

LSITM

Learning Styles Inventory

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REPORT PREPARED FOR:

JOHN SAMPLE

Gender: MALE

Age:

QUESTIONNAIRE USED UNDER LICENSE BY:

Psychologist:

Administered on: 2007/03/09

Report generated on date/hour: 23.11.2007 / 18:56:41

Identifier/serial number: 00061739



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
Introverted	51.41	mild
Practical	59.03	moderate
Feeling	50.09	mild
Flexible	62.19	moderate

JOHN SAMPLE has a mild preference for an Introverted 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.

JOHN SAMPLE has a moderate preference for a Practical 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.

JOHN SAMPLE has a mild preference for a Feeling 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.

JOHN 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. INTROVERTED

1 General Characteristics

About 35% of students prefer an Introverted style. Students who prefer an Introverted style are likely to:

- enjoy and need solitude and private time,
- develop their ideas by thinking about them before discussing them,
- feel more energetic and focused after spending time alone,
- respond slowly to environmental stimuli,
- hesitate, be cautious, and think before acting,
- have a few close friends with whom they spend time,
- enjoy working alone,
- be reserved and somewhat difficult to get to know,
- be slow to reveal feelings and opinions,
- be happy to listen without saying much,
- prefer to think about and understand a concept before doing a hands-on assignment that applies the concept,
- pay more attention to their own thoughts than to what is happening around them,
- prefer individual work or small group work to large group work,
- want a space of their own where others do not intrude on their space or handle their belongings without permission,
- have a few interests that they pursue in depth.

2 Social Relationships

Students who prefer an Introverted style tend to have a few close friends with whom they spend time. These students need less social contact than others, and their interactions with others tend to drain their energy. They need time alone and will enjoy being with others more if they have some necessary private time. They may not talk as much as those who prefer an Extroverted style. Others may listen and give more weight to their opinions because what they say is often carefully thought out.

These students are somewhat retiring and unobtrusive, but they can be quite assertive when one of their deeply held beliefs is violated. This assertiveness may surprise others. Although these students may seem to lag behind socially, they may have good interpersonal skills that are best demonstrated with close friends and in small groups.

These students may be pressured by those who prefer an Extroverted style to act more like the Extroverted students. Unfortunately, introversion is often viewed negatively, and students who prefer an Introverted style may be seen as uncooperative, unfriendly, different, and less intelligent than their Extroverted peers. An understanding of different styles can help others see the valuable qualities these students possess.

3 Family Relationships

Students who prefer an Introverted style can be deeply attached to their families but may not openly demonstrate their attachment. They need time away from family members and support for their own needs. Parents and siblings with a strong Extroverted preference may sometimes feel rejected by students who want to spend time alone. This time alone is necessary for them to recover from time spent with others, which drains their energy. Too much time with others, without the corresponding recovery time, can be exhausting for them.

They need a space to call their own, and they prefer that others enter that space only with permission. They prefer to finish one chore before going on to another. They prefer to know what the chore is ahead of time so they can digest this information before performing the chore.

4 Classroom Applications

Students who prefer an Introverted style learn best when they:

- work on tasks alone (e.g., individual writing assignments),
- do reading, writing, and research assignments (e.g., looking something up in the encyclopedia),
- are allowed privacy and time to think instead of being asked to stay busy (e.g., they could be allowed to sit by themselves in the library or in another reading area while they mull something over),
- are allowed to work with a compatible partner on assignments that are to be done in pairs,
- can give class presentations after two or three other students have already presented or even several hours later or the next day,
- are allowed enough uninterrupted time to respond to a question,
- are allowed to prepare in advance rather than perform extemporaneously (e.g., the teacher could give the class four questions to think about for a discussion the next day),
- have a schedule or syllabus so they know what is expected,
- are complimented on their careful work and reflection (e.g., the teacher might say, "I appreciate the time you took in coming to that conclusion."),
- are allowed to work in their own way without being pressured to act like Extroverted students (e.g., if the class were preparing a presentation about a problem in their city, they could do background research before having to go out and interview anyone),
- are allowed to work in a library or other quiet place,
- are allowed to pursue an interest in depth (e.g., they might read several books on one subject and then write a report on it),
- allowed to work in small groups of three or four students rather than large groups of six or more students when group work is assigned,
- are allowed to be spectators when listening to lectures or presentations (e.g., they could listen to a lecture or watch a film and then go to the library to think or write about the topic),
- learn a concept before doing a hands-on assignment that illustrates the concept (e.g., they could discuss the principle of condensation before doing an experiment),
- do individual work on computers or with other tools such as scientific instruments,
- can do pencil-and-paper assignments such as practicing spelling words.

These students are less likely to respond well to:

- a constant diet of group work,
- assignments that only skim the surface of a subject in which they are interested,
- oral reports, dramatic presentations, and other public display of their work,
- chaotic, noisy groups,
- suggestions that they go out and play with others when they are interested in reading or in some project of their own,
- constant praise and compliments; they enjoy occasional compliments but can become suspicious of too many.

5 Classroom Environment

Students who prefer an Introverted style enjoy having a retreat or quiet place in the classroom where they can work undisturbed.

They enjoy having a space of their own and prefer that others do not go into their space without permission.

They appreciate peace and lack of noise so that they can concentrate. They might even be allowed to bring ear plugs to school so that they can shut out a noisy environment.

6 Tests

These students tend to prefer written tests over performance tests.

They are able to concentrate on written tasks, including tests.

They prefer that tests be announced ahead of time.

They may need to manage their time so they can finish, because they prefer to work in depth.

7 Potential Pitfalls

Students who prefer an Introverted style may:

To minimize this problem, they can:

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| <ul style="list-style-type: none"> ○ seem aloof, | <ul style="list-style-type: none"> ○ let the teacher help them and other students understand that they need time to reflect, just like a computer must save data before responding to input; Introverted students' strong need for individual processing time results in their being less available for other activities, but their behavior does not mean that they dislike Extroverted students or their activities, |
| <ul style="list-style-type: none"> ○ dislike offering their opinions or insights in a discussion, | <ul style="list-style-type: none"> ○ accept opportunities to speak while the discussion leader discourages others from interrupting, but they should not be pressured to talk if they decline; they may want to write an outline of their thoughts before speaking, |
| <ul style="list-style-type: none"> ○ prefer to work alone constantly, | <ul style="list-style-type: none"> ○ occasionally work with a partner—one they have chosen, if possible—and perform the tasks in a comfortable way; they often do their best work alone, but they do need experiences working on a team, |
| <ul style="list-style-type: none"> ○ become bored and stop listening when extroverted students discuss topics at length, | <ul style="list-style-type: none"> ○ use an active listening technique such as summarizing or restating what the other student has just said and then asking if the restatement shows an accurate understanding; they should keep trying until the other student agrees with the restatement, |
| <ul style="list-style-type: none"> ○ if undervalue themselves because they are different from students who prefer an Extroverted style, | <ul style="list-style-type: none"> ○ learn about different styles and learn to appreciate the different but important qualities that all possess, |
| <ul style="list-style-type: none"> ○ procrastinate and miss opportunities to participate in activities they would enjoy, | <ul style="list-style-type: none"> ○ be encouraged to keep in mind deadlines and requirements for the activities they would enjoy so they will then meet the deadlines and requirements, |
| <ul style="list-style-type: none"> ○ need help from the teacher but not request it, | <ul style="list-style-type: none"> ○ be encouraged to ask for clarification of instructions or other help as needed, and the teacher might check with them to make sure they have what they need; these students are more inclined to ask questions one-on-one or in a small group than in a large group, |
| <ul style="list-style-type: none"> ○ let resentment and hurt feelings build up until they explode over something relatively trivial, | <ul style="list-style-type: none"> ○ be encouraged to use conflict resolution techniques to take care of problems as they arise, |
| <ul style="list-style-type: none"> ○ neglect developing interpersonal skills, | <ul style="list-style-type: none"> ○ be gently exposed to appropriate interpersonal skills and encouraged to practice them in private or with friends, |
| <ul style="list-style-type: none"> ○ sometimes work too long without a break, | <ul style="list-style-type: none"> ○ be reminded to take breaks to stretch and get comfortable at intervals that are appropriate for them, |
| <ul style="list-style-type: none"> ○ become too quiet or task-oriented and neglect the human elements of a situation, | <ul style="list-style-type: none"> ○ be taught, especially in high school, about the importance of promoting interpersonal relationships and maintaining a friendly disposition as well as about other qualities that play a role in most organizations, |
| <ul style="list-style-type: none"> ○ speak softly and with little expression. | <ul style="list-style-type: none"> ○ occasionally practice speaking in a louder voice and using their face and body more expressively. |

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, ○ 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"> ○ 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, ○ 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, |
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7 Potential Pitfalls (cont.)

Students who prefer a Practical style may:

To minimize this problem, they can:

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ 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), | <ul style="list-style-type: none"> ○ start with details or facts and work up to the broad ideas behind the facts, |
| <ul style="list-style-type: none"> ○ become discouraged and quit if they encounter difficulties in a project, | <ul style="list-style-type: none"> ○ 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, |
| <ul style="list-style-type: none"> ○ 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), | <ul style="list-style-type: none"> ○ 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, |
| <ul style="list-style-type: none"> ○ 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), | <ul style="list-style-type: none"> ○ 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, |
| <ul style="list-style-type: none"> ○ 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), | <ul style="list-style-type: none"> ○ 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, |
| <ul style="list-style-type: none"> ○ criticize others for expressing new ideas. | <ul style="list-style-type: none"> ○ 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. FEELING

1 General Characteristics

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

- be appreciative and sympathetic,
- be tactful and friendly,
- agree with others and seek to be in harmony with them,
- ramble when speaking and be slow to get to the point,
- be comfortable with emotional issues,
- give praise often,
- want to please others,
- trust others readily and have positive expectations of them,
- value feeling and sentiment over logic,
- be skilled in social affairs,
- understand and analyze people instead of facts or ideas,
- be compassionate and support projects that enhance people's welfare,
- shy away from conflict,
- be charming and charismatic.

2 Social Relationships

Students who prefer a Feeling style tend to be interested in people and work to develop their interpersonal skills. Friendships are a priority; they take time to be with people and want to get to know them. They can often perceive others' emotional state and motives, and they can be very tactful, saying just the right thing. They strive for harmonious relationships and try hard to please their teachers, parents, and peers. They may subordinate their opinions to those of others. They may avoid conflict because of their desire for harmony and avoid dealing with problems because they want everyone to agree. They may ignore information that conflicts with their opinion of a person.

3 Family Relationships

Students who prefer a Feeling style generally strive to please their family members by doing chores and conforming to family expectations. They can be very demonstrative, making small gifts and verbalizing their affection. They respond better to praise than to criticism and thrive in a harmonious atmosphere. They can be so adversely affected by conflict and tension in the home that they become ill. If these students do not feel a sense of belonging in their home, they will seek it elsewhere.

4 Classroom Applications

Students who prefer a Feeling style learn best when they:

- study subjects dealing with people (e.g., history, literature, or psychology),
- participate in personalized discussions (e.g., a discussion about a current problem in their city),
- play games in which everyone wins and no one loses,
- receive praise, affirmation, and encouragement (e.g., the teacher might say, "You showed concern for the people in India when you gave your report on recent events there."),
- hear stories about people who have contributed to the common good (e.g., Mother Teresa),
- are chosen to provide help, such as tutoring others, or to fill other special roles,
- are given lessons on values and moral conduct (e.g., a lesson on the Civil Rights movement and civil disobedience),

4 Classroom Applications (cont.)

Students who prefer a Feeling style learn best when they:

- are given examples, even in logical subjects such as math, that relate to people (e.g., in a lesson on metrics, they could calculate how many planes would be needed to carry a certain amount of food to a war-torn country within a certain period of time),
- have flexible classroom rules that allow for exceptions and second chances (e.g., even though their grade should be lowered because they didn't turn in a homework assignment, the teacher allows them to do other work to avoid the lower grade),
- are given the opportunity to work with their friends (e.g., the teacher lets the students choose whom they want to work with for a group assignment),
- are given assignments that ask them to express and analyze their thoughts and feelings on a topic (e.g., they write a paper on government food regulations and describe how they feel about these regulations and why).

These students are less likely to respond well to:

- competition,
- an atmosphere of tension and hostility,
- subjects that do not make use of their interest in people,
- lectures devoid of personal meaning,
- classrooms in which their contact with others is restricted,
- criticism, particularly public criticism.

5 Classroom Environment

Students who prefer a Feeling style enjoy having places where they can sit in groups and talk or work together. They enjoy having enough space to work in pairs on the computer. They enjoy books or videotapes about people who help others, particularly biographies and autobiographies. They enjoy an environment that promotes harmony and good feeling with attractive posters, uplifting photographs of people, stuffed animals, snacks, and artwork by members of the class. They like having photographs of class members or school staff on posters in the classrooms or halls. They like having a safe place to go where they will not be disturbed by others.

6 Tests

These students may dislike taking multiple-choice tests because they may not have an affinity for factual information. When possible, the teacher should include questions that reflect these students' interest in and understanding of people so they can demonstrate their expertise. Students who prefer a Thinking style will also benefit from these types of questions because they will exercise their Feeling qualities.

7 Potential Pitfalls

Students who prefer a Feeling style may:

To minimize this problem, they can:

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ spend too much time chatting with others instead of working (e.g., the group is supposed to plan an outing for the class, and the Feeling students start talking about a TV movie they really liked), | <ul style="list-style-type: none"> ○ be gently reminded that they can socialize during a designated time, such as during lunch, |
| <ul style="list-style-type: none"> ○ become very discouraged when they are criticized (e.g., two classmates say that a Feeling student is stupid and did a terrible job on a project, which hurts – almost paralyzes – the Feeling student and prevents the student from wanting to do another project for a while), | <ul style="list-style-type: none"> ○ be reminded that the teacher is glad to have them in class because of the good work they have done in the past and the ways in which they are unique and special, |
| <ul style="list-style-type: none"> ○ become distracted from their work by a classmate (e.g., they may want to help comfort a classmate who is upset rather than pay attention to their assignment), | <ul style="list-style-type: none"> ○ let the teacher determine the importance of providing help to the classmate at that time, |

7 Potential Pitfalls (cont.)

Students who prefer a Feeling style may:

To minimize this problem, they can:

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ not work hard if they feel the teacher does not take a special interest in them (e.g., they may believe a teacher doesn't care much about the class in general or about them in particular because the teacher never says hello to them, uses their names, or compliments them on their work), | <ul style="list-style-type: none"> ○ be encouraged by a teacher who strives to display sociable behavior and to give Feeling students written and oral compliments on their work and support in class, |
| <ul style="list-style-type: none"> ○ show agreement with students who have opposing opinions so that both sides conclude they are indecisive, insincere, or wishy-washy (e.g., some Feeling students keep changing their minds about whom they will support in a school election, depending on the group they are with), | <ul style="list-style-type: none"> ○ be privately told that they have several options other than making a blanket statement of support to one side or the other, such as deferring their decision, not supporting either side, or giving support to one side while maintaining friendships with people on the other side, |
| <ul style="list-style-type: none"> ○ get caught up in their emotions, become moody, and show little inclination to work (e.g., they may become upset over receiving a low grade and not want to pay attention or participate in class), | <ul style="list-style-type: none"> ○ be reminded why the teacher values them and be given extra help, |
| <ul style="list-style-type: none"> ○ play favorites and exclude others from their groups (e.g., several Feeling students are close friends and discourage others from joining them for lunch or during free times), | <ul style="list-style-type: none"> ○ be separated by the teacher or asked to write a paragraph on how it feels to belong to a group and how it feels to be rejected by a group, |
| <ul style="list-style-type: none"> ○ become overly dependent on others (e.g., they : may have a special friend who is a leader and whose decisions they follow), | <ul style="list-style-type: none"> ○ be exposed to other influences in work groups and be supported in making decisions for themselves and in choosing activities that help them develop their interests and talents, |
| <ul style="list-style-type: none"> ○ become involved with others whose problems take up too much of the Feeling students' time and energy (e.g., they may spend so much time helping a student with family problems that they neglect their own needs), | <ul style="list-style-type: none"> ○ let the teacher direct the student with problems to professional help or mobilize other resources, |
| <ul style="list-style-type: none"> ○ undermine rules by making too many exceptions (e.g., they may spend too much time on an extracurricular project and want the deadline for their homework extended), | <ul style="list-style-type: none"> ○ be encouraged to think about possible consequences of decisions before the decisions are made and be helped to understand how others feel a need to have rules and structure, |
| <ul style="list-style-type: none"> ○ let their feelings be hurt by comments or actions that are not directed at them (e.g., a student from another school says that those at the Feeling students' school are lame and weak and the Feeling students take the comment personally), | <ul style="list-style-type: none"> ○ work on a class exercise that demonstrates how people may react differently to common situations (e.g., the teacher can lead a discussion on food preferences, during which the Feeling students are likely to see the difficulty in getting others to change their opinions); the Feeling students need to understand that different views may be valid and people are responsible for their viewpoints and reactions only, not those of others, |
| <ul style="list-style-type: none"> ○ make very hurtful, emotionally charged remarks to others when they are upset (e.g., they may shout derogatory remarks about a student's family members when that student tells them they don't think straight and their opinions don't mean anything). | <ul style="list-style-type: none"> ○ let the teacher or students prevent arguments by calling a time-out to let tempers cool; count to 10, leave the room, or use some other means of self-control; or let the teacher help them apologize to the other student. |

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.

Introverted-Practical-Feeling-Flexible

1 General characteristics

Students with this combination of preferred styles are likely to:

- be interested in others,
- be attuned to the natural world of plants and animals,
- be quiet,
- be gentle and kind,
- seek to please others,
- be pragmatic and realistic,
- be very observant,
- be impulsive,
- seek freedom,
- dislike conflict,
- be cooperative,
- be adaptable,
- be relaxed.

2 Social Relationships

Students with this combination of preferred styles are egalitarian and accepting of others. They enjoy being with their few good friends. They can become quite attached to their friends and be very loyal to them. They like to do things with and for their friends and may perform many small acts of affection. They enjoy spontaneous gatherings and outings and join in when someone has an idea for such a gathering. They seek freedom and may not join organizations that have many rules and requirements. They want to develop their own interests and may choose to spend time the way they like, whether others join them or not.

3 Family Relationships

Students with this combination of preferred styles often bring gifts to family members or show their affection in other ways. They enjoy being with family, especially during spontaneous events. They are generally very accepting of others, including their family members. They tend to want to please their parents. Thus, they will usually perform their chores and follow family rules. They may be able to follow family rules more easily if they have some input into the decisions. They tend to be less adventurous than students who prefer Practical, Thinking, and Flexible styles, but they can still be attracted to risky 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. At home, as in school, they respond better to praise than to criticism. They find an atmosphere of conflict and tension very stressful and may have difficulty remaining objective about the conflict.

4 Classroom Applications

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

- study topics that relate to people,
- study practical subjects,
- do hands-on activities and projects,
- have teachers who show care and concern for them,
- are allowed to pursue their own interests,
- learn through games and entertaining activities.

4 Classroom Applications (cont.)

These students are less likely to respond well to:

- theory and abstraction,
- an environment that seems overly structured,
- competition,
- routine that they view as boring.

5 Classroom Environment

Students with this combination of preferred styles are very observant of the world around them and enjoy a rich environment that stimulates their senses. They enjoy having a place to work alone and pursue their own interests. They also like to have the option of working with their friends. They tend to enjoy working with their hands and like having tools and raw materials in the classroom. They like tools of good quality and will help maintain them. A computer with CD-ROM may appeal to them. They enjoy books, videos, and magazines, particularly those about nature. If there are animals or plants in the classroom, these students enjoy caring for them.

6 Positive Reinforcement

These students like knowing that the teacher cares about them. They appreciate compliments and being called by name. They enjoy being praised for their grace and style. They like their interest in plants and animals to be recognized, and they enjoy being complimented for the kind ways they show concern for others. They may do unappealing assignments more readily if they are promised that they can choose what they want to do after they finish. They will generally respond much better to praise and encouragement than to criticism. They can take criticism very personally and become disheartened. Praise of these students does not have to be public, and they would prefer not to be compared to others.

7 Tests

Performance tests give these students a chance to demonstrate their best skills. They tend to be good at remembering facts and thus can also do well on tests that require recall of facts. They can deal with fill-in-the-blank, matching, multiple-choice, and true-false formats. They are not as interested in essay tests, particularly those that require them to analyze and synthesize ideas. Frequent tests over small amounts of material give these students the best opportunity to demonstrate their knowledge and skills. In general, they are not interested in competing with others and may find competitive tests distressing. When preparing for a standardized test, they will benefit from extensive practice on mock tests given under conditions similar to what they will experience during the actual test.

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: health care, counseling, farming, teaching, bookkeeping, or an occupation that affords them time with plants or animals.

9 Potential Pitfalls

Students with this combination of preferred styles may:

- focus on details and miss the overall concept,
- subordinate their own needs to those of others and not spend enough time on their work,
- have difficulty learning if they don't like the teacher,
- have difficulty learning in an atmosphere that is very competitive or tense,
- skip classes or drop out of school.

MODUS OPERANDI

1 ANSWERS TO THE ITEMS

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

2 GENERAL STATISTICS

of 'A' responses: 36 out of 69 (52.17%)

of 'B' responses: 33 out of 69 (47.83%)

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



3 RAW SCORES

Scale	Extravert-Introvert	Practical-Imaginative	Thinking-Feeling	Organized-Flexible
Raw score	-1	2	4	-14
Missing answers	0	0	0	0

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