







### Full Student Report



	Strong Preference	Preference	It Depends	Preference	Strong Preference
<b>Sound</b>	← Quiet ————— Sound →				
<b>Light</b>	← Dim ————— Bright →				
<b>Temperature</b>	← Warm ————— Cool →				
<b>Seating</b>	← Informal ————— Formal →				
<b>Motivation</b>	← Self-Motivated ————— Motivated by Others →				
<b>Conformity</b>	← Less Conforming ————— More Conforming →				
<b>Task Persistence</b>	← Less Persistent ————— More Persistent →				
<b>Structure</b>	← Prefers Less Structure ————— Prefers More Structure →				
<b>Alone/Peer</b>	← Alone ————— Peer →				
<b>Authority</b>	← Prefers Less Authority ————— Prefers More Authority →				
<b>Variety</b>	← Prefers Less Variety ————— Prefers More Variety →				
<b>Auditory</b>	← Does Not Learn best by Listening ————— Learns by Listening →				
<b>Visual</b>	← Does Not Learn best by Seeing ————— Learns by Seeing →				
<b>Kinesthetic</b>	← Does Not Learn best by Moving ————— Learns by Moving →				
<b>Tactile</b>	← Does Not Learn Best by Touching ————— Learns by Touching →				
<b>Intake</b>	← Does Not Need Intake ————— Needs Intake →				
<b>Morning/Evening</b>	← Prefers Morning ————— Prefers Evening →				
<b>Late Morning</b>	← Does Not Prefer Late Morning ————— Prefers Late Morning →				
<b>Afternoon</b>	← Does Not Prefer Afternoon ————— Prefers Afternoon →				
<b>Mobility</b>	← Stationary ————— Movement →				
<b>Reflective / Impulsive</b>	← Reflective ————— Impulsive →				
<b>Analytic/Global</b>	Analytic		Integrated		Global

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 <b>Sound</b>	
<b>Strong Preference...Quiet</b> You really need quiet when learning something new or studying. Find a silent area away from noise and distractions, or perhaps a carrel if one is available, as in the library. Earphones or earplugs without sound can be used to insulate you against activity and noise.	



 <b>Light</b>	
<b>It Depends...</b> Lighting is unimportant when you are interested in what you are learning. However, when you are not interested in the topic, neither bright nor soft light eases your boredom. It is not illumination that is important to your concentration; what is important is your interest in the topic.	



 <b>Temperature</b>	
<b>Preference...Warm</b> You usually do your best studying or homework when you are warm. You definitely cannot concentrate when you are cool. You enjoy sunshine and, on a bright, sunny day, may want to do homework near a window-unless that area becomes too warm for you! Dress so that you feel comfortable, regardless of how other people feel. There are many people who need a great deal of warmth and who feel exactly the way you do!	



 <b>Seating</b>	
<b>Preference...Formal</b> You often 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 snooze!	

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 <b>Motivation</b>	 Self-Motivated <span style="float: right;">Motivated by Others</span>
<b>It Depends...</b> Whether or not you are motivated when concentrating on new or difficult material depends on your interest in what you are learning. When you are interested, you become very motivated. However, when not interested, you become lethargic and bored. Ask your teacher if you may do assignments in ways that interest you. but do find a way that interests you! Consider constructing a tactual resource if you are tactual, or a kinesthetic game if you are kinesthetic. Make a game of making dull tasks fun because of how you do them!	

 <b>Conformity</b>	 Less Conforming <span style="float: right;">More Conforming</span>
<b>Preference...More Conforming</b> You tend to study and do homework assignments as required most of the time. You are on a direct path headed toward success! Be proud of yourself!	

 <b>Task Persistence</b>	 Less Persistent <span style="float: right;">More Persistent</span>
<b>Preference...Less Persistent</b> You began homework assignments and did not complete them. You often need "breaks." Try doing a little of your assignment at a time, stopping for five minutes or so, and then returning to finish the task you began, so that it gets done on time. It is good to do a little at a time, but it also is important to get back to your task and complete it. If you do that, you'll learn more than you ever did before and also get your folks and your teacher "off your case"!	

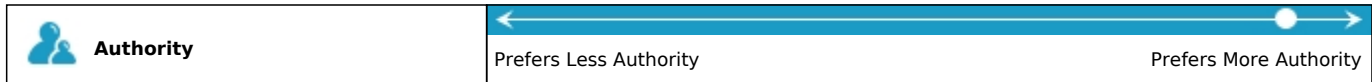
 <b>Structure</b>	 Prefers Less Structure <span style="float: right;">Prefers More Structure</span>
<b>Strong Preference...Prefers More Structure</b> You always work best when you know exactly what is required in a homework assignment. Ask for guidelines when you need more information to complete your assignments or to do a better job. You are most comfortable when your teacher assigns specific tasks, time requirements, and resources. Politely ask for those guidelines if they are not provided.	

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## Preference...Peer

You often learn well and do homework best when working with a classmate or friend. You like team projects and meetings. Working and thinking with someone like you usually makes learning easy for you.



## Strong Preference...Prefers More Authority


You always need feedback from your teacher because you always 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 exactly how well you are doing as you progress.





## Preference...Prefers Less Variety

You often dislike change and prefer doing homework and studying in whatever way you are used to doing it. Understand that, as you become familiar with each new resource or strategy, you probably will begin to feel comfortable with it-to a degree. You tend to prefer routines and patterns to change.



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 <b>Auditory</b>	 Does Not Learn best by Listening <span style="float: right;">Learns by Listening</span>
<p><b>Strong Preference...Learns by Listening</b></p> <p>You are lucky! You have an auditory perceptual strength! You always learn the things you really concentrate on by listening. Because of that, you remember most of what you hear during a lecture or 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, records, television, and videotapes. Reinforce difficult material that you need to learn with your secondary perceptual strength. If your secondary perceptual strengths is visual, reinforce what you heard by reading. If your secondary perceptual strength is tactual, reinforce what you heard by using the new information creatively by making multipart Task Cards, an Electroboard, a Flip Chute, a Pick-A-Hole, a poem, or a crossword puzzle. Your choice! 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. If you follow these directions based on your learning style, your grades should be higher than they ever have been before! What do you have to lose?</p>	



 <b>Visual</b>	 Does Not Learn best by Seeing <span style="float: right;">Learns by Seeing</span>
<p><b>Preference...Does Not Learn best by Seeing</b></p> <p>You really need to concentrate when you are studying or doing homework that requires reading. You often need to re-read a page because, although you have read it, you have not absorbed very much. For example, you may need to hear new information first and then read about it. If that is the best pattern for you, be certain to take notes (or underline or highlight) while you are reading. Follow the note taking by using the new information you just learned by making a tactual reinforcement to review what you heard.</p> <p>If your teacher requires that you read material first, explain that you need to hear new and difficult information before you read about it. Respectfully ask that you be permitted to read the chapter after you hear the class lecture or discussion concerning the new information. Politely ask for permission to read after the material has been introduced in class.</p> <p>If your teacher does not grant permission, ask which chapter you can read to obtain the information, Then try reading the text out loud onto a tape recorder at home. Then play the tape back to yourself and take notes from hearing the tape you made.</p> <p>It is important to identify your strongest perceptual modality and to follow the steps on the chart, Doing Your Homework Through Your Perceptual Strengths (see the Appendix). Being "low visual" only means that you should not begin a difficult assignment by reading first. If you have to hear it first, pay good attention to your teacher's lesson or tape record yourself reading the textbook. Otherwise, use a lot of tactual manipulative or a Floor Game to get that information "into your head!"</p>	

 <b>Kinesthetic</b>	 Does Not Learn best by Moving <span style="float: right;">Learns by Moving</span>
<p><b>It Depends...</b></p> <p>When you are interested in what you are doing, you can remember three quarters of what you are exposed to. However, when not interested in the activity, you tune out and get into your own "head" (thinking processes). Whether or not you remember what you experience, is largely based on how well you concentrate when interested-or not!</p>	



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 <b>Tactile</b>	 Does Not Learn Best by Touching <span style="float: right;">Learns by Touching</span>
<p><b>Preference...Learns by Touching</b></p> <p>You are lucky! You have a tactual perceptual strength! If you are analytic, you usually learn easily by writing notes that help you study or do homework. If you are global, your homework assignments can be made more interesting with Electroboards, Flip Chutes, Pick-A-Holes, models, written or graphic records, and other manipulative materials, which you probably will enjoy making. See instructions for making tactual materials in the Appendix. Then reinforce what you have learned with your secondary perceptual strength.</p> <p>If your secondary perceptual strengths is auditory, after using an Electroboard, a Flip Cute, a Pick-A-Hole, or Task Cards, try listening to audiotapes, discussions, the radio, television programs, or videotapes on the topic. If your secondary perceptual strength is visual, all the tactual resources are visual too, so they probably will both help you remember new and difficult information and also help you to enjoy learning at the same time!</p> <p>If your secondary perceptual strength is kinesthetic, reinforce what you learned with the Electroboard, Flip Chute, Pick-A-Hole, or other manipulative by using the new information to create a Floor Game. See instructions for making a Floor Game in the Appendix. If you follow these directions based on your learning style, your grades should be higher than they ever have been before! Try it! You will see!</p>	



 <b>Intake</b>	 Does Not Need Intake <span style="float: right;">Needs Intake</span>
<p><b>Strong Preference...Needs Intake</b></p> <p>Eating, drinking, or snacking on something nutritious helps you concentrate when you are studying or doing your homework. Try vegetables or fruit; stay away from junk food!</p>	

 <b>Morning/Evening</b>	 Prefers Morning <span style="float: right;">Prefers Evening</span>
<p><b>It Depends...</b></p> <p>Your time-of-day preference could actually be one of two possible periods. Both morning and evening are not really important to you, because you can learn new and difficult things at either time of day, or you get a "second wind" in the evening and can concentrate right through until after midnight-or later! Only you know which of these two options is best for you!</p>	


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 <b>Late Morning</b>	 Does Not Prefer Late Morning <span style="float: right;">Prefers Late Morning</span>
<p><b>It Depends...</b></p> <p>Late morning is not an important element of your learning styles. If interested in what you are learning, you can concentrate then. If not interested in the topic, your mind will wander. Your concentration is more dependent on your interest than whether or not it is late morning.</p>	

 <b>Afternoon</b>	 Does Not Prefer Afternoon <span style="float: right;">Prefers Afternoon</span>
<p><b>Strong Preference...Prefers Afternoon</b></p> <p>Afternoon is an excellent time for you to study or do homework. This time-of-day is an energy-high for you!</p>	

 <b>Mobility</b>	 Stationary <span style="float: right;">Movement</span>
<p><b>Preference...Movement</b></p> <p>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. However, return and continue your assignment after that five-minute break!</p>	

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 Reflective / Impulsive	← Reflective <span style="float: right;">Impulsive →</span>
<p><b>Preference...Impulsive</b></p> <p>If you are impulsive, you have exactly the right strengths for taking a test. You know when you know the right answer and also know when you do not. If the answer to a test question "jumps out at you," go with it. If you have to think about an answer, place a small, lightly-penciled dot next to that question and, after you have answered all the test questions that you do know, go back to your penciled dots and think about the answer. If it "comes to you," write it. If it does 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 an answer!</p> <p>Use the same tactic for doing homework. Look at each question. Try to locate its answer in the reading materials you have. When you know the answer, write it. 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 could, go back and try to find answers to the ones you had to skip.</p> <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!] 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"><li>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.</li><li>2) Make up a two-to-four-line rhyming poem or rap that asks the same question and gives the answer to it.</li><li>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.</li><li>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.</li></ol> <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 impulsive strength and your reflective ability.</p>	



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Analytic/Global

Analytic

Integrated

Global

## Preference...Global

If the teacher has posed questions or problems that require answers for homework, read all questions first, before you even try to find their answers.

Try to make up one sentence that explains how this assignment or information that you need to learn can help you either (only one of the following):

- 1) become a better person;
- 2) become a happier person;
- 3) help someone else. Choose only one of the above three (3).

Then turn to the beginning of the chapter (material), and begin skimming until you find the answer to the first question. Put a light pencil mark in the margin, next to where you found the answer. Write it, and then turn to the second question. Next, return to the light pencil mark that you made in the margin where you were reading. Keep reading until you find the answer to the second question. Place a light pencil mark in the margin next to where you found that second answer. Write this answer, and then turn back to the questions and find the third one. Write this answer and then return to the light pencil mark that you made in the margin when you were reading. Look for the fourth question and keep repeating the pattern until you have answered all the questions.

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.

- 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.

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 should be able to concentrate on what you have to do and remember the information better than ever before-especially on the next test you take related to this homework assignment!