

Performance Learning Systems, Inc.

The Kaleidoscope Profile®

BRIEF EXPLANATION OF ALL PREFERENCES

Kinesthetic:

Works best when able to move and do things with large muscles.

Tactual:

Works best when able to feel using small motor muscles and through personal relationships.

Visual:

Works best when able to see, watch, read, and view.

Auditory:

Works best when able to hear, speak, discuss, and think out loud.

Concrete:

Prefers to work with real objects, sounds, colors, and experiences.

Abstract:

Prefers to work with symbols, words, numbers, and abstractions.

Global:

Prefers to work with the "big picture," large chunks, and intuitive leaps.

Sequential:

Prefers to work with step-by-step, orderly, logical information.

Intuitive Feelers:

Values integrity, relationships, and personal and emotional content issues.

Intuitive Thinkers:

Values competence, rational reasoning, and intellectual complexities.

Sensing Judgers:

Values authority, organization, predictability, and usefulness.

Sensing Perceivers:

Values action, excitement, style, competition, and immediate responses.

TACTUAL

The tactual student learns through body sensations and small motor movement. Studies show 15 to 25 percent of the population favors this modality.

Needs and Behaviors

The tactual student **learns** through:

- Subtle sensations, some as fine as those registered on the surface of the skin.
- A variety of sensations, including odor.
- Emotional changes in others.

The tactual student might be considered particularly "sensitive."

Values

The tactual student **values**:

- Personally relating to learning and to other students.
- Emotional issues and real situations.
- Touching things he or she is learning about.
- Feeling how others feel about a subject.

Curriculum

The tactual student learns most from **curriculum** that includes:

- Learning by *feeling*.
- Personal meaning.
- Social interaction.
- Cooperative learning.
- Personal expression.

Classroom Management

In the **classroom**, the tactual student:

- Learns by doing in quiet ways, such as writing and drawing.
- Remembers emotional content and people's feelings.
- Focuses on emotions, colors, and moods rather than on sights and sounds.
- Is easily distracted by emotional conflict, temperature variations, and other changes in class or teacher mood.

The tactual student solves problems through "feel," generally choosing solutions that appeal to him or her rather than organizing or experimenting.

Discipline Approaches

In **discipline**, the tactual student is more likely to be effectively deterred:

- When reasons for the discipline are given in "relation" to others.
- When the punishment is molded to fit the individual, even negotiated.
- When the punishment involves isolation.

The tactual student will often view his or her misbehavior as based on principle. Discipline will have a better chance of working if it is relational and individualized.

AUDITORY

Sounds of all kinds play a large part in learning for the auditory student. Only about 10 to 15 percent of people share this primary sense.

Needs and Behaviors

The auditory student **learns** through:

- Speaking and listening, with an emphasis on speaking.
- Participating in discussion.
- "Thinking out loud."
- Talking about the pros and cons of a situation.

Values

The auditory student **values**:

- Dialogue and plays.
- Learning through verbal instruction rather than reading.
- Talking problems out verbally or subvocally.
- Thinking in sounds.

Curriculum

The auditory student prefers **curriculum** that includes:

- Class or group discussions.
- Sounds; reading aloud.
- Phonics instead of illustrations.
- Music rather than visual arts.

Classroom Management

In the **classroom**, the auditory student:

- Tends to remember names and forget faces.
- Memorizes by auditory repetition.
- Spends more time talking about pieces than looking at them.
- Can be easily distracted by sounds.

The auditory student tends to appreciate a task as a whole more than the individual details.

Discipline Approaches

In **discipline**, the auditory student:

- Responds to verbal reprimands and auditory isolation.
- Is discomforted by exclusion from *hearing* what is going on or interacting in a conversation.

KINESTHETIC

About 25 to 35 percent of the general population are kinesthetic learners, gathering data about the world through body movement and physical activity involving the large muscle groups.

Needs and Behaviors

The kinesthetic student **learns** by:

- *Doing*, in addition to seeing and hearing.
- Being actively and physically involved in learning.

Values

The kinesthetic student **values**:

- Building things and taking things apart.
- Learning by *moving* and *doing*.
- Lying on the floor to write.
- Standing to act out a story instead of reading it.

Curriculum

The kinesthetic student favors **curriculum** that involves:

- "Experiencing" learning through physical activity.
- Acting out a subject rather than discussing it.
- Art forms that can be touched, especially sculpture.
- (When reading is required) Stories in which action occurs early.

Most schools are not designed to provide the real-life, physical activities that the kinesthetic student craves. Fortunately, educators today are offering more and more opportunities for real-life learning.

Classroom Management

In the **classroom**, the kinesthetic student:

- Remembers best what is done, not what is seen or talked about.
- Attacks problems physically, impulsively.
- Is less attentive to visual or auditory presentation than to hands-on learning.
- Tries things out: touches, feels, manipulates.
- Responds to music by physical movement.

Discipline Approaches

In **discipline**, the kinesthetic student:

- Is attracted to any punishment that is out of the ordinary routine.
- May misbehave to escape the class routine.

The kinesthetic student will love the attention of being made to sit in front of the class. A more effective form of discipline may be to instruct him or her to sit still for fifteen minutes.

VISUAL

The visual student likes to take in information by seeing. About 35 to 40 percent of the American population shares this preference.

Needs and Behaviors

The visual student **learns** through:

- Observation.
- Watching demonstrations.
- Reading.
- Viewing pictures.
- Watching videotapes and movies.

Values

The visual student **values**:

- Reading detailed descriptions.
- Thinking in pictures.
- Planning in advance.
- Organizing thoughts by writing them.
- Order and neatness.

Curriculum

The visual student appreciates **curriculum** that involves:

- Letting students work on their own.
- Deliberate problem solving.
- Quiet time in the classroom.
- Reading and writing.
- The visual arts rather than music.

The visual student would rather be shown how to do something, or read the instructions, than be told what to do.

Classroom Management

In the **classroom**, the visual student:

- Lists thoughts and takes notes.
- Examines classroom structure.
- Tends to remember faces and forget names.
- Is generally unaware of sounds.
- Can be distracted by visual disorder or movement.

The visual student tends to focus on details and components rather than a task as a whole.

Discipline Approaches

In **discipline**, the visual student:

- Dislikes any form of punishment that places him or her in the center of attention.
- Does not like sitting in front of the class.

The visual student may misbehave, but the misbehavior is often of a passive type.

CONCRETE GLOBAL (CG)

Needs and Behaviors

The **concrete** student:

- Relates primarily to real objects, colors, and sounds.
- Stores memories around these "building blocks."

The **global** student tends toward:

- A "free association" structure for organizing thoughts and memories.
- The "big picture" rather than the details.

Highly intuitive, the global student sometimes connects seemingly unrelated ideas or segments of information to come up with a "right answer," but may be unable to explain how it was done.

Values

The CG student **values**:

- Being independent and taking risks.
- Discovering new information and processes.
- Creating change and new opportunities.
- Finding varied and unique approaches.
- Investigating the "why" in issues.

Curriculum

The CG student likes **curriculum** that encompasses:

- Self-directed work.
- Experimenting to solve problems.
- Interaction and competition.
- Brainstorming and open-ended activities.
- Hands-on learning experiences.

Classroom Management

In the **classroom**, the CG student prefers:

- Real-world, physical processes. (C)
- Learning through the five senses. (C)
- Open-ended assignments and creative projects. (G)
- Lessons which present questions rather than answers. (G)

Discipline Approaches

In **discipline**, the CG student:

- Needs to practice the specific behaviors required of him or her in order to comply. (C)
- Needs to experience a classroom rule before he or she can recognize it. (C)
- May feel trapped by (and possibly ignore) a detailed series of consequences. (G)
- May respond more to a humorous but serious warning — even an unreal consequence such as "I'll tar and feather you." (G)

ABSTRACT SEQUENTIAL (AS)

Needs and Behaviors

The **abstract** student prefers:

- Symbols and concepts rather than the real, physical world.
- Words, representations, numbers, and abstractions.

For example, an abstract student is more likely to use — and remember using — the word "apple" than to remember an actual apple. The spellings, characteristics, and functions of the word "apple" will come to mind more often than an experience of an actual apple being eaten.

The **sequential** student:

- Approaches work and learning as a step-by-step process.
- Remembers information in a logical, step-by-step manner.

The sequential student's memory is like a filing cabinet in which every piece of data has a category heading and file location. As a result, the sequential student may struggle in creative, or "open-ended," situations.

Values

The AS student **values**:

- Being prepared.
- Organizing ideas in a logical manner.
- Working patiently and methodically.
- Forming theories and researching data.
- Receiving intellectual recognition.

Curriculum

The AS student prefers **curriculum** that involves:

- Reading and taking notes.
- Following traditional procedures.
- Using references and expert sources.
- Working with analytical questions and essays.
- Establishing and defending the value and importance of schoolwork.

Classroom Management

In the **classroom**, the AS student favors:

- Working with symbols, words, and numbers. (A)
- Discussions, readings, and exploration of theories. (A)
- Logical, step-by-step processes. (S)
- Practicality and "right" answers. (S)

Discipline Approaches

In **discipline**, the AS student:

- Understands requests such as "keep your hands to yourself" and "respect others." (A)
- Makes broad generalizations when given abstract instructions like "behave" and "be responsible." (A)
- Responds well to a detailed series of consequences. (S)
- Wants steps and details to follow and will quickly notice any inconsistencies. (S)

ABSTRACT GLOBAL (AG)

Needs and Behaviors

The **abstract** student prefers:

- Symbols and concepts rather than the real, physical world.
- Words, representations, numbers, and abstractions.

For example, an abstract student is more likely to use — and remember using — the word "apple" than to remember an actual apple. The spellings, characteristics, and functions of the word "apple" will come to mind more often than an experience of an actual apple being eaten.

The **global** student tends toward:

- A "free association" structure for organizing thoughts and memories.
- The "big picture" rather than the details.

Highly intuitive, the global student sometimes connects seemingly unrelated ideas or segments of information to come up with a "right answer," but may be unable to explain how it was done.

Values

The AG student **values**:

- Being flexible and adaptable.
- Being sensitive to emotional content.
- Personalizing information.
- Seeing the "big picture."
- Freedom from supervision.

Curriculum

The AG student likes **curriculum** that includes:

- The arts, beauty, and nature.
- Working and sharing ideas and feelings with others.
- Answering open-ended and interpretive questions.
- Discussing topics in a noncompetitive manner.
- Using his or her imagination.

Classroom Management

In the **classroom**, the AG student prefers:

- Working with symbols, words, and numbers. (A)
- Discussions, readings, and exploration of theories. (A)
- Open-ended assignments and creative projects. (G)
- Lessons which present questions rather than answers. (G)

Discipline Approaches

In **discipline**, the AG student:

- Understands requests such as "keep your hands to yourself" and "respect others." (A)
- Makes broad generalizations when given abstract instructions like "behave" and "be responsible." (A)
- May feel trapped by (and possibly ignore) a detailed series of consequences. (G)

- May respond more to a humorous but serious warning — even an unreal consequence such as "I'll tar and feather you." (G)

CONCRETE SEQUENTIAL (CS)

Needs and Behaviors

The **concrete** student:

- Relates primarily to real objects, colors, and sounds.
- Stores memories around these "building blocks."

The **sequential** student:

- Approaches work and learning as a step-by-step process.
- Remembers information in a logical, step-by-step manner.

The sequential student's memory is like a filing cabinet in which every piece of data has a category heading and file location. As a result, the sequential student may struggle in creative, or "open-ended," situations.

Values

The CS student **values**:

- Following directions.
- Working towards "correct" answers.
- Being precise, specific, and accurate.
- Creating real, practical products.
- Finding out *how* things work.

Curriculum

The CS student appreciates **curriculum** that involves:

- Having exact directions and examples.
- Knowing the accepted way of doing things.
- Facing limited change in predictable situations.
- Applying ideas in a practical, hands-on way.
- Having guided practice with an organized person.

Classroom Management

In the **classroom**, the CS student favors:

- Real-world, physical processes. (C)
- Learning through the five senses. (C)
- Logical, step-by-step processes. (S)
- Practicality and "right" answers. (S)

Discipline Approaches

In **discipline**, the CS student:

- Needs to practice the specific behaviors required of him or her in order to comply. (C)
- Needs to experience a classroom rule before he or she can recognize it. (C)
- Responds well to a detailed series of consequences. (S)
- Wants steps and details to follow and will quickly notice any inconsistencies. (S)

SENSING PERCEIVER (SP)

38 percent of students relate to SP values. SP students like action and excitement.

Needs and Behaviors

The **SP** student tends to:

- Enjoy the immediate.
- Be practical and competitive.
- Appreciate style and performance.

SP students are not planners as much as responders to situations — they are the "firefighters" of the classroom.

Values

The SP student **values**:

- Freedom and action.
- Spontaneity.
- Being one with nature and tools.
- Having an impact on his or her surroundings.

Curriculum

The SP student prefers **curriculum** that involves:

- Discovering *how things work*.
- Learning about the world by *doing*.
- Hands-on activities and conditions.
- Competition, production, performance, and play.
- Receiving immediate feedback for actions.

Classroom Management

In the **classroom**, the SP student favors:

- Variety and uniqueness.
- Action rather than sit-down discussions.
- Carousel seating and small group teams.
- Fast-paced activities and immediate rewards.
- A "pat on the back."

Discipline Approaches

In **discipline**, the SP student follows rules provided that they:

- Offer immediate rewards and punishments.
- Produce results that the student values.
- Supply more positive "do's" than negative "don'ts."

The SP student confronts authority and finds many rules to be uncomfortable or boring abstractions. Authority is respected only when the teacher can "perform" actions the SP student respects, such as sky-diving or motorcycling (as opposed to something nonactive, like reading Shakespeare).

INTUITIVE THINKER (NT)

Comprising 12 percent of the population, NT people tend to be rational in their approach to life.

Needs and Behaviors

The **NT** student is concerned about:

- The "why" of things.
- Having (and giving) reasons for their actions.
- Competence and "doing it right."

Living in the intellectual sphere, NT students may appear cold or unemotional. They have difficulty limiting a task or question to the issue at hand, relating it, instead, to larger complexities of life.

Values

The NT student **values**:

- Competence (in self and others).
- Having power over nature.
- Inventing tools.
- Being able to know, control, predict, and explain.
- Finding patterns and inventing solutions.

Curriculum

The NT student prefers **curriculum** that encompasses:

- The big picture.
- Lectures and Socratic questioning.
- Learning by investigation.
- Analyzing and gathering facts about a subject.
- Making connections between ideas in a reasonable and logical way.

Classroom Management

In the **classroom**, the NT student likes:

- Competence and intelligence.
- Respect for his or her ability to design and see patterns.
- Praise for his or her excellence and persistence.
- Being left alone to learn in an unstructured environment.

Discipline Approaches

In **discipline**, the NT student follows rules that:

- Were created at least in part by the students.
- Have stated, valued purposes.
- Demonstrate reasonable consequences.
- Are enforced in a rational manner.

NT students are critics of "the system," always requiring that it make sense to them. Since NT students' behavior seems logical and consistent to them, they are willing to "take the heat" for it, and may even see the resulting punishment as a sign that they have acted effectively.

SENSING JUDGER (SJ)

38 percent of the population are SJ learners; they are authority centered.

Needs and Behaviors

The **SJ** student appreciates:

- Organization and predictability.
- Usefulness in the here-and-now.
- Having things go smoothly.
- Questions of "what" and "how."

Loyal and committed, SJ students often take on more responsibility than they can handle.

Values

The SJ student **values**:

- Serving and being useful.
- Upholding classroom order.
- Being a member of a group.
- Being secure within a structure.

Curriculum

The SJ student appreciates **curriculum** that involves:

- Routines and agendas.
- Conclusions, evaluations, and "the answer."
- Learning by ordering and sequencing.
- Lectures, workbooks, and structured sequential learning.
- Feedback through a hierarchy of rewards.

Classroom Management

In the **classroom**, the SJ student likes:

- Serving in a traditional environment.
- Consistency, rules, and structure.
- Recognition for work produced.
- Closure in the here and now.

Discipline Approaches

In **discipline**, the SJ student follows rules provided that they:

- Give consistent, clear structure to classroom operations.
- Are methodically applied, almost in a mechanical fashion.
- Are focused on achieving specific results.

SJ students rely upon authority and a predictable environment. They are most comforted by teachers who spell rules out clearly and who do exactly what they say they will.

INTUITIVE FEELER (NF)

12 percent of the population are NF learners; students with this preference value personal integrity.

Needs and Behaviors

The **NF** student:

- Is very relationship orientated.
- Asks the "who" not the "why" questions.
- Appreciates personal significance and emotional content in issues.
- Does *not* like being labeled. Values being a unique individual, not a "type."
- May have difficulty viewing an issue or making a decision from any but a personal position.

Values

The NF student **values**:

- Being his or her authentic self.
- Having a mission.
- Achieving harmony.
- Experiencing unity and uniqueness.
- Attaining meaning and significance.

Curriculum

The NF student likes **curriculum** that involves:

- The big picture.
- Group participation and discussion.
- Emotional aspects and the human impact of a topic.
- Learning through interpersonal seeking.
- Finding meaning behind an answer.

Classroom Management

In the **classroom**, the NF student likes:

- Highly personalized feedback.
- Being a member of a group.
- Unconditional acceptance and positive regard.
- Outlets for unique expression and imagination.

Discipline Approaches

In **discipline**, the NF student follows rules provided that they:

- Allow for individual differences, needs, and circumstances.
- Are enforced by a respected adult.
- Are enforced with an awareness of the "personal" nature of every disciplinary action as a relational interaction.
- Allow for personal expression within the process.

Though generally nonconfrontational, the NF student may act as "the classroom lawyer," empathetically defending others if fairness is violated. "Fair" to this student means that everyone is treated as equally *unique*.

©2004 Performance Learning Systems. Inc.