



Teacher Report for:

Jocelyn XXXXX

Age: 11

Grade: 6

Sex: F

INTROVERTED SELF-EXPRESSIVE LEARNER

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.

Characteristics of JOCELYN'S Style

- People who know me well would say I'm mostly creative and imaginative.
- I'm good at creating things.
- I tend to make a decision by picturing hat might happen.
- People who know me would say I'm a dreamer.
- I like assignments that require me to create something new and different.

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INTROVERSION

EXTROVERSION

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.

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 grips 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.

HOW CAN I HELP?

When JOCELYN experiences trouble in school:

- Look for opportunities to use conferences to help her identify her own goals and plans for achieving them.
- Look for ways to revise some assignments so that they include a larger role for imagination and self expression.
- During discussions, seek out JOCELYN'S insights during the second half where she can play a role of synthesizer.
- Help JOCELYN identify a regular scheduled time for doing the routine work required by skill development.

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

Here are some strategies and tools that will challenge JOCELYN to think outside of her style and to grow as a learner:

Command Strategy

Graduated Difficulty Strategy

Interactive Lecture Strategy

Fact-Storming Tool

Word Banks Tool

Boggle Tool

Mastery Review 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.



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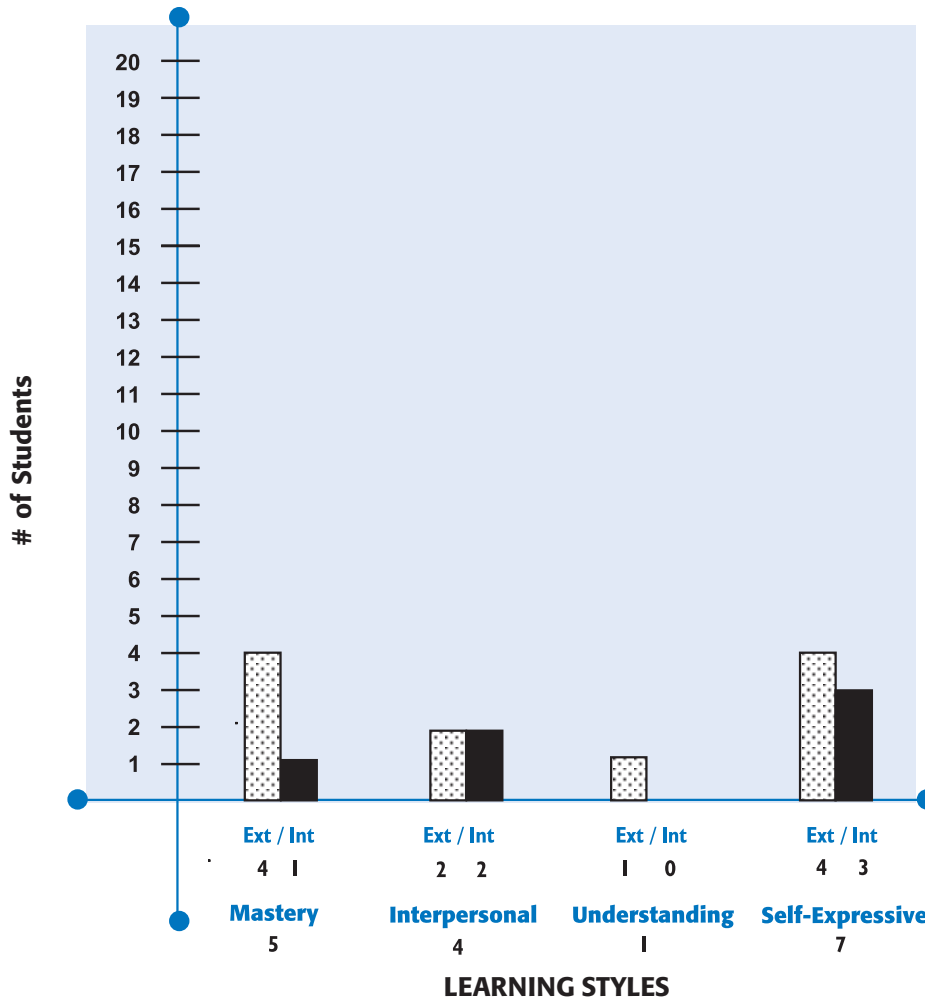
Learning Style Inventory for Students™ CLASSROOM REPORT



CENTRAL MIDDLE SCHOOL

Class Number
98162

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**.

Student Name

[Last Name], [First Name], [Middle Initial]

Dominant Style Score

[Style] [Score]

Introvert/Extrovert Score

[Introvert/Extrovert] [Score]

xxxxx, VICTORIA E.	SF 70	I 60
xxxxx, ASHLEY E.	SF 68	E 89
xxxxx, ELANA L.	NF 59	E 62
xxxxx, JEREMY	ST 57	E 71
xxxxx, RYAN J.	NF 76	E 56
xxxxx, JOCELYN	NF 73	I 71
xxxxx, ADAM R.	NF 65	E 64
xxxxx, ROBERT	ST 58	E 71
xxxxx, ADRIANNA M.	NF 69	E 75
xxxxx, MEGHAN M.	ST 59	E 78
xxxxx, CORY	ST 54	I 53
xxxxx, APRIL L.	SF 73	I 53
xxxxx, JACOB R.	NF 54	I 78
xxxxx, ANNA MARIE	SF 67	E 67
xxxxx, JARED	NF 59	I 64
xxxxx, DMITRIY L.	NT 66	E 58
xxxxx, MIKE O	ST 49	E 62

