



# LEARNING TEMPERAMENT TEST™

Enhance Emotional  
and Physical Healing

Support Academic  
Learning and Engagement

Calm Anxiety and Behaviors

Increase Focus

Nurture Connection

## **What Is A Learning Temperament? How Can We Use the Learning Temperament Test to Increase Success in Education and Interventions?**

We are all born with a Learning Temperament.™ A Learning Temperament is comprised of both physical and emotional needs that when met, allow us to engage, absorb information and feel more free of anxiety. The Learning Temperament, when nurtured, also supports focus and creativity. That is why it is so useful to identify the Learning Temperament of the young people we support.

A Learning Temperament is a combination of the body type principles and commonly accepted inborn personality traits. There are 9 distinctive Learning Temperaments.

Our personalities may change over the years as we are impacted by life experiences and conditioning. Yet, Learning Temperament always remains the same.

The Learning Temperament is a distinctive grouping of needs and ideal circumstances in our environment that can set the stage for our healthy human growth and development. Our overall wellness and resulting behaviors are impacted in a positive or negative way depending on what we are surrounded by in our environment and whether these support or upset our Learning Temperament.

In other words, the Learning Temperament Test is an assessment of how the environment is impacting us. It provides guidance on what minor adjustments we can make in that environment to achieve big results.

On the flip side, when the environment is presenting a list of distractions that we are not aware of, i.e. the wrong scents, temperatures, noise levels, too many people, bright lights, etc., any attempt to teach, heal and intervene can be interrupted. Remember that what may enhance the learning and calm one person can cause distraction and bring anxiety to another. That is why assessing the Learning Temperament and responding to it is so important.

## Charting Learning Temperament

The first step in determining Learning Temperament is to establish body type. The second step is to establish Personality Type. Once you have used the interactive test sheets below to do this, you will be directed to combine your results to determine Learning Temperament.

The test can be completed by an educator, parent or service provider after a short period of close observation. With typically developing students middle school age and older, the young person can often complete the test on their own. Remember, the answers to each question should reflect the way one has operated throughout their life, and not based on temporary reaction to any temporary life circumstances. The assessment works just as well with adults, too, but for the purposes of this test, we are working with ages Pre-K through 12.

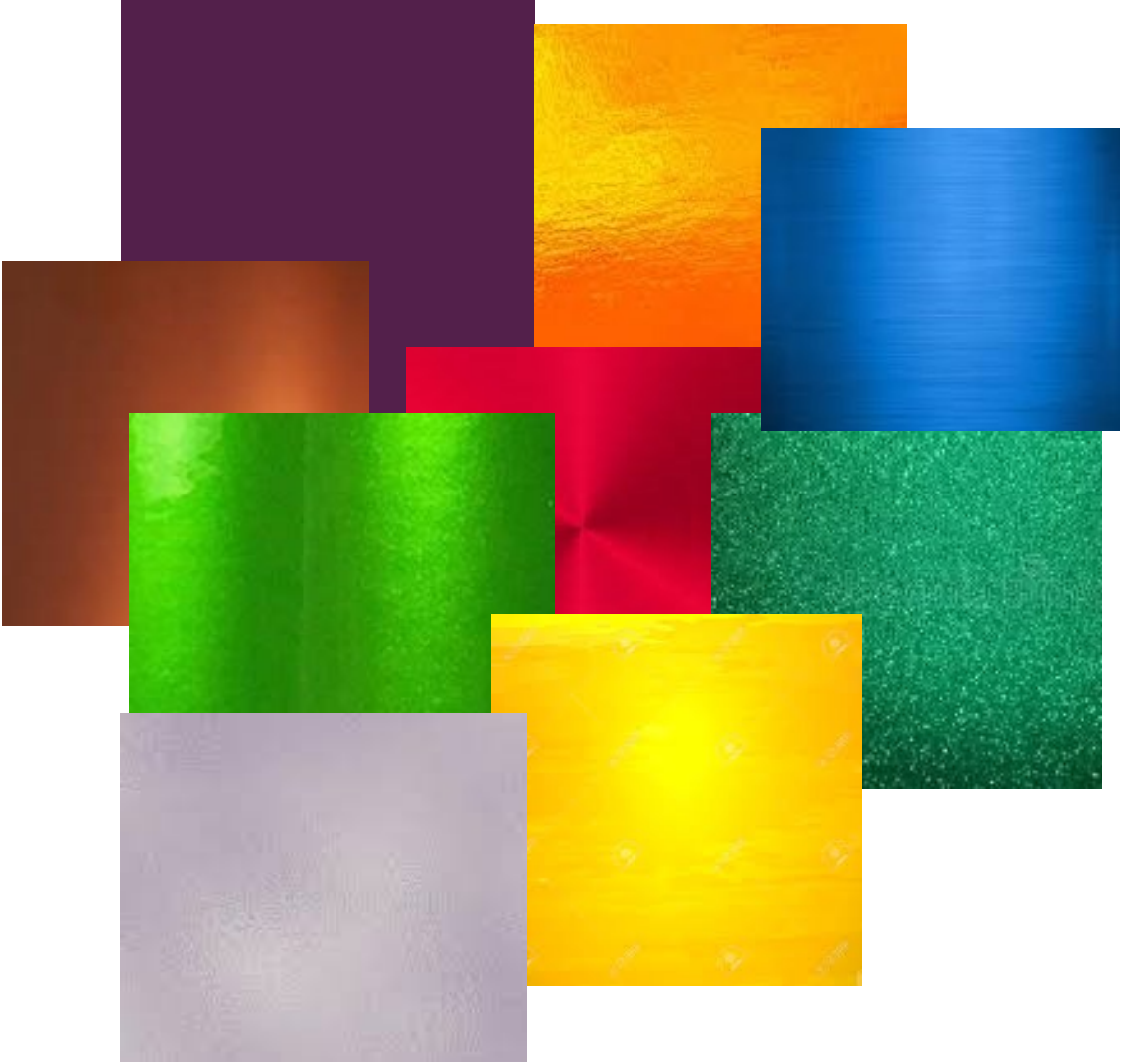
We find that assessing Learning Temperament for those who are particularly disengaged, who lack focus, or who are struggling with anxiety is a good way to compile tools and break through blocks to interventions. These simple recommendations for each Learning Temperament are included at the end of the assessment pages.

Once you have determined the Learning Temperament, choose one or two of the recommendations associated with that temperament to implement.

**FOR EXAMPLE:** If the Learning Temperament indicates time alone, work to formulate how the young person can access a quiet space to study or play at home and during school. In all environments, don't hover. Ask permission to touch or come closer. Recommend dietary adjustments. One small change brings big results.

If the Learning Temperament indicates the need for physical activity, formulate a schedule that provides physical breaks. This temperament will need much more movement than the typical physical and outside breaks provided in the ordinary school day or home setting.

# Respond to the Learning Temperament Results





## **Vibrant Red**

Provide Vibrant Red with regular opportunities for physical activity throughout the day. Holding Vibrant Red to a schedule of indoor activities for very long is likely to make them feel confined and out of sorts. They don't do well sitting still for long periods without an activity break.

Give Vibrant Red plenty of warning when a change is coming. Even transitioning from one activity to another or making a small change in the schedule may bring immediate resistance. Provide Vibrant Red plenty of space and time for individual exploration.

Consistency is especially important for Vibrant Red. They can tend to take advantage of any opportunity to engage in negative behaviors that may be to their own detriment. Set schedules that encourage predictability and stick to them. They need hearty rather than light, low calorie salads, cooked rather than raw vegetables, and thrives on almonds, sesame and other oils, sweet spices such as cinnamon, allspice, cloves, and ginger. Their preferences may not be best for them.

Vibrant Reds need to avoid large quantities of savory spices or spicy foods, beans of all kinds, dried and unripe fruits, and commonly known gas producing vegetables such as cabbage, broccoli, and Brussels sprouts. Limit sugar. Scents that provide balance: Rose, cloves, basil, orange. Avoid all other scents.

## **Can An Approach So Easy to Apply Really Work?**

This approach is proven successful through outcomes since 2004. Just one or two small adjustments is all it takes. One dietary adjustment, one bit of attention to scents surrounding us. (sometimes even a person's own perfume or shampoo) Just one adjustment in the amount of space, activity or attention to boredom. In order to see significant results, we don't have to implement all these changes. Keep it simple for yourself, the young person, and their family. And the reverse is that just one small irritation in the environment can seem as if we are sitting on a thumb tack. Attention, learning and healing can become impossible.

It may appear at first glance that there are many similarities between the nine Learning Temperaments. That's true, but there are significant differences, too. It is because of the differences that the assessment is necessary to lay a proper foundation for learning, healing and reducing challenging behaviors.

You'll love how it feels. You'll love how it works even more. It's time for you to create A Better Day every day and bring a new level of success into all interventions. The Learning Temperament is a part of [abetterdaycurriculum.com](http://abetterdaycurriculum.com)

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