combination of preferred styles often choose the following occupations: emergency medicine; entertainment and the arts; sales; construction, farming, or other occupations that involve physical labor; the foreign service; or mediation and negotiation.

9 Potential Pitfalls

Students with this combination of preferred styles may:

- disrupt class with their need for action,
- spend too much energy on getting around the rules instead of on productive activities,
- focus on details and miss the overall concept,
- alienate others with their candid comments,
- get so involved in sports or other activities that they don't get their homework done,
- cut class, miss school, or drop out of school if it appears to be irrelevant.

MODUS OPERANDI

1 ANSWERS TO THE ITEMS

(1): 'a'	(16): 'a'	(31): 'a'	(46): 'b'	(61): 'b'
(2): 'b'	(17): 'b'	(32): 'a'	(47): 'a'	(62): 'a'
(3): 'a'	(18): 'a'	(33): 'b'	(48): 'b'	(63): 'a'
(4): 'b'	(19): 'a'	(34): 'a'	(49): 'a'	(64): 'b'
(5): 'b'	(20): 'a'	(35): 'b'	(50): 'a'	(65): 'a'
(6): 'b'	(21): 'b'	(36): 'b'	(51): 'a'	(66): 'b'
(7): 'a'	(22): 'a'	(37): 'b'	(52): 'b'	(67): 'b'
(8): 'a'	(23): 'b'	(38): 'a'	(53): 'a'	(68): 'b'
(9): 'a'	(24): 'a'	(39): 'a'	(54): 'b'	(69): 'a'
(10): 'a'	(25): 'b'	(40): 'a'	(55): 'a'	
(11): 'b'	(26): 'b'	(41): 'a'	(56): 'b'	
(12): 'a'	(27): 'a'	(42): 'b'	(57): 'b'	
(13): 'b'	(28): 'b'	(43): 'a'	(58): 'a'	
(14): 'a'	(29): 'a'	(44): 'b'	(59): 'b'	
(15): 'b'	(30): 'b'	(45): 'a'	(60): 'a'	

2 GENERAL STATISTICS

of 'A' responses: 37 out of 69 (53.62%)

of 'B' responses: 32 out of 69 (46.38%)

of missing answers: 0 out of 69 (0.00%)



3 RAW SCORES

Scale	Extravert-Introvert	Practical-Imaginative	Thinking-Feeling	Organized-Flexible
Raw score	12	-10	6	-15
Missing answers	0	0	0	0

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