



Full Report



Student: [Redacted]
Group/Class: [Redacted]
Completed: [Redacted]



Grade: [Redacted]
Age: [Redacted]
Gender: [Redacted]



	Strong Preference	Preference	It Depends	Preference	Strong Preference
Sound	← Quiet ————— Sound →				
Light	← Low Light ————— Bright Light →				
Temperature	← Warm Temperature ————— Cool Temperature →				
Seating/Design	← Informal Seating ————— Formal Seating →				
Motivation	← Self-Motivated ————— Motivated by Others →				
Conformity	← Less Conforming ————— More Conforming →				
Task Persistence	← Multi-Task Persistent ————— Single-Task Persistent →				
Structure	← Less Structure ————— More Structure →				
Alone	← Does Not Learn Best Alone ————— Learns Best Alone →				
Pair	← Does Not Learn Best in Pairs ————— Learns Best in Pairs →				
Peers	← Does Not Learn Best with Peers ————— Learns Best with Peers →				
Authority	← Does Not Learn Best with Authority ————— Learns Best with Authority →				
Variety	← Does Not Prefer Variety ————— Prefers Variety →				
Auditory	← Does Not Learn Best by Listening ————— Learns Best by Listening →				
Visual	← Does Not Learn Best by Seeing ————— Learns Best by Seeing →				
Kinesthetic	← Does Not Learn Best by Moving ————— Learns Best by Moving →				
Tactual	← Does Not Learn Best by Touching ————— Learns Best by Touching →				
Intake	← Does Not Prefer Intake ————— Prefers Intake →				
Morning	← Does Not Prefer Morning ————— Prefers Morning →				
Late Morning	← Does Not Prefer Late Morning ————— Prefers Late Morning →				
Afternoon	← Does Not Prefer Afternoon ————— Prefers Afternoon →				
Evening	← Does Not Prefer Evening ————— Prefers Evening →				
Mobility	← Less Mobility ————— More Mobility →				
Reflective/ Impulsive	← Reflective ————— Impulsive →				
Analytic/Global	Analytic		Integrated		Global

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 Sound	
Strong Preference...Quiet You almost always need quiet when learning something new or studying. Find a room that is away from sound and distractions. Use earphones or earplugs so that you do not hear activity and sound around you. Be certain you study in a quiet place so that you cannot hear a radio, television, or people's conversation.	

 Light	
Strong Preference...Low Light You usually study best in low light rather than bright light. Consider indirect or subdued lighting when you are planning your work space at home. Bright light can create tension or distract you. On a bright, sunny day, you prefer not study or do your homework near a window. Ask your teacher if you can sit away from the windows.	

 Temperature	
Strong Preference...Warm Temperature You almost always do your best studying or homework when you are warm (not hot). You do not concentrate well when you are cool (not cold). Dress so that you are comfortable. You may wish to have a sweater handy just in case it is too cool for you to concentrate on your lessons.	

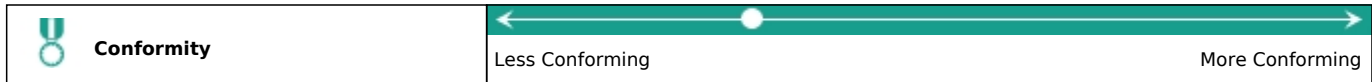
 Seating/Design	
Strong Preference...Formal Seating You always do your best thinking in formal seating. Use a desk or table and hard chair when you are studying or doing homework. You will not concentrate well on a soft chair, couch, or bed. Indeed, when seated informally and studying new and difficult academic material, you might actually feel sleepy and begin to doze.	

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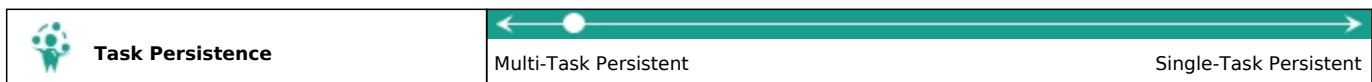
Preference...Self-Motivated

You usually are motivated to do well academically. You feel a sense of accomplishment and you sometimes do more than the required homework assignments.



Preference...Less Conforming

You like doing things the way you think they should be done. Sometimes feel like doing the opposite of what people tell you to do. You like to use your own ideas and you don't like being TOLD what to do and how to do it. You often resist doing homework assignments requested by your teacher. Remember that your teachers and parents want to help you do well in school. Think about what is best for you--doing what you want to do--or doing what the teacher asks you to do. You do your best work when you have choices about how you would like to do your homework assignments.



Strong Preference...Multi-Task Persistent

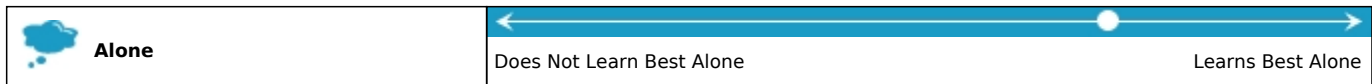
Each student has a preferred way of completing homework and assignments. Because you are multi-task oriented, you almost always prefer to complete homework assignments when you can take short breaks. One suggestion is to divide your assignments into five or six smaller parts. Do one part, and then take a five-minute break. Do the next part and take another five-minute break. Continue the pattern until the task is completely done.



Strong Preference...Less Structure

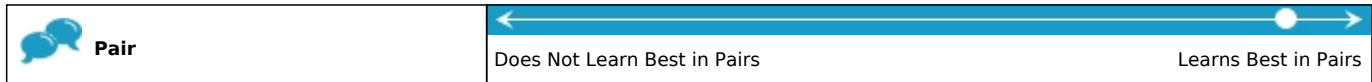
When doing homework or studying, you almost always prefer to make your own choices and decisions about what to do and to do it. You usually organize things in your own way and require little structure and direction from others. Before you decide to do a homework assignment differently, ask for your teacher's permission. Explain to your teacher what you would like to do and why you would like to try it that way.

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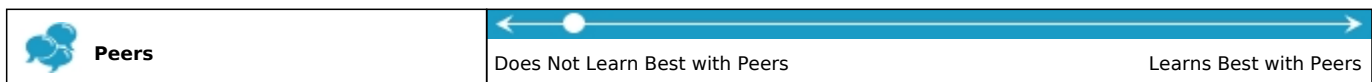
Preference...Learns Best Alone

Most of the time, you like to do homework alone. You occasionally like to do a project or homework with a friend, but prefer to study by yourself. For the most part, you like to do homework by yourself.



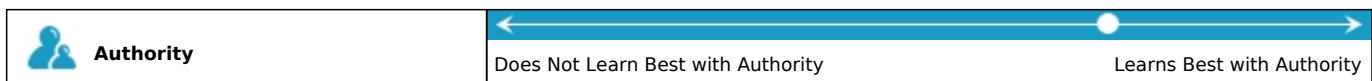
Strong Preference...Learns Best in Pairs

Doing your homework and studying in pairs is almost always your best way to learn.



Strong Preference...Does Not Learn Best with Peers

Working with friends or classmates is not helpful to you when you're doing homework or studying.



Preference...Learns Best with Authority



You often need feedback from your teacher because you want to know whether you are "on the right track." The best teacher for you would be one who is specific about assignments, encourages you to do them, and tells you how well you are doing as you progress.







Preference...Does Not Prefer Variety

You usually do not prefer variety. You like to work the same way rather than working differently at times.



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 Auditory	 Does Not Learn Best by Listening Learns Best by Listening
<p>Preference...Learns Best by Listening</p> <p>You learn best by listening. You often learn the things you really concentrate on by listening. Because of that, you remember much of what you hear when your teacher teaches a lesson by talking. Therefore, you should find it easy to study for a test.</p> <p>You learn well through audiotapes, lectures, books accompanied by tapes, discussions, the radio, television, and videotapes. Reinforce difficult material that you need to learn with your secondary perceptual strength.</p>	



 Visual	 Does Not Learn Best by Seeing Learns Best by Seeing
<p>Preference...Learns Best by Seeing</p> <p>Because you have a visual perceptual strength, you usually remember a lot of what you read and see. Use visuals such as books, diagrams, movies, graphs, newspapers, magazines, photographs, and pictures whenever you have difficult information to learn. You will remember what you have seen visually if you reinforce the new information with your secondary perceptual strength.</p> <p>If your secondary perceptual strength is auditory, after reading, try listening to audiotapes, discussions, the radio, television programs, or videotapes on the topic.</p> <p>If your secondary perceptual strength is tactual, reinforce what you read by using that information creatively by making multi-part Task Cards, an Electroboard, a Flip Chute, a Pick-A-Hole, a poem, or a crossword puzzle. See instructions for making tactual materials in the Appendix.</p> <p>If your secondary perceptual strength is kinesthetic, reinforce what you heard by using the new information to create a Floor Game. See instructions for making a Floor Game in the Appendix.</p>	

 Kinesthetic	 Does Not Learn Best by Moving Learns Best by Moving
<p>Preference...Learns Best by Moving</p> <p>You have a kinesthetic perceptual strength, which means you usually enjoy being active and involved. Do homework assignments and study by using instructional resources that include Floor Games, case studies, drama, experiments, role playing, skits, trips, and visits. See instructions for creating many kinesthetic resources in the Appendix. Reinforce what you learn through these kinesthetic resources with your secondary perceptual strength.</p> <p>If your secondary perceptual strength is auditory, after using a Floor Game, drama, experiments, or role playing, try listening to audiotapes, discussions, the radio, or television programs on the same topic.</p> <p>If your secondary perceptual strength is either visual or tactual, all the tactual resources such as Electroboards, Flip Chutes, Pick-A-Holes, or Task Cards are visual too. Therefore if they appeal to you, use them! See instructions for making these tactual resources in the Appendix.</p> <p>IMPORTANT! Find out what your strongest perceptual modality is and follow the steps on the chart, Doing Homework Through Your Perceptual Strengths in the Appendix.</p>	

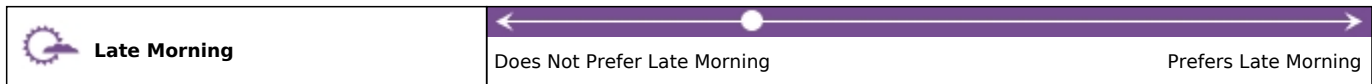
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 Tactual	 Does Not Learn Best by Touching Learns Best by Touching
<p>Strong Preference...Does Not Learn Best by Touching</p> <p>Taking notes, highlighting, or illustrating what you have heard or read is not the way you learn best. You almost always find it difficult to study or do homework by reading your own notes taken while listening to a teacher talk or reading a book.</p> <p>If you have a kinesthetic strength, try creating a simple, easy-to-use Floor Game to either learn or reinforce the new and difficult information to which you have been exposed. (See instructions for making this resource in the Appendix). Use the Floor Game repeatedly until you remember the answers to each objective that your teacher requires. Then read the chapter again and write the correct answers to each question or objective.</p> <p>If you have an auditory strength, listen to your teacher's lecture on the topic, or discuss the questions and answers with a friend or classmate. Then play the game to reinforce what you learned. If you have a visual strength, either reading a book or using the Floor Game will prove useful. It is important to identify your strongest perceptual modality and to follow the steps cited on the chart, Doing Your Homework Through Your Perceptual Strengths (see the Appendix).</p> <p>Being "less tactual" only means that you should not begin a difficult assignment by note-taking first. If you have to hear it first, listen carefully to either the lecture or the tape recording that you make in class during the lecture. If you have to read it first, ask your teacher to tell you which chapter in the book contains the information that she will be teaching the next day. Then read that chapter the night before the lecture.</p>	

 Intake	 Does Not Prefer Intake Prefers Intake
<p>Strong Preference...Does Not Prefer Intake</p> <p>You almost always prefer not to eat or drink while you are studying or doing homework.</p>	

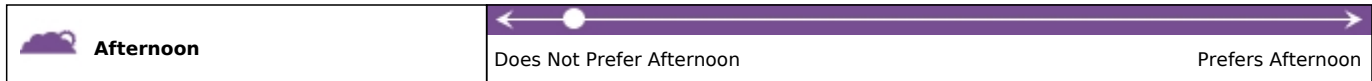
 Morning	 Does Not Prefer Morning Prefers Morning
<p>Preference...Prefers Morning</p> <p>Early morning is usually the best time of day for you to study. If you have the time, study again or reread that chapter just before you go to school. Ask someone to quiz you on the questions in the chapter, review, or listen to you recite whatever you have to memorize in the morning.</p>	

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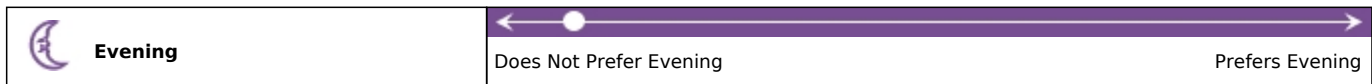
Preference...Does Not Prefer Late Morning

Late morning is not a good time to study and do homework.



Strong Preference...Does Not Prefer Afternoon

The afternoon is not your best time to study and do homework. Study at that time only if you have no other choice!



Strong Preference...Does Not Prefer Evening



The evening is not your best time to study and do homework.





Preference...More Mobility

You need mobility. You find it difficult to remain in the same place for long periods of time. When concentrating, plan for frequent short "breaks" every 15 to 20 minutes for about five minutes each when you have an opportunity.

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 Reflective/ Impulsive		
	Reflective	Impulsive
<p>Strong Preference...Reflective</p> <p>You are reflective, which means you think-through your answers, even when you know the right answer. However, tests usually require that you answer questions quickly. Tests do not give you much time to really think things through. Therefore:</p> <ol style="list-style-type: none">If the answer to a test question "jumps out at you," go with it.However, if you have to think about an answer, place a small, lightly-penciled dot next to that question.After you have answered all the test questions that you do know, go back to your penciled dots and think about the answers to the questions that you did not know. If those answers "come to you," write them. If they do not, then guess. You will have a better chance with a guess than you will without any answer at all.Go through all the lightly-penciled-dotted questions in the same way. Do not turn in the test without at least trying for every answer! Use the same tactic for doing homework. <ol style="list-style-type: none">Look at each question. Try to locate its answer in the materials you have (readings, films, recordings).When you know the answer, write it. c) When you do not, move on to another question.Go through all the questions that you can answer.Pencil-dot the questions that you cannot answer. When you have done all the ones you can, go back and try to find answers to the ones you had to skip. <p>If these two things do not work, and only after you have tried both, seek or phone a classmate with the same assignment and compare the answers you both knew. Then ask for help with the ones you did not know. Next time, you will reciprocate [return the favor!]</p> <p>After you have answered all the questions required for homework, go back to the first question and read it out loud. Then read the answer you wrote to that first question aloud. Then, if you want to really remember this answer and get it "right" on a test, do one of the following tasks.</p> <ol style="list-style-type: none">1) Make a single, two-part Task Card. Print the question on one side and the answer on the other. Draw a picture that relates to the answer next to the answer.2) Make up a two-to-four-line rhyming poem or rap that asks the same question and gives the answer to it.3) Make a Flip Chute card with the question on one side and its answer and a drawing that relates to it on the other.4) Think of a game that includes the questions you were given for homework. Make this one of the game's questions, and decide how you will provide its answer. <p>Follow this pattern for each question you answered until you have a complete set of Task Cards, Flip Chute Cards, or Game Questions and their Answers. You will see that you are better able to focus and concentrate on what you have to do by using both your reflective strength and your impulsive ability.</p>		

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 Analytic/Global			
	Analytic	Integrated	Global
<p>Strong Preference...Global</p> <p>While the brain possesses and uses both analytic and global qualities, a student may prefer information to be presented either analytically or globally first. The analytic thinker favors an orderly, logical, and sequential presentation: a detailed, systematic process that leads to a conceptual understanding. On the other hand, global thinkers process information in a more random, abstract fashion, and prefer less detail rather than more. Global thinkers need to understand the concept first.</p> <p>You are more globally oriented. This means you assimilate and process information best when you understand the overall concept before working through the details. You read for overall ideas and tend to skip details. You relate what they are learning to their lives and make connections by hearing other people's experiences.</p> <p>You learn best when teachers introduce new information through humor, anecdotes, and stories. You often answer, "It depends..."; and prefer summaries versus outlines. The following represent some of the more global questions and comments used by you: a) Why are we doing this?; b) Not now, I'll do it later!; c) I need a break!; d) Don't touch the piles on my desk.; e) Why does it really matter?; f) Let's start this project - and that one too!; g) Why can't I skip around the book?; and h) I'll come back to this later.</p>			