

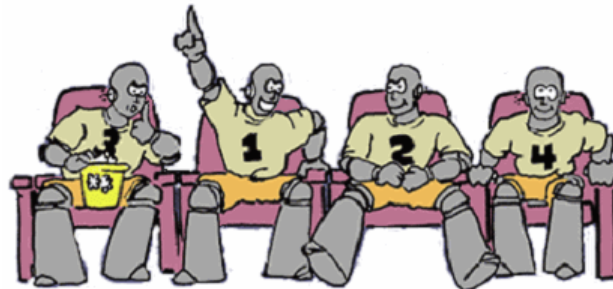
A small cartoon robot character is positioned above the word "BOTS!".

BOTS! DISCOVERY REPORT

for

**Alexandra
Harris**

Sugar Creek Elementary



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Code number : k\$15-CTAF-ELMJ



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Objectives of the Discovery Report

1) Help Alexandra Understand Herself

- Understanding her personality style
- Recognizing her strengths
- Recognizing her tendencies
- Learning about how she communicates
- Learning how to be her best

2) Help Parents Understand Alexandra and Adapt Their Parenting Style to Her

- Understanding her personality style
- Recognizing her strengths
- Recognizing her tendencies
- Understanding how she interacts with others
- Recognize how to work with her
- Gain Parenting Insights

3) Help Teachers Understand Alexandra and Adapt Their Teaching Style to Her

- Understanding her personality style
- Recognizing her strengths
- Recognizing her tendencies
- Understanding how she interacts with others
- Recognize how to work with her
- Gain Teaching Insights

Section 1:

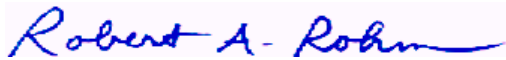
Alexandra's Discovery Report

Dear Alexandra,

We are excited about you and your special personality. Did you enjoy all of the BOTS stories? This report is called a Discovery Report, because it can help you to "discover" some wonderful things about yourself.

One thing is for sure, you are special, and there is no one quite like you. We hope you use your talents to do good things, to help people and to be your best.

Sincerely,

A handwritten signature in blue ink that reads "Robert A. Robm".

and the Personality Insights Team



Phrases That Best Describe Alexandra

- * Likes to do things step by step
- * Likes to compete and to win
- * Comfortable being nice to people
- * Says things carefully to avoid hurting people
- * Has lots of energy and focus
- * A loyal friend who would not hurt others
- * Works hard to reach goals
- * Likes to go places
- * Likes to decide on your own
- * Works well with other people
- * Likes to try new things
- * Will do your job when you say you will
- * Says what you think
- * Is able to see if something will work
- * Does not waste time or energy

You might like some of these words, because they sound just like you. If they sound right, please circle them. If the words don't sound quite right, just cross them out. You can make these your words that are the best for you. If you think of other words, you can even write them in!. This Discovery Report is meant to help you DISCover yourself and enjoy your special personality !

Alexandra's Strengths



Strong Will & Determination: Alexandra is able to focus on doing whatever it takes to get something done. Alexandra will find ways to do the impossible! She likes to reach her goal.

Able to Think Ahead: Alexandra pays attention and thinks ahead. She sees opportunities and sees what can be done. Alexandra is excellent at starting projects and getting things going.

Alexandra - How to Be Your Best !

Tell People What You Are Thinking. You are a good worker, and it's important to tell people what you are thinking. Others will work better with you, if they understand what you are doing and why you are doing it.

Tell Other People When They Do a Good Job! People feel good when you say encouraging things to them. Practice saying "thank you" to others all of the time.

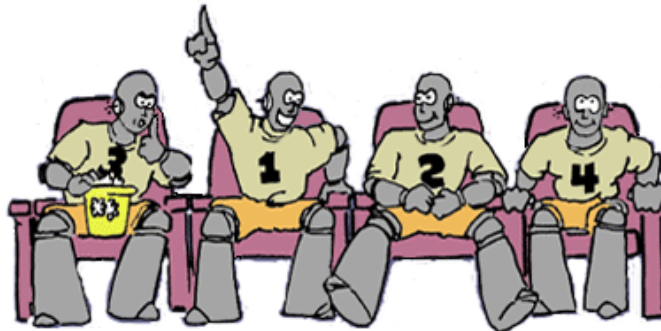
Listen to other people - especially to your Parents and Teachers. It is important to learn what other people are thinking and to learn to follow directions. To become a good leader, listen to and obey your Parents and Teachers.

Show Others That You Care. If someone cries or gets mad, stop to see if they are ok. Take time to listen if they want to talk for a while. You may not understand why they feel that way, but try to show that you care about them.

Alexandra's Basic Personality Style

This page talks about your "Basic Style." This is how you like to act when you are just being yourself. Sometimes you may be different than this, and that's OK.

You like to be busy doing things, and you also like to be around people. So, you are always having fun with your friends as you think of new things to do. Some of your ideas and plans are really big, so be careful to think things through ahead of time. It's good to ask adults for advice and help. You are very friendly and warm and energetic. You'll have a great time with people as long as you remain humble and are willing to listen to good advice and pay attention to details. Adventure and challenges are fun for you. You are a leader in training! Remember, good leaders are humble and kind and willing to listen.



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Alexandra's Speaking Style

You like to be doing things all of the time. You have a lot of energy that makes you want to get busy! You are on the lookout for somewhere that involves **DOING SOMETHING**. You are motivated and energized by ... **A CHALLENGE!** The way you are made also makes you comfortable talking to people in a certain way. In order to get things done, you speak to people in a **STRONG WAY**. You speak up, because what you have to say is important. You should know that sometimes people will not understand why you say something in a strong way like that. They may think that you are being pushy. Be careful not to be pushy or to lose your temper when you talk to people. It's ok to speak in a strong way. Remember: **BE POLITE** at the same time. Here is your chart to remember your speaking style.

How Alexandra Communicates as a "D/IS" Style

You like being somewhere that that involves	DOING SOMETHING
You are motivated and energized by	A CHALLENGE
You are comfortable speaking in a	STRONG WAY
If people don't understand , they may think you are	PUSHY
Remember ...	BE POLITE



Remember, Alexandra ...

Alexandra, you have a wonderful personality.

There's no one like you that has your exact combination of talents and gifts. You were made special and unique.

You find ways to do the impossible, and you think ahead!

To be your best make sure you give attention and care to the people around you.

You will be in charge of many important things. It's good to learn to make wise choices now. As you grow older, you will be a great leader.

You like challenges, so let us challenge you to use your energy to help people. You will learn a lot by following the advice of your parents and teachers.

Section 2:

For Alexandra's Parents

Dear Mom or Dad,

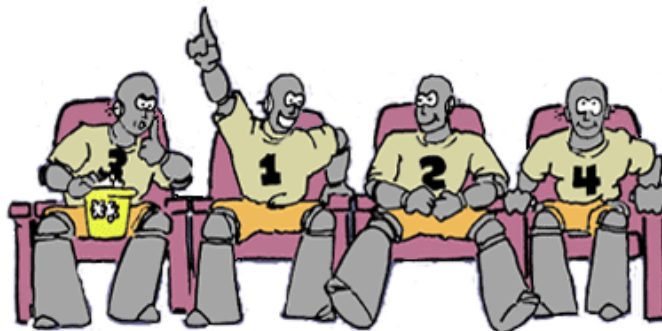
We know that you care very much for Alexandra. Thank you for taking the time to understand her. **Loving understanding** is what Alexandra needs first from you. This Discovery Report is intended to help you both grow closer together. You'll gain a better understanding of Alexandra's personality blend that influences everything she does. This Discovery Report will help you to adapt your parenting approach to best meet Alexandra's needs and to work in cooperation with her style.

We would like to offer help to you as well to gain a better understanding of your unique personality. Your parenting style is influenced by your own personality, so we encourage you to determine what your personality blend is. Please see the Appendix section of this report to learn about the DISC model of human behavior and how you can obtain your own Discovery Report.

Just like you, we want Alexandra to grow to become her best. Talking about Alexandra's Discovery Report with her can help you build a relationship that is open and honest. Enjoy growing together!

Sincerely,

 and the Personality Insights Team



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IMPORTANT MESSAGE FOR PARENTS

You have chosen to help your child by working with him or her to take this BOTS Discovery Report assessment. We want to commend you for this desire and for spending this time with your child. Use this opportunity to help you become a better parent through learning new things about your child and his or her personality.

Understanding is what your child needs first from you. You have given your child the freedom to make selections in the BOTS assessment, and now this Discovery Report is providing the results. Please realize that the results of this assessment, while intended to be accurate and descriptive of your child, may not be consistent with what you observe or with your child's true personality.

Be aware that the results of this assessment are by no means conclusive. The assessment may have identified your child's personality blend accurately, but it is also possible for a child to make choices that result in a personality score that is NOT correct. This can happen for several reasons. Here are some of the reasons why errors may result:

- 1) A child may get distracted as he or she makes selections.
- 2) A child may make decisions without considering BOTH the visual and verbal descriptions in the BOTS scenarios.
- 3) A child may make choices based on how he or she would LIKE to be in a BOTS scenario versus how he or she would behave in similar real-life situations.
- 4) A child may make selections based on persuasion or influence from someone else versus making selections based on his or her own preferences.
- 5) There are inherent limitations in communicating with children through pictures and simple language.

Please regard the results of this assessment as FEEDBACK FROM AN EXPERIENCE. Find out why your child made the choices he or she did. Ask your child what he or she was thinking. Be nonjudgmental and relaxed as your child explains the reasons for his or her selections. You are likely to discover that your child made selections for reasons that you did not expect. We hope this process helps you to think more deeply about what motivates your child and what makes your child behave the way he or she does.

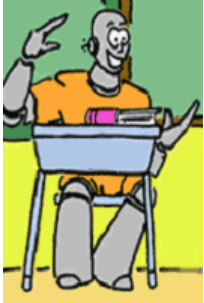
We have endeavored to develop a tool that allows parents to determine the personality blend of their children ages 4 -12. Please understand that the PROCESS is the learning tool. We hope you benefit from spending time trying to understand your child and how your child compares with the assessment results.

Remember that there are no right or wrong answers in these stories, only individual preferences. If you ask why he or she made a selection that you didn't expect, your child's answer will reveal how he or she thinks or feels about a situation. Since you want to discover what your child thinks and feels, be careful to approach this in a relaxed, yet interested manner. Your tone should be nonthreatening, and your response should never show rejection of the explanation your child offers. Your child's self-awareness is growing as he or she grows, so you want to encourage that growth while also allowing for his or her age and maturity level.

When a child continually makes choices that seem to indicate who he or she would LIKE to be rather than who you think he or she REALLY IS, then it could mean that he or she needs to recognize, accept and appreciate how special he or she is. If this seems to be happening with your child, then focus on affirming him or her as a special young person with value and worth to you and to others and to himself or herself.

Just like you, we want your child to grow to become all that he or she is meant to be. Use this opportunity to help your relationship be even more open and honest. Enjoy growing together!

Phrases That Best Describe Alexandra



- * Likes to do things step by step
- * Likes to compete and to win
- * Comfortable being nice to people
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Alexandra's Strengths



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Alexandra as a Team Member With Other Children

- 1. Value as a team member:** Visionary, ability to handle multiple tasks with people
- 2. Ideal Environment:** Lots of activities with people, relaxed supervision
- 3. How Alexandra acts best Under Pressure:** Focused; strong; independent; steady; persistent; intent
- 4. How Others can perceive or misunderstand Alexandra's actions Under Pressure (be aware of this):** Stubborn, unsystematic; unyielding; bold; tough; arbitrary
- 5. Keys to Motivating:** To be seen as a leader; opportunity to enjoy their work; exposure to those who can recognize, praise and appreciate their ability; freedom from details and "minutia" work; ability to control their own future; new territory to conquer
- 6. Keys to Managing:** While working with others: D/IS style blends need to support others with patience for excessively detailed work; "hands on" assignments to guide and direct; identification with winners; prestige and status; to understand that rules and limits do apply
- 7. Things to be aware of (possible blind spots for Alexandra):** Be more cautious and calculating in evaluating a situation; realize that it is okay to wait and think things over before beginning a task; lean to be less blunt; be more flexible in positions on issues

Suggestions for working with Alexandra (D/IS blend)

Based on Alexandra's D/IS blend, you can work more effectively with her by being aware of their natural style. This section is intended for you (as the Parent) to be able to refer to in order to work more effectively with Alexandra.

The easiest way to work with Alexandra (D/IS style blend) is TO:

Provide "Yes" or "No" answers, not "Maybe;" present the facts logically; plan your meetings efficiently; motivate and persuade them by referring to the benefits which will be received

The least effective way to work with Alexandra (D/IS style blend) is TO NOT:

Take credit for their accomplishments; direct or "boss around;" let their outgoing nature overpower you; focus on small details; force them to do repetitive, boring tasks; expect them to be withdrawn - they will be quick to speak

Parenting Insights for Alexandra

(for a child who is primarily D)

Communication Key - Alexandra says:

- Tell me what you want me to do
- Show me what I can accomplish
- Be direct and clear
- Offer me choices if you can let me decide about something

Encouragement Key - say to Alexandra:

- “You are confident and quick to respond”
- “I like that you tell me exactly what you think”
- “You can see a problem and see a way to solve it”
- When you want to do something important, sometimes we can work together!”

Parenting Keys for Alexandra

You can feel the strength of Alexandra’s drive. This is a wonderful strength that will allow her to accomplish many great things where others may give up. As a parent you can help her keep this strength under control. Out of control, Alexandra’s drive will be to argue with anything you tell her to do. This can be difficult, but she needs to know that you mean what you say. Show respect for her choice to do what you ask. Teaching Alexandra to accept limits, even when she disagrees, prepares her for the realities of life.

As a “High D” child, Alexandra may get angry when things don’t go as she planned, or when someone else chooses the plan. Try to remember that anger can scare Alexandra as much as it does you, for it is often beyond her control. Allow Alexandra to have as much choice as you can, but do not allow her to take control from you. When you do, you will struggle to regain the control you need. Alexandra’s anger will always hinder her unless she learns to use it constructively. She needs to understand that failure is an event that happens, not a person. Alexandra may sometimes fail, but with your help, she will grow to accomplish amazing things!

The Dominant “D” Parenting Style And the Determined “D” Child

(Relating between a “D” Parent and “D” Child)

Strengths:

As long as both of you share the same desires and direction, you will be able to experience harmony, and you'll be able to accomplish a lot as a team. Your mutual goals, admiration and desire to get results can be very positive and affirming.

Struggles:

Power struggles over control are the most frequent source of friction and fighting. Since you both are competitive, you both want to win every battle at all costs; neither of you will want to give in or give up. You think, "If I give an inch, she will take a mile," and in many cases you're right. But if you cannot reach compromises, your home life can become a battleground.

Strategies:

- Don't force issues. Don't threaten or give ultimatums.
- Balance holding a hard-line with allowing Alexandra some areas over which she can have control.
- Give Alexandra choices whenever possible. For example: "Would you like to clean your room now or when you finish watching that television show?"
- Do not lecture.
- Use short and to the point commands. "Alexandra, sit down!"
- Discuss with Alexandra the areas of greatest disruption. Sit down together, and set down some accountability rules, and stick to them. This trains Alexandra to become responsible and to understand limits.
- Don't argue with Alexandra. If you do, she has won the battle, because she was able to control your emotions and reactions.

The Inspiring “I” Parenting Style And the Determined “D” Child

(Relating between an I Parent and D Child)

Strengths:

Inspiring parents will delight in the strengths of their “D” children, brag about their accomplishments and share the spotlight in any honors. Both parent and child possess confident, activity-driven outlooks on life, and they want to look like winners. The “I” parent’s frequent praise for achievement and encouragement is motivating to the “D” child, who desires to be admired.

Struggles:

Inspiring parents want to be liked by their children, and they have a tendency to become too permissive. While “D” children need some freedom and choices, they must have well-defined and firmly adhered to boundaries. If the high “I” parent is not careful, the “D” child will take control of the home.

Strategies:

- Set clearly defined limits and boundaries and stick to them.
- When rules are broken and lines are crossed, you must follow through with previously determined consequences and discipline.
- Remember that Alexandra tends to take advantage of any inconsistency or lack of follow-through on your part. She is determined to take over whenever and wherever possible.
- Do not be afraid of confrontation. Expect it.
- When correcting, be brief and to the point. “D” children do not want or need long-winded explanations. Give Alexandra short, clear commands, and expect her to obey.
- Realize that Alexandra will frequently push you out of your comfort zone. This may be emotionally draining to you.

The Supportive “S” Parenting Style And the Determined “D” Child

(Relating between an S Parent and D Child)

Strengths:

You have the ability to provide the encouragement on which Alexandra thrives as she seeks to achieve her goals and exert leadership.

Struggles:

Since Alexandra desires constant control and instant action, she can easily exhaust a parent like you, who wants things to stay calm and peaceful. The biggest problem with this combination comes in the area of discipline. You tend to be too lenient, wanting to avoid conflict, and she knows it. She can easily take advantage of you. You want peace at all costs, and the long-term results can be an uncontrollable child.

Strategies:

- Alexandra needs some areas over which she has control. Just make sure that you are not controlled by her. Don't become disheartened when she does not need you for some activity. She likes to do things herself. Do not take it personally.
- Be firm. Force yourself to take a stand. Make strong statements and establish your authority.
- Be decisive and stick to your decisions. Realize that you will be tested. It is important that you do not waver.
- Understand that being more directive will not be easy for you, but it is necessary.
- Do not feel like you are a failure, because Alexandra is so different from you. She is the way she is because of her design.

The Cautious “C” Parenting Style And the Determined “D” Child

(Relating between a C Parent and D Child)

Strengths:

Both parent and child share a similar bent toward accomplishing tasks. As long as they share these goals, they can be very effective as a pair and mutually helpful.

Struggles:

If parent and child have opposing goals, the “C” parent will find himself in a hopeless battle. The “C” wants things done “right,” according to his standards. But “right” to a “D” is seldom as complicated as the “C” seems to make it. The “D” child simply wants to do it his way and get it done. The child will tend to make decisions and do things quickly. He will miss key details that are important to the “C” parent.

Strategies:

- Give Alexandra some responsibility, and keep yourself from stepping in to try to make things better. She needs to be in charge of something.
- Be lavish in affirming of Alexandra's goals and accomplishments.
- This may not come naturally for you, since you often see how something can be done just a little bit better.
- Recognize that risk-taking is important to Alexandra. Set limits according to wisdom and safety.
- Accept that life with a “D” child will be one change and challenge after another.
- Recognize Alexandra's need for physical activity.
- Try not to argue with her. Your reasoning may not be convincing.
- Most of all, do not expect perfection. Be cautious about setting your standards so high that Alexandra feels that she will never be able to reach them. Even a “D” will quit trying if she is constantly criticized for not measuring up.

Understanding, Accepting and Affirming Alexandra's "D" Style:

(The Dominant / Directing Child)

Greatest Felt Needs: Control and results

Greatest Underlying Need: To be admired for getting things done

- High "**D**" children are natural-born leaders. As a result, they are extremely strong-willed. They have an overwhelming need to be in control. Needing control is not an option but a driving force in the life of "**D**" children.
- "**Ds**" think ahead, plotting for control. They will sense when parents are most vulnerable and then attack. When their parents are preoccupied with something important (for example, talking on the phone), they will take chances that they would not normally take.
- "**D**" children will loudly and angrily declare their disapproval when things don't go their way. Theirs is a logic-based anger, rooted in impatience.
- Because "**D**" children say what they think, they can often hurt people's feelings. They can be blunt, even brutal. If we realize that many times they may not be intentionally trying to hurt someone, we can more easily accept their quick comments and correct them without becoming angry. The effect on others is heightened by their inability to say, "I'm sorry."

Helping Alexandra Grow

(Helping “D” children grow)

- Provide areas where “Ds” can exercise control while at the same time standing firm when that need for control supersedes parental limits. They need to have definite areas of responsibility and control. The degree of responsibility should increase with the age and development of the child.
- Offer them challenges, competition, change and choices.
- Help each “D” child understand that while goals are good, occasional failure is a part of life, and it doesn’t mean that he is a failure.
- Teach “Ds” to accept the importance of limits and boundaries, even if they disagree with them.
- Help them slow down and learn when and how to relax.
- Since “D” children deal in reality and results, they are not naturally tuned into the feelings of others. Use their past struggles to help teach them compassion and understanding for others who may be currently experiencing hurt or disappointment.
- When correcting their behavior, focus on actions and be specific as to what needs to be done. Reason with them sensibly and logically. They will tend to rebel when discipline or demands lack a logical explanation or a sense of fairness. In an attempt to control the discipline, they may openly question the way things are done. They will also try to negotiate for reduced punishment. Be brief, to the point and leave. Following any confrontation, give them time to think before approaching them a second time

Section 3:

For Alexandra's Teachers

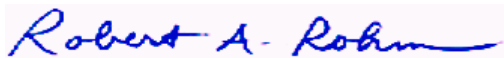
Dear Teacher,

We know that you care very much for your students and also for Alexandra. Thank you for taking the time to understand her. **Care and understanding** is what Alexandra needs in order to be receptive to your teaching. This Discovery Report is intended to help you understand Alexandra better. You'll gain insight into her personality blend that influences everything she does. This Discovery Report will help you to adapt your teaching approach to best meet Alexandra's needs and to work in cooperation with her style.

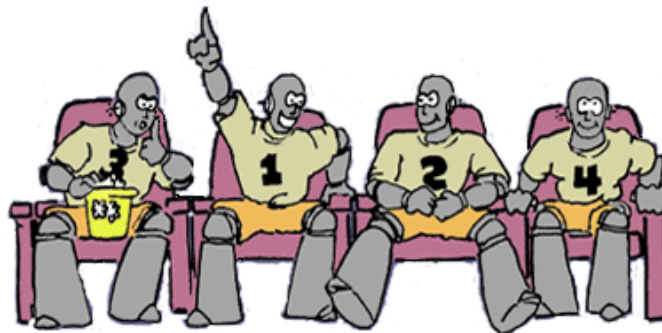
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Sincerely,

A handwritten signature in blue ink that reads "Robert A. Robin".

and the Personality Insights Team



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Phrases That Best Describe Alexandra



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- 3. How Alexandra acts best Under Pressure:** Focused; strong; independent; steady; persistent; intent
- 4. How Others can perceive or misunderstand Alexandra's actions Under Pressure (be aware of this):** Stubborn, unsystematic; unyielding; bold; tough; arbitrary
- 5. Keys to Motivating:** To be seen as a leader; opportunity to enjoy their work; exposure to those who can recognize, praise and appreciate their ability; freedom from details and "minutia" work; ability to control their own future; new territory to conquer
- 6. Keys to Managing:** While working with others: D/IS style blends need to support others with patience for excessively detailed work; "hands on" assignments to guide and direct; identification with winners; prestige and status; to understand that rules and limits do apply
- 7. Things to be aware of (possible blind spots for Alexandra):** Be more cautious and calculating in evaluating a situation; realize that it is okay to wait and think things over before beginning a task; lean to be less blunt; be more flexible in positions on issues

Suggestions for working with Alexandra (D/IS blend)

Based on Alexandra's D/IS blend, you can work more effectively with her by being aware of their natural style. This section is intended for you (as a teacher) to be able to refer to in order to work more effectively with Alexandra.

The easiest way to work with Alexandra (D/IS style blend) is TO:

Provide "Yes" or "No" answers, not "Maybe;" present the facts logically; plan your meetings efficiently; motivate and persuade them by referring to the benefits which will be received

The least effective way to work with Alexandra (D/IS style blend) is TO NOT:

Take credit for their accomplishments; direct or "boss around;" let their outgoing nature overpower you; focus on small details; force them to do repetitive, boring tasks; expect them to be withdrawn - they will be quick to speak

Teaching Insights for Alexandra

(for a child who is primarily D)

Communication Key - Alexandra says:

- Tell me what you want me to do
- Show me what I can accomplish
- Be direct and clear
- Offer me choices if you can let me decide about something

Encouragement Key - say to Alexandra:

- “You are confident and quick to respond”
- “I like that you tell me exactly what you think”
- “You can see a problem and see a way to solve it”
- When you want to do something important, sometimes we can work together!”

Teaching Keys for Alexandra

You can feel the strength of Alexandra’s drive. This is a wonderful strength that will allow her to accomplish many great things where others may give up. As a teacher you can help her keep this strength under control. Out of control, Alexandra’s drive will be to argue with anything you tell her to do. This can be difficult, but she needs to know that you mean what you say. Show respect for her choice to do what you ask. Teaching Alexandra to accept limits, even when she disagrees, prepares her for the realities of life.

As a “High D” child, Alexandra may get angry when things don’t go as she planned, or when someone else chooses the plan. Try to remember that anger can scare Alexandra as much as it does you, for it is often beyond her control. Allow Alexandra to have as much choice as you can, but do not allow her to take control from you. When you do, you will struggle to regain the control you need. Alexandra’s anger will always hinder her unless she learns to use it constructively. She needs to understand that failure is an event that happens, not a person. Alexandra may sometimes fail, but with your help, she will grow to accomplish amazing things!

Alexandra as a Dominant, Determined “D” Style Student:

Under Pressure Alexandra May:

Become resistant, rebellious, strong-willed, angry, stubborn, demanding and controlling

Sources of Irritation for Alexandra:

1. Weakness and losing
2. Indecisiveness and laziness
3. Lack of: leadership, discipline and challenges

To Motivate/Discipline Alexandra:

1. Establish and remind - “I’m the boss!”
2. Give opportunity to lead the class to the cafeteria or with a special project or be a captain of a team
3. Give one warning, then follow through with discipline
4. When disobedient, put them last in line
5. Sit out during a challenging game

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #1: PERSONALITY STYLE

Style: Dominant - Determined

Style Description: Dominant/Directing, determined, decisive, active, strong-willed, self-confident, quick with decisions and answers, takes risks, competitive, persistent, fast-paced and task-oriented

Main Features - This child...

- has a strong ego
- dares to be different
- is not afraid to take risks
- likes to be in control

Value to Group - This child...

- is results-oriented
- is motivated to get results
- is good at organizing events

Danger Zone - At times, this child...

- may appear argumentative
- oversteps authority
- can be “pushy” or impatient

Basic Goal or Motivation -

- Motivated by being a leader and taking charge, being in control
- Wants immediate results, choices, challenges and tangible rewards

Blocked goals become...Fears...

- Fears losing control and being taken advantage of by others

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHTS #2 - ATTITUDES AND PREFERENCES

Alexandra Might Say...

- “I like to think about the future.”
- “I like new ideas.”
- “I like a challenge.”
- “I like activities that change a lot.”
- “I like to make things happen.”
- “I like to show I can do it myself.”
- “I like things to move fast.”
- “I like to be respected for what I can do.”
- “I don’t like being told what to do.”
- “I don’t like having to think about little things.”

Emotions and Behavior While Under Pressure...

- Impatient
- Demanding
- Defiant
- Blunt
- Bossy
- Bragging
- Quick-tempered
- Inflexible
- Keeps fighting for what she wants
- Comes on too strong
- Insensitive to the needs of others

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #3 - MOTIVATIONAL TIPS

Each Personality Style Has Different “Hot Buttons.”

Alexandra Might Say...

- “I like to be in charge.”
- “I like it when things change fast.”
- “When I work, I work hard.”
- “When I play, I play hard.”
- “I like to have power.”
- “I’ll try something if I think it will work.”
- “I like to make decisions.”
- “I like new jobs to do.”
- “I like to be respected for what I can do.”
- “I like to be the boss.”
- “I don’t like always doing the same old things all the time.”
- “I don’t like doing slow or boring jobs.”

If “D” Children are Underachieving... Important Questions to Consider...

- Are they being challenged?
- Do they have opportunities to be in control of something?
- Do they have some “say so” in the situation?

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #4 - IDEAL ENVIRONMENT

Each Style has a “Comfort Zone”...

Alexandra Likes An Environment Where She Can Say...

- “I can be in charge of myself and others.”
- “There are a lot of things to do and do well.”
- “I can decide what is important and when to do it.”
- “I can tell that I am getting better and better.”
- “What I do is important.”
- “People will notice how well I do and let me do more.”
- “I can look good.”

Growth Areas - Teach Them To...

- accept the importance of limits and boundaries.
- deal with their anger in constructive ways.
- be more patient when things don’t happen on their timetable.
- be more sensitive to the feelings of others.

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #5 - COMMUNICATION TIPS

When talking with Alexandra, it is best to...

- Get to the point.
- Tell me what you want...quickly!
- Tell me WHAT you want me to do.
- Show me how this will solve my problem.
- Don't get too emotional.
- Give me the facts, not your opinion.
- Show me how I can be a winner.
- Prove that I can respect what you say.

Correcting Inappropriate Behavior

- Focus on actions and be specific as to WHAT needs to be done
- Get right to the point
- Be firm
- Refuse to argue
- Calmly give logical reasons
- Following discipline, give them time to think
- They will tend to rebel if discipline lacks a logical explanation or a sense of fairness

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #6 - TWENTY ENCOURAGING WORDS

Praise That Reflects Alexandra’s Strengths

Say to Alexandra...

- “I like that you are a determined person.”
- “I like that you have confidence in yourself.”
- “I like that you aren’t easily sidetracked.”
- “I like that you can’t be pushed into doing something that you don’t want to do.”
- “I like that you say exactly what you think.”
- “I like that you set your mind on something and go after it with everything you have.”
- “I like that you feel able to handle things on your own.”
- “I like that you really stick with things that interest you.”
- “I like that you are committed and decisive.”
- “I like that you are assertive.”
- “I like that you are independent and capable.”
- “I like that you charge into new situations without fear.”
- “I like that you are quick to respond to a situation, and that you seek solutions.”
- “I like that you know what you want and go after it.”
- “I like that you really play hard to win.”
- “I like that you have a very honest way of expressing exactly what you think about things.”
- “I like that you like to get results when you do things.”
- “I like that you have a lot of drive.”
- “I like that you have a strong will.”
- “I like that you are up-front with people.”

Understanding Alexandra as a Dominant, Determined “D” Child

INSIGHT #7 - A WORD OF ENCOURAGEMENT ABOUT Alexandra

Explaining Strengths and Weaknesses

If you parent or teach “**D**” type children (like Alexandra), you may think they argue or “fight” with you too much. But remember, they have a ton of nervous energy and are just trying to find the right direction in which to channel it! Their greatest fear is that someone will take advantage of them. They need to be allowed to make choices and to have some input and control in their “rules” and boundaries. They love to be in charge, and they like a personal challenge. Teaching them to accept limits, even when they disagree, is important. They need to develop more patience and be willing to help others more. Their anger will always hinder them unless it is used constructively. They need to remember that *failure is an event, not a person*.

Secret Tip: *“Before you can be **in** authority, you must first learn to be **under** authority.”*



Teacher's Guide to the 4 Learning Styles

Dominant Learners

Competencies (Strengths): You are proud of the child who, in high school, will be the school's football quarterback, captain of the basketball team, star of the drama club, editor of the school newspaper, or, in lower grades, is a school crossing guard or classroom leader. However, he does not seem to make good grades in the traditional classroom experience, regardless of the subject. What is the problem? After all, he is smart, resourceful, gifted, and can excel at many different things. He acts spontaneously and quickly and gets the task at hand done, especially when it involves physical dexterity, courage, or quick wittedness. However when you try to get him to sit still in a formal learning situation you can "forgetaboutit". These students are a teacher's challenge and often try their patience. They have to be busy doing something nearly all the time! They are goal oriented and like to come out on top as winners. They often accomplish this by their determined, diligent, and practical independence along with a good dose of courage and efficiency. One day in the future, after proper challenge, discipline, and encouragement, they will become future entrepreneurs, explorers, high achievers or pro athletes because they are not afraid to take risks!

Conflicts (Weaknesses): This student has the proverbial "ants in the pants" syndrome and has a difficult time sitting still for lectures or seatwork. They are often a disciplinary problem because they are so impulsive and live only for the moment. This produces a strong willed child with a short attention span. They dislike routine or structure, but like to be free to move and act independently. They are often hyperactive and like to be in charge. In an unfavorable extreme learning environment this character quality can often lead to problems of anger, abrasiveness, defiance, sarcasm, and in consideration. If this student is not properly challenged, he often ends up being medicated with Ritalin or some other prescription medication because of behavioral problems, or worse yet, becoming a school dropout. Their independence is often mistaken for rebellion against authority because they do not like to take orders.

Curriculum (Program of study): Because this student is so active, learning almost occurs as a by-product of energy, movement and actions. Therefore, this student needs to be challenged through a sense of competition and physical (tactile or kinesthetic) activities. Demonstrations, field trips, computer learning programs, and game format lessons are often good ways to engage this student. Since they are often poor listeners, you must give them clear instructions and achievable goals, which should be immediately rewarded when met. Also, look for ways to reward these students for the development of good study habits, good attitudes, self-discipline, and acceptable work. Special treats, incentive charts, colorful stickers, and short breaks between lessons (since they have difficulty sustaining an assignment for extended periods of time) all serve as additional motivations. To help the student stay focused on the task at hand, he needs a quiet environment with minimum distractions. The teacher will need to display great patience and encouragement, while offering the student plenty of variety and choices of learning activities that are practical and useful.

Inspiring Learners

Competencies (Strengths): This kind of student has a strong need to be the center of attention! They like to influence others through their performance, imagination, and interaction - all of which makes them feel important through the recognition that is given to them. They often have a wide breadth of interests and are sociable and friendly. They are interested in the thoughts, feelings and experiences of others. Cooperation, compassion and communication drive these personable students. So, consequently, they are well liked. These learners are today's visionaries and dreamers who want to make a difference in their world. Because of their high profile and popularity, you will find them involved with the Drama Club, band, cheerleading, or serving as the campus clown or a class officer. They are really high achievers who set high expectations for themselves, and who love functioning in groups of people. Consequently, they do well socially, often learning to speak and read at an early age.

Conflicts (Weaknesses): This type of learner may not always be the "ideal" student. They are often disorganized and are not detail oriented, as evidenced by their poor study habits. Inspiring learners are great starters but poor finishers. They often lack focus and follow through. Short-term projects with lots of group activities appeal to their short attention spans and give them a payoff of prestige, playfulness, and approval, which they seek. Long-term projects can become very frustrating because inspiring learners do better in the moment in which they find themselves. A project that is due six weeks from now might as well be due six years from now. It is difficult for this learner to get focused on something that seems so far away. It is important that you, as the teacher, be verbally supportive of them in spite of this student's shorter attention span. They can often interpret rejection or failure of their work as personal rejection of themselves. Therefore, they are often fearful of competitive environments.

Curriculum (Program of Study): Inspiring learners are definitely interactive learners who enjoy discussion groups, brain storming activities and group projects. They love to be involved in teamwork, and they love to give input to the group. At the same time, they appreciate a certain amount of individualism in order to be self-creative. Language arts, philosophy, history, and biography appeal to these students. They like to know about other people's ideas, contributions, and life experiences in the social sciences. Give them plenty of encouragement to participate in campus clubs and organizations, and to engage their sociability. These will also afford them opportunities for them to practice using personal planners, calendars, and other organizational tools to keep track of their commitments, assignments, and responsibilities. Also, you should encourage these students to learn the habit of carefully proof reading their assignments for thoroughness or possible mistakes.

Supportive Learners

Competencies (Strengths): Desiring to win the approval of adults, supportive learners are eager to learn, cooperate and obey. They sometimes go through the stigma of being the “teacher’s pet.” Naturally nurturing and helpful, these students are easy going and will be quite supportive in their loyalties. They seem to flourish in a routine and predictable environment as they assimilate lessons by steady plodding or set procedures. Understanding their strong need for teamwork and cooperation will cause you not to try to put additional pressure on them to isolate themselves from their peers. They need their “personal space” in order to grow more comfortable when any changes occur. Your verbal support will help them feel more secure, especially when introducing or learning new material. They value the status quo. Because they are so steady, dependable, trustworthy, and love to help, you will often find them serving as the teacher’s assistant or monitor, the class secretary, or even as a peer mentor. These are your naturally studious and obedient students who are a joy to the teacher!

Conflicts (Weaknesses): Supportive learners are often sensitive and insecure. You will have to reach out and try to help them develop a sense of self-confidence. Give them opportunities to make independent decisions instead of having them confer with others. Since they are quite adept at mere memorization of data, they frequently do not see “the big picture’s” underlying concepts and principles through extrapolation. Have them paraphrase lessons, reinforced with written essays to help you evaluate their understanding of the lessons. Risk taking, new adventures, confrontations, and changes in routine are often traumatizing to these kids. Give them help in learning a new meaning of adventure in their lives! Supportive learners are often poor starters on tasks. However, they can be great finishers, because they like to see closure on projects or situations.

Curriculum (Program of Study): The supportive learners appreciate a quiet, well organized, and structured learning environment. Lessons should be presented in sequential, incremental and evenly, slowly paced steps to play on their desire for order and proven methods of instruction. Use repetition and drills, workbooks, and written assignments, which are traditional teaching methods. Since they are motivated to understand, make sure that you give them clearly delineated responsibilities with objective standards of evaluation. Give them some open-ended assignments to promote decision making and creativity with their own ideas. You should be alert to the student who has frequent questions for clarification, since this may be an indication that he is insecure or under stress in a particular learning situation.

Cautious Learners

Competencies (Strengths): Has anyone ever suggested that your child seems like a bookworm, a nerd, or worse yet, a geek?! These kids always seem to have their noses buried in a book, because they love to investigate and understand. In a word, they simply love to learn. Critical thinking, problem solving, and analysis come naturally to these creative and critical thinkers. They will learn, sometimes in spite of you, because they are self-motivated, contemplative and idealistic. Cautious learners are meticulous and accurate in their work, because they value being careful, thorough and correct. They are perfectionists! These are the kids with the high I.Q.'s. They are often placed in gifted or advanced classes. Their appetite for knowledge is insatiable and intense. They will focus on one task for an extended period of time, since they can block out distractions (unfortunately, even personal responsibilities). Cautious learners make great class treasurers or parliamentarians, and they often join the Debate team or Science Club, which offers them quality answers and value.

Conflicts (Weaknesses): Because this cautious learner can be so intensely focused on a task, he may neglect subjects or responsibilities that lie outside his narrow frame of interest. Accountability may be needed to insure that their other responsibilities are met. Socially, this child can be downright unsociable. He can often be self-centered or easily offended, thereby seeming aloof, moody, cold or critical of others. He often relates to others in an instructional manner rather than a personal one. Help him to open up more socially and to be more accepting and empathetic towards others as he works on his interpersonal skills. Cautious learners may have trouble accepting their own limitations without becoming frustrated. Give them plenty of opportunities to express their emotions tactfully. Help them to keep their personal shortcomings in perspective.

Curriculum (Program of Study): Since the cautious learner values learning facts and empirical, objective knowledge, he constantly needs to be challenged. Mere rote memory or "busy work" will not satisfy him. He does not like being "talked down to" or made to record the entire problem solving steps that are immediately obvious to him. Give him some room for flexibility and creativity in a quiet and stable learning environment free of unnecessary interruptions, so he can work in a structured and systematic way. They respond well to the traditional lecture format and personal reading and research. You may place these students in advanced classes or allow them to proceed several levels ahead in subjects which interest them and in which they show comprehension. Cautious learners are good listeners, and they value input from mentor experts in their spheres of interest. Try to encourage them in volunteerism and service - oriented areas, such as peer mentoring, to help them develop their social skills. They usually enjoy working individually or one on one rather than in a group setting, unless the group is as interested and focused on a task as much as they are. Still, encourage them to join campus clubs and organizations so they can both learn and contribute.



Appendix

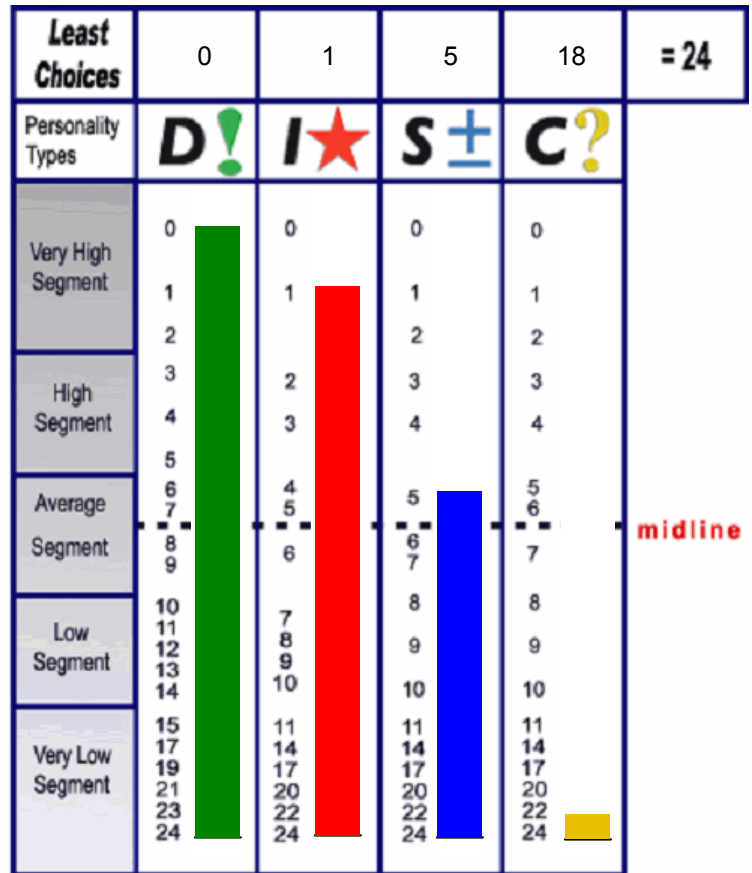
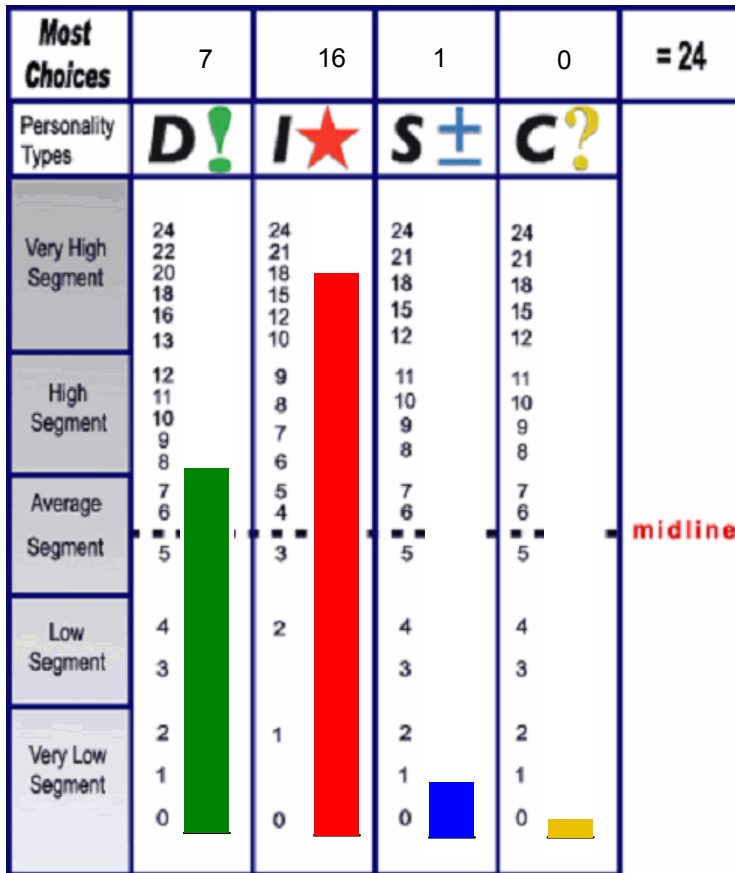
Understanding DISC Types and Your Personality Style

Your computer generated report is based on the **DISC** Model of Human Behavior. This model shows that human behavior can be described as either Outgoing or Reserved. It can also be described as Task-oriented or People-oriented. When placed on bisecting quadrant lines, we see the four types like this:



If your **D** is high, the **D** plotting point on your graph is in the upper segment of the graph. This means you are Dominant in your personality style. If your **D** is low, that means you are low in dominance, and tend to let others take the lead. If your **D** is close to the midline, you are average in that type, sometimes choosing to be dominant, while at other times not. Your plotting point position shows the intensity of the **D** type in your personality style. The higher that plotting point is, the stronger that type is in your personality style. These intensity levels will also be true for your **I**, **S**, and **C** plotting points as well.

You may also compare the locations of the plotting points on the two graphs. If the location of the **D** plotting point on your Response to Environment, Graph I, is similar to the location of the **D** plotting point on your Basic Style, Graph II, we may conclude that you feel that your natural style works well in your current environment. The **DISC** scores in these two graphs simply indicate the difference in how you choose to respond in your environment, versus how you *naturally respond*. The more these two graphs are alike, the more harmony you feel with the behavior your environment requires. The more these two graphs differ, the more you are making an effort to adapt to your environment and the more uncomfortable you probably feel. Most people will have similar graphs, although often there are one or two plotting points that are in significantly different segments. If, for example, your **C** is much higher in your *Basic Style, Graph II*, than in your *Response to Environment, Graph I*, you feel that your current environment requires you to be less cautious than you might naturally be.



Graph I: Your Environment Style

(shows how you adapt your style in daily life)

Graph II: Your "Basic" or "Natural" Style

(shows "the real you," your tendencies)

Graph I shows your **"Environment" Style** or your adapted style. It's a plot of your

"Most Choices" on the assessment. This relates to how you have adapted your behavior to your environment in daily life. Your Environment Style depends on many factors and can change on a regular basis. This is because your actual behavior may change over time as your environment requires that you use various types of behavior. Sometimes you are required to be more outgoing on the job or at home. Other times you adapt by being more reserved.

Graph II shows your **"Basic" or "Natural" Style**.

It's a plot of your "Least Choices" on the assessment. This chart shows "the real you." While chart 1 normally changes as your environment does, chart 2 does not vary much over time. While you may change your behavior based on different situations, your underlying tendencies are based on your basic/natural personality. Because the "least choices" indicate your basic personality tendencies, your "blend" is based on that chart.

Understanding Your Graphs

Please refer again to the 2 graphs on the previous page of this report. One is your Response to Environment graph, and the other is your **Basic Style** graph. Let me introduce you to each of these.

Graph I is your **Response to Environment graph**. This graph shows *the way you have learned to function in your environment* in order to achieve success. Your environment influences why you choose to act the way you do. Psychologists often refer to this as *nurture*. Your environment often changes, due to your life stage, your changing role requirements, or major life-changing events. Therefore this graph tends to be more changeable over time. We all seek to adapt or adjust our behavior throughout life as situations or circumstances require. For example, do you need to be very decisive in your current environment? In your Response to *Environment* graph, this would tend to make your **D** type higher.

You will notice that **Graph I** has the word **MOST** printed above it. This graph is derived from the phrases you selected in the **MOST** category in the Style Analysis. A simple illustration will explain why the Environment graph comes from your **MOST** choices. What do you **MOST** want for dinner tonight? You may feel like having pizza, or you may want a steak dinner, or you may really want a seafood salad. Your **MOST** choice is influenced by your current environment: pizza by take-out would be quick, and you are really busy tonight. Finishing a special project or celebrating a birthday may change your choice to a steak dinner. On the other hand, you may be in the mood for just a seafood salad. When you know what your environment calls for or demands, you are better equipped to make more appropriate choices. Your **MOST** choices are more affected by your environment, which is usually more changeable. Also notice that the plotting point numbers on **Graph I** are shown from **high** at the top to **low** at the bottom. The more choices you made for each **DISC** type, the higher your plotting point for that type. The Score and % box at the bottom of **Graph I** show your **DISC** numeric scores, and the corresponding percentage for each type.

GRAPH II is your **Basic Style** graph. This graph shows how you are wired, exhibiting your natural behavior. This is how you tend to behave when you are totally at ease. It is the behavior you will gravitate to when you are under pressure because it is where you feel safest. It is how you naturally respond to something or someone. To a certain degree, your personality is formed by your genetic makeup. Your unique DNA chain contains genetic characteristics from many generations, which are part of your personality make up. You are designed a certain way from birth, before any outside influences occur. Psychologists often refer to this as *nature*. This graph will remain more constant throughout life.

Understanding Your Graphs (continued)

You will see that **GRAPH II** has the word **LEAST** printed above it. This graph reflects your selections from the **LEAST** category - what you said you are least like. Remember our dinner illustration? What if you were given the dinner choices of pizza, a steak dinner, or seafood salad, but you hate seafood? Chances are good that you would choose seafood as your least desirable choice. You probably would not change that choice, no matter where you were. You are usually very consistent in the things you do not like. This is the correlation with your **LEAST** choices. The fewer times you chose a **D**, **I**, **S**, or **C** as your **least** response, the higher that type is plotted on **GRAPH II**. These plotting point numbers are charted from fewer at the top, to more at the bottom. For **GRAPH II**, look at your plotting point **locations** (high or low) rather than your plotting point **numbers**, in order to compare your two graphs. Both graphs will probably be fairly similar in appearance. Any differences in the two graphs will be explained later in this report.

How many different graphs are there?

With only 48 choices, the number of possible graphs is actually quite large. This is why your report can be tailored to fit you so well. Based on available choices among the 24 **MOST** phrases, a total of 19,630 different Response to Environment graphs could be plotted. Also, based on available choices among the 24 **LEAST** phrases, 19,680 different Basic Style graphs could be plotted. Many of these graphs would vary only slightly. The Discovery Report that is computer generated is based on the graph scores and is tailored to result in hundreds of possible report possibilities.

These guidelines will help you interpret your Style Analysis graphs. For a more in-depth discussion of **DISC**, or to understand your graphs more completely, we recommend the following books which can be obtained from Personality Insights, Inc. :

A+ Ideas for Every Students Success

Different Children Different Needs

Positive Personality Profiles

Who Do You Think You Are, Anyway?

www.personality-insights.com 1-800-509-DISC (3472)

Trait Continuum for Alexandra

HIGH TYPE Most Predominant	DOMINANT Comfortable working in charge	INSPIRING Comfortable working with people	SUPPORTIVE Comfortable working in a routine	CAUTIOUS Comfortable working in a defined system
Very High Segment	dominant driving demanding ambitious directing pioneering	inspiring political persuasive magnetic stimulating impulsive	supportive passive predictable loyal steady patient	cautious perfectionist precise exacting accurate theoretical
High Segment	forceful adventuresome risk-taker challenging decisive determined	trusting enthusiastic expressive polished generous poised	faithful enduring persistent cooperative kind relaxed	thorough contemplative conscientious proper diplomatic tactful
Average Segment	competitive convincing self-composed	charming sociable hopeful	amiable reliable stable	polite inquisitive sensitive
	----- MIDLINE -----			
	self-effacing hesitant evaluates risks	open-minded retiring assessing	mobile approachable alert	self-affirmed instinctive self-convinced
Low Segment	conserving unassuming realistic willing modest peace-keeping	reflective skeptical factual nonemotional suspicious aloof	available eager responsive tense flexible impatient	opinionated independent willful unconventional emotional free-spirited
Very Low Segment	team player avoids confrontation humble dependent self-denying participating	trusting enthusiastic expressive polished generous poised	testing changeable energetic reactionary dynamic spontaneous	uninhibited obstinate fearless defiant extremist self-expressive
LOW TYPE Least Predominant	Comfortable working on a team 	Comfortable working alone 	Comfortable working spontaneously 	Comfortable working instinctively

Personality Clues:

Use the chart below to help you quickly identify a person's primary personality style. This can help you adapt your style to better relate to them.

	D	I	S	C
 Like to Do things	The fast way	The fun way	The traditional way	The proper way
 Personal Décor	Large desk, awards, useful accessories	Flashy, trendy, with fun pictures	Family pictures, personal mementos	Aesthetically pleasing, unique, functional
 Body Language	Big gestures; leans forward, advancing	Expressive, Friendly posture; amusing	Gentle gestures; reassuring	Unemotional, controlled gestures; assessing
 Speech Pattern	Directive tones, abrupt, interrupting, always doing something	Talkative, varied tones, personal, easily distracted	Conversational, warm tones, friendly, prefers listening	Clarifying, monotone, logical, focused, emotionless
 Processes Information by asking	What?	Who?	How?	Why?
 Key strength	Firm	Fun	Friendly	Factual