

Differentiation Through Personality Types
Workshop Follow-Up Activities

Differentiation THROUGH Personality Types

A Framework for Instruction, Assessment,
and Classroom Management

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The following are embedded staff development activities are designed to help schools continue the learning experience that starts with reading or attending a workshop based on *Through Personality Types* (Kise, Corwin Press, 2007).

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Section 1: Teambuilding/Collaboration Skills Activities

1. Team Type Analysis

- Objective:** For teaching teams to examine their type preferences and the resulting implications for students, curriculum choices, rules, etc.
- Materials:** Copy of RM 1 for each team
- Time required:** 30 minutes

Have each team:

- a. Complete RM 1
- b. On the back of RM 1, write out an action step they will take, including a timetable, to better balance how their team functions.
 - Example: an Extraverted team might all try giving wait time to students (page 79, the first “Little” red card/green card exercise).
 - Example: A team that is predominantly Thinking might examine rules for late work or discipline to see if they allow sufficient room for exceptions. Are students over-penalized?
- c. Ask teams to report back to the larger group on the action step they’ve committed to and why they chose that step. Keep the reports to two minutes or less.

2. Listening Exercise

- Objective:** To introduce a technique that encourages broader participation in team meetings. To provide practice with a technique and brainstorm ways to use it with students to provide wait time.
- Materials:** A card for each participant that is red on one side and green on the other. Make these by gluing together and then laminating red and green construction paper or by writing “red” in red marker on one side of a white index card and “green” in green marker on the other side.
- Time required:** 10 minutes. This can be incorporated into any team meeting.

- a. Provide each teacher with a red/green card and ask them to turn the cards “red” side up.
- b. Announce the topic for discussion and ask that all teachers reflect quietly on how they would like to respond or add to the conversation.
 - Encourage them to jot down their thoughts.
 - Ask them to turn their cards “green” side up when they are ready to discuss the topic, but remain silent until everyone is “green side up.”
- c. Note how many seconds/minutes pass between the first and last cards being turned over.
- d. Ask for comments. What was it like for those who prefer Extraversion to hold their thoughts until everyone was ready? What was it like for those who prefer Introversion to have processing time?
- d. Hold the discussion.

- e. Point out page 79 in *Differentiation Through Personality Types*, which describes several other ways “Little Red/Green Card” can be used in classrooms.
- f. Have staff reflect in writing on
 - What protocols might improve group communication. Collect these and incorporate some into team meetings.
 - What they might do in their classrooms to provide students with processing time.

Variation: Use the “Conversation Sticks” exercise on page 82 for a group discussion. Have Extraverts and Introverts discuss what was helpful/not helpful about using the sticks to balance input. How might they use this with students?

3. Team “Operating Manuals”

Objective: To facilitate team discussions about each person’s strengths, needs, and collaboration goals.

Materials: Teacher type descriptions. These can be copied from *Differentiated Coaching* (Kise, Corwin Press, 2006).
Half sheets of flip chart paper for teachers to record their answers.

Time Required: 45 minutes-1 hour.

Note: This activity can be completed by a school’s entire staff. To do so, have the teachers meet in type-alike groups to complete the prompts. Or, this can be completed in content-area, grade level, or other teams. In small teams, teachers often choose to share their answers and compile them in “team operating manuals,” a reference they can pull out when they’re struggling to collaborate.

- a. Provide teachers with copies of type descriptions for their personality types.
- b. On flip chart paper, have them complete responses to the following prompts:
 - We add the following to this team...
 - To be most productive and successful in our positions, we need...
 - [If done in small teams] Know that I am working on improving...
 - Encourage the groups to be specific. Rather than repeat the information from their type descriptions, ask them to think about their motivations, concerns, and specific expertise for initiatives and programs at your school.
- c. Have the groups share their answers with the larger group. Ask them to keep the reports to less than two minutes or the sharing takes too long.
 - For contrast, use this order for reporting so “opposites” report sequentially: ISTJ, ENFP, ISTP, ENFJ, ESTP, INFJ, ESTJ, INFP, ISFJ, ENTP, ISFP, ENTJ, ESFP, INTJ, ESFJ, INTP.
 - If all 16 types are represented, the sharing can become “Information Overload”! Alternatively,
- d. In addition to the flip chart paper, provide each group with a sheet of copy paper. On that sheet, have them draw a symbol of their teaching style. Have each group explain their symbol to the group as you post them on the wall in “type table” order, using the chart on page 22 as a placement guide.

- e. Collect the flip chart papers and compile the answers into a handout. In a future meeting, have teachers read the descriptions of their opposite types, of the type of a colleague they've struggled to team with, and those of their teammates. Ask for comments.

Note: Teachers might also use the “Common Traps” information found on pages 13, 16, 18, and 20. With which traps do they struggle in their classrooms? Which ones have they overcome? Do they have advice on how they conquered specific traps that they can share with their colleagues?

Basic Activities for Improving Classroom Management

1. Solving Common Problems

Objective: To collaborate on using type concepts to solve a common classroom management problem.

Materials: Chapter 6, Differentiation Through Personality Types

Time Required: Two sessions, 30 minutes each, spaced apart so that teachers to implement a classroom strategy.

- a. Have teachers work in teams to:
 - Review the list of common classroom management problems, pages 76-77, and agree on one to target.
 - Choose from among the suggested strategies
- b. Set time frames for teachers to try the chosen strategies in their classrooms. *Emphasize* that it often takes 4-6 tries for both students and teachers to master using a new strategy.
- c. Have the teams hold a collaborative meeting to report back to each other on what happened. The team should discuss:
 - What worked well
 - Adjustments they made to the strategy that brought better results
 - Anecdotes of how the strategy worked for specific students
 - Whether the strategy fit with the teacher's style. What was hard? Easy? Were the results worth the effort? Would they like modeling/peer coaching/suggestions to improve results?
 - How/by when they might try the strategy again, using team suggestions.
- d. At a staff meeting, have each team report on what they tried and what they would recommend that other teams try.

2. Learning Activity Analysis—All Grade Levels

Objective: To use the lens of type to analyze whether teachers are balancing meeting the needs of students with different learning styles.

Materials: Copies of page 48 for each teacher. Teachers bring lesson maps for an upcoming week.

Time Required: 45 minutes-1 hour.

Note: To simplify the analysis the first time through, elementary teachers might look at a week's worth of lesson plans for one subject area, such as math or reading, to determine whether all students are being given opportunities to sometimes learn that subject in their most natural style.

- a. Using chart 4.3 on page 48 as a guide, have teachers calculate how much time their students will spend in the chosen time period learning in each of the four learning styles.
- b. In small groups, have teachers discuss:
 - Whether they believe their classrooms show adequate balance among the learning styles

- Whether their classrooms are biased in favor of their own preferred learning style
- Small steps they might take to better balance their classroom activities. Examples include:
 - Providing choices to students
 - Allowing students to work alone or with a partner
 - Basic differentiation strategies for reading texts (pages 104-107) and for math and science activities (pages 130-131)
 - Altering a problem students are investigating to make it more relevant to their lives (page 141).

3. Learning Activity Analysis—Secondary School Teams

Objective: Team analysis of their students' overall learning experiences over the course of a week.

Materials: Chart 4.3, page 48, flip chart paper for each teacher. Teachers bring lesson plans for the same upcoming week.

Time Required: 45 minutes-1 hour.

- a. On flip chart paper, have teachers record, day by day, the activities students will engage in that will take major portions of class time. Using the chart on page 48 as a guide, have them label each activity by learning style (IS, IN, ES, EN).
- b. Have the teams compare the charts. Some questions to consider include:
 - What will students experience?
 - Is there enough variety in activities? Or will the week bring an “overload” of direct instruction, group work, report-writing, projects, or other activities?
 - Should the team make any adjustments? For example, should one teacher flip-flop planned activities so that students have group work in one class on Monday and another class on Tuesday rather than in both classes on Tuesday? Or, should one teacher hold off beginning a project for a few days until students finish a similar assignment in another class?
- c. Have teachers discuss practical ways they might share this information on an ongoing basis. What is important for team members to know? How might they efficiently share the information?

Type and Student Behavior

1. Reflection on School Experiences

Objective: For teachers to reflect on how the school's environment might affect students with different personality preferences. Do any biases exist?

Materials: Pages 30-37, *Differentiation Through Personality Types*. Eight sheets of flip chart paper.

Time Required: 45 minutes-1 hour.

- a. Have teachers journal for five minutes on the prompts given on page 23, "Before you read on..."
 - Have them then compare their reflections to the information for their type on pages 30-37. Were their learning needs met? If so, how? If not, what did they need that they didn't get?
- b. Divide into 8 groups, based on **the eight function pairs**, listed on page 29. Have the groups discuss:
 - What did you learn by reflecting on your own school experiences through the lens of type?
 - How might you behave if you were a student in this school?
- c. Have the groups record on flip chart paper?
 - What in this school's environment meets the needs of students like you?
 - What in this school's environment would make learning difficult for students like you?
 - What should the school know about students like you?
- d. Have each group report to the entire group. As other groups report, ask the listeners to record any specific students who come to mind? What might they need to achieve?
- e. To close, have everyone do a quickwrite on the following prompts:
 - How they would describe the students most at risk in your school, based on the above information.
 - The areas the school needs to consider adjusting to better meet the needs of all students:

2. Student behavior strategies

Objective: To gain practice in "reframing" student behavior through the lens of type in order to consider different motivation, learning or behavior strategies.

Materials: Chapter 3, *Differentiation Through Personality Types*. Copies of RM 2, RM 3, for each participant

Time Required: 1 hour

- a. Have your staff read pages 23-37 in advance of your meeting.
- b. Have teachers form groups of 4-6 participants. Secondary teachers may wish to meet in grade-level teams.
- c. Assign each group one of the case studies on RM 3, *Student Behavior Case Studies*.

- d. Ask the groups to examine the case studies and discuss their interpretations and ideas, using the process given on RM 2.
 - Emphasize that they are using type to reframe labels such as “slow learner” or “hyperactive.” How might these behaviors be explained in type terms?
 - Ask them to identify at least two strategies that might help this child.
 - Have them compare their interpretations with those given on pages 38-40.
 - If time permits, have them choose another of the four case studies to analyze.
- e. To process the experience:
 - If more than one group worked on each case, have them compare answers. Did they come up with the same interpretation? Strategies?
 - Ask about struggles and questions about the process.
- f. Ask the groups to choose two students, one with academic and one with behavior issues, and use the process outlined on RM 3 to determine different strategies for helping the student.
 - Elementary teachers might each choose one student, provide a short description similar to the case studies on pages 38-40 to other teachers, and work with their team to fill out RM __ for that student.
 - Secondary teams might all consider the same students and agree on a couple of strategies to implement uniformly with those students.

3. Thinking and Feeling Students

Objective: To help teachers consider how to differentiate for Thinking and Feeling students.

Materials: Pages 55, 86 and 87 of *Differentiation Through Personality Types*.

Time Required: 30 minutes.

Note: Parts a, b and c can be conducted as three separate activities.

- a. Have teachers meet in content area teams. For elementary schools, break into groups of 4-6 and have each group discuss a different content area. Have teachers review page 55 and discuss:
 - Does our subject appeal more to Thinking students or to Feeling students? Why?
 - Does the curriculum we use make adjustments for Thinking and Feeling students?
 - If so, identify them.
 - If not, how might we use the suggestions on page 55 to meet the needs of students with the opposite preference?
 - What are some of the major projects or assessments our students are assigned in this content area? How might we adjust those to better meet the needs of Thinking and Feeling students.
- b. Have teachers review the information on page 86 and design an “Assignment Evaluation.” Have them bring samples of the student evaluations to another meeting.
 - What did they learn about the assignment through reading the student evaluations?
 - What modifications do they plan to make?
- c. Have teachers review page 87, “If Students are Defiant...” and discuss:

- Do specific students come to mind? Review the behavior clues on page 26 to reflect on whether the student's preference for Thinking or Feeling might play a role.
- Has anyone tried strategies similar to those on page 87? What were the results?
- What strategy might teachers try with specific students? Complete a copy of RM 3 for those students. Report back to each other as to the effectiveness of the strategies.

Understanding Student Learning Styles

1. Learning Styles and Teaching Styles

Objective: To help teachers evaluate how easy or difficult it is for them to teach in each of the learning styles

Materials: Copies of RM 4, highlighters.

Time Required: 20 minutes

- a. Have teachers highlight in one color the learning activities and statements that they find easy to accommodate in their classrooms. Have them use another color to highlight those that are difficult for them.
- b. Teachers can then debrief their responses as individuals or in teams.
 - For individuals, have them journal about several or all of the prompts given below. For teams, have them record each other's names in the quadrants that fit their learning styles, according to their type and discuss several or all of the following:
 - Why some of them are hard
 - Fears you have about adopting some of them in your classroom
 - Students you think would be helped if you adopted new ones and why
 - Which ones you hope to become more skilled at and what you hope to learn/know/practice to adopt those.
 - Any modifications the team might need to make.
- c. Content-area teams might use the following discussion questions:
 - At your grade level, in which quadrant are most classroom activities? Does this change for different grade levels?
 - Examine the quadrant opposite the one where you have students spending the most time. On the back of this sheet, summarize your group discussion concerning the following:
 - Are there factors for your subject area that make it difficult to construct activities that fit this quadrant?
 - What small steps, for major activities in your area (ex., writing, experiments, memorization) would help differentiate them to meet the needs of more students?

2. "Try This!" Activities

Objective: To have teachers try activities with their students so they can see the type preferences "in action." these can be done whether or not they plan to teach type to students.

Materials: Instructions for the "Try It!" activities described on pages 13, 16 and 19 of Differentiation Through Personality Types.

Time Required: 5-10 minutes to provide initial instructions, 30 minutes for group discussions after teachers have tried the activity in their classrooms.

- a. Choose one of the three activities and try it first with your staff.
- b. Ask staff to try it with their students. Specialists might observe content or grade-level teachers so they, too, see how students perform and respond to the tasks. Announce the date for a meeting to discuss their experiences.
- c. Have them bring their results to a meeting and discuss:

- Student work samples they found most interesting
- Insights they gained into any specific student's needs or motivations
- How they might use what they've learned in their classrooms.

3. Differentiated Lesson Review

Objective: To share examples of lesson plans differentiated for IS, ES, IN, and EN learning styles. And, to have teachers experience an activity that doesn't meet their learning needs.

Materials: This exercise is explained fully in *Differentiated School Leadership* (Kise and Russell, 2008, Corwin Press). Copies of learning activities, by quadrant, on poster paper for each of two lessons or units. Flip chart paper, one sheet for each of the quadrant posters.

Time Required: 30 minutes.

- a. Have at least two sets of stations, one for language arts or social studies and one for math or science.
- b. Put the learning activities for each style on a different poster.
- c. By each poster, place blank paper on which teachers can write their comments about each station: their likes/dislikes as teachers and as students.
- d. Ask teachers to review the stations silently, writing their comments on the papers rather than discussing them.
- e. When they are finished, they can return to their seats.

Note: This activity actually meets no one's learning needs; E's want to talk it out, I's would rather see the ideas all on 1 piece of paper without moving, and so on.

- f. Possible lessons to use include:
 - Station-based poetry unit, page 51
 - Chess class choice assignments, page 53
 - 50 great states, page 54
 - "Assessment Activities for Teachers," RM 5.
 - Energy transformations, RM 6
- g. When everyone is finished reviewing the stations, lead a discussion.
 - What did they like about how the experience? What didn't they like?
 - What would have made it a more positive learning experience?
 - Ask for general comments about the stations.

4. Poetry station unit

Objective: To allow teachers to observe students working in "pure" activities for each of the learning styles and process reactions.

Materials: A full packet of RMs, materials, and lesson plans is available by emailing Jane Kise, jane@edcoaching.com.

Time Required: Each station takes 30-60 minutes for students to complete.

- a. Page 51 shows a station-based poetry unit that lets teachers and students experience all four of the basic learning styles. Have teams plan and use the unit with their students.
 - Middle school teams might have each content area teacher conduct one station.
 - Grade school teams might set up one station per classroom and rotate students among the classes.
- b. When they've completed all 4 stations, have students journal on:
 - I liked the ____ station best because...
 - I learned the most at the ____ because...
 - Here's what I've learned about how I can be more successful at school...
- c. Have teachers bring samples of student work and discuss:
 - Student reactions to the stations.
 - Anecdotes about students who engaged more than usual in some activities.
 - Other observations.

5. Assessment Experience

- Objective:** To allow teachers to experience different assessment activities.
- Materials:** Copies of a novel or short story for each teacher. Consider providing a choice of several novels that have the same theme, such as bullying, overcoming obstacles, humor, etc. Copies of RM 5 for each teacher.
- Time Required:** Teachers may need 3-4 weeks to complete the prework. Group discussion may take approximately 30 minutes.
- a. Ask teachers to read the assigned text. Note: you might choose a text that students will be reading or one that might help your staff gain insights into the struggles your students are having.
 - b. Provide copies of RM 5. Ask them to complete one of the assessment tasks and bring their work to a future meeting. Encourage them to pick at task that is opposite their learning style.
 - c. For the discussion meeting, have your staff form small groups of 4-6 participants and discuss:
 - What did you like about the assignment you completed? What did you dislike?
 - What was easy or hard for you about the assignment?
 - Are assessments balanced for students?

6. Biases in Assessments

- Objective:** To help teachers discern whether their assessments reflect natural biases in favor of their own learning style.
- Materials:** Page 69, Chart 5.7. Ask each teacher to bring a copy of a recent assessment.
- Time Required:** 30 minutes.
- a. Ask teachers to review page 69 silently. Point out the origins of the chart, described on page 68.
 - b. Have teachers discuss their own biases in designing tests.
 - c. Ask them to review the assessment they brought to the meeting. Is there any evidence of "type bias"—do they favor their own learning style?

- d. Have each teacher select a portion of their assessment that they would like to receive help from their colleagues in reducing bias. Have the teams work together to reword or rework that portion.

Differentiating for Students from Other Cultures

1. The Match Game

Objective: To help teachers think about the archetypes of different cultures—which personality preferences are most honored in that culture?

Materials: Copies of RM 6 for each participant, Chapter 10 in *Differentiation Through Personality Types*.

Time Required: 30 minutes.

- a. Have teachers complete RM 6, “The Match Game.” They can do so individually or in pairs. Pages 25-26 can be used as a reference.
- b. Have them compare their answers to those given in the pages referenced on the RM in *Differentiation Through Personality Types*.
- c. Ask them to discuss:
 - Which archetypal learning preferences are easiest for us to accept or adjust for in our classrooms?
 - Which do we often misinterpret as misbehavior? Lack of motivation? Lack of intelligence? Other?
 - What other cultures are represented in our student body? What can we list about their archetypal learning styles and how they might be reframed through the lens of type?
 - What type strategies might help us bridge among the various cultures?

2. Reframing: A Case Study

Objective: To provide staff with practice in reframing behavior of a student from a culture with a different archetype.

Materials: Copies of RM 8 for each participant.

Time Required: 30 minutes

- a. Provide teachers with copies of RM 8. Ask them to read silently and jot their answers to the questions at the bottom.
- b. Have teachers work in groups of 4-6 to brainstorm:
 - Behaviors exhibited in students of other cultures that are difficult to deal with in our classrooms—either for classroom management or in helping those students succeed academically.
 - How type concepts might be used to reframe those behaviors.
 - Strategies we might use with those students, in light of the reframing.

Grade Level Team or Professional Learning Community Analysis

Below, indicate the number of teachers on your team with each preference:

Extraversion	_____	Introversion	_____
Sensing_____		INtuition	_____
Thinking	_____	Feeling_____	
Judging_____		Perceiving	_____

Based on the above information, which students might struggle on your team? I.e., seldom find themselves in classrooms that fit their needs?

What team-wide strategies might help meet the needs of those students?

Where might team conflicts arise? Which type concepts might help you avoid/manage conflicts?

Look at the charts on pages 13, 16, 18, and 20 that describe the kinds of traps teachers with each preference might fall into if they are not “type-aware.” Are any of these true for your team? What activity might you try to develop your skills in teaching students with the opposite preference? See chapters 3 and 6 for ideas.

Case Studies: Using Type for Student Development

The following case studies are designed to provide practice in distinguishing between normal type differences in students and other kinds of problems. Might type information provide new strategies a teacher could use before turning to behavior interventions, medications, or evaluation for learning disabilities?

- Use the “Behavior Clues” (pages 25-26) to form an hypothesis about the child’s type preferences.
 - Read the information for that type (pages 30-37) to confirm or alter your hypothesis.
 - Use the information on the relevant page, pages 30-37, to come up with new strategies that might help such a child succeed in school.
1. Jonathon moved here a few years ago from another school and has made a few close friends. He still talks about how small the classes were and how they could call teachers by their first names. Teachers here often get frustrated because Jonathon doesn’t always pay attention—he seems lost in his own thoughts. Often, he procrastinates before starting, asking questions about what to do only if a teacher seeks him out. He seldom has time to finish up and do his best work.
 2. Tasha pays more attention to her friends than her schoolwork and often talks when she should be listening. She seems genuinely contrite when teachers correct her but can’t seem to sit quietly and do her work. She does a bit better with writing assignments than with math. Teachers worry that she isn’t taking school seriously enough, but they can’t seem to move her away from friends because she is friends with everyone. When working with a group on presentations or other assignments, she often comes up with really good ideas that the group willingly adopts.
 3. Ramesh is conscientious and hard working, taking assignments seriously. He’s quiet and rather remote, seldom asking questions in class. When he doesn’t understand something, he seems to concentrate on unimportant details, like numbering problems correctly, instead of asking for help. At times his work is totally off-target, even though he completes his assignments. Teachers are worried since so much of his work is unacceptable.
 4. Teachers find it hard to like Ella. She asks questions that seem to challenge them on their teaching methods or the assignments themselves. Sometimes she does excellent work, but seems to shut down when the assignment is a bit harder than usual. Some teachers think she is lazy. In group work, she tends to get bossy. She also gets upset when assignments are changed or deadlines are altered.

Student Assistance Strategies

Adapted from *Differentiation through Personality Types*. (Kise, 2007, Corwin), p. 41.

Student Name: _____ **Grade:** _____ -

Goal (What does this child need to succeed?):

1. What is Student's Personality Preference? (See Behavior Clues pp 25-26)

- a. *How does student get the energy to learn?* Circle one: **Extraversion or Introversion**
- b. *What information do students first attend to?* Circle one: **Sensing or INtuition**
- c. *How does student make decisions?* Circle one: **Thinking or Feeling**
- d. *How does student approach life?* Circle one: **Judging or Perceiving**

Preference Letters ___ ___ ___ ___

2. What is the Dominant Function for this Preference? (page 29, "The Eight Functions)

_____ -

3. Using the information for this child's dominant function (turn to the correct page, 30-37, for the dominant function you listed in question 2), list 2-3 strategies that might help this student achieve more academically.

4. What new strategies might motivate the student? How can you link what the student likes to do with what the student HAS to do?

5. What happened when you implemented the strategies or talked with the student about possible strategies? Were they helpful? Do you think you have correctly identified the student's type preferences? If not, what else might you try?

Learning Styles Discussion

Team: _____

Individually: Using two different highlighters, mark on the following table the statements about assignments that you easily incorporate into your classrooms and the ones that are difficult for you.

<p>Introversion and Sensing: Let me know what to do</p> <ul style="list-style-type: none"> • Set clear expectations and goals • Show me examples • Provide the steps in writing • Answer my questions as I have them • Give me time to think • Let me work with and memorize facts • Avoid too many surprises • Build on what I know • Let me know along the way if I'm doing things right • Connect content with past efforts and experiences 	<p>Introversion and Intuition: Let me follow my own lead</p> <ul style="list-style-type: none"> • Let me delve deep into things that interest me • Avoid repetition and routine • Let me figure out for myself how to do things • Give me choices • Listen to my ideas • Let me learn independently • Let me start with my imagination • Help me bring what I envision into reality • Give free rein to my creativity and curiosity • Provide references for me to build my own knowledge base
<p>Extraversion and Sensing: Let me do something</p> <ul style="list-style-type: none"> • Start with hands-on activities • Give me steps to follow • Build on what I already know • Tell me why I'm learning something • Give me chances to talk, move, and work in groups • Set a realistic deadline • Give me examples • Provide clear expectations • Go light on theory • Let me apply it immediately. 	<p>Extraversion and Intuition: Let me lead as I learn</p> <ul style="list-style-type: none"> • Start with the big picture, not the details • Let me dream big without penalties • Let me find a new way to do it • Let me experiment • Give me choices • Keep changing what we do • Let me teach or tell someone what I've learned • Let me be in charge of something • Let me talk or work in groups • Let me come up with my own ideas

As a group: Place your own names in the quadrants that fit your learning style, according to your type. Discuss several or all of the following:

- Why some of them are hard
- Fears you have about adopting some of them in your classroom
- Students you think would be helped if you adopted new ones and why
- Which ones you hope to become more skilled at and what you hope to learn/know/practice to adopt those.

On the back of this page, write a summary (one per team) of patterns you discussed in what your team does and/or doesn't do in the classroom. What does this mean for students?

“Assessment Activities” for Teachers

Choose one of the following ways to share with other teachers your experiences with reading the novel you chose.

<p>Introversion and Sensing</p> <ul style="list-style-type: none"> • Prepare a flow map of about 10 key events in the book. By each event, write your reaction to that event or why you think it was important to the story. • As you read, keep a list of events in the book that remind you of events or students in your own classroom. <p>Motivating words: “Read, identify, list, label, name, notice, observe, apply, analyze, graph, examine, work, prepare, do, organize, complete, answer, listen”</p>	<p style="text-align: right;">Introversion and Intuition</p> <ol style="list-style-type: none"> 1. Think of three to five questions you would like to ask the character in your book. Imagine that you are the character and answer the questions. 2. Brainstorm how you might use the book, or an excerpt from it, with your students. What would you have them do? What would be your essential question? <p>Motivating words: “Read, think, consider, design, evaluate, clarify, speculate, dream, envision, paraphrase, brainstorm, create, elaborate, illustrate, write, reflect, chew on, make connections, compare, contrast”</p>
<p>Extraversion and Sensing</p> <ul style="list-style-type: none"> • Make a tree map of two or three major themes of your book and the events that explore those themes. Use the map to tell your group what you learned from the book. • Make a “Hall of Fame/Hall of Shame” poster of characters in the book, using your own drawings, clip art, or magazine photos. Under each picture write why your character deserves his or her placing. <p>Motivating words: “Build, show, assemble, tell, discover, make, demonstrate, figure out, touch, design, suggest, solve, choose, construct, examine, explore, discuss”</p>	<p style="text-align: right;">Extraversion and Intuition</p> <ul style="list-style-type: none"> • Collaborate with another teacher to act out a dialogue based on a scene in the book. However, change the ending to reflect a better choice a character could have made. • Design your own method to communicate to other teachers your reactions to or learnings from the novel you read. <p>Motivating words: “Create, solve, discover, pretend, design, synthesize, collaborate, find a new..., generate, visualize, evaluate, develop, problem-solve, experiment, discuss”</p>

Energy Transformations Lesson (6th Grade Science)

<p>IS (Introversion and Sensing)</p> <ul style="list-style-type: none"> ❖ “Energy”—Bill Nye video. Students answer questions such as <ul style="list-style-type: none"> ○ Name at least 5 forms of energy ○ What is stored energy called? ○ What happens when you add baking soda to vinegar? ○ Why doesn’t the bowling ball hit Bill in the face? ○ Where do we get energy for our bodies? ❖ Direct instruction on different forms of energy (what each one means and examples) <p>Note: Students will also use Introversion and Sensing for the data gathering portion of the Alternative Energy Resources Project (EN).</p>	<p>IN (Introversion and Intuition)</p> <p>Picture Portfolio Students find magazine pictures, or draw pictures, of specific energy transformations and put together a portfolio, including explanatory text.</p>
<p>ES (Extraversion and Sensing)</p> <ul style="list-style-type: none"> ❖ Energy walking tour—students work together to see the different forms of energy in their environment We walk both inside and outside to find energy transformations that are occurring around us. Students keep a log of what they find on the tour. ❖ Experiments dealing with different forms of energy: <ul style="list-style-type: none"> ○ Make your own battery (chemical and electrical) ○ Using motors and generators (motion, sound and electrical) ○ Circuitry (electrical, light, and motion) 	<p>EN (Extraversion and Intuition)</p> <ul style="list-style-type: none"> ❖ Alternative Energy Resources Project <ul style="list-style-type: none"> ○ Working in groups, make a “working model” of one of the electricity-producing alternatives <ul style="list-style-type: none"> ▪ Solar ▪ Geothermal ▪ Nuclear ▪ Wind ▪ Hydro ▪ Fossil fuel ▪ Tidal ▪ ??? ○ Gather data (research) about the pros and cons of your alternative ○ Give a presentation to “sell” your alternative for producing electricity ❖ Experiment to optimize the work a motor can do—after understanding circuitry basics and how a motor/generator works, students try to lift a maximum amount of weight with their “new” invention.

The “Match Game”: Learning Styles and Type Preferences

Note: The learning style descriptors for the African American, Latino and Native American cultures come from Shade, Kelly and Oberg (1997): *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association. The Hmong learning style descriptors come from Trueba, Jacobs and Kirton (1990): *Cultural conflict and adaptation: The case of Hmong children in American society*. New York: The Falmer Press.

Test your understanding of type preferences by thinking about which of the preferences each descriptor might correspond with each of the statements about the cultural archetypal learning style. Check your hypotheses with the page cited in *Differentiation Through Personality Types*:

<p>African American Students Learn Best From: (page 149)</p> <ul style="list-style-type: none"> Bodily movement Equal talk time for teachers and students Material presented with social/emotional context rather than impersonal Social rather than object cues Use of multiple senses—touch, sight, hearing A variety of information presented at a constantly changing pace Environments where they don’t feel criticized personally 	<p>This corresponds with a preference for:</p>
<p>Latino Students learn best from: (page 150)</p> <ul style="list-style-type: none"> Clear hierarchies and roles, orderliness Atmospheres where sensitivity toward others’ feelings is shown Success measured by cooperation rather than competitive individualism Chances to interact with others Avoidance of arguments which are considered rude and disrespectful Activities that incorporate the arts, of high value in their culture 	<p>This corresponds with a preference for:</p>
<p>Hmong Students learn best from: (page 151)</p>	<p>This corresponds with a preference for:</p>
<ul style="list-style-type: none"> Demonstration-based, related to real life 	
<ul style="list-style-type: none"> Oral communication of ideas 	
<ul style="list-style-type: none"> Emphasis on correctness, not speed 	
<ul style="list-style-type: none"> Material presented with social/emotional context rather than impersonal 	
<ul style="list-style-type: none"> Collective action activities (group process) where process is important 	
<ul style="list-style-type: none"> Environments where they don’t feel criticized personally 	
<p>Native American students learn best from: (page 152)</p> <ul style="list-style-type: none"> Cooperative learning groups Getting the big picture before isolated skills Settings full of encouragement Artwork, metaphors, images, analogies, and symbols rather than dictionary-type definitions Visual/special orientation rather than verbal Brainstorming, open-ended activities Student-designed games Lessons and exercises that include discussion of values 	<p>This corresponds with a preference for:</p>

Reframing: A Case Study

[From *Educational Leadership*, “Challenging Deficit Thinking,” September 2006, p. 42-45).]

April would not sit still and frequently wandered around during whole-class instruction, disturbing other students. Deven [the teacher] considered April a strong candidate for medication for hyperactivity and referral to special education. In her report, Deven described her original frame — her understanding of April's behavior:

I spoke with her and modeled the correct way to act....When her misbehavior continued, I believed April was looking for attention. I attempted to ignore her behavior, which made the situation worse.... As I became more and more frustrated, I felt April was directly disobeying my instructions, distracting the class, and undermining my lessons.

With support from other teachers in the course, Deven developed and acted on a new explanation of April's behavior:

I told April that I understood that she had a lot of energy, and that was great! I let her know that lots of people need to move around in order to learn. It was just another thing that made her special. ... I asked that April please do her exercises on the carpet or by the classroom library. I let her know that whenever she felt she was ready, she could return to the group. I also predicted a relapse. I said that I knew she might forget to move to the carpet or library to do her exercises, but that was OK and I would remind her with our special sign — touching the tip of my nose. She seemed a little surprised, but she said she understood.

Reporting on the results of her intervention, Deven commented,

The retraining changed my negative, critical attitude toward April's behavior to a positive, supportive outlook. As a result, the exercises and movement no longer upset or distracted me. Once I became comfortable with the reframing, April's behavior really improved. Now, April automatically moves to the carpet or library to exercise. The other students don't seem to mind at all, and there is no more tattling. April is happier and more relaxed during whole-group instruction. My teaching assistant thought that this was a crazy idea. Neither one of us can get over the change.

Discussion Questions:

- Describe April's behavior using the language of type.
- Use the process on page 41 to identify strategies recommended for students who share April's hypothesized preferences.
- What techniques have you tried with students with behavior difficulties similar to April's? How effective have these been?
- Bring to mind a characteristic of students from another culture with which you struggle.
 - Reframe that characteristic through the lens of type.
 - What new strategies might you try with those students?