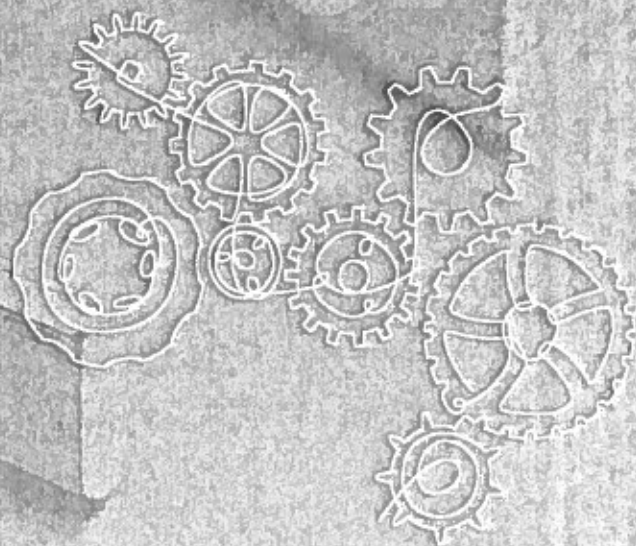


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## 8. LEARNING STRENGTHS

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## UNIT CONTENTS:

### OVERVIEW

#### LESSON 1: IDENTIFYING LEARNING STRENGTHS

*Multiple Intelligences: Content Area Suggestions*

*Application of Learning Styles*

*Learning Strengths Classroom Tally Sheet*

#### LESSON 2: EXPERIENCING MULTIPLE INTELLIGENCES

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In this unit, students will:

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- Identify learning strengths and areas for improvement
- Understand the relationship between learning strengths and various academic content areas
- Demonstrate and reflect on how to use learning strengths to optimize academic performance



## OVERVIEW

**WHEN MOST PEOPLE HEAR THE WORD *INTELLIGENCE*, THEY THINK IQ. IN THIS UNIT, WE DISCUSS AND CONCEPTUALIZE THE MEANING OF *INTELLIGENCE* BY DISTINGUISHING BETWEEN LEARNING POTENTIAL AND LEARNING STRENGTH.**

IN A TRADITIONAL CLASSROOM SETTING, THE PREDOMINANT TEACHING STYLE IS LINGUISTIC. THIS WOULD BE SATISFACTORY IF ALL STUDENTS LEARNED IN THE SAME WAY. BECAUSE EACH STUDENT HAS A UNIQUE PATTERN OF LEARNING STRENGTHS AND WEAKNESSES, WE NEED TO CRAFT THE PRESENTATION OF NEW MATERIAL IN A WAY THAT ENGAGES ALL LEARNING STYLES AND ALLOWS STUDENTS THE FLEXIBILITY TO EXPRESS THEIR KNOWLEDGE IN VARIOUS WAYS.



## DESCRIPTION OF LESSONS

### **LESSON 1: Identifying Learning Strengths (45 minutes)**

This Multiple Intelligence assessment allows students to evaluate their present ability in order to set and meet goals.

### **LESSON 2: Experiencing Multiple Intelligences—A Nine-Part Series (15–30 minutes each)**

Students will apply the intelligences involved in completing various activities, and then reflect on which activities represent their learning strengths.



## REFLECTING ON YOUR PRACTICE

- *How do I consider students' learning strengths when planning instruction, designing/explaining assignments, and assessing learning?*

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- *To what extent do I allow choice in demonstrating understanding?*

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- *To what extent do my own learning strengths impact my teaching?*

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- *How might different learning strengths influence my instructional style?*

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## RESEARCH SAYS:

- **THERE ARE THREE KEY COMPONENTS IN PROMOTING ACADEMIC SUCCESS: INDIVIDUALIZED INSTRUCTION AND ASSESSMENT, CLEAR EDUCATIONAL GOALS, AND THE FLEXIBILITY OF MULTIPLE REPRESENTATIONS OF ACADEMIC CONTENT (GARDNER, 2006).**
- **TEACHERS TEND TO GROUP STUDENTS INTO BROAD CATEGORIES ACCORDING TO A LIMITED VIEW OF "INTELLIGENCE." HOWEVER, IF TEACHERS BECOME AWARE OF THEIR STUDENTS' COMBINATIONS OF STRENGTHS, NEEDS, AND INTERESTS, THEY CAN MAXIMIZE THE LEARNING THAT TAKES PLACE IN THEIR CLASSROOM (ROSE ET AL, 2002).**

# Identifying Learning Strengths



## Objectives

In this lesson, students will:

- Understand the basic concept of learning differences
- Understand the basic intelligences found in Gardner's Theory of Multiple Intelligences (MI)
- Complete an assessment of the individual learning strengths according to MI
- Tally their personal learning strengths
- Tally responses for the class as a whole

## Planning Ahead

- Read *Multiple Intelligences: Content Area Suggestions* and *Application of Learning Styles* (see pp. 8-5 to 8-9) for suggestions on how to integrate the Multiple Intelligences theory into your classroom.
- Create a transparency of *Learning Strengths Classroom Tally Sheet* (see p. 8-10).

## Materials

Student Guide pages 87–94

For Teacher:

- *Multiple Intelligences: Content Area Suggestions*, pages 8-5 to 8-8
- *Application of Learning Styles*, page 8-9
- *Learning Strengths Classroom Tally Sheet*, page 8-10

## Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

### DISCUSS

#### Hold a discussion about different ways of learning.

Ask: *What is intelligence?*

*Does everyone learn in the same way?*

*How do people learn differently?*

*How do you know your own learning strengths?*

### PREPARE

#### Read with students pages 87 and 88 in the Student Guide.

The purpose of the reading is to introduce students to Howard Gardner's Theory of Multiple Intelligences (MI).

### ENGAGE

#### Students will assess their learning strengths.

Step 1: Read with students the introductory text and directions on page 89 (see p. 8-15 figure 1) in the Student Guide, *What Are My Learning Strengths?*

Step 2: Each student should individually complete pages 89–92 (see p. 8-15 figures 1–4).  
(continued)

## ENGAGE

*(continued)*

Step 3: When students are finished, they should complete page 93, *My Learning Strengths Profile* (see p. 8-16 figure 5). To do this, students add up the check marks in each section from *What Are My Learning Strengths?* and fill in the appropriate number of cells on the profile sheet. Encourage students to be creative—using design and color—when completing the profile sheet.

Step 4: Student will refer back to their profiles in Lesson 2.

## ENGAGE

**Tally the classroom outcomes.**

Step 5: As a group, record students' MI scores on the *Learning Strengths Classroom Tally Sheet* found on page 8-10. This can be done using a transparency or by passing the sheet around and having students fill in their scores.

## DO

**Discuss the results of the survey.**

Ask: *In what areas does the class score the highest? Lowest?*

*What surprises you about the scores?*

*How do your individual scores compare to the group's scores?*

*How might this data be helpful to you?*

*What did you learn about yourself in this process?*

**STUDENT GUIDE CONNECTION:** Now that students have determined their learning strengths, have them look at page 94 in the Student Guide, *Learning Strengths and Study Strategies*. Point out the connections between learning strengths and study strategies. Encourage students to use their learning strengths to help make their studying easier.

**BRIDGING TO THE CLASSROOM**

- Considering the learning pattern of your class, provide three options for how students may complete an assignment.
- Vary sensory channels (audio, visual, kinesthetic) during instruction and assessment.
- Explain how strengths can be applied during different tasks or assignments.

**CURRICULUM CONNECTIONS**

- Use this lesson in conjunction with the *Study Plan Template* on page 58 in the Student Guide (see p. 5-53 figure 4) and *The Best Way for Me to Prepare* on page 56 (see p. 5-53 figure 2). It will help students choose the study strategies that correspond to their learning strengths.

# Teacher Resource:

## Multiple Intelligences:

### Content Area Suggestions

The charts below provide information to help you integrate the Multiple Intelligences theory into practice. Each chart provides suggestions on how to engage students with the material and how to ask students to express their understanding in multiple ways.

## LINGUISTIC

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Write an essay, letter, story, play, or poem.</li> <li>• Compare thoughts and ideas with a partner.</li> <li>• Compare notes with a partner.</li> <li>• Make a travel brochure.</li> <li>• Debate a historical or literary interpretation.</li> <li>• Write a character journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk through the problem aloud before starting.</li> <li>• Write word problems or reword the problem in your own words.</li> <li>• Write down all the steps of each problem.</li> <li>• Explain solution to peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate with a classmate.</li> <li>• Explain a new concept to the class.</li> <li>• Take notes.</li> <li>• Summarize an experiment from how it started to the result.</li> <li>• Write an essay explaining the results of an experiment.</li> </ul>

## LOGICAL/MATHEMATICAL

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Make predictions about what will happen next in a story.</li> <li>• Create a timeline of important events.</li> <li>• Analyze the similarities and differences between two texts, stories, authors, historical periods, or historical figures.</li> <li>• Categorize facts and information about a story or historical event.</li> <li>• Compare and contrast different periods of history using graphs, and find patterns in history.</li> <li>• Predict what the next decade will be like based on patterns of the past.</li> <li>• Use outlines and graphic organizers to present new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number line to discuss number relationships.</li> <li>• Predict the answer before completing the problem.</li> <li>• Create number sequences and have a partner find the pattern.</li> <li>• Make and solve logic puzzles.</li> <li>• Find and create number patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use webbing to map out different attributes.</li> <li>• Classify things such as bugs, animals, leaves, and trees.</li> <li>• Design classification charts for the classroom.</li> <li>• List and organize new facts.</li> <li>• Answer Socratic questions.</li> </ul>

# SPATIAL

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
<b>REPRESENTING AND EXPRESSING</b>	<ul style="list-style-type: none"> <li>• Draw pictures of the beginning, middle, and end of a story.</li> <li>• Draw pictures to show the meanings of new vocabulary words.</li> <li>• Use graphic organizers to take notes.</li> <li>• Create a photo album of people in history with meaningful captions.</li> <li>• Make visual metaphors and analogies.</li> <li>• Make visual diagrams, flow charts, timelines, and maps.</li> <li>• Make a mural that represents a certain time period and place.</li> <li>• Use a globe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives to give examples.</li> <li>• Graph or chart numbers.</li> <li>• Measure and create 3D objects.</li> <li>• Make number estimates based on visual information.</li> <li>• Use a number line to show number relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Create posters to share learned information.</li> <li>• Create charts, diagrams, or graphic representations.</li> <li>• Use images to complement verbal instruction.</li> </ul>

# BODILY/KINESTHETIC

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
<b>REPRESENTING AND EXPRESSING</b>	<ul style="list-style-type: none"> <li>• Act out the meanings of vocabulary words.</li> <li>• Perform a story being read in class.</li> <li>• Perform a play from a certain time period.</li> <li>• Have an authentic meal from a relevant time period.</li> <li>• Learn dances from different periods of history.</li> <li>• Role-play a famous person in history, or play charades.</li> </ul>	<ul style="list-style-type: none"> <li>• Build an object to scale.</li> <li>• Make a math board game.</li> <li>• Create a math puzzle.</li> <li>• Do physical math problems using a ball or moving around the room.</li> <li>• Use manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Recreate the rotation of the planets with the class as the solar system.</li> <li>• Create hands-on science experiments and activities.</li> <li>• Build a model.</li> <li>• Go on field trips.</li> </ul>

## MUSICAL

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Make a song out of a story or poem.</li> <li>• Compose music to go along with a story.</li> <li>• Compare and contrast songs or musicians of different time periods.</li> <li>• Create a song or a rhyme about an important person in history.</li> <li>• Study songs that were popular in the time period you are studying.</li> <li>• Study a musical instrument from a certain time period.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music while studying.</li> <li>• Find a pattern in the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music while studying.</li> <li>• Look for patterns.</li> <li>• Explore the mechanics of instruments.</li> <li>• Explore the physics of sound.</li> </ul>

## INTERPERSONAL

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Discuss a book or historical event in groups.</li> <li>• Co-write a story.</li> <li>• Tutor peers.</li> <li>• Play a "Jeopardy" grammar or history game.</li> <li>• Role-play with characters or historical figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve story problems in groups.</li> <li>• Play a math game in groups.</li> <li>• Create a math game with a partner.</li> <li>• Create a class survey, and chart the results on a graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on a science experiment with a partner.</li> <li>• Present an experiment and explain the results to the class.</li> </ul>

## INTRAPERSONAL

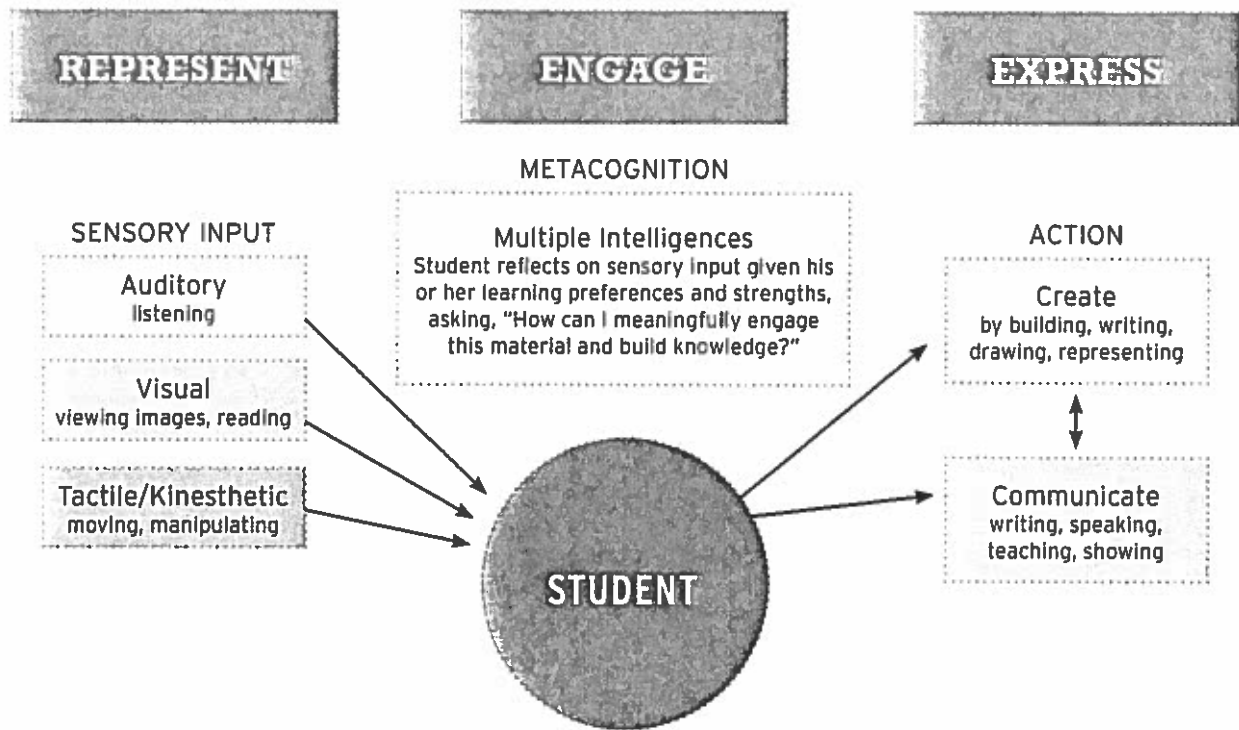
	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Write a review of a book or article.</li> <li>• Take notes while reading.</li> <li>• Make a personal connection to a book you are reading.</li> <li>• Compare and contrast personal experiences to a character or historical figure.</li> <li>• Create your own autobiography or biography.</li> <li>• Read a biography of an author or historical figure.</li> <li>• Reflect on what it would be like to live in a certain place or time.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and monitor progress on an assignment or chapter.</li> <li>• Chart progress on tests and quizzes.</li> <li>• Make note cards for individual studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Look over previous lab reports and think about ways to improve.</li> <li>• Make note cards for individual studying.</li> </ul>

## NATURALIST

	LANGUAGE ARTS/ SOCIAL STUDIES	MATH	SCIENCE
REPRESENTING AND EXPRESSING	<ul style="list-style-type: none"> <li>• Write essays or paragraphs discussing natural resources.</li> <li>• Learn how natural events influenced history.</li> <li>• Study different regions and their environmental differences.</li> <li>• Explore the climates in the United States and compare them to other countries.</li> <li>• Compare and contrast pollution in a city versus the country.</li> <li>• Analyze the way your community/family uses natural resources.</li> <li>• Write a poem describing something found in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Grow plants and chart their growth.</li> <li>• Study mathematical patterns that are found in nature.</li> <li>• Categorize mammals, reptiles, insects, birds, etc.</li> <li>• Create numerical representations of things found in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorize species of plants and animals.</li> <li>• Collect different objects from nature.</li> <li>• Learn about how climate changes over time and why.</li> <li>• Lead a dissection.</li> <li>• Learn about natural resources and how they are maintained or depleted over time.</li> <li>• Build a greenhouse and monitor plant growth.</li> </ul>

# Teacher Resource: Application of Learning Styles

Consider the diverse ways knowledge can be authentically demonstrated and communicated within the theoretical framework of Multiple Intelligences:  
Linguistic, Logical/Mathematical, Spatial, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.



**TEACHERS CAN:**  
Use multiple means of representing, communicating, and building knowledge through all sensory modalities.

**TEACHERS CAN:**  
Help students understand and maximize their learning preferences and strengths in order to build knowledge meaningfully and effectively.

**TEACHERS CAN:**  
Allow students varied means of expressing understanding and help students improve their ability to demonstrate learning in multiple ways.

**STUDENTS CAN:**  
Be aware of how different types of sensory input affect their understanding of new material and what they can do to maximize each modality.

**STUDENTS CAN:**  
Reflect on sensory input given their learning preferences and strengths, asking, "How can I meaningfully engage this material and build knowledge?"

**STUDENTS CAN:**  
Demonstrate learning in ways that maximize learning strengths as well as continue to develop a diverse set of skills.

# Teacher Resource: Learning Strengths Classroom Tally Sheet

Teacher Name: ..... Date: .....

UNIT 8: LEARNING STRENGTHS

STUDENT NAME	Linguistic	Logical/ Mathematical	Spatial	Bodily/ Kinesthetic	Musical	Inter- personal	Intra- personal	Naturalist
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
CLASSROOM TOTAL/ NUMBER OF STUDENTS								

# Experiencing Multiple Intelligences

**Note:** This lesson plan consists of eight short lessons and a ninth reflection lesson that can be done individually or grouped together depending on time and preference.

## Objectives

In this lesson, students will:

- Understand the intelligences involved in completing various activities
- Reflect on which activities are personally most enjoyable and/or challenging

## Materials

Student Guide pages 95–106

*For Students:*

- *My Learning Strengths Profile*, page 93 (from Lesson 1)

## Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

**Note on Organization:** The first eight lessons follow the same format. The ninth reflection lesson varies slightly with the discussion coming at the end of the activity and no rating statement. The lessons will involve the use of Student Guide pages 95–103, one page per lesson (see p. 8-16 figures 6–8, p. 8-17 figures 9–12, and p. 8-18 figures 13–14.).

### Step 1.

Use the discussion questions before students turn to the relevant page in the Student Guide.

### Step 2.

Read the directions found at the top of the page.

### Step 3.

Ask students to rate the completed activity at the bottom of the page.

## LESSON 2A

### Linguistic (30 minutes)

*Discuss Do you ever read for pleasure? Do you enjoy telling stories? Do you like writing essays? Do you keep a journal?*

#### Activity

- Review the directions at the top of page 95 (see p. 8-16 figure 6).
- Explain the rating scale at the bottom of the page.
- Students complete the activity.
- Students rate the activity.
- Student share their completed tongue twisters with one another.

LESSON 2B

**Logical/Mathematical (30 minutes)**

*Discuss Do you find problem solving fun? Are you good at reasoning things out? Do you enjoy math? Are you good with numbers?*

**Activity**

- Review the directions at the top of page 96 (see p. 8-16 figure 7).
- Ask: *Have you ever created a code? Have you ever deciphered a code? What strategies did you use?*
- Show an example. Create a symbol for each letter in a name, and then write the name on the board using symbols.
- Students create a code by assigning a letter, number, or symbol to each letter in the alphabet.
- Students write a message in code.
- Students rate the activity.
- Students exchange codes and messages with one another.
- Students decipher the messages.

LESSON 2C

**Spatial (30 minutes)**

*Discuss Do you ever think in pictures? Do you often imagine things? Do you enjoy completing puzzles? Do you have a good sense of direction? Do you like drawing?*

**Activity**

- Review the directions at the top of page 97 (see p. 8-16 figure 8).
- Review the rating scale at the bottom of the page. Remind students to complete the rating scale after finishing the activity.
- Students complete the activity.
- Students will rate activity.

LESSON 2D

**Bodily/Kinesthetic (30 minutes)**

*Discuss Do you like participating in sports? Do you have a good sense of balance? Do you like working with your hands?*

**Activity**

- Review the directions at the top of page 98 (see p. 8-17 figure 9).
- Allow time for students to think of an occupation they would like to pursue and how they will act it out.
- Have students complete the page.
- Allow each student to act out his or her occupation without talking, while the class guesses the occupation. Alternatively, divide the class into two groups and have a competition.
- Students rate the activity.

## LESSON 2E

**Musical (30 minutes)**

**Discuss** *Do you remember melodies easily? Do you like keeping rhythm (tapping feet, drumming fingers)? Do you enjoy singing? Have you ever played a musical instrument? Do you like listening to music?*

**Activity**

- Review the directions at the top of page 99 (see p. 8-17 figure 10).
- Discuss topics as a class. Write the chosen topic on the board. Students can also work in pairs or small groups.
- Ask: *Have you ever written a song by changing the words to a tune with which you are already familiar?*
- Explain to students that they do not have to write the melody; they can simply change the words to a song they enjoy.
- Students complete the activity.
- Students rate the activity.
- Student share their songs with one another.

**Alternative:** If students are uncomfortable singing, have them simply share the words with one another.

## LESSON 2F

**Interpersonal (30 minutes)**

**Discuss** *Do you understand people? Are you a leader? Do you like communicating with others? Do you prefer to work in groups? Are you sensitive to others? Do you learn better when you study with others? Do others come to you with problems?*

**Activity**

- Review the directions at the top of page 100 (see p. 8-17 figure 11).
- Ask: *Have you ever seen or made a social map or sociogram?*
- Demonstrate making a social map on the board.
- Emphasize that this activity is not intended to hurt another student's feelings. Suggest that students treat the social map as private information.
- Students complete their social maps.
- Students rate the activity.

## LESSON 2G

**Intrapersonal (30 minutes)**

**Discuss** *How would you describe yourself? Are you aware of your own dreams and desires? Do you understand your own feelings? Do you understand why you feel certain ways and how those feelings affect your actions? Do you find setting goals helpful? Do you keep a journal?*

**Activity**

- Review the directions at the top of page 101 (see p. 8-17 figure 12).
- Students answer the questions on the page.
- Students rate the activity.
- If they are comfortable, students can share one or two of their character traits with the class.

## LESSON 2H

**Naturalist (30 minutes)**

**Discuss** *Are you curious about your world? Do you like learning about plants and animals? Does your family have a pet? Would you like to have a pet? What type? Do you learn better when you put items into categories?*

Ask students to share any outdoor learning experiences they may have had, such as a school nature trip or attending camp.

**Activity**

- Review the directions at the top of page 102 (see p. 8-18 figure 13).
- Do the first group of words together (*highway, path, street, lane, boulevard*). Encourage students to suggest a logical sequence for arranging the words. Point out that not everyone will put the words in the same order. (Possible sequences: widest to narrowest, narrowest to widest, amount of traffic)
- Students complete the page.
- Students rate the activity.
- Students share their answers upon completion.

## LESSON 2I

**Culminating Reflection (30 minutes)****Activity**

- Have students turn to page 103 in the Student Guide, *Culminating Reflection* (see p. 8-18 figure 14).
- Review the directions at the top of page with students.
- Students write the names of the activities they found easy.
- Students write the names of the activities they found difficult.
- Ask students to turn to page 93, *My Learning Strengths Profile*, which they completed in Lesson 1 (see p. 8-16 figure 5).
- Have students compare their profiles to their ratings of the various activities.
- Students complete page 103 by writing a paragraph about their favorite way to learn.

**Discuss** *What did you discover about yourself as a learner? How does your learning strengths profile compare to the activities you found easy? How does your learning strengths profile compare to the activities you found difficult? How will you apply this knowledge in your content area classes?*

**STUDENT GUIDE CONNECTION:** Have students read page 104, *Making the Most of Your Learning Strengths*, in the Student Guide and then lead them in a discussion about career possibilities. If students are experiencing difficulties determining their learning strengths, encourage them to check out the Troubleshooting chart on page 105 in the Student Guide. Finally, have students read page 106 and follow up with a discussion about the importance of maintaining a healthy brain.

## What Are My Learning Strengths?

Name \_\_\_\_\_ Date \_\_\_\_\_

When a rollercoaster architect was asked what he felt the first time he rode a rollercoaster that he designed, he responded by saying, "I feel the math." Instead of excitement and adrenaline coursing through his veins, he had numbers racing through his head.

We all experience the world around us differently. Some of us can gather and store new information just from listening to a lecture, whereas others prefer to read the information in a book. Many students are more comfortable studying alone; however, some people are much more productive in a group.

The following activity, which can be found on the next several pages, will help you determine your learning strengths. Knowing your learning strengths will help you become a better learner because you can use your strengths when choosing study strategies, taking tests, or completing assignments.

**DIRECTIONS:** Read each sentence and consider which statements really describe you as a learner. Ask yourself, "Would people who know me really well say, 'That definitely describes me'?" If so, check the box to the right of the comment. If not, leave it blank. Then add up all of the checks within each section. Finally, plot these numbers on page 93, *My Learning Strengths Profile*.

SECTION 1		
1	I enjoy listening to stories.	<input checked="" type="checkbox"/>
2	I have a good memory for facts and trivia.	<input type="checkbox"/>
3	I enjoy playing mind games, such as crossword puzzles and Scrabble®.	<input type="checkbox"/>
4	I like to read books.	<input type="checkbox"/>
5	I am a good speller and enjoy looking up words I don't know.	<input type="checkbox"/>
6	I take notes to help me remember and understand material.	<input type="checkbox"/>
7	I like writing about my ideas.	<input type="checkbox"/>
8	I memorize things by creating rhymes.	<input type="checkbox"/>
9	I enjoy learning new languages.	<input type="checkbox"/>
10	I prefer to do the writing and library research when participating in a group project.	<input type="checkbox"/>
SECTION 1 TOTAL:		

88 School Specialty

89

Figure 1

SECTION 2		
1	I like going to math class.	<input checked="" type="checkbox"/>
2	I like math puzzles or brain teasers.	<input type="checkbox"/>
3	I enjoy solving math problems.	<input type="checkbox"/>
4	I memorize things by placing events in a logical order or grouping things together.	<input type="checkbox"/>
5	I like to figure out how things work.	<input type="checkbox"/>
6	I enjoy computer and math games.	<input type="checkbox"/>
7	I love playing chess, checkers, or Monopoly®.	<input type="checkbox"/>
8	I like to have things presented to me in a neat and organized manner.	<input type="checkbox"/>
9	I can compute calculations quickly in my head.	<input type="checkbox"/>
10	I prefer to create the charts and graphs when participating in a group project.	<input type="checkbox"/>
SECTION 2 TOTAL:		

SECTION 3		
1	I see mental pictures when I'm trying to remember things.	<input checked="" type="checkbox"/>
2	I enjoy art class and museums.	<input type="checkbox"/>
3	I enjoy photography.	<input type="checkbox"/>
4	I like to draw and create things.	<input type="checkbox"/>
5	When I memorize something, I draw a diagram to help me remember.	<input type="checkbox"/>
6	I like to make sketches on paper during class.	<input type="checkbox"/>
7	I prefer looking at pictures or diagrams rather than reading text.	<input type="checkbox"/>
8	I visualize solutions when I'm trying to solve a problem.	<input type="checkbox"/>
9	I tend to look at the pictures and not read the instructions when building something from a kit.	<input type="checkbox"/>
10	I prefer to draw all the pictures when participating in a group project.	<input type="checkbox"/>
SECTION 3 TOTAL:		

SECTION 4		
1	I enjoy gym class and am good at sports.	<input checked="" type="checkbox"/>
2	I enjoy working with my hands.	<input type="checkbox"/>
3	I have good hand-eye coordination.	<input type="checkbox"/>
4	I have trouble sitting still for any length of time.	<input type="checkbox"/>
5	I have a lot of extra movements when talking.	<input type="checkbox"/>
6	I memorize things by writing them out a number of times until I know them.	<input type="checkbox"/>
7	I like to act things out.	<input type="checkbox"/>
8	I learn new things by actually doing them myself.	<input type="checkbox"/>
9	I enjoy working with my hands to fix things.	<input type="checkbox"/>
10	I prefer to build a model when participating in a group project.	<input type="checkbox"/>
SECTION 4 TOTAL:		

90

Figure 2

SECTION 5		
1	I enjoy music and have favorite artists.	<input checked="" type="checkbox"/>
2	I focus on music, sounds, and beats.	<input type="checkbox"/>
3	I like to sing.	<input type="checkbox"/>
4	I am interested in playing musical instruments.	<input type="checkbox"/>
5	I remember things by putting them in a rhyme or song.	<input type="checkbox"/>
6	I can tell when a musical note is off key.	<input type="checkbox"/>
7	I enjoy dancing to music.	<input type="checkbox"/>
8	I can remember the melodies of many songs.	<input type="checkbox"/>
9	I listen to music to help me think.	<input type="checkbox"/>
10	I prefer to have music on in the background when completing a project.	<input type="checkbox"/>
SECTION 5 TOTAL:		

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Figure 3

SECTION 7		
1	I like to work alone.	<input checked="" type="checkbox"/>
2	I like to write in my journal.	<input type="checkbox"/>
3	I like being by myself.	<input type="checkbox"/>
4	I get overwhelmed in crowds.	<input type="checkbox"/>
5	I know my strengths and my weaknesses.	<input type="checkbox"/>
6	I find that I am strong, confident, and don't follow trends.	<input type="checkbox"/>
7	I memorize things by making a personal connection to the material.	<input type="checkbox"/>
8	I like knowing why I am being asked to do something before I agree to do it.	<input type="checkbox"/>
9	I like to learn about myself.	<input type="checkbox"/>
10	I prefer not to work in groups.	<input type="checkbox"/>
SECTION 7 TOTAL:		

SECTION 8		
1	I am always aware of my surroundings.	<input checked="" type="checkbox"/>
2	I love to go walking, hiking, and exploring.	<input type="checkbox"/>
3	I enjoy gardening.	<input type="checkbox"/>
4	I like to collect things such as rocks, sports cards, and stamps.	<input type="checkbox"/>
5	I would like to live where I can enjoy nature every day.	<input type="checkbox"/>
6	I like to organize things into categories when I am trying to memorize something.	<input type="checkbox"/>
7	I like to watch programs about nature.	<input type="checkbox"/>
8	I spend a lot of time outdoors.	<input type="checkbox"/>
9	I am interested in worldly issues.	<input type="checkbox"/>
10	I prefer to organize the information into categories when participating in a group project.	<input type="checkbox"/>
SECTION 8 TOTAL:		

92

Figure 4





