



Power Traits for Life™

A 5x5 Student-Centered Learning Solutions Model



#1 Learning Need: Safety

1. Physical Safety

I won't be physically hurt.

2. Emotional Safety

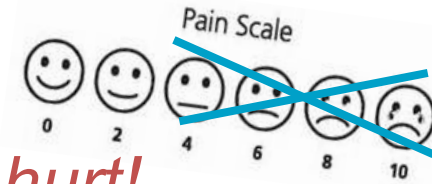
No one will laugh, scold, punish or be upset with me if I don't get this.

3. Learning Safety

Mistakes are okay; I can try things out.



“Laws” for Successful Learning to occur



- *Learning doesn't have to hurt!*



- *Success leads to more success*



- *Coaching brings out the STAR!*

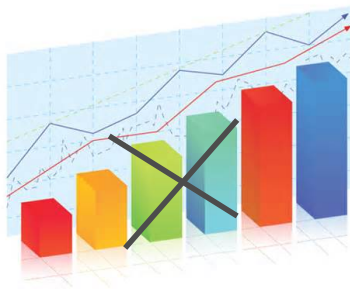


The Myth of Average

Todd Rose's TED Talk:

<http://tedxtalks.ted.com/video/The-Myth-of-Average-Todd-Rose-a>

Average destroys talent.



“Ban the average,
design to the edges—
then you will reach them [students]
and you will get to their talents.”

Todd Rose

*This is the
learning equivalent
of adjustable seats!*



Adjustable Seats = Power Traits for Life™



Dispositions

- Spontaneous • Organized • Curious
- Supportive • Imaginative



Modalities

Picture
Print

Listening
Verbal

Hands-On • Whole Body
Writing • Sketching



Talents

- Music • Word-Language • Math/Logic
- Mechanical • 3-D • Body Coordination
- Self-Care • People • Nature • Animals
- Humor • Life Enhancement



Interests

- Short-term • Long-term • Involvement Issues



Environment

- Lighting • Temperature • Study Groupings
- Color • Food • Time of Day • Body Position

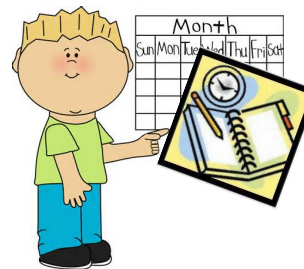




Disposition Power Traits

Our Learning Personalities

- are what others see about us
- show up at an early age—2 or 3 years old
- affect how we learn, work, & communicate





Dispositions – in short



Spontaneous ~ move!



Organized ~ plan!



Curious ~ discover!

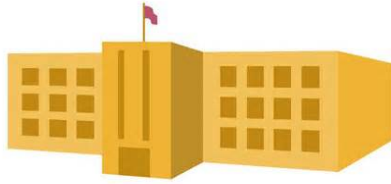


Supportive ~ interact!



Imaginative ~ wonder!





School-Preferred Dispositions



Organized

about 10% of students



Supportive

25-30% of students



Actual Population



Imaginative

About 30% of population. Needs lots of time to daydream, wonder & process alone. Needs recognition for new ideas. Often labeled A.D.D.



Curious

25%-30% of population. Needs time to tinker, figure things out for themselves, do projects. Often labeled A.D.D.



Spontaneous

About 10% of population. Needs to move a lot. Often labeled A.D.H.D. or hyperactive.

Lost Potentials!

The majority of inventors, scientists, entrepreneurs, musicians, poets, philosophers, artists of all kinds, and creative people are generally ...

Curious



Spontaneous



Imaginative



Lost Potentials!



These are the students who:

- are often labeled ADD, ADHD, Dyslexic, LD.
- experience failure almost daily.
- don't realize how smart they are.
- don't know they have unlimited possibilities.
- grow up believing they have nothing to contribute



Ocean Study via Dispositions



Invent, draw, or make a new kind of sea creature & adapt it to a specific underwater environment.



List the major oceans & seas of the world and write 6 important facts about each.



Draw, paint, or make a scrapbook, or collage to show six of the ocean elements we have been studying.



With two or three other people design an underwater resort of the future. Create a brochure/poster to advertise it. Include safety features & entertainment & learning opportunities available at the resort.



Write a rap song comparing a lake, a sea, and a river.

(see Guide)



Modality Power Traits

Our Information Processing “Equipment”

- the best way for your brain to take in & process ideas, information, & learning of any kind.



Listening & Verbal Modalities

Listening* - Needs to hear the voice of others



Audiobooks

Lectures

Videos - close eyes & listen



Verbal - Needs to hear the sound of one's own voice



Teach/explain to others

Read aloud

Discuss with others

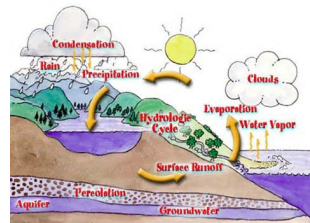


**85% of classroom instruction requires excellent
Listening skills. 20% of learners have these skills.*



Picture Modality

Picture



Illustrations, images, charts, graphs, videos, maps.



Flashcards with words on them don't work for a Picture learner.

Words are NOT pictures!



Print Modality

Print*

Textbooks, trade books, newspapers, internet research, flash cards.



**95% of school studies require excellent Print processing skills. Many more students are Picture learners than Print learners.*



Movement Modalities

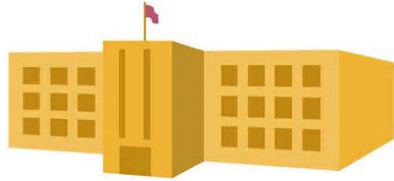


- **Whole Body** - build, experience
- **Hands-On** - take apart, make something



- **Sketching** - draw, doodle
- **Writing** – take notes, make outlines

***50-60% of students are whole body/hands-on learners.**



School-Preferred Modalities

- Print
- Listening
- Writing



Actual Population

60-70% Hands-On + Whole Body
20% Picture

(see Guide)



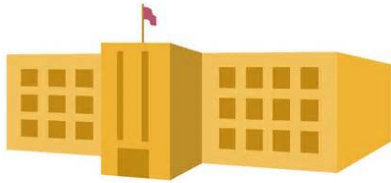
Environment Power Traits

Our Surroundings

- can greatly affect our ability to think, learn, and work
- easily taken for granted
- often, **simple** changes can greatly improve effectiveness



Environment



Preferences of Schools

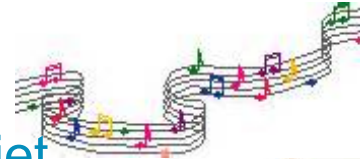
Quiet *Shh...*
Sitting at a desk
Alone



Environment

Conditions that can affect learners:

- **Background sounds** - music, noise, quiet



- **Body position** - sitting, reclining & standing



- **Lighting** - bright, natural, dim



- **Temperature** - warm, cool



- **Colors** - personalize pencils, pens, notebooks, etc.



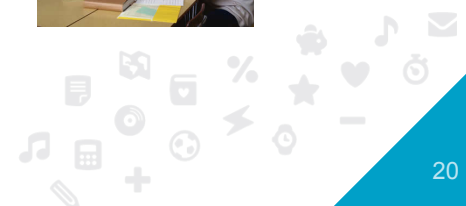
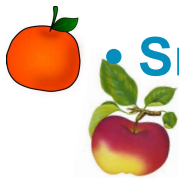
- **Time of day** - few students are “morning alert”



- **Groupings** - alone, diads, triads, small groups



- **Snacks** - some need them, some don't





Interest Power Traits

Our Greatest Motivators

- a person will work hard and long when the topic is of interest!



Interests

- will drive learning when nothing else will
- can “out-do” Talent!



*Whenever possible, allow students
to link learning to their Interests.*

Interests

are often considered **privileges** —

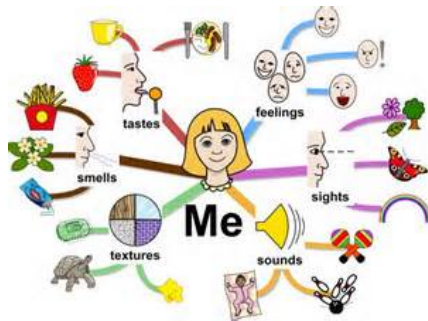
to be taken away if students don't do what they are *supposed to* do.



Interests

This strategy leads to resentment rather than motivation...

and many students give up on their interests altogether.



They grow up to be adults who have no idea what they like or believe their interests have no value.

Interests

Instead

integrate interests with subjects being studied:

- the chemistry of cooking
- the history of horses
- the physics of skateboarding
- make a photo journal for literature
- put on skits / create games





Talent Power Traits

Our natural gifts...



- are skills or ease for learning / doing something
- make us stand out in a crowd
- are not always things we are interested in pursuing

Ways Talents can be “mishandled”:

- forcing students to pursue Talents
that don't interest them
- failing to encourage students to
pursue Talents that do interest them



Talents

(Note: Just because you're good at it doesn't mean you like it.)



___ Music



___ Word-Language



___ Math/Logic



___ Self-Care



___ People

___ Nature



___ Mechanical



___ 3-D



___ Body Coordination



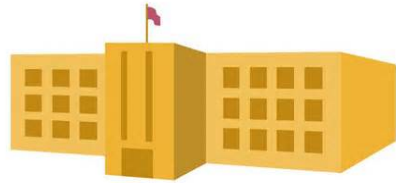
___ Animals

___ Humor



___ Life Enhancement



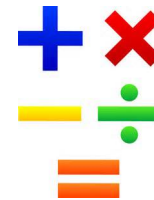


School-Preferred Talents



• Word-Language

• Math-Logic



Acknowledge and encourage Talents that students are interested in to increase competence and confidence.

Integrate Talents whenever possible, and allow each student to shine!

Avoid forcing Talents when there is no interest.

(see Guide)

Student-Centered Solutions

Practice scenarios with real student issues:



- where is the student stuck?
- where is the teacher stuck?



- look for clues in the
Self-Portrait™ power traits assessment results
- use the guide to get ideas
- discuss with student to come up with solutions





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