

Learning Styles Instrument

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The Instrument

- 50 multiple choice items; 3 choices each;
- scoring included;
- scale included;
- diagram and explanation included
- style comparison included
- description of “characteristics of extreme neurological polarity that create high at-risk behavior” included

What It Is

- an instrument to help identify how this student learns best
- a guide to help decide instructional strategies
- intended to be shared with the student (results, purpose, etc.)
- only as accurate as the answers are honest

What It Is Not

- an intelligence test
- a vocational interest test
- the only instrument you should consider

Strengths

- valid and reliable
 - questions are short
 - self contained
 - visuals and charts included
 - can be read to student if needed
-

Weaknesses

- length
- some terminology
- repetition of questions can cause confusion or indifference
- results can be overstated or overused

Suggestions

- ✓ explain purpose and results to the student
- ✓ inform student that evaluation of results will be shared
- ✓ find examples relevant to the student concerning learning styles

Taking The Test

Questions

Presenter:

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YOUR STYLE OF THINKING AND LEARNING

CIRCLE A, B, OR C FOR THE DESCRIPTION THAT IS MOST LIKE YOU. MARK ONLY ONE LETTER FOR EACH QUESTION.

1. I remember best...
 - A. names
 - B. faces
 - C. both names and faces.

2. I prefer to have things explained to me...
 - A. with words
 - B. by showing them to me
 - C. both ways

3. I prefer classes...
 - A. with one assignment at a time
 - B. where I work on many things at once
 - C. both ways

4. I prefer...
 - A. multiple choice tests
 - B. essay tests
 - C. both kinds of tests

5. I am...
 - A. not good at body language, I prefer to listen to what people say
 - B. good at body language
 - C. sometimes good, but other times not good

6. I am...
 - A. not good at thinking of funny things to say and do
 - B. good at thinking of funny things to say and do
 - C. sometimes good

7. I prefer classes...
 - A. where I listen to "experts"
 - B. in which I move around and try things
 - C. where I listen and also try things

8. I decide what I think about things...
 - A. by looking at the facts
 - B. based on my experience
 - C. both ways

9. I tend to solve problems...
 - A. with a serious, business-like approach
 - B. with a playful approach
 - C. with both approaches

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10. I like...
 A. to use proper materials to get jobs done
 B. to use whatever is available to get jobs done
 C. a little of both
11. I like my classes or work to be...
 A. planned so I know exactly what to do
 B. open with opportunities for changes as I go along
 C. both planned and open to changes
12. I am...
 A. never inventive
 B. very inventive
 C. occasionally inventive
13. I prefer classes when I am expected...
 A. to learn about things I can use in the future
 B. to learn things I can use right away
 C. both kinds of classes
14. I...
 A. would rather not guess or play hunches
 B. like to play hunches and guess
 C. sometimes make guesses and play hunches
15. I like to express feelings and ideas...
 A. in plain language
 B. in poetry, song, dance, art
 C. both ways
16. I get insights from poetry, symbols, etc...
 A. rarely
 B. usually
 C. sometimes
17. I prefer...
 A. solving one problem at a time
 B. solving more than one problem at a time
 C. both equally
18. I respond more to people when...
 A. they appeal to my logical side, my intellect
 B. when they appeal to my emotional side, my feelings
 C. both ways
19. I prefer to learn...
 A. the well-established parts of a subject
 B. about the unclear parts, the hidden possibilities
 C. both ways
20. I prefer...
 A. analytic reading, taking ideas apart and thinking about them separately
 B. creative reading, putting a lot of ideas together
 C. both kinds of reading
21. I prefer...
 A. to use logic in solving problems
 B. to use "gut feelings" in solving problems
 C. both equally

22. I prefer...
 A. to analyze problems by reading and listening to experts
 B. to see and imagine things when I solve problems
 C. to do both.
23. I'm very good at...
 A. explaining things with words
 B. explaining things with hand movements and actions
 C. both
24. I learn best from teachers who...
 A. explain with words
 B. explain with movement and actions
 C. have no preference
25. When I remember or think about things, I do so best with...
 A. words
 B. pictures and images
 C. both equally well
26. I prefer to...
 A. examine something that is finished and complete
 B. organize and complete something that is unfinished
 C. do both
27. I enjoy...
 A. talking and writing
 B. drawing and manipulating (handling) things
 C. both equally
28. I am...
 A. easily lost in finding directions
 B. good at finding directions
 C. not bad in finding directions, but not really good either
29. I am...
 A. primarily intellectual
 B. primarily intuitive
 C. equally intellectual and intuitive
30. I prefer to learn...
 A. details and specific facts
 B. from a general overview, to look at the whole picture
 C. both ways equally
31. I read...
 A. for specific details and facts
 B. for main ideas
 C. for both equally
32. I learn and remember...
 A. only those things specifically studied
 B. details and facts in the environment not specifically studied
 C. have noticed no difference in these areas
33. I like to read...
 A. realistic stories
 B. fantasy stories
 C. no preference

34. I feel it is more fun to... A. plan realistically
B. dream
C. both equally fun
35. I... A. prefer total quiet when reading or studying
B. prefer music while reading or studying
C. listen to music only when reading for enjoyment, not when studying
36. I would like to write... A. non-fiction books
B. fiction books
C. no preference
37. If seeking mental health counseling, I would prefer...
A. the confidentiality of individual counseling
B. group counseling and sharing of feelings with others
C. no preference for group over individual counseling
38. I enjoy... A. copying and filling in details
B. drawing my own images and ideas
C. both equally
39. It is more exciting... A. to improve something
B. to invent something
C. both are exciting
40. I prefer to learn... A. by examining
B. by exploring
C. both ways equally
41. I prefer... A. Algebra
B. Geometry
C. both equally
42. I am skilled in... A. sequencing ideas
B. showing relationships among ideas
C. both equally
43. I prefer... A. dogs
B. cats
C. both equally
44. I... A. use time to organize myself and my personal activities
B. have difficulty in pacing my personal activities to time limits
C. pace personal activity to time limits easily
45. I have... A. almost no mood changes
B. frequent mood changes
C. few mood changes.
46. I am... A. almost never absent-minded
B. frequently somewhat absent-minded
C. occasionally absent-minded
47. I am strong... A. in recalling verbal materials (names, dates)
B. in recalling spatial material
C. equally strong in both

48. I am skilled in... A. the statistical, scientific prediction of outcomes
 B. the intuitive prediction of outcomes
 C. equally strong in both
49. I prefer... A. outlining over summarizing
 B. summarizing over outlining
 C. equally skilled in both
50. I prefer... A. verbal instructions
 B. demonstrations
 C. no real preference

YOUR STYLE OF LEARNING AND THINKING:
 RIGHT, LEFT, OR WHOLE BRAIN DOMINANT

LEFT (A's) _____ RIGHT (B's) _____ WHOLE BRAIN (C's) _____

1. Compute your B score minus your A score. It can be a minus or plus.
2. If your C score is 15 or higher, divide your B minus A score by 3. Round your score to the nearest number. The answer will be your score. It can be a minus or plus number. _____

OR

If your C score is from 9 to 14, divide your B minus A score by 2. The answer will be your score. It can be a minus or plus answer. _____

OR

If your C score is less than 9, do not divide at all. Your B minus A score is your answer. _____

PLOT YOUR SCORE BELOW

-40... -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10...+40

A score of 0 = Whole brain dominance

A score of -1 to -6 = Whole brain dominance favoring the left (**Eeyore**)

A score of +1 to +6 = Whole brain dominance favoring the right (**Piglet**)

A score of -7 or lower = Left brain dominance (**Owl**)

A score of +7 or higher = Right brain dominance (**Pooh**)

For Concrete Sequential Use:

A score of -7 or lower (Owl)

1. Workbooks or lab manuals
2. Lectures accompanied with overhead transparencies, drawings, or models; demonstration teaching
3. Hands-on materials (paint, frogs, plastic or wood models, apparatus, etc.)
4. Field trips
5. Programmed instruction or computer-assisted instruction.

AND EXPECT STUDENTS TO:

1. Follow step-by-step directions exactly
2. Use various drill techniques to practice what they have learned
3. Give correct answers available from text

For Abstract Random Use:

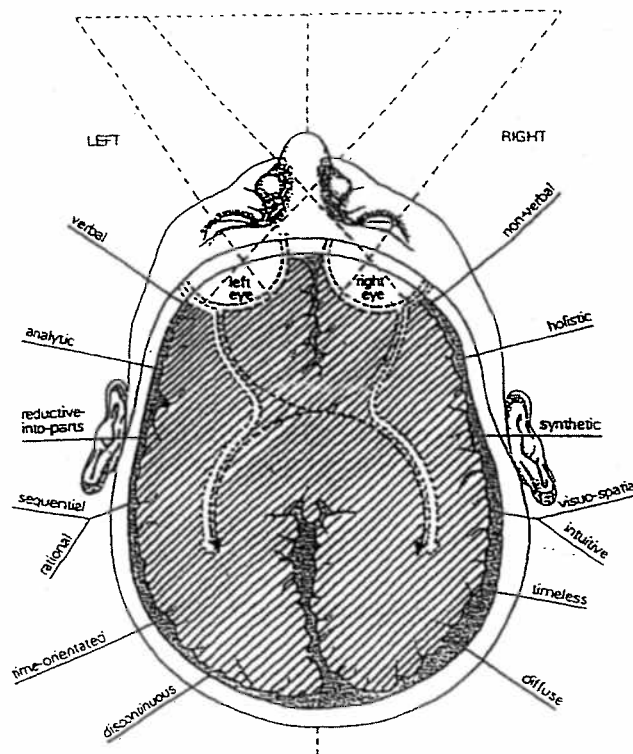
A score of +7 or higher (Pooh)

1. Movies and filmstrips with record
2. Group discussions among students
3. Lecture with discussion of material present
4. Television
5. Short reading assignments which act as springboards for class activities

AND EXPECT STUDENTS TO:

1. Listen to, learn from, and respond to fellow students
2. Be aware of color, sounds and moods in their environment
3. Observe body language, listen for intonation and reflect upon these in connection with the message given

**TEACHING
TECHNIQUES
FOR BRAIN
COMPATIBILITY**



For Abstract Sequential Use:

A score of -1 to -6 (Eeyore)

1. Instructional phonograph records
2. Audio tapes
3. Extensive textbook reading assignments
4. Slides
5. Lecture

AND EXPECT STUDENTS TO:

1. Be able and willing to read large amounts of material
2. Be able to conceptualize ideas and convey them either orally or in writing
3. Be able to concentrate on an idea without being distracted by environmental activities or inner feelings

For Concrete Random use:

A score of +1 to +6 (Piglet)

1. Games or simulations
2. Independent study projects
3. Optional reading assignments
4. Brief mini-lectures
5. Problem solving activities

AND EXPECT STUDENTS TO:

1. Frame hypotheses, develop alternative solutions and test them
2. Be able to solve problems with limited information or data provided
3. Experiment with ideas and material through application.

Style Comparison

The following brief synopses are condensed from the *Mind Style™* research of Anthony F. Gregore. Twelve of eighteen frames of reference are listed. They represent dominant style characteristics of the four mediation channels*

Frames of Reference	Mediation Channels			
	CS Concrete Sequential (Owl)**	AS Abstract Sequential (Eeyore)**	AR Abstract Random (Pooh)**	CR Concrete Random (Piglet)**
KEY WORDS	Practical	Probable	Potential	Possible
WORLD OF REALITY	Concrete world of the physical senses	Abstract world of the intellect based upon concrete world	Abstract world of feeling and emotion	Concrete world of activity and abstract world of intuition
ORDERING ABILITY	Sequential step-by-step linear progression	Sequential and two-dimensional; tree-like	Random web-like and multi-dimensional	Random three-dimensional patterns
VIEW OF TIME	Discrete units of past, present, future	The present, historical past, and projected future	The moment: time is artificial and restrictive	Now: total of the past, interactive present, and seed for the future
THINKING PROCESSES	Instinctive, methodical, deliberate	Intellectual, logical, analytical, correlative	Emotional, psychic, perceptive, critical	Intuitive, instinctive, impulsive, independent
VALIDATION PROCESS	Personal proof via the senses; accredited experts	Personal intellectual formulae; conventionally accredited experts	Inner guidance system	Practical demonstration; personal proof; rarely accepting of out-side authority
FOCUS OF ATTENTION	Material reality; physical objects	Knowledge, facts, documentation, concepts, ideas.	Emotional attachments, relationships and memories	Applications, methods, processes and ideals
CREATIVITY	Product, prototype, refinement, duplication	Synthesis, theories, models and matrices	Imagination, the arts, refinement, relationships	Intuition, originality, inventive, futuristic
ENVIRONMENTAL PREFERENCE	Ordered, practical quiet, stable	Mentally stimulating ordered and quiet, non-authorative	Emotional and physical freedom; rich; active and colorful	Stimulus-rich competitive, free from restriction
USE OF LANGUAGE	Literal meaning and labels, succinct, logical	Polysyllabic words, precise, rational; highly verbal	Metaphoric, uses gestures and body language; colorful	Informative, lively, colorful; "words do not convey true meaning"
PRIMARY EVALUATIVE WORD(S)	Good, Not Bad	Excellent	Super, Fantastic, Marvelous	Great, Superior
NEGATIVE CHARACTERISTICS	Excessive, conformity; unfeeling, possessive	Opinionated, sarcastic, aloof	Spacey, overly sensual, smothering	Deceitful, unscrupulous, ego-centric

*Source: Anthony F. Gregore, *An Adult's Guide to Style*. Maynard, MA: Gabriel Systems, 1982. For Additional information, see also: Anthony F. Gregore, *Inside Styles, Beyond the Basic*. Maynard, MA: Gabriel Systems, 1985.

**Added by Dr. T. Roger Taylor

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CHARACTERISTICS OF EXTREME NEUROLOGICAL POLARITY THAT CREATE HIGH AT-RISK BEHAVIOR

BORED WITH ROUTINE TASKS, REFUSES TO DO ROTE
HOMEWORK

DIFFICULT TO GET HIM/HER TO MOVE INTO ANOTHER TOPIC

IS SELF-CRITICAL, IMPATIENT WITH FAILURES

IS CRITICAL OF OTHERS, OF THE TEACHERS

OFTEN DISAGREES VOCALLY WITH OTHERS, WITH THE
TEACHER

MAKES JOKES OR PUNS AT INAPPROPRIATE TIMES

EMOTIONALLY SENSITIVE—MAY OVERREACT, GET ANGRY
EASILY OR READY TO CRY IF THINGS GO WRONG

NOT INTERESTED IN DETAILS; HANDS IN MESSY WORK

REFUSES TO ACCEPT AUTHORITY; NONCONFORMING,
STUBBORN

TENDS TO DOMINATE OTHERS

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From: <CDETaylor@aol.com>
To: <KeckD@mh.state.oh.us>
Date: 1/28/04 11:24AM
Subject: Re: Permission for Use of Learning Style Instrument

Hi David,

You have permission to use the learning style instrument on pages 55-61 as long as you give credit to Dr. Taylor. Please let me know if you have any questions or if you need any additional information.

Thanks!

April Anderson
Office of Dr. Taylor
630-852-8863

