



NADCP

National Association of
Drug Court Professionals

Learning Style ASSESSMENT

Instructions for the Learning Style Assessment

Examine each horizontal row of words. Think about which word most adequately describes you and which word least adequately describes you. Rank order the horizontal list of words utilizing a scale of 1-4. 4 represents the word that most closely describes you, 3 represents the word that next most closely describes you, 2 next most closely and 1 represents the word that least closely describes you. Each horizontal line must have a 1, 2, 3, and 4.

Scoring the Learning Style Assessment

When you have completed ranking each horizontal line, add the like columns vertically. Record the vertical column totals in the box at the bottom of each column. The highest score represents your preference and so on in descending order. The lowest score represents your least favorite learning preference.

| | | | | | | | |
|--|--|---|--|--|--|---|--|
| Respectful | | Accurate | | Realistic | | Insightful | |
| Harmonious | | Inventive | | Responsible | | Active | |
| Responsive | | Logical | | Productive | | Creative | |
| Unique | | Curious | | Practical | | Competitive | |
| Tender | | Concerned | | Determined | | Daring | |
| Inspirational | | Complex | | Procedural | | Impulsive | |
| Vivacious | | Philosophical | | Orderly | | Exciting | |
| Consensus | | Objective | | Efficient | | Original | |
| Nurturing | | Dependable | | Decisive | | Intuitive | |
| Supportive | | Informed | | Productive | | Unique | |
| Make a Contribution | | Acquire Knowledge | | Solve Problems | | Create Processes | |
| Caring | | Studious | | Down-to-Earth | | Innovative | |
| Focus on Relationships | | Focus on Facts | | Focus on Goals | | Focus on Ideas | |
| Work Relationships should support feelings | | Work Relationships should be based on facts | | Work Relationships should be businesslike | | Work Relationships should support ideas | |
| Prefer to address Needs | | Prefer written evidence | | Prefer facts over personal feelings | | Prefer time to discuss ideas | |
| Like informality | | Like systematic approaches | | Like well-organized ideas | | Like brainstorming | |
| Prefer a relaxed pace | | Prefer time to analyze ideas | | Prefer a fast pace with a focus on conclusions | | Prefer entertaining & fast pace | |
| Total Score TYPE ONE | | Total Score TYPE TWO | | Total Score TYPE THREE | | Total Score TYPE FOUR | |

Interpreting the Results of the Learning Style Assessment

Style Type One

Style Type One at Work

People with this preference have a strong desire to influence others. They believe in leading meaningful and significant lives. They are often found in the helping professions or in communication, education and the arts. They seek harmony in their environment and relationships. They respond to encouragement rather than competition.

Style Type One as Learners

They perceive information abstractly and process it reflectively. They value insightful thinking and excel at viewing experiences from many different perspectives. They are thoughtful and value people and culture. They enjoy observing others and absorb the environment around them. **Their favorite question is why?** Their strength as learners is to provide ideas and innovation. They will seek to bring harmony into the working environment. They sort through information by attempting to bring harmony between the information they are receiving and their values. They believe that learning should enhance the ability to know oneself. They see knowledge as enhancing personal meaning and relationships.

Strategies for working with a Type One

Utilize the discussion method as an instructional strategy. Work at answering the question why? The Type One trainee would respond to activities which help them connect the information in the training session with things they know or understand. Remember that the Type One learner is impacted by interactions between the trainer, the group, and the individual. The trainer works to motivate and engage the Type One learner.

Style Type Two

Style Type Two at Work

These people are conceptual and independent thinkers. They are drawn to careers that pose a challenge and thrive on developing models and exploring ideas. They enjoy building systems and must maintain a feeling of innovation to be satisfied. They enjoy the process of creating, but not necessarily the process of maintaining what they have created.

Style Type Two as Learners

Type Two learners seek knowledge and understanding. They are analytical, global and conceptual. They perceive information concretely and process it reflectively. They form theories and concepts and integrate their observations into what is known. They think sequentially, critique information and collect data. They thrive on compiling facts into coherent theories. They tackle problems with rationality and logic. They exercise authority through persuasion, by knowing the important facts. The Type two learner is impatient with routine, and must respect those who supervise them. They believe that diligence and organization are critical to success. **Their favorite question is what?** They are characterized by their strength in creating concepts and models. They function by thinking things through and seek intellectual recognition.

Strategies for working with a Type Two

Provide them with data and information. Allow them to identify the "big picture." The type two learner is wonderful in group projects where information must be categorized, and concepts or models developed. They thrive on achieving insight when others can't see the forest for the trees. It is important that when working with type two's that the trainer be credible and knowledgeable in the topic being presented. Remember to keep the content mentally stimulating.

Style Type Three

Style Type Three at Work

The Type Three learner is loyal, dependable, and prepared. They have a strong sense of what is right and wrong in life. They perceive information concretely and process it actively. They integrate theory and practice. They are pragmatic, “if something works, use it!” They are organized, sensible, and concrete. They thrive on plans and timelines. Type three learners like for things to begin and end on time. They are often impatient with other learning types who seem to value punctuality less.

Style Type Three as Learners

They do not stand on ceremony, but prefer to get right to the point. They are not tolerant of fuzzy thinking, but value strategic thinking. They tend to be physical in their orientation and usually participate in and enjoy physical activities. In a training environment, they are task oriented and ensure that group projects are completed on time. They are attentive to details, respect authority, and follow rules and regulations. **Their favorite question is how does this work?** They value productivity and competence. They believe that learning should be geared to competence and usefulness. They seek practical applications for what they learn. They like hands-on projects and activities.

Strategies for working with a Type Three

Type threes are usually fairly easy to spot in a training environment; they are the trainee’s who are always on time! To manage the type three trainees, make sure classes, projects, and breaks start and end on time. The type three sees this behavior as a basic element of respect. Nothing will irritate the type three more than a classroom that is not run efficiently. Training a type three involves the practical application of ideas. They enjoy factual data gathered from hands-on experience. Information should be presented in a no nonsense skills based fashion. They prefer learning activities to more passive types of information transfer, but may be impatient with fellow group members with styles that are more abstract. They can sometimes be seen as bossy and inflexible.

Style Type Four

Style Type Four at Work

A type four learner is witty, charming and spontaneous. Variety and excitement in the workplace stimulate them. They are restless with jobs that are routine and structured preferring careers that allow more independence and freedom. They perceive information concretely and process it actively. They learn by trial and error. They are enthusiastic about new things, are adaptable, and even thrive on change. They often reach accurate conclusions in the absence of logical justification. They are risk takers, trouble-shooters, and competitors. **Their favorite question is what if?** They thrive on crisis and challenge, and are action oriented.

Style Type Four as Learners

They prefer to be given information or an assignment and let loose to do it. They enjoy self-discovery. Self-administered inventories and questionnaires designed to provide insight might be an effective strategy with the type four learner. They enjoy learning environments that are fun and exercises that are stimulating. They value action, getting things done, and prefer to function by acting and testing experiences. Their goal in learning is to bring action to ideas.

Strategies for Teaching a Type Four

The key to keeping the type four learner engaged is action. Keep the programs moving. Allow them opportunities to move, test out ideas, and maintain activity. They will prefer small group work, exercises, or activities to more traditional lecture formats. They enjoy tackling problems and looking for patterns. They are visionary; appeal to their vision to get them involved in the learning environment.



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