

# Ten Steps *to* Helping *your* Child Succeed *in* School

WORKBOOK

**THIS WORKBOOK BELONGS TO:**

---



Ten Steps  
*to* Helping  
*your* Child  
Succeed *in*  
School

**WORKBOOK**

**MYCHAL WYNN**

*CONTRIBUTING EDITORS*

**ERYN DAVILA • SERITA DODSON**



## Publisher's Cataloging-In-Publication Data

Wynn, Mychal.

Ten steps to helping your child succeed in school. Workbook / Mychal Wynn ; contributing editors, Eryn Davila, Serita Dodson. -- 1st ed.

p. : ill. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-1-880463-79-6

ISBN-10: 1-88046-379-2

1. Education--Parent participation--Problems, exercises, etc. 2. Learning, Psychology of--Problems, exercises, etc. 3. Academic achievement--Problems, exercises, etc. I. Davila, Eryn. II. Dodson, Serita. III. Title.

LB1048.5 .W961 2008  
371.192/076

2008937364

Library of Congress Control Number: 2008937364

ISBN-13: 978-1-880463-79-6

ISBN-10: 1-880463-79-2

Copyright © 2008 Mychal Wynn

Copyright © 2008 Rising Sun Publishing, Inc.

All rights reserved. Reproduction of the forms and activities by individual students and their parents is permitted. Reproduction by a school or school district is expressly prohibited and all excerpts or any other form of reproduction without expressed written permission from Rising Sun Publishing, Inc., is strictly prohibited except when quoted in brief reviews. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or storing in any information storage and retrieval system for commercial purposes. Special quantity discounts available for PTA/PTSA and community organizations.

The poems, *A Curious Child*, *A Pledge to Myself*, *Dream-Builder's Affirmation*, and *Children We Care*, reprinted by permission of the author, Mychal Wynn. Illustrations by Mychal-David Wynn.



P.O. Box 70906

Marietta, GA 30007-0906

770.518.0369/800.524.2813

FAX 770.587.0862

E-mail: [info@rspublishing.com](mailto:info@rspublishing.com)

Web site: <http://www.rspublishing.com>

Printed in the United States of America.

# Acknowledgments

I would like to acknowledge my wife, Nina, who, as a wife, mother, confidant, and business partner has greatly contributed to the ideas contained within this book. She has put into practice the strategies as she has successfully guided our older son's oftentimes complex and frequently frustrating journey from preschool through high school, into his acceptance via Early Decision into Amherst College, and, our younger son's journey via a different set of issues and obstacles, successfully from preschool into high school. She has also inspired, enlightened, and encouraged other children and their families along their parallel journeys from preschool into college.

I would also like to thank my niece, Tishandra de Courcy, a mother of three, for her efforts in ensuring that this workbook is usable and doable for any parent.

I would like to acknowledge elementary school teachers and contributing editors, Eryn Davila and Serita Dodson, who shared of their time and made an invaluable contribution to the activities contained in this book. Their contribution ensures that teachers, counselors, administrators, mentors, and coaches, who often serve as surrogate parents, can utilize the activities to enhance their relationships and provide the necessary guidance that students need to achieve success in school and prepare themselves for postsecondary education and career opportunities. I would also like to thank my good friend, Dr. Glenn Bascome, who, despite his many responsibilities as a husband, parent, and middle school teacher, makes himself available to provide editorial assistance.

Lastly, I would like to thank my mother and father who, with limited education and little by way of parent resources, guided my way out of poverty, into college, and into a life of options and opportunities, previously unimaginable.

# Dedication

This book is dedicated to my sons, Mychal-David and Jalani, the thousands of students and parents I meet each year, and to those who sacrifice each day on behalf of students and their dreams.

# Table of Contents

<i>Introduction</i> . . . . .	viii
<i>Children We Care</i> . . . . .	x
<b>Step 1</b> <b><i>Get to Know Your Child</i></b> . . . . .	<b>1</b>
Activity 1    Avoid Stereotypes and Generalizations . . . . .	3
Activity 2    Quiz: What do I know about My Child (or Student)? . . . . .	10
Activity 3    Personality Types—Who We Are . . . . .	14
Activity 4    Multiple Intelligences—Identifying Gifts . . . . .	22
Activity 5    Multiple Intelligences Study Tips . . . . .	26
<i>Nurture Your Child’s Multiple Intelligences</i> . . . . .	32
Activity 6    Multiple Intelligences Grouping . . . . .	33
Activity 7    Turn Your Home into an Eagle’s Nest . . . . .	34
Activity 8    Learning Styles . . . . .	36
<i>Global Learning Styles Table</i> . . . . .	41
<i>Analytic Learning Styles Table</i> . . . . .	42
Activity 9    Global vs. Analytical Thinkers . . . . .	43
<b>Step 2</b> <b><i>Identify the Best School</i></b> . . . . .	<b>45</b>
Activity 10    Researching Schools and Programs . . . . .	47
Activity 11    What Is Your Vision? . . . . .	50
Activity 12    What Is the School’s Vision? . . . . .	52
Activity 13    What Is the Teacher’s Vision? . . . . .	54
Activity 14    What Are Your Non-negotiables? . . . . .	56
Activity 15    Parent Checklist and School Assessment . . . . .	58
Activity 16    What Is My Role (parent)? . . . . .	63
Activity 17    Get To Know Other Families . . . . .	64
<i>A Curious Child</i> . . . . .	66
<b>Step 3</b> <b><i>Develop a Plan</i></b> . . . . .	<b>67</b>
Activity 18    What Do You Want Your Child (or student) To Learn? . . . . .	69
<i>NAEP Data</i> . . . . .	70
<i>NAEP High School Transcript Study</i> . . . . .	70
<i>AP Exam Performance</i> . . . . .	71
<i>ACT Performance</i> . . . . .	72
<i>SAT Performance</i> . . . . .	72
<i>College Graduation Rates</i> . . . . .	73
Activity 19    Looking Beyond Labels—Identifying Gifts . . . . .	76
Activity 20    What Am I Celebrating? . . . . .	78
Activity 21    Making Connections—Developing Your Plan . . . . .	80

<b>Step 4</b>	<b><i>Meet the Staff</i></b> . . . . .	<b>83</b>
Activity 22	Meet and Greet . . . . .	85
Activity 23	Sharing What You Know About Your Child. . . . .	88
	<i>Dream Builder's Affirmation</i> . . . . .	90
<b>Step 5</b>	<b><i>Be Visible</i></b> . . . . .	<b>91</b>
Activity 24	Getting Involved . . . . .	93
	<i>What I Can Do for My Child's School</i> . . . . .	94
Activity 25	Parent Involvement . . . . .	95
Activity 26	Classroom Involvement . . . . .	96
Activity 27	School-wide Involvement . . . . .	97
	<i>A Pledge to Myself</i> . . . . .	98
<b>Step 6</b>	<b><i>Tell Teachers How To Best Communicate With You</i></b> . . . . .	<b>99</b>
Activity 28	Home-School Communication . . . . .	101
Activity 29	Parent Communication . . . . .	103
	<i>Assignment Log</i> . . . . .	104
<b>Step 7</b>	<b><i>Prepare for School</i></b> . . . . .	<b>105</b>
Activity 30	Prepare for the School Year. . . . .	107
Activity 31	Homework Rules . . . . .	110
Activity 32	Different Routines for Different Learning Styles . . . . .	112
	<i>Daily Notes Sheet</i> . . . . .	117
	<i>Teacher Assessment Form</i> . . . . .	118
<b>Step 8</b>	<b><i>Prepare for Testing</i></b> . . . . .	<b>119</b>
Activity 33	Prepare for Class Testing. . . . .	121
Activity 34	Prepare for State/National Testing . . . . .	123
<b>Step 9</b>	<b><i>Talk About What Your Child is Learning</i></b> . . . . .	<b>125</b>
Activity 35	What Happened Today at School? . . . . .	127
<b>Step 10</b>	<b><i>Stay Focused on the Dream</i></b> . . . . .	<b>129</b>
Activity 36	What Are Your Child's Dreams? . . . . .	131
Activity 37	Ways To Expand Your Child's Dreams . . . . .	134
<b>Epilogue</b>	. . . . .	<b>135</b>
Activity 38	Year-end Parent Assessment . . . . .	137
Activity 39	Year-end Student Assessment . . . . .	138
Activity 40	Year-end Teacher Letters. . . . .	140
Activity 41	Year-end Organization . . . . .	142
	References . . . . .	146
	Index . . . . .	148

## Introduction

Mychal and his wife, Nina, have firsthand experience with the many challenges and frustrations facing parents.

*“Jalani hit a little girl and bit a little boy.”*

*“Jalani would not go to sleep at nap time.”*

*“Mychal-David would not stop talking in class.”*

*“Jalani used bad words today.”*

*“Mychal-David has not been turning in his work.”*

*“Jalani would not be quiet at story time.”*

*“Mychal-David broke the pencil sharper.”*

*“Jalani kicked a hole in the wall.”*

*“Jalani would not sit in time-out, so he was sent to the office and you have to come and get him right now!”*

If responding to the frequent notes, meeting with teachers, counselors, and the principal, and dealing with their sons’ behaviors were not enough, Mychal and Nina had to develop, revise, develop, and revise again strategies to get their older son to do his class work (“I am not motivated in class”), turn in his homework, and bring home the many notices that he received from school.

“When our older son, Mychal-David, graduated from the fifth grade, Nina and I celebrated. This day marked the end of another school year. For eight years, dating back to his preschool days at the First Lutheran Church in Carson, California, we prayed for solutions, researched everything that we could find about parenting and teaching, developed and implemented strategies, and prayed again for the wisdom and strength to help our children develop their potential and to become successful in school. That graduation day marked the end of elementary school and was ***our*** day of celebration!”

Their older son is now attending Amherst College, the country’s top-ranked liberal arts college. Their younger son is now in high school and well into his college-bound plan. Mychal and Nina believe the strategies they have used, and

continue to use with their sons, can be replicated by other parents. Countless children who are underachieving in school, and others who have been diagnosed as Hyperactive, having an Emotional/Behavioral Disorder (EBD), Learning Disabled (LD), or with Attention Deficit Disorder (ADD) have special talents and abilities, which can be channeled into long-term dreams and aspirations. All children can succeed in school as they journey along the road to richly rewarding lives and careers.

Eryn Davila is a parent and teacher. Ms. Davila is a fifth grade science teacher in the Dallas Independent School District. Ms. Davila believes that ensuring that all students experience school success requires that parents and teachers pay close attention to each child's developmental and learning style needs. Ms. Davila believes that if she can ensure that her students leave elementary school with a strong foundation, they will be well prepared to continue their growth through middle and high school in preparation for college and careers.

Serita Dodson is a third grade teacher in the Frisco Independent School District. Mrs. Dodson has taught kindergarten through third grade and believes that educating others is her calling. Her hope, through her contribution to this book, is that parents and teachers will become united around a common goal—the success of our children. Mrs. Dodson is currently pursuing a Masters in Administration degree at the Texas Woman's University. Mrs. Dodson lives in Texas and is married to Vincent Rois Dodson, Jr.

The activities and strategies that follow are intended to assist parents, grandparents, aunts, uncles, coaches, teachers, administrators, mentors, and counselors in helping children to succeed academically and develop socially throughout their elementary-through-high school experience. The activities and strategies expand upon the information contained in the book, *“Ten Steps to Helping Your Child Succeed in School.”* The overview preceding each step refers the reader to pages in the book for more extensive reading. The *book* and *workbook* are part of Mychal Wynn's college-bound planning series, designed to assist parents and students in developing elementary-through-college plans.

## *Children We Care*

*Black, brown, red, yellow, and white,  
children of all colors with eyes so bright.  
Given us in innocence, no burdens to bear.  
How can we say to you, "Children we care?"  
How can we convince you that the love we give,  
is the most treasured possession of the life we live?  
Toys, gifts, and trips to the zoo,  
are a very small part of the things that we do:  
We love, nurture, and guide you along,  
laying the foundation from which to grow strong.  
We teach you, protect you, and always demand,  
that in learning you simply do the best that you can.  
And often the expectations that we have of you,  
are greater than you believe is the best you can do.  
It's because in our lives we continue to see,  
that we rarely become the best we can be.  
Our love and our lives, we always will share,  
forgive our mistakes, because "Children we care."*

— Mychal Wynn

# S

## tep 1

# Get to Know Your Child

Getting to know your son or daughter is the first, and arguably, the most difficult step. As parents, we grew up in a different generation. We were taught different values than those constantly being directed at our children through today's music, movies, literature, and advertisements—not to mention the Internet. For many of us, family and church were the most important influences in our lives. For many of today's children, the influence of family is replaced by the powerful influences of peers and the media, i.e., television, radio, music, movies, videos, video games, and the Internet. The influence of church or spirituality in the lives of many children is no longer first or second, if on the list at all.

*Ten Steps to Helping Your Child Succeed in School, p. 1*

## Step 1 Overview

Step 1 (pp. 1 - 48 in the book) clearly has more activities than any other step. Steps 2 through 10 build on what is learned through the activities in Step 1. Identifying the best schools, teachers, programs, and opportunities for children must account for the unique needs, aspirations, interests, and gifts of children.

While it is possible that a parent's learning style will be similar to that of their children, it is also possible that the two learning styles will be entirely different between parent and child and between any two children in the same family. Children learn by concentrating on, absorbing, using, and ultimately *processing* information. A child's learning style is the primary method by which he or she absorbs information. His or her intelligences represent the primary means by which he or she processes and uses that information. While parents and teachers can force a child to learn and to apply what he or she knows in the ways in which they do, they can only help a child to achieve his or her potential by helping him or her to further develop the natural processing styles that are uniquely his or her own.

# Activity 1

## *Avoid Stereotypes and Generalizations*

### Objective

- Engage in a self-assessment of the stereotypes and generalizations that parents and teachers make regarding children and their behaviors.
- Identify common “slips of the tongue.”

### Overview

It is natural for us, as parents, to project our values, beliefs, personality, and ways of understanding things on to our children. However, by doing this we fail to “see” our children in their own uniqueness, with their own values, beliefs, personality, and ways of understanding things. While they are our children, they are not born with our values, beliefs, or sense of right and wrong; and, they certainly may not have our personality or understand things in the ways in which we do. While we may teach and cultivate our values and beliefs, our children’s personality and the ways in which they understand things is uniquely theirs. As parents, we must learn *how* to best help our children *learn* the values and develop the character we want them to have. To successfully teach our children, we must better understand the uniqueness of their personality and the ways in which they best learn.



Review the statements that follow regarding what we say to children, what we say about children, and how we explain the difficulties that children experience in learning and decision-making.

## Things we say about children

*Place a check next to those statements that you have made (or thought) in dealing with your children at home or students in the classroom.*

- “Children today just don’t have any respect for themselves or for anyone else.”
- “It doesn’t matter what you say, these kids never do what you tell them to do!”
- “These kids are failing because they are just lazy.”
- “I don’t know why we bother with trying new programs. If these kids just took responsibility and did their work, they would be fine. They just don’t care.”
- “You may as well be talking to yourself. He doesn’t listen to anything that you say. ”
- “Kids today think that they can get away with anything and their parents are just as bad!”
- “We are never going to make AYP [Annual Yearly Progress] with these kids. They don’t care about school. They all want to become rappers and athletes.”
- “I don’t know why everyone keeps talking about college. These kids aren’t college material.”
- “These kids think that this is a baby sitting service.”
- “You can’t be nice to these children. They will see that as a sign of weakness and they will never do what you tell them to do.”
- “These kids just want to play football. They don’t want an education.”
- “These kids have so many challenges that they have to overcome. If we can get them through high school and into a good job, that’s about all that we can hope for.”
- “These kids don’t have any at-home support. Their parents don’t care about education.”



## Things we say to children

*Place a check next to those statements that you have said (or thought) when you projected your childhood experiences on to your children.*

- “I do not understand why you keep getting low grades in math; I never had problems with math.”
- “No matter what my friends did, I knew that I had to focus first and foremost on getting my education.”
- “When I was your age, I never did that!”
- “I would never have talked to my mother the way that you talk to me.”
- “When I was in school, I always turned in my homework.”
- “When I was in school, I would never have gotten sent to the office!”
- “There is no excuse for you to fail this class. If you just took responsibility and did your work, you would be fine. Failing is YOUR choice.”
- “If you don’t turn your work in on time, then you are choosing to get a zero. There is no excuse for forgetting to turn your work in.”
- “You don’t deserve another chance. When you get out into the real world, no one will give you a second chance. If you don’t get your job done, then you are going to get fired.”
- “This is ridiculous. If you would have studied, you would have gotten an ‘A.’ The truth is that you didn’t study. There is no doubt about it!”
- “You failed that test because you didn’t care. You just don’t care about your future.”

### **Mistake #1**

*We project our childhood experiences on to our children to explain their behaviors.*



## Things we say to explain the behaviors, successes, and failures of children

*Place a check next to those statements that you have made (or thought) in which you explained a child's behavior through generalized assumptions, e.g., "You just can't talk to children today" or "Everyone knows that boys can't sit still."*

- "You know how children are today."
- "He is just going through a phase; he will grow out of it."
- "He is hyperactive; he just cannot sit still."
- "She has a learning disability."
- "His attention span is so short; he just cannot concentrate."
- "She is not very good at math. I was not very good at math either."
- "He is just like his daddy!"
- "I don't think that college is right for him. No one in our family has ever gone to college."
- "He would do a lot better if he didn't have girls on his mind."
- "His sister is really smart, but you know that he is a boy and boys don't catch on to stuff as fast as girls do."
- "She would be a good student if it wasn't for those girls that she hangs around and that no good boyfriend."

### **Mistake #2**

*We rationalize our children's behaviors without getting to know our children.*



# Activity 2

## *Quiz: What do I know about My Child (or Student)?*

### **Objective**

Engage in a self-assessment of what is currently known in regard to a child's learning styles, Multiple Intelligences, personality types, and academic strengths and weaknesses.

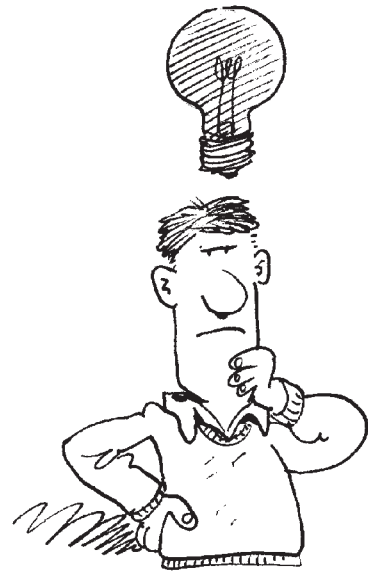
### **Overview**

This activity begins the process of gathering information about your children or students. Just because parents live in the same household and see their children every day does not mean that they know their children. Despite common socioeconomic, cultural, ethnic, developmental, and gender characteristics, a classroom of 28 students is likely to have a wide range of learning styles, personality types, Multiple Intelligences, and academic strengths and weaknesses.

Developing a better understanding of each of your children or students is a process, albeit painstaking, time-consuming, and frustrating.

Identify one child or student and write his or her name on the following line:

**Child's Name:** \_\_\_\_\_



Regarding this student, as best as you can, attempt to answer the questions on the following pages: (Skip those questions or terms that you do not fully understand.)

1. *Of the eight intelligences (identified by Dr. Howard Gardner and commonly referred to as Multiple Intelligences), which are this child's dominant intelligences?*

- Verbal/Linguistic
- Logical/Mathematical
- Interpersonal
- Intrapersonal
- Visual/Spatial
- Musical/Rhythmic
- Bodily/Kinesthetic
- Naturalist

2. *Of the Myers-Briggs Personality Type Preferences, which are this child's dominant personality traits?*

- Introverted       Extraverted (check one)
- Sensitive         Intuitive (check one)
- Thinking          Feeling (check one)
- Judging           Perceiving (check one)

3. *Which is this child's dominant learning style category?*

- Analytic         Global

4. *How does this child appear to best understand?*

- Hearing         Seeing         Doing

5. *What has been this child's best and worst learning situations in school?*

---

---

---

---

---

---

6. *What are this child's strengths, weaknesses, and intrinsic motivations?*

---

---

---

---

---

---

7. *How greatly is this child influenced by peer pressure?*

---

---

---

---

---

---

8. *What are this child's favorite hobbies, interests, subjects, and books?*

---

---

---

---

---

---

---

---

9. *What are this child's proudest accomplishments and achievements?*

---

---

---

---

---

---

---

---

---

---

10. *What are this child's dreams and aspirations?*

---

---

---

---

---

---

---

---

---

---

Gathering and understanding the information needed to answer each of these questions will help you, as a parent or teacher, to better understand how your child or student processes and applies knowledge; how to more effectively communicate with your child or student; how your child or student best learns; how to help your child or student make the connection between what he or she is learning in school and what he or she wants to achieve in life; and how to tap into the many areas of your child's or student's intrinsic motivation. The more you learn about your child or student, the more successful you will become at overcoming the inevitable challenges of parenting and teaching.

# Activity 3

## *Personality Types— Who We Are*

### **Objective**

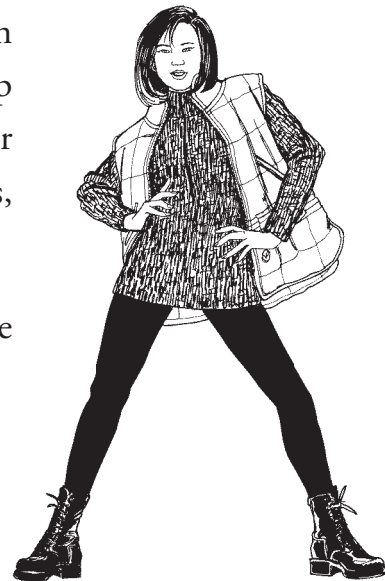
- Perform a personality type assessment for each child or student.
- Gain a better understanding of how personality type differences influence children's behaviors, responses to instructions, and classroom performance.
- Identify more effective methods of parenting and teaching differing personalities.
- Gather the necessary data to guide experimentation with various types of classroom grouping, teaming, and cultivating relationships with and between children.

### **Overview**

The most important factor in your daughter's succeeding in school will be her personal relationships—the relationship between her and you; the relationship between her and her siblings; and the relationships between her and the teachers, staff, and students in her school.

Review the Personality Type tables and consider the following:

- Identify the personality traits that you demonstrate at work or in work-related situations as opposed to the personality traits you demonstrate around family and friends.
- Identify the personality traits demonstrated by your child at home as opposed to the personality traits demonstrated at school, in special interest or extracurricular activities, and with friends.



On the following Personality Type tables, adapted from the book, *Gifts Differing: Understanding Personality Type*, by Isabel Briggs Myers and Peter B. Myers, place a check next to those personality traits, which best describe you. Do the same for each of your children. The book, *A Middle School Plan for Students with College-Bound Dreams*, provides an in-depth student discussion in the areas of personality types, Multiple Intelligences, and learning styles.

*[Note: The term Extravert is commonly referred to as Extrovert in contemporary literature on temperament. I prefer to use the term Extravert as was originally used in the Myers-Briggs Type Indicator.]*

After completing the tables on the following pages, return here and make note of your personality type preferences and that of your child or student. Have your child or student complete the tables for himself or herself and compare your results. Learn more about personality type preferences through the many Internet resources that provide personality type testing tools and activities (Google “personality types”).

**Your Personality Type:**

**Child’s Name:** \_\_\_\_\_

*Your dominant personality traits are:  
(check one on each line)*

*This child’s dominant personality traits are:  
(check one on each line)*

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> (E) Extravert | <input type="checkbox"/> (I) Introvert  | <input type="checkbox"/> (E) Extravert | <input type="checkbox"/> (I) Introvert  |
| <input type="checkbox"/> (S) Sensitive | <input type="checkbox"/> (N) Intuitive  | <input type="checkbox"/> (S) Sensitive | <input type="checkbox"/> (N) Intuitive  |
| <input type="checkbox"/> (T) Thinking  | <input type="checkbox"/> (F) Feeling    | <input type="checkbox"/> (T) Thinking  | <input type="checkbox"/> (F) Feeling    |
| <input type="checkbox"/> (J) Judging   | <input type="checkbox"/> (P) Perceiving | <input type="checkbox"/> (J) Judging   | <input type="checkbox"/> (P) Perceiving |

A child’s personality type preferences are likely to change as he or she undergoes the many physical-emotional changes from infancy through adulthood. Parenting strategies must take into account the differences in the preschool, elementary, middle, and high school child.

*Ten Steps to Helping Your Child Succeed in School, p. 18*

# Personality Types Table I

**(E) Extrovert** (75% of population):

- I like variety, action, and working with others.
- I easily meet, get to know, talk to and socialize with others.
- I enjoy talking while working.
- I easily communicate my thoughts and ideas in lively, even loud discussions, where people frequently interrupt others.
- I frequently talk about things (often unrelated) as soon as they enter my mind, even if I occasionally interrupt others.
- Words that might describe me are:  
*Sociable, Interacting with others, Outgoing, Talkative, Lots of friends and relationships, Friendly*

**(I) Introvert** (25% of population):

- I like quiet, uninterrupted time for focusing and concentrating.
- I do not easily meet new people and sometimes have trouble remembering names and faces.
- I prefer to think about my ideas and talk after completing my work.
- I sometimes avoid sharing my thoughts, ideas, and opinions in large-group settings unless it is agreed that everyone has an opportunity to speak.
- If people interrupt me when I am sharing my thoughts, ideas, and opinions, I tend to stop talking and keep my thoughts to myself.
- Words that might describe me are:  
*Protective of my feelings, Territorial, Inwardly Focused, Internal, Serious, Intense, Small circle of friends*

*This child is more of an:    E    or    I    (Circle One)*

## Personality Types Table II

**(S) Sensitive** (75% of population):

- I prefer regular assignments and consistency.
- I prefer working through things step-by-step.
- I prefer to know exactly what needs to be done before starting a project.
- I am patient with routine details but I can be impatient when details become complicated.
- I prefer an established way of doing things and I get frustrated by changes.
- I feel good about what I already know and would prefer not to waste time experimenting with learning new ways of doing things.
- Words that might describe me are:  
*Experienced, Realistic, Hard worker, Down-to-earth, Focus on the facts, Practical, Sensible*

**(N) Intuitive** (25% of population):

- I like solving new problems.
- I prefer working on a variety of things.
- I do not like wasting time talking; just tell me what to do so that I can get started.
- I do not like working on repetitive work and find myself driven by inspiration.
- I am constantly thinking about how to redesign, improve, or change things.
- I like solving new problems and continually expanding my knowledge.
- Words that might describe me are:  
*Multi-tasking, Future, Focused, Speculate about the possibilities, Inspiration, Ingenious, Imaginative*

*This child is more of a:    S    or    N    (Circle One)*

## Personality Types Table III

**(T) Thinking** (50% of population):

- I do not usually show my feelings. I prefer dealing with facts rather than feelings.
- I prefer to know what you think rather than how you feel.
- I unintentionally hurt other people's feelings.
- I like analysis, order, figuring things out and being in charge.
- I prefer sharing my thoughts and ideas by focusing on the issues instead of on people and feelings.
- I tend to be analytical, focusing on thoughts and ideas instead of people.
- Words that might describe me are:  
*Objective, Principles, Policy, Laws, Firm, Impersonal, Justice, Focus on the problem, Standards, Analysis*

**(F) Feeling** (50% of population):

- I am concerned about other people's feelings and may overlook facts to avoid hurting someone's feelings.
- I prefer to know how people feel rather than what they think.
- I prefer harmony and avoid discussing controversial issues to avoid conflict.
- I do not handle personal conflicts well and may be upset long after an argument.
- I sometimes view constructive criticism as a personal attack.
- I am sympathetic to other people's feelings.
- Words that might describe me are:  
*Subjective, Caring, Humane, Understanding, Sympathetic, Harmonious, Appreciative*

*This child is more of a:    T    or    F    (Circle One)*

## Personality Types Table IV

**(J) Judging** (50% of population):

- I work best when I can plan my work and follow my plan.
- I like to reach closure. I want to complete projects, resolve issues, and move on.
- I do not take long to make up my mind.
- I am usually satisfied with my judgment or decision.
- After completing a project I am ready to move on to another.
- I do not like interruptions. Interruptions can cause me to lose my train of thought or forget some of the details.
- Words that might describe me are: *Settled, Decided, Fixed, Plan ahead, Closure, Decision-maker, Planner, Completed, Decisive, Wrap it up, Urgent, Deadline!, Get the show on the road*

**(P) Perceiving** (50% of population):

- I sometimes do not plan well.
- I sometimes work on projects without a clear plan and find myself frequently changing my mind.
- I sometimes leave things incomplete while I reconsider my choices.
- I sometimes find myself having trouble making decisions and find myself re-opening discussions or revisiting issues.
- I occasionally jump from project to project, leaving all open and incomplete.
- I do not mind interruptions.
- Words that might describe me are: *Pending, Gather more data, Flexible, Don't be in a hurry, Reconsider your decision, Tentative, Something will turn up, Let's wait and see, Are you sure?*

*This child is more of a:    J    or    P    (Circle One)*

## **Extraverts and Introverts in the Classroom**

*Essential to any reading method is the reassurance that letters stand for sounds and, therefore, a printed word shows the reader what it would sound like if it were spoken. The translation of sound-symbols is easiest for introverts with intuition. In first grade, the IN [Introversion plus Intuition] students are likely to be the quickest to catch on to the symbols and often are delighted with them. But the extravert children with sensing, the ES [Extravert plus Sensing] students, who make only minimal use of either intuition or introversion, may find the symbols so confusing that they become discouraged about the whole business of going to school. They may even decide, hopelessly or defiantly, that school is not for them.*

*Confusion about symbols is a very serious matter. Children of any type are doomed to flounder in school if they do not learn the meanings of the symbols by which language is written and must be read. They will be poor readers or non-readers, depending on the depth of their confusion. They will do badly on achievement tests and intelligence tests. They will probably be bored by what they do not understand and may well be humiliated because they do not understand it. They tend to drop out of school as soon as possible. Their failures may be blamed on low IQs or perhaps on emotional difficulty, whereas actually, the failures and the low IQ and the emotional difficulty could all result from one omission: nobody helped them, in the beginning, to learn the explicit meanings of the sound symbols.*

*Ten Steps to Helping Your Child Succeed in School, p. 30*

## Extraverts — Introverts Quick Guide

### **Extraverts Need:**

Opportunities to talk.

Opportunities to participate in group activities.

Opportunities to talk while working.

No rules of engagement: let them talk, raise their voices, or even scream so that they can ensure that they are being heard.

Talk face to face. “Let’s get this party going and get this show on the road.”

Few safeguards. “If you talk about me, then I will talk about you back.”

Has lots of friends, knows lots of people, and is invited to lots of parties.

No name tags. Know everyone’s name and has lots of phone numbers.

Attention. Loves being in the mix and wants to participate in many activities.

Social time. When working in groups, will focus more on the social experience than on the work itself.

Free-flowing discussions. Does not mind interruptions. “I don’t care if you interrupt me when I am talking, because I am going to interrupt you when you are talking.”

### **Introverts Need:**

Opportunities to read.

Opportunities for self reflection.

Opportunities to work alone, uninterrupted, even in isolation.

Clear rules of engagement: e.g., when do “I” get to speak and I want to ensure that everyone is listening when I have my turn to talk.

Personal space. “Don’t get in my bubble. Take your time. There is no hurry. There is no need for stress.”

Clearly stated and consistently enforced rules.

Has small group of friends and feels out of place at parties and large gatherings.

Name tags. Has difficulty remembering names.

Left alone. Does not like to participate in too many activities.

Work time. When working in groups, will focus more on the work than on the social experience.

Monitored discussions. Has difficulty speaking in public and in large-group settings. Is frustrated by interruptions. “If you do not want to hear what I have to say, then I will keep it to myself.”

# Activity 4

## *Multiple Intelligences— Identifying Gifts*

### **Objective**

- Perform a Multiple Intelligences assessment for yourself and for each child or student.
- Identify the intellectual gifts or areas of interest that can be nurtured and encouraged.

### **Overview**

Each of us has, or can demonstrate, intelligence in at least eight ways and there may be many more. Sometimes when a person is good at a sport like basketball, we may consider him or her as being talented, but we are unlikely to view his or her basketball playing ability as being smart. “You got game!” not, “You got brains!” However, when a person masterfully dribbles a basketball or soccer ball, he or she is actually demonstrating highly developed *Bodily/Kinesthetic Intelligence*. This is the part of the human brain that controls body movement and hand-eye coordination.

The person who expertly illustrates comic book characters, cartoons, or puts together color-coordinated stylish outfits has highly developed *Visual/Spatial Intelligence*, not just drawing talent or an eye for fashions. The person who has a highly developed intuition in understanding animals and animal behaviors, camping, hiking, or surviving in the natural environment is highly developed in what is called the *Naturalist Intelligence*. There are many ways to demonstrate intelligence and many types of intelligences. No matter how much a child may excel in one subject or struggle in another, he or she is likely to experience both highly developed and weak areas of intelligence. In some subjects, he or she is likely to appear a genius and in other subjects, not very smart at all. Complete the Multiple Intelligences tables for yourself and for your child or student.

# Multiple Intelligences

