Dear JOCelyn,

Congratulations! You have just taken a very important step toward gaining new insight into yourself as a learner and as a person. This report will help you understand your personal learning style profile. Perhaps you’re wondering, why do I need to know my personal learning profile? The more you understand how you learn, the better you will be able to learn. Knowing your learning style profile will help you solve all kinds of learning challenges, from tackling tough problems in algebra, to learning how to perfect your golf swing, to following the ins and outs of the next presidential election. In short, knowing your learning style profile is a key to success in school and life and to achieving even the toughest personal goals.

Take a few minutes to review your learning style profile below. You’ll notice that your profile is broken up into three brief sections. The first section describes your attitude, which is a measure of how active or reflective you are during learning. The second section describes your learning style, or your preferred way of learning. Finally, the third section provides tips and activities to help make the most of your personal learning style profile.

We hope this profile will be an important tool in helping you increase your power as a lifelong learner.

The Thoughtful Education People
LEARNING STYLE: Self-Expressive

The graph to the right reveals that you have a Self-Expressive learning style. Learning style is a way of understanding how you interact with the world around you. We combine your attitude (Introverted) and your learning style (Self-Expressive) to help you understand what kind of learner you are. Introverted Self-Expressive learners like you have first-rate imaginations, dreaming up ideas and projects that surprise people—even yourself sometimes! Because you’ve got a great imagination, you can easily sympathize and identify with others, even if they’re very different from you. It is not hard for you to “take a walk in another person’s shoes.” Some Self-Expressive learners don’t enjoy working in large groups, but most like the chance to work with a few people and get to know them really well. Introverted Self-Expressive Learners feel that a person’s beliefs and values are very important and are on a constant quest to know themselves better and to define who they are.

ATTITUDE: Introverted

How active or reflective are you while learning? Well, the numbers on the sliding graph below show that in general, you tend to be more reflective during learning, favoring quiet for concentration and independent study over hands-on or group activities. This reflective attitude toward learning is known as introversion. A common mistake people make is to assume that all introverts are shy. Even though you may enjoy having time to yourself, an introverted attitude means that you draw your energy from your inner self—your actions and thoughts are rooted more in your personal ideas and beliefs and not as influenced by the outside world like your friends, family, school, the media, etc.

To increase your power as a student, you might want to try the following things:

- Find a friend who can study and work on projects with you.
- When you get an assignment that doesn’t give much play to your imagination, discuss alternatives with your teacher.
- Keep a journal in which you reflect a few times a week. Use your journal to think about your beliefs, values, and projects you might want to pursue.
- When you know what your goals and values are, share them with other people so they know what you need.
- Increase your participation in class discussions by adding your ideas and questions near the end.
- Schedule repetitive practice work at the same time every day.
- When you feel moody or depressed, don’t assume it will last forever. Work on an idea you love and the mood will probably pass.
- Develop a calendar or schedule that allots specific times for regular work, helping others, and your own projects and interests.

As a way of thinking about your learning style profile, look over the two sets of statements below that we use to describe Introverted Self-Expressive learners like you. For the first set, rate each statement in terms of how true this statement is for you. Use a 1 to 4 scale, where a 1 means “Very true for me” and a 4 means “Rarely or not true for me.” Then do the same for the second set.

1. Your motivation to work hard probably increases when:

- You have plenty of time to think through your ideas so that they express what you really think and feel.
- You have opportunities to create work where you can use your imagination to make something that is new and different.
- You have a small band of friends who appreciate your unique way of thinking and feeling.
- You have a teacher who is interested in helping you develop your own special way of thinking.
Characteristics of JOCELYN’S Style

JOCELYN’S Learning Style Profile indicates her choice is that of an Introverted Self-Expressive Learner. Self-Expressive learners, like JOCELYN, with an introverted disposition tend to be imaginative, sensitive, and self-reflective. These three traits combine to give them their greatest pleasure in situations in which they can focus their attention on issues of human motivation, philosophy and the creation of expressive projects that express an original point-of-view. More self directed than their Extroverted Self-Expressive cousins, they are capable of great concentration when involved in work which they find meaningful. Introverted Self-Expressive Learners like JOCELYN tend to learn associatively. Details confronted in learning coalesce into images and metaphors that often provide great insight, but where full meaning maybe difficult for them to communicate.

Possessed with a unique ability to identify with other people’s goals and aspirations, Self-Expressives sometimes lose track of their own goals and feelings which can lead them to become a little lost or even moody.

The Mastery style is JOCELYN’S weakest and presents the greatest learning challenge, as indicated by fourth choices like these:

- People who know me well would say I’m mostly realistic and practical.
- I’m good at finishing what I start.
- I like questions that ask me to choose the correct answer.
- I prefer a teacher who tells me exactly what to do and how to do it.
- The best kind of classroom for me is one where I can practice what I have to do.

Here are some research-based strategies and tools that will engage JOCELYN and support her learning style:

Divergent Thinking Strategy
Metaphorical Teaching Strategy
Inductive Learning Strategy
Brainstorming Tool
Mind’s Eye Tool
Deep Processing Tool
4-2-1 Free Write Tool

You can find more information on these tools and strategies in Tools for Promoting Active, In-Depth Learning 2nd Ed. and Teaching Styles and Strategies. Both titles are published by Thoughtful Education Press, LLC. Please visit www.ThoughtfulEd.com, or call 800-962-4432 for more information.
Critical Factors Affecting JOCELYN’S Achievement

You will notice that three of the factors below have small key icons beside them. We call these The Three Keys to JOCELYN’S Success. These keys represent the achievement factors that correlate most closely with JOCELYN’S dominant style, and are the best way to unlock her potential.

Classroom Participation
Three factors can make Introverted Self-Expressive Learners somewhat slower to respond than some of their classmates:

• They prefer to make sure their thoughts are well formed before communicating them in public;
• Their associative and image-forming learning processes sometimes take a little longer to coalesce; and
• Their concern with self-reflection means that they are frequently thinking of two things (the answer, and their own answering process), while their classmates are only thinking about the answer.

Despite a reluctance to be early responders in class discussions, students like JOCELYN often make wonderful participants who offer unique and original insights during the later half of the class.

Motivation
Students like JOCELYN tend to be conscientious. Their ability to identify and empathize with others leads them frequently to identify with their teachers and to want those teachers to admire and appreciate their work. However, like other Self-Expressive Learners, they may work extremely hard with great intensity and without a sense of time, and then need to withdraw in order to collect their resources. This, needless to say, does not always work well in schools and classrooms run by the clock where slow and steady tends to win the race.

Teaching Style
Students like JOCELYN will tend to look for teachers who share three distinct qualities:

• An interest in the individual thoughts and feelings of their students;
• A flair for creating interesting projects that permit and entice imagination and self-reflection; and
• An ability to remain flexible and adaptable to the individual interests, concerns, and potential talents of the students.

Decision Making
More than any other style, Introverted Self-Expressives are on a quest for their own goals. Once these goals are determined, they can display extraordinary persistence and perseverance in achieving them, but the process of identifying them can seem unnecessarily laborious to others. Self-Expressive Learners, in general, make extremely good listeners because of their strong abilities to empathize with others. This leads to their often possessing rather interesting talents as negotiators and compromisers. However, this ability to listen and synthesize other points-of-view sometimes leads them to neglect their own needs and perspectives. When their own insights and needs are not given voice for too long they can become moody, depressed, or withdrawn.

Self-Concept
Introverted Self Expressive students like JOCELYN are driven by a strong need to discover and then express a unique and original identity and a deep interest in understanding and being of service to other people. In situations where individuality and meaningful student-to-student interaction are solicited and developed, JOCELYN’S self-concept will flourish. On the other hand, when curriculum concerns or management issues dictate a more standardized, less-interactive approach, students like JOCELYN may flounder, feeling estranged, alienated, or somehow “weird.” In the grip of this alienation they are likely to withdraw in self doubt or become resentful about a system that seems disinterested in developing their uniqueness.

Assignments
Introverted Self-Expressive learners often prefer written work (or conversation with one or two classmates) and it is here that one may most often see the true beauty and complexity of their vision. The more the work they are assigned entices their imagination and invites them to think about other people and their own inner lives, the clearer the quality and originality of their work will become. The conscientious nature of Introverted Self-Expressives means that they will generally approach their work in a direct and straightforward manner. However, if the work becomes too repetitive or obvious, they may have problems with concentration.

Preferred questions: Metaphors; Analogies; What if?
CAREERS
Students with a Self-Expressive career style may seek out jobs with creative outlets that enable them to explore their original ideas before sharing them with others. Students like JOCELYN have found jobs in counseling, teaching, architecture, and the arts very rewarding.

WHAT TO WATCH OUT FOR
Every style has its shadow—strengths in one area often lead to weakness or difficulty in another. For example, body builders who can lift 400 pounds may be quite strong, but because of their strength and bulk, they may find it difficult to run long distances. Similarly, students’ greatest strengths often say something about their least developed capacities.

JOCELYN’S greatest strengths as a learner include:
• Ability to work imaginatively and self expressively,
• A talent for identifying with or developing empathy for other people,
• Ability to display high levels of concentration, persistence, and perseverance when pursuing their own goals,
• May struggle with routine work required for skill development,
• A disposition to reflect on their own and other’s learning process.

Here are some of JOCELYN’S weaknesses and liabilities as a learner:
• May sometimes lose track of their own needs and goals,
• May have difficulty identifying their goals or feel that other’s goals are forced on them,
• A possible tendency towards self doubt and moodiness,
• May struggle with abstract concepts.
Classroom Profile for Ms. Smith

Grade: 6  # of Students: 17

Classroom Learning Style Profile

This Classroom Profile shows the learning style distributions among the students in your class. The bar graph above indicates the number of students in your class on the left and the four learning styles on the bottom. The number below the style name indicates the total number of students in the class whose highest scores on the LSIS were in that style. The numbers above the style names indicate the total number of extroverts and introverts in that style. For more information on interpreting this Classroom Profile, see the LSIS User's Manual.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Dominant Style Score</th>
<th>Introvert/Extrovert Score</th>
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<tbody>
<tr>
<td>xxxxx, VICTORIA E.</td>
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<td>E 89</td>
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<td>xxxxx, ELANA L.</td>
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<td>xxxxx, RYAN J.</td>
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<td>xxxxx, MIKE O</td>
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