

# **Interpretive Guide For Personal Learning Profile**

## **Multiple Intelligences**

How am I smart?

## **Learning Styles**

How do I learn?

## **Personality Type**

How do I express myself?

# **Interpretive Guide for the Personal Learning Profile (PLP)**

## **Multiple Intelligences - How am I smart?**

### **1. Logical- Mathematical Intelligence**

- Students with this strength tend to naturally excel in mathematics, chess, computer programming and other logical or numerical activities.
- Reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation and the ability to perform complex calculations also come naturally to those with logical intelligence.
- They tend to learn best when information is provided in a step-by-step/sequential manner.
- Careers that may suit students with this intelligence are engineers, research scientists, mathematicians, computer programmers and accountants.

### **2. Linguistic Intelligence**

- Students with this strength naturally excel at reading, writing, telling stories and memorizing words and particular dates. This intelligence deals primarily with languages and words, spoken or written.
- They learn foreign languages with ease and tend to have very good verbal memory and recall.
- They excel at grammar.
- They tend to learn best by reading, taking notes, listening to lectures, and by discussing and talking about what they have learned.
- Careers that may suit students with this intelligence are writers, journalists, English teachers, interpreters and technical writers.

### **3. Spatial Intelligence**

- Students with this strength excel at finding their way around an environment, following a map or a set of directions, and easily

- transform a mental image into reality (examples: drawing or graphic design, arranging furniture, hairstyling).
- They have very good spatial judgment, the ability to visualize with the mind's eye and can easily read a map.
  - These students tend to be strong visual learners.
  - Students with this intelligence may gravitate toward careers such as architecture, interior design, artist and hairstylist.

#### **4. Bodily - Kinesthetic Intelligence**

- Students with this strength naturally excel at fine-motor movement and tend to handle objects skillfully.
- They have control over how their body moves and have a good sense of timing and learn muscle movement patterns with ease.
- They are naturally good at physical activities such as sports, dance and they enjoy hands on activities.
- They tend to be good at building and making things and often enjoy acting and performing.
- They often learn best by doing something physically, rather than by hearing about it or seeing it.
- Careers that suit students with this intelligence are athletes, pilots, surgeons, dancers, musicians, builders, fire fighters and police officers.

#### **5. Intrapersonal Intelligence**

- Students with this strength have a strong sense of self and have the ability to self-reflect and are introspective.
- They tend to know what their strengths and weaknesses are as well as what makes them unique.
- They are strong critical thinkers and enjoy philosophical discussions when learning something new.
- Careers that suit students with this intelligence are authors, psychologists, counselors, pastors, and philosophers.

#### **6. Interpersonal Intelligence**

- Students with this strength excel at understanding others – how they feel, what motivates them and how they interact with one another.
- They do very well at interacting with others and understand the dynamics of working well in groups and/or on teams.

- They tend to be good communicators and are able to empathize with others.
- They learn best by working in groups and by discussing what they are learning.
- Careers that suit students with this intelligence are sales, teachers, social workers, counselors, coaches, managers and politicians.

## **7. Naturalist Intelligence**

- Students with this strength excel at nurturing and relating information about their natural surroundings.
- They enjoy classifying things in nature such as animal and plant species and rocks and mountain types and enjoy activities such as bird watching and hiking.
- They easily apply practical knowledge of nature in farming, gardening and mining, etc. and care deeply about the environment.
- They love to learn outdoors as well as on field trips in their natural environments.
- Careers that suit students with this intelligence include farmers, park rangers, gardeners and naturalists.

## **8. Musical Intelligence**

- Students with this strength have sensitivity to sounds, rhythms, tones, and music and typically excel at learning foreign languages.
- They tend to have good pitch and may even have absolute pitch, and easily learn how to play instruments and love to sing and compose music.
- They tend to learn best through auditory learning and may need to talk about what they learning. Rhythms and songs can be helpful when learning new things.
- Careers that suit those with musical intelligence include singers, conductors, music teachers, instrumentalists, disc jockeys, writers, orators and composers.

## **Learning Styles - How do I learn?**

### **1. Auditory Learners may:**

- learn best by listening and talking about content (group work).
- not need to write everything down.
- find note taking frustrating unless teacher edits notes with student or student can discuss notes with a teacher or a peer.
- need to record a lesson and listen at home.
- find sounds distracting during class.
- need to talk a lot in class about what they are learning.
- find it difficult to concentrate.
- be a poor listener.
- need to talk aloud or read to self during an exam.
- like to study in groups or with a peer.
- speak loudly and with confidence.
- not proofread their written work.

### **2. Visual Learners may:**

- learn best by seeing and reading content.
- need to take very detailed notes.
- benefit from teacher notes on D2L.
- like to learn by watching videos, utube and movies.
- memorize well.
- like graphs.
- write better than speak.
- take time to think before speaking or acting.
- envision pictures or representations when studying.
- use colors and shapes to catch the eye in notes.
- use acronyms when studying.
- like background noise like music or TV when studying.
- appear quiet or reserved (often sits back).
- embarrass easily.
- seem to be in a bind when asked to speak in class because can think better than speak.

### **3. Kinesthetic Learners may:**

- learn best by doing and hands-on activities.
- need to use multi senses to learn, (essentially experience the content: see it, hear it, touch it).

- use gestures when expressing self.
- be impulsive.
- need immediate feedback.
- need to move a lot, talk a lot or doodle during class.
- be easily distracted by almost anything.
- tap fingers or pencil.
- need frequent breaks to move around during class.
- need to talk about what he/she is learning.

#### **4. Independent Learners may:**

- focus on their own individual strengths and needs and know the way they prefer to learn.
- not have to ask clarifying questions.
- prefer to work alone as opposed to working in groups.
- want to share ideas and problems and work together with peers to resolve problems unaided by the teacher.
- receive verbal or written instruction with ease and complete the task without having to ask questions.
- feel confident about acting upon decisions in teaching and learning process.
- enjoy the process of reflecting on learning.
- decide whether learning has been effective or whether they need to try another approach.
- have strong organizational and time management skills.

#### **5. Need More Direction Learners may:**

- need to have verbal and written instructions broken down for assignments.
- need to ask a lot of questions when learning something new.
- need to be told that “there is no such thing as a dumb question” because they often feel “stupid” for having to ask questions in class.
- find tutorial time very valuable to ask questions and complete work.
- need help developing a plan for success in particular subjects.
- not feel good about themselves and have trouble staying motivated.
- need to study in groups or with a peer tutor to have immediate feedback during learning process.

- have difficulty handing in assignments on time.
- struggle with remembering things – always encouraged to use an agenda book.
- need assistance finding and correcting mistakes.

#### **6. Sitters may:**

- sit still for long periods of time without being distracted.
- enjoy reading and study time during class.
- resist it when a teacher asks the class to “get up” and move into a group; they prefer to “park” and sit for the whole class.
- not feel confident in classes that demand physical activity.
- enjoy sitting in front of a computer for long periods of time.

#### **7. Movers may**

- have strong Bodily-Kinesthetic Intelligence.
- enjoy Physical Education, dance, and drama courses.
- have a need to eat, drink water, talk, move around in class to stay motivated when learning.
- tap pencil or fingers or doodle during lesson in order to stay focused.
- ask to leave the class at least once a day in order to physically move around.
- wiggle or rock back and forth, tap their feet, or “bounce” their legs when they sit.
- be labeled "hyperactive" as children.
- have comment on report card that says they talk too much in class or are a distraction to others.

#### **8. Morning Learners may:**

- be alert and rested in the morning and are able to productively attend morning tutorials.
- not be as productive in the afternoon tutorial.
- need to study and complete homework during the day and early evening when they have more energy as opposed to late into the evening.

#### **9. Afternoon Learners may:**

- find it best to study after school and complete homework in the evening.

- not want to leave studying and homework completion until the morning.
- want to have more difficult courses in the afternoon.
- appear “lazy” or not fully present in morning classes.

## **True Colors Personality Type - How do I express myself?**

### **Orange**

#### **Basic Desire:**

- Fun and freedom

#### **Strengths:**

- Master negotiator
- Natural entertainer
- Accepts challenges
- Self-confident
- Spontaneous and fun
- Competitive
- Straightforward

#### **Needs:**

- Variety, choices
- Attention, affection, approval, acceptance
- Stimulation, excitement
- Practical application
- Freedom to express
- Fun and play
- Hands-on activities

#### **Weaknesses:**

- Pushes boundaries
- Defies authority
- Intentionally breaks rules
- Easily led astray
- Can be disruptive
- Trapped by structure
- Craves attention



**How to influence the Orange student:**

- Demonstrate rather than tell, get them involved
- Fun activities and action oriented words
- Instant recognition for cleverness, adaptability, and boldness
- Value their energy, vitality, and movement
- Allow multi-tasking
- Give a chance to perform and lead activities
- Be open and relaxed in your approach
- Use humour to keep it light
- Focus on the present; give information they can use right away
- Challenge them to handle problems once and for all
- Remind them of their past successes

**Green****Basic Desire:**

- Competency, knowledge, and to have control

**Strengths:**

- Learning
- Problem solvers, figures out “how” and “why”
- Understands difficult ideas
- Cool, calm, and collected
- Innovative
- Abstract, analytical, and theoretical
- Researching and developing

**Needs:**

- Independence and time to think and plan
- To be successful
- Intellectual stimulation and challenges
- To respect the teacher
- Innovation, creative outlet
- Big picture; focus on the future
- Freedom to ask “why?”

**Weaknesses:**

- Uses complicated explanations
- May become loners because no one really understands them

- Doesn't worry about other's feelings and space
- May not complete a boring project
- Gives too much information
- Argues (for fun, sometimes!)
- Withdrawal of cooperation, input, and support

#### **How to influence the Green student:**

- Skip the "small talk"
- Be logical and rational in approach
- Know your facts and don't bluff
- Present the big picture first, then fill in the details if asked
- Acknowledge their expertise and knowledge
- Define the end goal and allow them to problem solve
- Give them time to ponder
- Keep strong emotions out of the conversation
- Appreciate their inquisitive nature and focus on their strengths
- Provide some degree of freedom in selecting topics and projects
- Don't misinterpret their need for information as interrogation

## **Blue**

#### **Basic Desire:**

- Peace, harmonious relationships, and self-expression

#### **Strengths:**

- Caregiver
- Perceptive
- Imaginative, creative
- Cause oriented and growth oriented
- Cooperative and optimistic
- People-oriented
- Peacemaker

#### **Needs:**

- To be included, feel accepted, have friendships
- Affirmation, feeling of worth, respected
- Compassion, warmth
- To be heard, to share

- Outlet to help others
- Harmony, lack of stress
- Opportunities to be creative

### **Weaknesses:**

- Does not like conflict
- Indecisive
- Tardiness because of friends
- Attention getting behaviour
- Can be emotional and moody
- Over dependence on teachers or others
- Excessive fantasizing, daydreaming, spacing out

### **How to influence the Blue Student:**

- Keep a calm voice, be friendly and warm in your approach
- Know the student's name
- Listen, listen, listen
- Ask them for their feelings on a topic
- Use personal examples to illustrate points
- Be imaginative in your presentation of ideas
- Honour their inherent trait to please
- Don't bog them down with details
- Talk with them privately if they are upset
- Allow them to vent emotionally before having an objective conversation
- Assist them with setting personal boundaries so school work deadlines are met

## **Gold**

### **Basic Desire:**

- Responsible, organized and seeks perfection

### **Strengths:**

- Loves to plan, makes lists, always has an agenda
- Very high standards, conscientious
- Neat, orderly, conservative, and stable
- Punctual, makes and keeps commitments
- Strong sense of duty, justice, and fairness

- Prudent, prepares for the future
- Detail oriented, chronological

### **Needs:**

- To know the plan
- Consistency
- Structure, rules
- Organization
- Responsibility
- Recognition
- Appreciation
- Silence, space, support

### **Weaknesses:**

- Anxious and worried because they aren't perfect
- Difficult to "let it go"
- Can be critical of others and self
- Authoritarian tone of voice
- Use of guilt to manipulate
- Very sensitive
- Blind following of leaders

### **How to influence the Gold student:**

- Be practical and organized in approach
- Give background information and lots of supporting data
- Keep yourself on track
- Be on time
- Clearly define assignments, responsibilities, goals, and expectations
- Take a position of authority, present yourself in a respectful manner
- Appeal to their strong sense of right and wrong
- If fitting, allow them to do extra service or class work
- Value tradition and classroom rules
- Note accuracy, efficiency, and thoroughness in their performance
- Encourage them by saying "I appreciate how much you contribute to this class"
- Discuss how things can be more effective or efficient

## Summary:

- The PLP is a synthesis of information gathered from informal inventories. These inventories are not in any way meant to diagnose or put labels on students. The inventories are simple tools used in a specific way to begin the conversation about how students are doing in school.
- The PLP consists of many characteristics (How am I smart? How do I learn? and How do I express myself?).
- Each characteristic has been described by using general statements. Please note that these are generalizations, and therefore, may not be accurate statements for all students. This information is simply intended to add context to each characteristic in the PLP.
- This interpretive guide provides a common language for administrators, teachers and students when talking about meeting individual student needs in learning.

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