# The JVDT-4 Kids Diagnostic: System Compendium

## Overview, Framework, Questions, and Report Content

This document outlines the architecture of the JVDT-4 Kids Diagnostic, a simplified 4-axis model adapted from the JVDT-7 system, designed for children aged approximately 8-12.

## Part 1: Structure Overview

| **Element** | **Description** |
| --- | --- |
| Axes | 4 simple pairs representing core learning preferences |
| Questions | 36 total (9 per axis) |
| Answer Format | Two-choice: "Which one is more like me?" (Text/Image based) |
| Scoring | 1 point per choice; pole with 5+ points wins the axis (ties=Balanced) |
| Output | 4-letter/icon code, friendly title, short paragraph description |

## Part 2: Child-Friendly Axes Framework

| **Axis** | **Core Concept (Adult)** | **Child-Friendly Term** | **Poles (A / B)** | **Pole Icons (A / B)** |
| --- | --- | --- | --- | --- |
| 1. Seeing | Perception (A/N) | Seeing | **Story** / **Facts** | 🖼️ / 📊 |
| 2. Thinking | Interpretation (R/C) | Thinking | **Why** / **How** | ❓ / ⚙️ |
| 3. Doing | Application (D/P) | Doing | **Dream** / **Plan** | 💭 / 🗺️ |
| 4. Caring | Value Expression (L/R) | Caring | **Kind** / **Fair** | 💖 / ⚖️ |

*Note: Balanced outcomes result in a "Balanced" label and a 🤝 icon.*

## Part 3: Question Style

* Each question presents two distinct choices, typically represented by short, simple sentences (B1-B2 level).
* The prompt is "Which one is more like you?"
* Ideally, choices can be supplemented with simple illustrations in the final implementation.
* Wording is concrete, action-based, and under ~15 words per option.

## Part 4: Complete 36-Item Question Bank

#### **Axis 1: Seeing (Story ↔ Facts)**

| **#** | **Option A (Story)** | **Option B (Facts)** |
| --- | --- | --- |
| 1 | I remember pictures and stories best. | I remember facts and numbers best. |
| 2 | I notice people’s feelings in a movie. | I notice small details in the background. |
| 3 | I understand things when someone shows me. | I understand things when someone explains step by step. |
| 4 | I learn new things by imagining them. | I learn new things by practising them. |
| 5 | I like making up stories or comics. | I like solving puzzles and tasks. |
| 6 | I guess the meaning of a word from the story. | I check the meaning in a dictionary or list. |
| 7 | I think about how something feels. | I think about how something works. |
| 8 | I prefer drawing my ideas. | I prefer writing notes or lists. |
| 9 | I trust my feeling about an answer. | I check carefully if it is correct. |

#### **Axis 2: Thinking (Why ↔ How)**

| **#** | **Option A (Why)** | **Option B (How)** |
| --- | --- | --- |
| 10 | I ask “Why does this happen?” | I ask “How can I do this?” |
| 11 | I like hearing the story behind things. | I like seeing how something helps today. |
| 12 | I want to know where an idea came from. | I want to know what I can do with it. |
| 13 | I enjoy learning about the past. | I enjoy learning about what is new. |
| 14 | I think rules make sense when I know their reason. | I follow rules when they work well. |
| 15 | I wonder why people think differently. | I wonder how people make things work together. |
| 16 | I remember stories about how things began. | I remember examples of how to use them now. |
| 17 | I like talking about what things mean. | I like talking about what things can do. |
| 18 | I ask “Why are we learning this?” | I ask “How can I use this?” |

#### **Axis 3: Doing (Dream ↔ Plan)**

| **#** | **Option A (Dream)** | **Option B (Plan)** |
| --- | --- | --- |
| 19 | I get big ideas and want to start right away. | I make a plan before I begin. |
| 20 | I enjoy imagining what the future could be. | I enjoy following clear steps to finish. |
| 21 | I change ideas as I go along. | I like keeping the plan the same. |
| 22 | I work best when something feels exciting. | I work best when everything is organised. |
| 23 | I often dream about new inventions or games. | I like building things that already exist. |
| 24 | I like projects that tell a story or help people. | I like projects that work well and look neat. |
| 25 | I care more about meaning than perfect results. | I care more about good results than big meaning. |
| 26 | I start even if I don’t know every step. | I wait until I understand the steps. |
| 27 | I say, “Let’s try!” | I say, “Let’s plan first.” |

#### **Axis 4: Caring (Kind ↔ Fair)**

| **#** | **Option A (Kind)** | **Option B (Fair)** |
| --- | --- | --- |
| 28 | I comfort someone who feels sad. | I remind friends to play by the rules. |
| 29 | I forgive quickly. | I make sure everyone follows the same rule. |
| 30 | I think helping is more important than winning. | I think being fair is more important than helping. |
| 31 | I like making peace between people. | I like making sure the game is fair. |
| 32 | I understand people’s feelings fast. | I notice when something isn’t fair. |
| 33 | I would rather be gentle than right. | I would rather be honest than soft. |
| 34 | I tell friends it’s okay if they make mistakes. | I tell friends what they can do better next time. |
| 35 | I listen first when people are upset. | I explain calmly what went wrong. |
| 36 | I want everyone to feel safe. | I want everyone to be treated the same. |

## Part 5: Results Presentation

The results screen displays:

1. **Friendly Title:** e.g., "Story - Why - Plan - Kind Learner!"
2. **Icon Train:** A sequence of 4 icons matching the result code (e.g., 🖼️ ❓ 🗺️ 💖).
3. **Short Description:** A generated paragraph explaining the combination (see library below).
4. **(Optional) Teacher Tips:** Actionable suggestions based on the dominant poles.

### Result Description Library (Handles Balanced)

* **Story-Why-Dream-Kind:** You learn through stories, love to ask why, imagine new ideas, and care about kindness. You shine when you tell stories that help others.
* **Story-Why-Dream-Fair:** You love stories and asking 'why?'. You dream big, but also think it's important to be fair. You're great at imagining fair ways to play.
* **Story-Why-Plan-Kind:** Stories help you learn and you always ask 'why?'. You like having a plan and being kind. You're good at making kind plans.
* **Story-Why-Plan-Fair:** You enjoy stories, want to know why things happen, like clear plans, and believe in fairness. You're awesome at making fair rules for games.
* **Story-How-Dream-Kind:** You learn with stories and like knowing how things work. You dream up ideas and are very kind. You can imagine kind ways to use things.
* **Story-How-Dream-Fair:** Pictures and stories are your thing! You like to know 'how' and you dream big, always wanting things to be fair. You invent fair new ways to do things.
* **Story-How-Plan-Kind:** You remember stories, like practical 'how-to' steps, prefer a plan, and are always kind. You're great at planning kind activities.
* **Story-How-Plan-Fair:** Learning through stories is fun, and you like knowing 'how'. You follow plans and make sure things are fair. You're good at making sure everyone follows fair steps.
* **Facts-Why-Dream-Kind:** You like facts and always ask 'why?'. You dream big and are very kind. You're good at finding kind reasons for your big ideas.
* **Facts-Why-Dream-Fair:** Facts are important to you, and you love asking 'why?'. You imagine new things and believe in being fair. You think of fair reasons for new ideas.
* **Facts-Why-Plan-Kind:** You prefer facts, like to know 'why', enjoy having a plan, and are kind. You're good at planning kind ways to use facts.
* **Facts-Why-Plan-Fair:** Facts matter! You ask 'why', like clear plans, and think fairness is key. You're great at making fair plans based on facts.
* **Facts-How-Dream-Kind:** You love facts and knowing 'how'. You dream up new things and are kind. You invent kind ways using facts.
* **Facts-How-Dream-Fair:** Facts and knowing 'how' are your style. You imagine new possibilities and always want fairness. You're great at designing fair systems based on facts.
* **Facts-How-Plan-Kind:** You focus on facts, like knowing 'how', follow plans, and are kind. You're good at making kind, practical plans.
* **Facts-How-Plan-Fair:** You like facts, practical steps ('how'), clear plans, and fairness above all. You are excellent at making sure factual plans are followed fairly.
* **(Default/Balanced Fallback):** You have a unique and wonderful way of learning! You use a special mix of [pole1], [pole2], [pole3], [pole4] skills to understand the world.

### Teacher Tips Library

* **Story:** Encourage adding one fact to each idea.
* **Facts:** Encourage adding one example or story to each fact.
* **Why:** Ask: What's one way this helps someone today?
* **How:** Ask: What's one reason this idea matters?
* **Dream:** Help them write 3 small steps before starting.
* **Plan:** Ask: Is there room for a new idea here?
* **Kind:** Help them practice saying 'no' kindly but clearly.
* **Fair:** Ask: Can we start by saying something kind?
* **(Balanced):** (No specific tip, focus on conscious choice between poles).

## Part 6: Implementation Notes & Features

* **Platform:** Single HTML file using Tailwind CSS and JavaScript.
* **Accessibility:** Includes radiogroup structure, keyboard navigation, aria-checked states, dark mode, reduced motion support, read-aloud button.
* **Teacher Options:** Optional panel to enable shuffling, back button, dark mode.
* **Robustness:** Includes debounce for clicks, localStorage for resuming sessions, optional "Not Sure" button (capped).
* **Export:** Allows saving final results (code, scores, description, tips) as a JSON file.

## Part 7: Optional Teacher Observation Sheet

* A complementary paper or digital form where a teacher rates observable behaviors related to each axis (e.g., "Comforts classmates" vs. "Reminds others of rules").
* This data can be combined with the child's self-assessment for a more holistic view, potentially discussed in parent-teacher conferences.

This compendium summarizes the design and content of the JVDT-4 Kids Diagnostic as developed.