HERE'S HOW TO REACH ME
Matching Instruction to Personality Types in Your Classroom

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Forewords by Taibi Kahler and Jacqueline S. Thousand
PCM in inner city
Los Angeles High School

Control Group
- Pre and post motivation survey
- Taught class as usual

Experimental Group
- Pre and post motivation survey
- Categorized student by personality type
- Individualized motivation for all students
- SIP for each student

Shioji, A. master’s thesis UCLA 2004
Results

Control Group
• Students not motivated
• Many discipline problems
• No improvement in student grades
• Teacher felt frustrated

Experimental Group
• Students more motivated
• No discipline problems
• All students physiology grades went up
• Teacher satisfaction increased

Shioji, A. master’s thesis UCLA 2004
Alternative School 7th graders

- Teacher showed students the six types
- Students self-identified their type
- Teacher told students their needs
- Students wrote letters
- Students made video

Results

• 30 of 31 students showed either academic or behavioral turn around or both

• Student about to be expelled for 15 discipline incidents for fighting - stopped fighting

• 2 girls cutting themselves and contemplating suicide sought help
Typical Secondary Teacher

- Rebel
- Promoter
- Imaginer
- Harmonizer
- Thinker
- Persister

Rebel Student

Energy

0 25 50 75 100
<table>
<thead>
<tr>
<th>Personality Types</th>
<th>Character Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinker</td>
<td>Responsible, Logical, Organized</td>
</tr>
<tr>
<td>Persister</td>
<td>Dedicated, Observant, Conscientious</td>
</tr>
<tr>
<td>Harmonizer</td>
<td>Compassionate, Sensitive, Warm</td>
</tr>
<tr>
<td>Imaginer</td>
<td>Reflective, Imaginative, Calm</td>
</tr>
<tr>
<td>Rebel</td>
<td>Spontaneous, Creative, Playful</td>
</tr>
<tr>
<td>Promoter</td>
<td>Persuasive, Adaptable, Charming</td>
</tr>
</tbody>
</table>

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Rebel

• Spontaneous, creative, playful
• Playful contact
• Kinesthetic learner
• In distress - blame
Promoter

• Persuasive, adaptable, charming
• Incidence
• Kinesthetic learner
• In distress - manipulates
Harmonizer

• Compassionate, sensitive, warm
• Recognition of person, Sensory
• Visual learner
• In distress - makes mistakes
Thinker

- Responsible, logical, organized
- Recognition of work, Time structure
- Auditory learner
- In distress - overcontrols
Persister

- Conscientious, dedicated, observant
- Recognition of work, conviction
- Auditory learner
- In distress - crusades
Imaginator

- Reflective, imaginative, calm, directable
- Directed solutide
- Tactile learner
- In distress - shuts down
Lesson Planning

How can I ensure the task is meaningful for the Persister?

How can I incorporate action for the Promoter?

How can I give recognition for work and provide time structure for the Thinker?

How to provide reflection for the Imaginer?

How can I make this fun for the Rebel?

How can I provide personal recognition for the Harmonizer?

Lesson or Unit

Here’s How to Reach Me, Pauley, Bradley, Pauley 2002, Brookes Publishing, Co.
How to Reach Rebels

• Rebels are motivated by having fun.
• Speak in an energetic and upbeat way
• Tell a joke
• Allow them to say what they like/don’t like
• Periodically inject humor into class
• Solicit their creative ideas to get them onboard
How to Reach Promoters

- Promoters need action and excitement.
- Need to stand and move around.
- Provide challenges and make deals.
- Need to see how they can use information in real life.
- Take advantage of their leadership strengths
- Help them “look good”
How to Reach Harmonizers

• Harmonizers need Recognition of Person and Sensory stimulation.
• Prefer group work and cooperative learning.
• Make certain they know they belong.
• Many get anxious taking tests.
• Give a personal compliment.
• Greet them by name with a smile.

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How to Reach Imaginers

• Imaginers need solitude and direction.
• Speak slowly and in short sentences.
• Struggle with multiple choice tests.
• Can only do 1 or 2 things at a time.
• Prefer to work alone.
• Need wait time.
• Encourage their imagination (poetry).
How to Reach Thinkers

• Thinkers need Recognition for Work and Time Structure.
• Recognize their good analytical skills.
• Compliment them on their ideas and grades.
• Thrive on data and achievement.
• Give rubrics and due dates.
• Give warning about schedule changes.
How to Reach Persisters

• Persisters need Recognition for Work and to be Respected.
• Significance and usefulness of subject matter.
• Ask their opinions.
• Put them in charge of a project they believe in. (Hovercraft/Telescope)
• Compliment them on their commitment and dedication.
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