

To Tap Student Potential
Meet Student Needs
A presentation for the
American Society for Quality

November 2006

APACHE JUNCTION SCHOOL DISTRICT

- 14% increase in test scores
- Behavior problems 33% to > 2%
- Dropout rate reduced 42% to > 9%
- Increased teacher, parent and student satisfaction
- Students going on to higher education 19% to 43%



DAVID'S STORY



- Disgruntled student
- In trouble with OJJDP
- Jail sentence for assault
- Uncooperative and abusive after return to school
- Became a model student after teacher applied concepts

PCM in inner city Los Angeles High School

Experimental Group

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

Control Group

- Taught class as usual

Results

- Students more motivated
- No discipline problems
- All students physiology grades went up
- Teacher satisfaction increased
- Students not motivated
- Many discipline problems
- No improvement in student grades
- Teacher felt frustrated

WARE YOUTH CENTER

- 44% reduction in student incidents
- Expulsions reduced from 13 to 2
- Improved student grades and attitudes toward school



WARE YOUTH CENTER UPDATE

- 25% recidivism rate
- Best in Louisiana
- To become model for Louisiana
- May be model for the US

CONCEPTS

- Six basic personality types
- Each type learns differently, communicates differently and is motivated differently
- How we say something is more important than what we say
- Motivate students according to their needs

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BASIS OF THE CONCEPTS

- Dr. Taibi Kahler
- 1971 *Miniscript*
- 1977 Eric Berne Scientific Medal
- Consultant to NASA Space program
- Business Management Applications
- Applications to Education

SIX TYPES AND THEIR CHARACTER STRENGTHS

- Reactor Compassionate, Sensitive,
Warm
- Persister Conscientious, Dedicated,
Observant
- Workaholic Responsible, Logical,
Organized

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SIX TYPES AND THEIR CHARACTER STRENGTHS

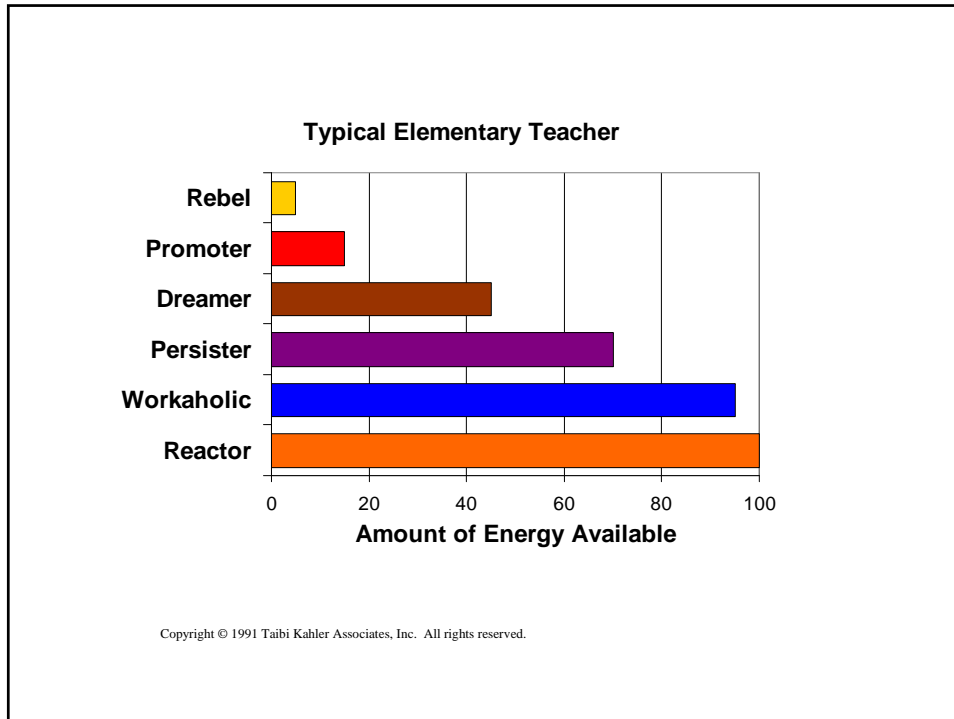
- Rebel Spontaneous, Creative, Playful
- Dreamer Reflective, Directable, Imaginative, Calm
- Promoter Resourceful, Adaptable, Charming

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Personality Structure

- Everyone is one of the six types
- Everyone has all six types in them
- Can be described as a 6 floor condominium
- Some floors more easily accessed than others

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Implications for Communication

- Most adults can energize two or three of their personality parts

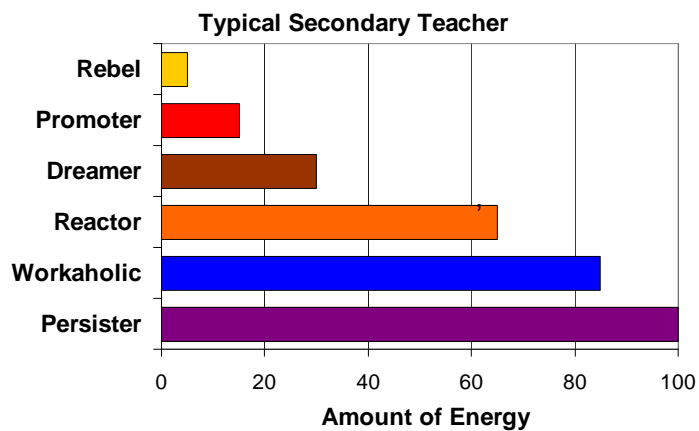
- Most children can energize one or two of their personality parts

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Implications for Communication

- Structure predicts this teacher will communicate well with Reactors, Workaholics and Persisters

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Research Shows

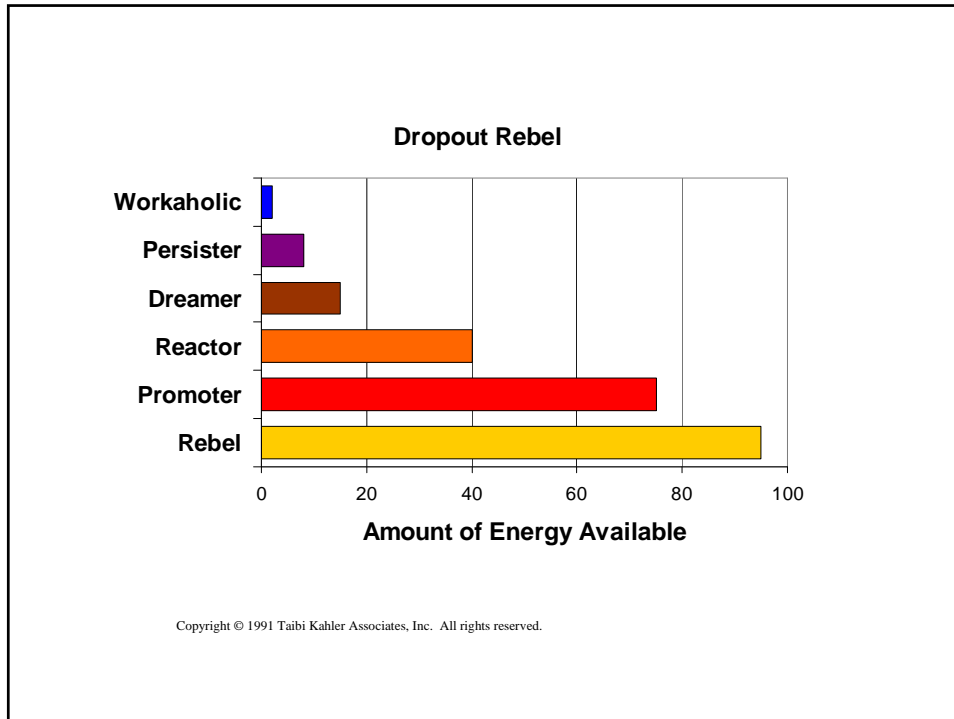
- Most educators can easily energize their Persister, Workaholic and Reactor parts
- Most educators have difficulty energizing their Rebel, Promoter and Dreamer parts

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Research Shows

- People do not know how to reach the Personality Types on their 5th and 6th floors
- Many Rebels, Promoters and Dreamers have difficulty in school

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KEYS TO STUDENT SUCCESS

- 95% of dropouts had Workaholic as their least developed part.
- For students to succeed in school they must be able to access their Workaholic floor.

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KEYS TO STUDENT SUCCESS

- To access their Workaholic floor they must get their base motivational needs met.
- Educators must speak the student's "language".

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SIX TYPES AND THEIR MOTIVATIONAL NEEDS

- Reactor Recognition of person and sensory
- Persister Recognition of work and conviction
- Workaholic Recognition of work and time structure

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SIX TYPES AND THEIR MOTIVATIONAL NEEDS

- Rebel Playful Contact
- Dreamer Solitude
- Promoter Incidence

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“We can give students what they deserve or what they need. If we give them what they need, they will deserve more.”

J. Knaupp, 1990

“Learners who feel that their needs are being met in the classroom seldom cause discipline problems because interfering with something that is meeting a need is contrary to their self-interest.”

R.V. Savage, 1991

SUMMARY OF SOME OF THE DISSERTATIONS

- Improved student achievement when teachers use the concepts
- Students labeled ADHD as a result of personality differences
- The effect of personality type on student grading

Improved Student Achievement Methodology

- 459 seventh grade students in 3 different junior high schools were the subjects
- Randomly assigned to two groups at each school
- Five teachers assigned to each group
- Experimental group teachers trained in PCM

Improved Student Achievement Survey Results

- 93% felt that Process Communication training helped them communicate better with their students
- 47% felt that Process Communication training helped increased their student's academic achievement
- 87% felt Process Communication was useful in providing motivational techniques for diverse student personalities

Improved Student Achievement Survey Results

- 93% felt the Process Communication training was useful in recognizing distress signals and defusing potentially disruptive situations
- 87% felt the PCM training helped reduce discipline problems
- 87% felt the PCM training was useful in providing for their student's diverse psychological needs.

Improved Student Achievement Conclusions

- Process Communication training for teachers may increase academic achievement of students
- Female students appear to benefit significantly when their teachers are trained in Process Communication

Students labeled ADHD Findings

- 55% of students judged most difficult to teach were Rebel base
- 65% of students labeled hyperactive/impulsive were Rebel base
- 52% of students labeled inattentive were Rebel base

Students Labeled ADHD Conclusion

- Unique information was obtained that demonstrated that many students were referred for and consequently diagnosed ADHD as a result of behaviors which were perceived by their teachers as being hyperactive or inattentive because of a difference in personality type between teachers and their students.

Students labeled ADHD Implications

- The ability of teachers to communicate effectively with all students regardless of personality type may be the determining factor in overall student success.

Effect of Personality Type on Student Grading Conclusions

- A student's grade is significantly effected by the student's personality type, gender, ethnicity and behavior mode

Effect of Personality Type on Student Grading Findings

- Most teachers in this study had reactor, workaholic and persister as the most well developed parts of their personality
- Teachers valued the character traits of reactor, workaholic and persister students more than that of rebel, promoter and dreamer students

Effect of Personality Type on Student Grading Findings

- Teachers tended to grade Workaholics, Persisters and Reactors higher than the other three types for similar work
- Workaholic students received grades 1.6 grades higher than Promoter students for similar work

Effect of Personality Type on Student Grading Implications

- Teachers may be unconsciously considering a student's personality type, ethnicity, gender and behavior mode when assessing achievement
- Grading practices themselves may be significant factors that reduce a student's chances of academic success

Effect of Personality Type on Student Grading Recommendations

- When providing support for students with academic problems teachers can consider the student's personality type and make recommendations on meeting students psychological needs

How to Reach Rebels

- Rebels are motivated by having fun.
- Can be only for a few minutes a class period.
- Lab experiments and demonstrations can hold their interest.
- Water structure.
- Element costume.

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How to Reach Promoters

- Promoters need action and excitement.
- Need to stand and move around.
- Think best on their feet.
- Need to see how they can use information in real life.
- PVC pipe band.
- Chembucks

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How to Reach Dreamers

- Dreamers need solitude and direction.
- Can only do 1 or 2 things at a time.
- Prefer to work alone.
- Wait time.
- Encourage their imagination (poetry).

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How to Reach Reactors

- Reactors need Recognition of Person and Sensory stimulation.
- Prefer group work and cooperative learning.
- Make good peer tutors.
- Many get anxious taking tests.
- Teddy bear.

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How to Reach Workaholics

- Workaholics need Recognition for Work and Time Structure.
- Have good analytical skills.
- Thrive on data and achievement.
- Need to know the rubrics and due dates.
- Science fair projects

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How to Reach Persisters

- Persisters need Recognition for Work and to be Respected.
- Follow the rules.
- Stick to a project they believe in until it is done.
- Hovercraft

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Lesson Planning Questions

- How can I ensure the task is meaningful for the PERSISTER?
- How can I give recognition for work and provide time structure for the WORKAHOLIC?
- How can I provide personal recognition for the REACTOR?

Lesson Planning Questions

- How can I provide reflection time for the DREAMER?
- How can I make this fun for the REBEL?
- How can I incorporate action for the PROMOTER?

