

Learning Preference Inventory

Suggested Instructional Activities

Lesson Guide 2 Activity: Learning Preference Inventory

Instructional Method: Self-diagnostic tool

Procedure:

(Taken from the "Language System Diagnostic Instrument" as described in Richard Bandler and John Grinder (1982). *Reframing: Neurolinguistic programming and the transformation of meaning*. Moab, UT: Real People Press.

- Administer the following inventory exercise before presenting any theoretical background.
- There are three parts to the test to be completed within five minutes. If any participants do not complete the instrument in the allotted time, allow them to finish.
- Inform the students the exercise is designed to determine their *preferences* among the materials that they will be reading, and that they are not to focus on the *content* of the items. In order to determine their true preferences, they should select items as quickly as possible, generally going with their first response to each item.
- After completing the exercise, the participants should be told that their responses to the items on the instrument reflect whether they tend to respond to the world around them in a primarily *visual* mode, in a primarily *auditory* mode, or in a primarily *kinesthetic* mode.

Adaptations: There are a number of commercial instruments that can be adapted for this activity.

Learning Preference Inventory

The Language System Diagnostic Instrument as developed by Cresencio Torres, (1986), The language system diagnostic instrument (LSDI). In J.W. Pfeiffer & L.D. Goodstein (Eds.), *The 1986 annual: Developing human resources* (pp. 99-110). San Diego, CA: Pfeiffer & Company.

Part One

Instructions: This instrument contains three parts. Part one consists of five sets of three paragraphs each. For each set, select the one paragraph that is easiest for you to read. Do not be concerned with the actual content of the paragraph, merely with how you respond to it compared to the other paragraphs in the set. Read all three paragraphs and then make your selection, but do not deliberate too long; your first response generally is best. Indicate the letter of the paragraph that you have selected on your answer sheet by circling the appropriate letter (A, B or C) for each set.

You have five minutes in which to complete the entire instrument.

1. A. The tinkle of the wind chimes tells me that the breeze is still rustling outside. In the distance, I can hear the whistle of the train.

 B. I can see the rows of flowers in the yard, their colors shining and fading in the sunlight and shadows, their petals waving in the breeze.

 C. As I ran, I could feel the breeze on my back. My feet pounded along the path. The blood raced through my veins, and I felt very alert.

 2. A. I like to be warm. On a cold night, I like to relax by a warm fire in a comfortable room with a cup of smooth, warm cocoa, and a fuzzy blanket.

 B. The child talked into the toy telephone as though he were calling a friend. Listening to the quiet conversation, I could almost hear the echo of another child, long ago.

 C. The view was magnificent. It was one of the most beautiful things I have ever seen. The panorama of the green countryside stretched out clearly below us in the bright, sparkling sun.

 3. A. They appeared to be surprised when they noticed that there were other people on the beach. The amazement on their faces turned to eagerness as they looked to see if they knew any of the people on the sand.

 B. I was helped up and supported until I felt my strength coming back. The tingling sensation that ran up and down my legs – especially in my calves– was stronger after I stood up, and my body was extremely warm.

 C. People will express themselves more verbally if they can talk about their interests or assets. You can hear the increased enthusiasm in their conversations, and they usually become more fluent.
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4.
 - A. The feedback that the speaker received was an indication that she was communicating more effectively. The people in the audience seemed to be in tune with what she was talking about.
 - B. I want to understand how people feel in their inner worlds, to accept them as they are, to create an atmosphere in which they feel free to think and feel and be anything they desire.
 - C. Children watch adults. They notice more than we realize. You can see this if you observe them at play. They mimic the behavior of the grownups they see.
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5.
 - A. Creative, artistic people have an eye for beauty. They see patterns and forms that other people do not notice. They respond to the colors around them, and their visual surroundings can affect their moods.
 - B. They heard the music as if for the first time. Each change of tone and tempo caught their ears. The sounds soared throughout the room, while the rhythms echoed in their heads.
 - C. Everybody was stirred by the deep emotions generated by the interaction. Some felt subdued and experienced it quietly. Others were stimulated and excited. They all felt alert to each new sensation.

Part Two

Instructions: This part consists of 10 sets of items. Each item includes three lists (sets) of words. For each item, circle the letter A, B or C of the set of words that is easiest for you to read. Do *not* focus on the *meanings* of the words. Try to work quickly.

6. A. Witness
 Look
 See
 B. Interview
 Listen
 Hear
 C. Sensation
 Touch
 Feel

7. A. Stir
 Sensitive
 Hustle
 B. Watch
 Scope
 Pinpoint
 C. Squeal
 Remark
 Discuss

8. A. Proclaim
 Mention
 Acoustic
 B. Texture
 Handle
 Tactile
 C. Exhibit
 Inspect
 Vista

9. A. Scrutinize
 Focused
 Scene
 B. Articulate
 Hearken
 Tone
 C. Exhilarate
 Support
 Grip

10. A. Ringing
 Hearsay
 Drumbeat
 B. Movement
 Heat
 Rushing
 C. Glitter
 Mirror
 Outlook

11. A. Dream
 Glow
 Illusion
 B. Movement
 Quiet
 Silence
 C. Motion
 Soft
 Tender

12. A. Upbeat
 Listen
 Record
 B. Firm
 Hold
 Concrete
 C. Bright
 Appear
 Picture

13. A. Feeling
 Lukewarm
 Muscle
 B. Hindsight
 Purple
 Book
 C. Hearsay
 Audible
 Horn

14. A. Show
 Observant
 Glimpse
 B. Tempo
 Articulate
 Sonar
 C. Move
 Powerful
 Reflex

15. A. Purring
 Overhear
 Melody
 B. Smooth
 Grasp
 Relaxed
 C. Glowing
 Lookout
 Vision

Part Three

Instructions: This part consists of ten sets of three short phrases each. In each set, circle the letter A, B or C of the phrase that you find easiest to read. Try to complete this task in the time remaining.

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|-----|----------------------|-------------------------|------------------------------|
| 16. | A. An eyeful | B. An earful | C. A handful |
| 17. | A. Lend me an ear | B. Give me a hand | C. Keep an eye out |
| 18. | A. Hand in hand | B. Eye to eye | C. Word for word |
| 19. | A. Get the picture | B. Hear the word | C. Come to grips with |
| 20. | A. The thrill of the | B. A flash of lightning | C. The roll of thunder chase |
| 21. | A. Outspoken | B. Underhanded | C. Short-sighted |
| 22. | A. I see | B. I hear you | C. I get it |
| 23. | A. Hang in there | B. Bird's-eye view | C. Rings true |
| 24. | A. Clear as a bell | B. Smooth as silk | C. Bright as day |
| 25. | A. Look here | B. Listen up | C. Catch this |

**Learning Preference Inventory
Scoring and Interpretation Sheet**

Name _____

Instructions: Transfer your responses from the exercise to this sheet by circling the letter that you chose for each of the numbered items.

Part One:	1.	A	B	C
Paragraphs	2.	B	C	A
	3.	C	A	B
	4.	A	C	B
	5.	B	A	C
Part Two:	6.	B	A	C
Words	7.	C	B	A
	8.	A	C	B
	9.	B	A	C
	10.	A	C	B
	11.	B	A	C
	12.	A	C	B
	13.	C	B	A
	14.	B	A	C
	15.	A	C	B
Part Three:	16.	B	A	C
Phrases	17.	A	C	B
	18.	C	B	A
	19.	B	A	C
	20.	C	B	A
	21.	A	C	B
	22.	B	A	C
	23.	C	B	A
	24.	A	C	B
	25.	B	A	C
Totals		I _____	II _____	III _____

Instructions: Total the letters circled in each vertical column. Place these three scores from columns I, II and III in the box below. Multiply each of the column scores by 4.

Column I _____ x 4 = _____ (Actual Score)

Column II _____ x 4 = _____ (Actual Score)

Column III _____ x 4 = _____ (Actual Score)

Instructions: Chart your actual scores on the graph below by coloring in the space that represents your actual score in each of the three columns

	0	10	20	30	40	50	60	70	80	90	100
Column I <i>Auditory</i>											
Column II <i>Visual</i>											
Column III <i>Kinesthetic</i>											

Your highest score indicates the primary mode that you use to interpret and communicate with the world around you. You probably use this mode (auditory, visual or kinesthetic) the most, particularly when you are problem solving or in stressful situations.

Your second-highest (middle) score indicates your secondary mode, which you likely use in everyday conversation, in combination with your primary mode.

Your lowest score indicates your tertiary mode, which you may not use as much as the other two or at all in your normal conversation. In fact, it often remains at the unconscious level.

Each individual seems to be more comfortable in using one or two of these systems. Some people believe, however, that if an individual could learn to communicate in all three modes, or systems, he or she could establish more rapport and trust with people whose primary systems differ from his or her own. Increased ability to communicate in all three systems might lead to increased effectiveness in communication.