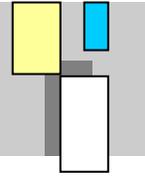


# Paragon Learning Style Inventory

*A Window into Learning Style and Cognitive Preference*



## Facilitator's Introduction to the 4 Type-Specific Self-Help Guides for Student Success Based on Learning Style

### Documents Included in your Packet:

1. Self-Help Guide for Student Success – IS Introverted Sensate
2. Self-Help Guide for Student Success – IN Introverted Intuitive
3. Self-Help Guide for Student Success – ES Extroverted Sensate
4. Self-Help Guide for Student Success – EN Extroverted Intuitive
5. *Promoting a Success vs. a Failure Psychology* (from *Transformative Classroom Management*, By John Shindler)
6. *Teaching for the Success of all Learning Styles: Five Principles for Promoting Greater Teacher Effectiveness and Higher Student Achievement for all Students.*

The guides to student success, included in this packet of materials, are designed to be self-exploration tools for students, ages 14 and older. They are intended to be used in conjunction with teacher/leader/coach/parent facilitation outlined in the book chapter, also included in the packet. They may offer insight, but in most cases, they will have limited effect if they are used in isolation, outside a holistic approach for creating a “success climate” within your learning institution.

- Students will **need to take the PLSI** or MBTI before they can make use of these guides.
- Only give students with the appropriate type the corresponding Self-Help Guide. For example, the ESFJ's, ESTP's, ESNP's, and ESTJ's should be given the ES packet only, etc.
- Teachers should read and be familiar with the *5 Principles for Promoting Higher Student Achievement*.
- Reinforcing the contents of the Self-Help Guides is encouraged.
  - Use phrases from the guide in your teaching or in posters
  - Ask students reflective questions related to the 3 areas, such as:  
“Are you working from a Mastery or Helpless Orientation right now?”  
“Are you working to improve or undermine the level of belonging in the class right now?”  
“I know you can do it, I trust you, Do you trust yourself?”  
“Are you using positive self-talk right now, or self-defeating self-talk?”  
“Who is the only person that can take responsibility for your success?”
- This is not simple information. It is likely the first time students have been exposed to either the concept of learning styles or success psychology. All students may not grasp it completely at first. But it can be a start. Be patient, you should assume that changes in behavior will come in the long-term, rather than right away.
- Make as many materials available as possible for students who desire to learn more.
- Avoid an over emphasis on learning style differences among students. Self-knowledge is typically enlightening, however, classification of others can often lead to class fragmentation and value judgments related to “better types.” An emphasis on appreciating and accepting differences is most effective.