

Self-Portrait™ Student-Centered Learning - Results Discussion Guide, Side 1






INTRODUCTION: *The Self-Portrait™ results give information about how you learn best. This is not a test. There are no right or wrong answers or better or worse results. We want you to discover what works best for YOU: this will help US guide your learning and will help YOU be a more successful learner—now and throughout your life.*



Go over sections A & B below. Use C to make connections to curriculum options. Go over D if you have time.



DISPOSITIONS: Our Learning Personalities (For more strategies and career ideas see printable guide or go to powertraitsforlife.com)
*The 1st section is called Disposition. This is our “learning personality.” It influences how we learn, work, and communicate.
 Let’s look at the characteristics of your top Dispositions. We will check them out to make sure you agree that they sound like you.
 Mention 1 or 2 characteristics at a time and check with student – e.g.
 Being free to walk around is usually important to Spontaneous people, does that sound like you?*

	 SPONTANEOUS	 ORGANIZED	 CURIOUS	 SUPPORTIVE	 IMAGINATIVE
Disposition Emphasis:	Move, Have Fun	Plan, Have Order	Discover, Find Solutions	Interact, Have Harmony	Imagine, Contribute Ideas
A. Important for this Disposition	entertainment, having fun making people laugh flexibility rather than schedules being free to walk around	organization & planning schedules, to-do lists have structure, follow rules keep things neat, orderly	asking questions experimenting, inventing having all the time needed research, discovering solutions	harmony, fairness, friendships sensitivity to others’ feelings working with others having discussions	time for observation & creativity thinking quietly by self contributing new ideas wondering about meaning of things
B. POSSIBLE Characteristics	Maybe: might enjoy audience / acting interest in athletics being adventurous	Maybe: might enjoy workbooks / drill might enjoy memorizing work alone to get things done	Maybe: might enjoy brainstorming / debating; interest in technology / electronics / mechanics	Maybe: attracted to social issues / values might enjoy small group projects or plays	Maybe: attracted to poetry/creative writing/ arts (draw, dance, music etc) process valued over product
C. Connect to your available curriculum options	immediate relevance fun, short, variety, movement action, challenge, sports games, competition skits, shows, demos	organized lecture/presentation outlines, overviews clear expectations quiet, orderly study spaces structure & routine	question sessions, brainstorming independent projects field trips, labs learning centers “scientific” exploration	personalizing, small groups, discuss feelings / values / social issues, people stories cooperative assignments, harmonious atmosphere	artistic / creative assignments time to daydream / doodle opportunity for dialogue idea “think tank”, creative projects pleasing aesthetics
D. Contributions of this Disposition (discuss to boost confidence)	brings fun, laughter, excitement, adventure, playfulness, flexibility, cleverness, wittiness, joking, willingness to risk	brings structure, rules, tradition, routine, order, procedures, methods, regularity, focus, thoroughness, diligence	brings interest in sciences, technical know-how, sense of discovery, enthusiasm for learning, problem-solving	brings ability to create warm atmosphere, emotional support, people-centered point of view, “class spirit,” harmony, cooperation, team work	brings creativity, sense of openness and wonderment, appreciation for dreaming / designing / creating, importance of beauty / nature / aesthetics
E. Engagement Boosters: for Teacher / Parent Use	free time for “play”& fun choices, new activities acknowledgment for being entertaining, fun, witty	goals, “good job” notes acknowledgment for neatness, punctuality, organization, productivity	use of their contributions making discoveries acknowledgment for being clever or inventive	personal note, pat on back time to talk & connect acknowledgment for being kind, fair, thoughtful	alone time, creative projects listen to their ideas acknowledgment for uniqueness, creativity, new ideas

This chart is meant to be a useful tool to help facilitate learning and communication. It is not the intent of this chart to rigidly categorize people.
 There will probably be some overlap across categories. Changes in preferences may occur as a person develops. Vocational choices or individual potential should not be limited.

Self-Portrait™ Student-Centered Learning - Results Discussion Guide, Side 2



MODALITIES: Our Information Processing Equipment

The next section is called Modality - it means the best way for your brain to bring in information. Let's look at the 3 you chose: (ex). The first one you chose is watch movies - does that sound like you? ... (Suggest options that are possible for your situation.)

Modality Options - mention those that are available options for your situation:

For more information see printable guide or go to powertraitsforlife.com.

Listening: HEAR

audio-books, record yourself or others and play back, have someone explain verbally

Verbal: TALK

read aloud to self, repeat directions out loud, study out loud with another person

Picture: SEE

pictures, graphs, diagrams, information maps, videos, make picture cues

Print: READ

make word diagrams / charts, highlight material, use colored pencils to organize information

Hands-On: TOUCH / DO

take apart, put together, construct, build, use textured materials, use manipulatives

Whole Body: DO / EXPERIENCE

act out, take field trips, walk/run/jump/dance/bounce ball/shoot baskets to study or memorize

Sketching: DRAW

take picture notes, draw out word problems, doodle while listening, sketch material studied

Writing: WRITE

take word notes, write out information to be studied, make outlines or information maps

If you have time, go over Interests and Talents. Otherwise, save for another time.



ENVIRONMENT: Our Surroundings

Our Environment can greatly affect our ability to think, learn, and work – often a few simple changes can make a big difference. Let's check out what you chose and see if you agree.

Go through all of them if you have time, otherwise check 3 or 4 that might be most important that are usually not acknowledged: e.g. listen to music, walk around, sit on floor, energetic time of day
Ask about home environment, too.
For more information see printable guide or go to powertraitsforlife.com



INTERESTS: Our Greatest Motivators

As much as possible we would like to include your Interests in your school subjects. Let's check out what you chose and see if you agree.

Make connections with curriculum when possible.
Can also discuss career interests if you have time.

For more information see printable guide or go to powertraitsforlife.com



TALENTS: Our Natural Gifts

If scores are all below 5 this indicates low confidence or misunderstanding the directions. If this is the case, DO NOT GO OVER TALENTS AT THIS TIME.

Go over top Talents - scores of 5 and above. **See next column for Talent descriptions.**
If you have time make connections to Interests and Careers.

For more information and career ideas see printable guide or go to powertraitsforlife.com

*A Talent is a natural skill or ease in learning something or doing something.
We are not always interested in our Talents and that's okay.
As much as possible we would like to include in your curriculum those Talents that do interest you.
Let's check out what you chose and see if you agree with these Talents.*

Music: playing an instrument, composing, having an ear for rhythm or notes

Math-Logic: math patterns, logic puzzles, math concepts

can show up as aptitude in technology / electronics / engineering

Mechanical: fixing things, figuring out how things work

can show up as aptitude for machines, cars, building, home repairs

Word-Language: vocabulary, languages, have a way with words, perhaps writing

3-D: drawing, designing, sense of direction, reading blueprints, architecture

Body Coordination: activities that require coordination come easily

such as sports, dancing, skating, climbing, building

Self-Care: self-care, independent, introspective, confident

interested in self-improvement

People: making friends, understanding people,

put people at ease, comfortable with people in general

Animals: generates trust and rapport with animals

Nature: at home in nature

Humor: knack for telling jokes, finding humorous twists

Life Enhancement: creating welcoming spaces inside and outside

knack for bringing beauty and aesthetics