How do you think?:
Creating a Cognitive Profile
Cognitive Profile Development Manual

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How do you think?:
Creating a Cognitive Profile

*Developing more effective relationships through Identification of individual differences*

Each of us has a unique perspective of the world which we create based on our own individual experience and knowledge. The individual perspectives and uniqueness of each person can create both highly positive interactions as well as set the stage for intense disagreements and misunderstandings. Such understandings and disagreements can be attributed to multiple factors; personality type, communication style, and differing of opinion just to name a few. This manual was developed to assist in identifying some of these differences through the use of a few specific assessment tools designed to gather information about individual preferences in approaching and interacting with the world.

The assessments and tools in this manual were selected due to their simplicity and relatively brief administration time. In this manual you will find three assessments; Gregorc Style Delineator, Keirsey Temperament Sorter, and VARK Questionnaire, an Adlerian Theory based tool, the Pew Priority, and will include of basic Adlerian Concepts. An Additional Considerations section will provide mental health related information specific to disorders and relevant for individual context. Included is a Cognitive Profile Form which can be used to record assessment results notes and space to for development of a Profile Narrative. Utilization of the assessments and summary forms provided in this manual will assist you in creation of Cognitive Profiles for yourself, co-workers, members of your team, or clients.

Reflection on the profiles will result in the development of self-awareness and an understanding that others may have a complete different perspective and style of thinking than you. This understanding and awareness will serve as a starting point for more effective working relationships. Through recognition and acceptance of individual differences this will have a great impact on communication, understanding, and attainment of goals.
Assessment
Tools
Tools for Developing a Cognitive Profile

The following section will cover the tools selected for use in this manual; the Gregorc Style Delineator, the Keirsey Temperament Sorter, the VARK Questionnaire, and the Adlerian Theory based Pew Priority. It will also provide descriptions of basic concepts in Adlerian Theory for use as an informal assessment.

**NOTE:** Copies of the various assessments tools included in this manual are for informational purposes only and may not be copied or reproduced. Information on obtaining useable copies of assessment tools can be found in the Additional Resources Section of this manual.
Adlerian Concepts

The use and incorporation of various Adlerian Concepts is meant to compliment the more formal assessments. An understanding and awareness of these basic concepts can be used to quickly and simply identify where difficulties may be. Utilization of these concepts as interventions can assist in overcoming challenging areas of a thought process.
Adlerian Concepts

Compensation/Overcompensation – Drive to overcome feelings of inferiority and perceived experiences of inferiority. Can be seen as striving for power and to be better than others in order to reduce or mask personal feelings of perceived inadequacy. Purpose is not to be equal to others but to be better than others.
- Identification of tendencies to compensate and overcompensate can assist in developing insight into personal level of competence and awareness of limitations

Discouragement – Result of feelings of infirmity, lack of significance, meaninglessness and struggles to find success in life tasks
- Common reaction to disappointment and perceived negative experience

Encouragement – Support in changing beliefs and behaviors and empowering the individual to do so from their own perspective and on their own.
- Use as a therapeutic technique helps to build a relationship and to foster client change.

Fictional Final Goal – An over arching largely unconscious concept based not in reality yet a fictional creation of the individual of an imagined ideal situation of perfection, completion, or overcoming. Represents a subjective, fictional view of the future that guides the person in the present, causing them to strive for perfection and overcome inferiorities.
- Identification within thought process can assist in determining drive and purpose.

Inferiority Feelings – A conscious awareness of perceived insufficiencies in approach to normal, everyday tasks, especially when an individual compares themselves to others and the awareness of not being able to function in a way that they wish
- Challenging feelings of inferiority can be used to redirect comparison of self to others

Life Style – An account of and an explanation for behaviors and how they fit together to form individuals unique approach to life and consistency in their actions and can be similar to describing and individuals personality.
- Useful in identifying an individual’s approach based on their expenses and perspective

Mistaken Beliefs – Self-defeating aspects of individuals' lifestyle that may affect their later behavior. Include avoidance of others, seeking power, a desperate need for security, or faulty values.
- Identifying mistake beliefs can assist in removal of barriers due to incorrect assumptions or information
**Adlerian Concepts**

**Private Logic** – An individual’s concept of self, others, and life and unconscious reasons for thinking, feeling, and behaving as they do and can give meaning to seemingly meaningless behaviors and actions a person exhibits in various situations.

- Acceptance of validity of one’s private logic can assist in developing perspective and processing of personal experience

**Safeguarding** – Behaviors and attitudes used by an individual to protect their feelings of self-worth, and self-esteem, may be in reaction to a perceived threat or experience that could cause feelings of inferiority; perceived or actual. In reaction and relation to daily living or life challenges can appear as; distancing or avoiding, hesitation or ambivalence, detouring or circumventing, or narrowing of vision and ignoring important parts.

- Identifying and developing awareness of an individual’s use of safeguarding can help to identify fears related to goals and outcomes as well as barriers to making decisions

**Striving** – An individual’s drive to overcome challenges and approach life tasks can be either vertical or horizontal.

- **Vertical** – Over others, possibly at the expense of others
- **Horizontal** – In harmony with others and promoting the betterment of all

- Identification of either horizontal or vertical striving can assist in changing approaches to situations

**Wasting Behavior** – Self-defeating style of life where an individual fails to engage in meeting tasks of life. Difficulty in development of cooperative and contributing relationships to others, limited use of given talents and abilities and relatively unchallenged by life.

- Insight into the purpose of such behavior can identify multiple avenues for development of goals as well as identification of skills and abilities perhaps unknown to a individual

**What is the purpose?** – All behavior is goal directed and has a purpose as well as a desired result or outcome; conscious or unconscious to the individual.

- Use as a therapeutic technique can assist in developing recognition of behavior and insight.
The Gregorc Style Delineator is an assessment used to assess cognitive processing and identifies two dimensions; use of space and use of time. Space referring to perceptual quality and intake of information; either concrete or and time referring to order and acquisition of information; either sequential or random. Results given identify a preference in one of four combinations; concrete sequential, abstract random, abstract sequential, and concrete random. The Gregorc Style Delineator is used to identify an individuals' preferred mode of perception and ordering can be beneficial in approaching tasks and decision making.
Gregorc Style Delineator

Personal Thinking Styles

Not only do we have our preferred learning and working styles, we also have our favourite thinking styles. Professor Anthony Gregorc, professor of curriculum and instruction at the University of Connecticut, has divided these into four groups:

- Concrete Sequential
- Concrete Random
- Abstract Random
- Abstract Sequential

Concrete Sequential Thinkers tend to be based in reality. They process information in an ordered, sequential, linear way.

Concrete Random Thinkers are experimenters.

Abstract Random Thinkers organize information through reflection, and thrive in unstructured, people-oriented environments.

Abstract Sequential Thinkers love the world of theory and abstract thought.

Remember - No thinking style is superior; they are simply different. Each style can be effective in its own way. The important thing is that you become more aware of which thinking style works best for you. Once you know your own style you can then analyze the others. This will help you understand other people better. It will make you more flexible. And perhaps we can all pick up tips from each other on how to be more effective.
Gregorc Style Descriptions

Abstract vs. Concrete
Abstract perception is the quality that allows an individual to visualize and conceive of ideas that cannot actually be seen. An abstract thinker tends to be intuitive and imaginative when dealing with ideas. By contrast, concrete perception is the quality for straightforward, direct learning. The concrete thinker prefers to deal with facts, truth, and reality.

Sequential vs. Random
A sequential person deals with data in a linear, organized manner. They tend to plan things out step-by-step. A random person prefers to deal with information in chunks, skipping steps whenever possible. They can work from the middle or begin at the end and still achieve desired results.
Gregorc Style Descriptions

Concrete

Concrete Random
Concrete Random individuals are creative, adventurous, and naturally curious about the world around them. They are quick, innovative thinkers. They use their instincts and intuition when making decisions.

Concrete Random Learning
Concrete random learners are experimenters. Like concrete sequential learners, they're based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and do things in their own way. For your CR learners, take advantage of their divergent thinking ability. They believe that it's good to see things from more than one viewpoint. Allow them to solve problems. But give them deadlines. Accept their need for change. They need to work with others who value divergent thinking.

Concrete Sequential
Concrete Random individuals are organized, dependable, hard-working individuals. They follow the teacher's directions and ask questions for clarification. Their work is usually accurate, factual, and consistent. They prefer conventional instructional activities.

Concrete Sequential Learning
To them, reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts, specific information, formulas, and rules with ease. 'Hands on' is a good way for these individuals to learn. For your CS Learners—build on their organizational strengths. Provide them with details. Break their projects down into specific steps. Set up quiet work environments.
Gregorc Style Descriptions

Abstract

Abstract Sequential
Abstract Sequential individuals are logical and deliberate. They learn best in a structured environment. They are knowledgeable, analytic thinkers with a clear sense of objectivity. They prefer systematic processes and are thorough in their work.

Abstract Sequential Learning
It's easy for abstract sequential learners to zoom in on what's important, such as key points and significant details. Their thinking processes are logical, rational and intellectual. A favorite activity for abstract sequential learners is reading, and when a project needs to be researched they are very thorough. Generally they prefer to work alone rather than in groups. For your AS learners, give them exercises in logic. Feed their intellect. Steer them toward highly structured situations.

Abstract Random
Abstract Random individuals are imaginative and idealistic. They are sensitive, compassionate individuals who are prone to be sentimental. They prefer flexibility and tend to be spontaneous. They are very perceptive individuals.

Abstract Random Learning
Abstract random learners organize information through reflection, and thrive in unstructured, people-oriented environments. The 'real' world for abstract random learners is the world of feelings and emotions. The AR learner's mind absorbs ideas, information, and impressions. They remember best if information is personalized. They feel constricted when they're subjected to a very structured environment. For your AR learners, use their natural ability to work with others. Recognize how strongly emotions influence their concentration. Build on their strength of learning by association. They prefer to look at the big picture first. Be careful to allow them enough time to finish their work. Teach them using plenty of visual clues. Use color in visuals whenever possible.
Keirsey Temperament Sorter

The Keirsey Temperament Sorter is temperament identification assessment that provides results based on the idea that human behavior can be classified into for different groups or temperaments. These are referred to and Artisans, Guardians, Rationals, and Idealists. Use of the Keirsey will assist in identifying multiple dimensions of an individuals’ personality and generally preferred mode of interacting within their environment.
<table>
<thead>
<tr>
<th>ARTISANS</th>
<th>GAURDIANS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoter – ESTP</strong></td>
<td><strong>Supervisor – ESTJ</strong></td>
</tr>
<tr>
<td>Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.</td>
<td>Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.</td>
</tr>
<tr>
<td><strong>Crafter – ISTP</strong></td>
<td><strong>Inspector – ISTJ</strong></td>
</tr>
<tr>
<td>Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.</td>
<td>Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty.</td>
</tr>
<tr>
<td><strong>Performer – ESFP</strong></td>
<td><strong>Provider – ESFJ</strong></td>
</tr>
<tr>
<td>Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.</td>
<td>Warmhearted, conscientious, and cooperative. Want harmony in their environment; work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.</td>
</tr>
<tr>
<td><strong>Composer – ISFP</strong></td>
<td><strong>Protector – ISFJ</strong></td>
</tr>
<tr>
<td>Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts; do not force their opinions or values on others.</td>
<td>Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.</td>
</tr>
<tr>
<td>RATIONALS</td>
<td>IDEALISTS</td>
</tr>
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<tr>
<td><strong>Field Marshal – ENTJ</strong>&lt;br&gt;Frank, decisive, assumes leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read; enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.</td>
<td><strong>Teacher – ENFJ</strong>&lt;br&gt;Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.</td>
</tr>
<tr>
<td><strong>Master Mind – INTJ</strong>&lt;br&gt;Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.</td>
<td><strong>Counselor – INFJ</strong>&lt;br&gt;Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.</td>
</tr>
<tr>
<td><strong>Inventor – ENTP</strong>&lt;br&gt;Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.</td>
<td><strong>Champion – ENFP</strong>&lt;br&gt;Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.</td>
</tr>
<tr>
<td><strong>Architect – INTP</strong>&lt;br&gt;Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.</td>
<td><strong>Healer – INFP</strong>&lt;br&gt;Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.</td>
</tr>
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</table>
Pew Priority

The Pew Priority is a simple assessment that can provide great information on how an individual perceives the world as well as what they value most and would most like to avoid in life. The Pew Priority assists in identifying one of four psychological priorities and in doing so illuminates an individual’s psychological life style. With this identification, challenges in thought and interactions can be uncovered be made aware to self.
PEW PRIORITY
ASSESSMENT & INTERVENTION

Through observation and sorting, Bill Pew identified four human psychological priorities; comfort, pleasing, control, and superiority. He believed identification of this priority in an individual can “shine” a light on their personally created style of life. Use of the Pew Priority as an assessment can be likened to a “window” into this life style. When an individual experiences the process, it uncovers challenges and re-arranges psychic furniture. – John M. Reardon

Use and Process of Assessment

Step 1 – List the following “set” and ask the client to select “one” response.

“Which of these would you most want to avoid?”

- Distress/Discomfort
- Rejection
- Embarrassment or Humiliation
- Meaninglessness

Step 2 – Their choice identities their priority. Note: (In corresponding order as above.)

- Comfort
- Pleasing
- Control
- Superiority

Step 3 – For further “intervention”, ask the individual:

- How is that useful? How is it useless?
- What fears does it cause?
- What does failing “to overcome” that fear cause your life?
<table>
<thead>
<tr>
<th>The Number One Priority: Source of Biases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVOIDES</strong></td>
</tr>
<tr>
<td><strong>PRIORITY</strong></td>
</tr>
<tr>
<td><strong>TRAITS</strong></td>
</tr>
<tr>
<td>Create a comfortable environment</td>
</tr>
<tr>
<td>Optimism</td>
</tr>
<tr>
<td>Peacemaking</td>
</tr>
<tr>
<td>Diplomatic</td>
</tr>
<tr>
<td>Mellow</td>
</tr>
<tr>
<td>Empathetic</td>
</tr>
<tr>
<td>Considerate</td>
</tr>
<tr>
<td>Non-confrontational</td>
</tr>
<tr>
<td>De-emphasizes differences</td>
</tr>
<tr>
<td><strong>WATCH FOR</strong></td>
</tr>
<tr>
<td>Comfort over productivity</td>
</tr>
<tr>
<td>Avoiding conflict</td>
</tr>
<tr>
<td>Agitated by tension, stress, and conflict</td>
</tr>
<tr>
<td>Smoothing and soothing</td>
</tr>
<tr>
<td>Gratification over effort</td>
</tr>
<tr>
<td>My pleasure above all</td>
</tr>
<tr>
<td>Classic “caretakers”</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## The Number One Priority: Source of Biases

<table>
<thead>
<tr>
<th>AVOIDES PRIORITY</th>
<th>Embarrassment or Humiliation</th>
<th>Meaninglessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAITS</td>
<td>Control</td>
<td>Superiority</td>
</tr>
<tr>
<td></td>
<td>Demonstrates leadership</td>
<td>Competent and knowledgeable</td>
</tr>
<tr>
<td></td>
<td>(out in front = no risk)</td>
<td>Squeeze the “juice out of life”</td>
</tr>
<tr>
<td></td>
<td>Organized and reliable</td>
<td>Idealistic</td>
</tr>
<tr>
<td></td>
<td>Get things done</td>
<td>Finds meaning empowering</td>
</tr>
<tr>
<td></td>
<td>Time and tact conscious</td>
<td>Persistent</td>
</tr>
<tr>
<td></td>
<td>Productive and practical</td>
<td>Expand self for betterment of others</td>
</tr>
<tr>
<td></td>
<td>Law abiding and enforcing</td>
<td>Be significant</td>
</tr>
<tr>
<td></td>
<td>Industrious and ambitious</td>
<td></td>
</tr>
</tbody>
</table>

| WATCH FOR        | Non-risking                   | Sets up one-up and one-down relationships |
|                  | “Order, order, order”         | Over-involvement                            |
|                  | Win at all costs              | Be significant (vertical)                   |
|                  | Overpower to get demands      | Use persistence to “wear down”              |
|                  | Being confrontational in      | Striving over relationships                  |
|                  | oppressive manner             | Sees others as evaluators                   |
|                  | Control self = suppress       | Highly critical of “wasting time”           |
|                  | “No one controls me”          |                                             |
|                  | Perfection                    |                                             |
VARK Questionnaire

The VARK Questionnaire is a self-assessment tool designed to identify and individuals preferred learning style in the domains of: visual, reading or written, and kinesthetic. The benefit to utilization of a VARK assessment can be found in determining how an individual best learns or their preference. By identifying this preference, the presentation of information as well as development of learning tasks and skills can be tailored to the specific individual needs.
### VARK Modalities

#### Visual (V):
This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words. This mode could have been called Graphic (G) as that better explains what it covers. It does **NOT** include still pictures or photographs of reality, movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information. When a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things that will be helpful for those with a Visual preference. It must be more than mere words in boxes that would be helpful to those who have a Read/write preference.

#### Aural / Auditory (A):
This perceptual mode describes a preference for information that is "heard or spoken." Learners who have this as their main preference report that they learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. Email is included here because; although it is text and could be included in the Read/write category (below), it is often written in chat-style with abbreviations, colloquial terms, slang and non-formal language. The Aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They have needed to say it themselves and they learn through saying it — their way.

#### Read/write (R):
This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words, words, words... Note that most PowerPoint presentations and the Internet, GOOGLE and Wikipedia are essentially suited to those with this preference as there is seldom an auditory channel or a presentation that uses Visual symbols.

#### Kinesthetetic (K):
This modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." The key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation" [See Fleming & Mills, 1992, pp. 140-141]. It includes demonstrations, simulations, videos and movies of "real" things, as well as case studies, practice and applications. The key is the reality or concrete nature of the example. If it can be grasped, held, tasted, or felt it will probably be included. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less so, the experiences of others. It is possible to write or speak Kinesthetically if the topic is strongly based in reality. An assignment that requires the details of who will do what and when is suited to those with this preference, as is a case study or a working example of what is intended or proposed.
Additional Considerations

Though the assessments and this manual are designed to assist in development of self-awareness, preferred modes of thinking, learning and various other aspects of the human condition they cannot account for all variables and individual uniqueness. The following section was developed to provide additional information for mental health related issues and to promote additional understanding by consideration of additional potential factors to view a Cognitive Profile within individuals' unique context. By identifying and understanding the unique aspects of mental related issues, you will be better able to understand their Cognitive Profile through the perspective of the disorder.
## Additional Considerations

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Description – DSM 5</th>
<th>Traits Related to Cognition</th>
</tr>
</thead>
</table>
| **Autism Spectrum Disorder** | A. Deficits in social communication  
1. Failure to initiate or respond to social interaction  
2. Deficits in non-verbal communication and understanding  
3. Deficits in developing and maintaining relationships  
B. Repetitive patterns of behavior  
1. Stereotyped movement or speech  
2. Insistence on sameness, restricted adherence to routine  
3. Fixated interests or focus  
4. Hyper- or hyper-reactive to sensory input | • Perseveritive, repetitive thinking  
• Highly focused on details  
• Limited in seeing “forest for the trees” (field independent)  
• Literal interpretation in conversations  
• Focus on definition of words  
• Delayed processing of information  
• Limited focus and recognition of non-verbal and subtleties |

Specified by level of severity:  
A. Level 1 – Requiring Support  
B. Level 2 – Requiring Substantial Support  
C. Level 3 – Requiring Very Substantial Support  

Difficulty with:  
A. Initiating social interactions, organizing, planning and switching activities  
B. Coping with change, focus, shifting action (noticeable) limited response to social interactions from others  
C. Minimal response to social interaction from others, extreme difficulty coping with change
Creating a Cognitive Profile
What is a Cognitive Profile?

A Cognitive Profile is a combination and summary of data gathered through the use of various assessments. Development of a Cognitive Profile by utilizing the tools found in this manual provides a snapshot of an individuals’ preferred mode of gathering, processing, and application of information. This section provides tools and forms useful in developing this snapshot.

The Cognitive Profile & Narrative Form provides a central location for recording data and also provides space for development of a Profile Narrative. The Profile Narrative is a brief summary in paragraph form intended to provide a description of an individuals’ profile from the perspective of the assessor. In addition to the Cognitive Profile & Narrative Form another useful tool is included. This is a Thought Process Flowchart, which consists of two separate flowcharts; initial and revised versions. These Flowcharts can be used to diagram an individuals’ thought process and identify areas where challenges may occur and where additional steps may be added to overcome challenges in thought.
Organization and Using the Data
Application of Data

The following section provides an example of how the manual is used and includes and completed assessments and forms including; a Cognitive Profile & Narrative, two Thought Process Flowcharts and general comments on the applicability Cognitive Profile data for each stage of the individual thought process.
**HOW DO YOU THINK?**

Cognitive Profile & Narrative Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Mr. Hermann</th>
<th>Date</th>
<th>04/20/15</th>
</tr>
</thead>
</table>

**GREGORC STYLE DELINIATOR**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concrete</strong></td>
<td><strong>Abstract</strong></td>
</tr>
<tr>
<td><strong>Use of Senses:</strong></td>
<td>- Visualize unseen</td>
</tr>
<tr>
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**KEIRSEY TEMPERAMENT SORTER**

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<th>Guardians</th>
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**PEW PRIORITY**

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HOW DO YOU THINK?
Cognitive Profile & Narrative Form

### VARK QUESTIONNAIRE

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### ADLERIAN CONCEPTS

Discouragement  Encouragement  Wasting Behavior  What is the purpose?
Compensation/Over Compensation  Vertical/Horizontal Striving  Private Logic  Life Style
Mistaken Beliefs  Fictional Final Goal  Safeguarding  Inferiority Feelings

### ADDITIONAL CONSIDERATIONS

MENTAL HEALTH DIAGNOSIS?  YES  NO  DX -
Relevant DX Related Information – Provide Context

### PROFILE NARRATIVE

Mr. Hermann was given 3 self-assessments; Gregorc, Keirsey, and VARK as well as presented with the Pew Priority concepts. The result of the Gregorc identified Mr. Hermanns’ perception as concrete, suggesting that he may prefer to be focused on gathering factual information and reality, through use of the five senses, and values the “here and now”, his preference of ordering or intake of information was identified as random, suggesting that he may prefer to approach tasks in an unstructured non-linear way, by starting in an area that makes the most sense from his perspective. He may prefer information presented in chucks rather than specific steps and may make decisions somewhat on impulse. As a Concrete-Random thinker, Mr. Hermann may appear somewhat disordered in his approach to tasks, yet work very well with experimentation and following where the ideas take him. Mr. Hermann was identified as INFP (Healer) based on the Keirsey Temperament Sorter. This suggests he may be idealistic in thinking, loyal, and have values he holds very dear, which if threatened may cause him to become quite rigid.

Though Mr. Hermann may appear to be quiet and reserved his inner world may be very complex and difficult for others to understand. Being introverted, Mr. Hermann may need more time alone as well as time to thinking about and process questions when asked rather than assuming not answering quickly means he does not know the answer. Presented with the Pew Priority, Mr. Hermann stated that he would most likely want to avoid meaninglessness which correlates with the superiority priority in life. This suggests he may value being competent, knowledgeable, and idealistic as well as needing to see and understand the purpose of a task or request made of him. It may also be that he seeks to find meaning things that may have none. On the VARK, Mr. Hermann profile shows that he may be a strongly kinesthetic learner which suggests that he may learn more effectively by being given hands on tasks where he can learn by doing and be physically involved with the learning process. Mr. Hermann scored low on both aural...
HOW DO YOU THINK?
Cognitive Profile & Narrative Form

and read/write learning style suggesting he may have difficulty learning information presented in these ways. Use of the thought process worksheets assisted Mr. Hermann in identifying the Adlerian Concepts of private logic, wasting behavior, and encouragement as relevant concepts for him. Private logic as he feels very rigid in his logic and finds it difficult communicate this logic to others, he felt that though he values efficiency in many areas, initial identification of his thought process appeared very "inefficient" to him and liked this to wasting behavior or time. Mr. felt that understanding encouragement and being able to recognize alternative paths to more desired outcomes would be beneficial.

In working with Mr. Hermann, it may be important to present him with opportunities for hands on experiences where he can learn through real world examples, he may do well with being given information initially and allowed to pick his way though it in order to understand things from his perspective. Mr. Hermann may require meetings to be limited in time or allowed to take breaks and move around in order to remain focused on completion or learning of tasks and information. He may also benefit from knowing the specific goal or desired result as opposed to open ended tasks or work.

Written by Mr. Hermann himself  Date 04/20/15
Thought Process Flowchart - Initial

**Situation**
- Social
- Interaction
- Make a decision

**Gathering Information**
- Known information
- Previous experience
- Extensive and exhaustive research

**G Gregorc - Keirsey - VARK**

**Take Action**
- Apply knowledge
- Make decision
- Interact

**Evaluate Outcome Did it Work?**

**Start Over**

**Wasting Behavior**

**Use of Encouragement**

**Give Up**

**Next Situation**

**Private Logic**

**Pew Priority**

**NO**

**YES**
Thought Process Flowchart - Revised

**Situation**
- Social
- Interaction
- Make a decision

**Gathering Information**
- Known information
- Previous experience
- Extensive and exhaustive research
- Look to Others

**Wasting Behavior – Private Logic**

**Practice – Try It Out**
- Role Play
- Scenarios
- Ask for feedback

**Learn Acceptable or Expected Behavior**
- Mental rehearsal
- Diagram process
- Mirror others
- Modeling
- Social Stories
- Observation

**Feedback Loop #1**
- Valid data
- Incorrect Approach

**Feedback Loop #2**
- Invalid data
- Missing information

**Take Action**
- Apply knowledge
- Make decision
- Interact

**Evaluate Outcome – Did it Work?**
- YES
  - Celebrate success!
  - File Information for future similar situations

- NO
  - Evaluate situation
  - Evaluated Process
  - What went well?
  - What can be improved?

**Start Over**

**Give Up**

**Keirsey – Encouragement**

**Gregorc – Keirsey – Pew – VARK**
Additional Resources
Websites – Books – Resources

Assessments


Gregorc Style Delineator - http://gregorc.com

Keirsey Temperament Sorter - http://keirsey.com

Pew Priority
   Number One Priority (1976) - W. L. Pew

Adlerian Concepts
   The Individual Psychology of Alfred Adler: A Systematic Presentation in Selections from
   His Writings (1956) – A. Adler, A.Ansbacher, H.L. Ansbacher
   Oberst & A.E. Stewart
   Classical Adlerian Theory and Practice http://www.adlerian.us/theoprac.htm

Cognition & Thinking Style

Cognitive Styles: A Review of the Major Theories and Their Application to Information Seeking
in Virtual Environments - Paige Lucas-Stannard

Different Cognitive Learning Styles. http://www.learningrx.com/different-cognitive-learning-
styles-faq.htm

Psychological Type and the Matching of Cognitive Styles. Theory Into Practice

Mental Health

PsychiatricAssociation & American Psychiatric Association American Psychiatric Association
Websites – Books – Resources

Mental Health continued


Autism Spectrum Disorder

Neuropsychological Frameworks for Understanding Autism http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1351137


Central Coherence Theory –

Intense World Theory –

Executive Functioning -

Theory of Mind –
References and Sources
**References and Sources**


References and Sources continued


Copyright
Permissions
Fair Use Analysis

Purpose of This Form

Copyright permission was sought for use of materials for purposes of this project and manual. Request in email from were sent to copyright holders of: Gregorc Style Deliator, VARK Learning Style Questionnaire, and Keirsey Temperament Sorter, and as of completion of this manual, the creator was still awaiting responses. Creator of manual contacted John Reardon of Phoenix Process consultants in reference to Pew Priority Assessment as prior information and knowledge of the Pew Priority had been provided by him and all materials utilized in this manual had been from previous course work with John. Permission was give by Mr. Reardon to use information related to Pew Priority material presented in course work.

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Thinking Through Fair Use - My Analysis

Work considered: Date: 04-10-2015

Purpose of Masters Project - Development of manual for identification and development of individual cognitive profile based on use of various tools; Pew Priorities, VARK Learning Assessment, Keirsey Temperament Sorter, and Gregorc Style Delineator. No tools will be administered to human subjects, nor will completed manual be published or distributed. Presentation of material will be for educational and informational purposes only.
Factor #1: Purpose and character of the use

Favors Fair Use

- Educational, scholarly, and research uses, and/or news reporting
- Criticism or commentary
- Non-profit use, including personal uses
- Transformative use (creates a new work with a new purpose), including parody and transformative technologies

Weighs Against Fair Use

- Commercial activity
- Profiting from use
- Decorative or other non-critical, non-commentary use

Notes:

Manual produced will be used for partial fulfillment of master’s project requirements. Use of any sources and materials are for educational and informational purpose and references.

Overall thoughts on your purpose

- strongly favors fair use
- somewhat favors fair use
- neutral
- somewhat weighs against fair use
- strongly weighs against fair use
Factor #2: The nature of the copyrighted work

Favors Fair Use
✓ Published source
✓ Factual or non-fiction source

Weighs Against Fair Use
- Unpublished source
- Creative, artistic, or fiction source

Notes:
Widely available information related to assessments and tools as well as general descriptions of and interpretation of results.

Overall thoughts on the nature of the original
✓ strongly favors fair use
- somewhat favors fair use
- neutral
- somewhat weighs against fair use
- strongly weighs against fair use
Factor #3: Amount and substantiality of the portion used

Favors Fair Use

- Proportionally small excerpt, extract, or clip
- Portion used is peripheral or not significant to the entire work
- Only as much as absolutely necessary for a favored "purpose"

Weighs Against Fair Use

- Entire work, or proportionally large extract
- Portion used is "heart of the work"

Notes:
Inclusion of source material and tools as well as descriptions for informational and reference purposes. Information is readily available from multiple sources as well as authors/copyright holders' specific professional and assessment related websites.

Overall thoughts on the amount and substantiality of your use

- strongly favors fair use
- somewhat favors fair use
- neutral
- somewhat weighs against fair use
- strongly weighs against fair use
Factor #4: Effect on the potential market for or value of the work

**Favors Fair Use**
- User owns lawful copy of the work (bought or otherwise legitimately acquired)
- Only one or a few copies made
- One-time use
- Difficult to redistribute, or to make additional copies of the product of your use
- Use stimulates market for original work
- No impact on market for original work
- No product marketed by copyright holder similar to your use
- No way to pay or seek permission for your use

**Weighs Against Fair Use**
- Use directly substitutes for a sale that would otherwise have been made
- Many copies made
- Repeated or long-term use
- Easy to redistribute, or to make additional copies of the product of your use (i.e. digital file, online use)
- Impairs market for original work
- Easily-obtained and affordable license or permission

**Notes:**
Use of manual for future personal and professional information and reference. Purchases of formal tools and results have been done by developer of master’s project and manual.

**Overall thoughts about the effect of your use on the market for the original**
- strongly favors fair use
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- strongly weighs against fair use
Blank Forms
**HOW DO YOU THINK?**
Cognitive Profile & Narrative Form

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**GREGORC STYLE DELINIATOR**
Circle the Appropriate Preference

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- Use of Senses
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  - Facts and reality
- "Visualize unseen"
- "Conceptual"
- "Imaginative"
- "Step by step"
- "Organized"
- "Following Plan"
- "Chunked information"
- "Skip steps"
- "Impulse decisions"

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**KEIRSEY TEMPERAMENT SORTER**
Circle the Appropriate Type

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**PEW PRIORITY**
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Thought Process Flowchart Form - Initial

Situation
Thought Process Flowchart Form - Revised

- Situation
- Gathering Information
- Practice - Try It Out
- Learn Acceptable or Expected Behavior
- Take Action
- Evaluate Outcome – Did it Work?
- Feedback Loop #1
- Feedback Loop #2
- Yes
- Next Situation