



GET IN THE GAME!

MAXIMIZING "GR8NESS" THROUGH PERSONALITY TYPE DIFFERENTIATION AND FITNESS INTEGRATION

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Gr8FITness

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We appreciate the opportunity to spend time with you today and hope you enjoy this special newsletter we have prepared to extend your understanding of our topic. We invite you to go to our website and sign up for a free monthly newsletter focusing on fitness, nutrition and personality type. If we can ever be of service in presenting a seminar at your school, or for other organizations or groups who would benefit from this information, please give us a call. We are passionate about our message and guarantee you will benefit from our best effort.

Brett Fischer and Linda Brissenden

GIFTED AND PERSONALITY TYPE

In a study by Ugur Sak, in which he synthesized results of fourteen studies involving 5723 gifted adolescents, the most common personality types were "intuitive" and "perceiving". They were higher on Introversion, Intuition, Thinking, and Perceiving as compared to general high school students. Myers of Myers and Briggs (MBTI©) asserted that as academic giftedness increases, the possibility of one's being intuitive and introverted also increases. Of the sixteen types, the most common types among the gifted were INFP, INTP, ENFP, and ENTP whereas the norm group preferred ESFP, ENFP, ESTJ and ESFJ as the most

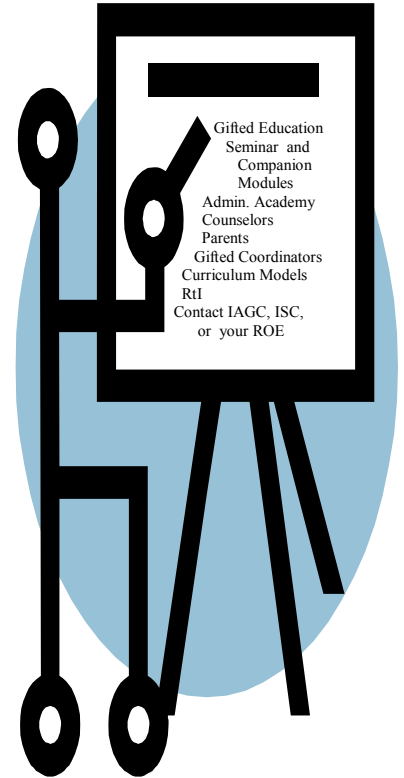
common types. So, using the 8 colors, gifted students in this sample came out saffron harmony, saffron efficient, silver harmony and silver efficient. The norm group's preferences were red harmony, silver harmony, gold harmony and gold efficient. A question that comes to mind is how were the gifted students identified in the first place? Is it possible that other introverted types might have been missed? For example, if an interview was part of the process, an extravert will usually express himself in such as way as to appear engaged, interested, passion-

ate about whatever the topic is that is being discussed. Even on tests, is it possible that the introverted perceiver "reads more" into the lower level type selected response questions and is often not given an opportunity to expand on the big ideas that an active intuition effects? Perceivers like to keep options open; they value alternatives; and they often have many projects started to finish at the last minute. For more information on this, go to www.sengifted.org/articles_social/Sak_SynthesisOfResearchOnPsychologicalTypes.

PERSONALITY TYPES ALA MYERS BRIGGS AND 8 COLORS

In order to understand type, it is necessary to know the four components that mix and match to form 16 basic types. Suzanne Brue assigned eight color words to each of the types, creating an efficient and a harmony version of each color type. Following is a key to understanding the component parts; however, each type is richer as a whole than the sum of its component parts:

Introversion/Extroversion	ISTP (Efficient)
Sensing/Intuition; Feeling/Thinking; Judging/Perceiving	Saffron—INFP (Harmony) and INTP (Efficient)
Blue—ISFJ (Harmony); and ISTJ (Efficient)	Silver—ENFP (Harmony) and ENTP (Efficient)
Gold—ESFJ (Harmony) and ESTJ (Efficient)	White—INFJ (Harmony) and INTJ (Efficient)
Red—ESFP (Harmony) and ESTP (Efficient)	Purple—ENFJ (Harmony) and ENTJ (Efficient)
Green—ISFP (Harmony) and	Free quiz— http://gr8fitness.net



Professional Development in Gifted Education

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Inside this issue:

Piirto's Study—Gifted Adolescents' Types	2
Betskouski and Hoffman Study-Type & Teachers	2
Think About...	2
Resources	3
Exercise Builds Brains	4
EQ and Gifted	5
What Gr8FITness Does	6

PIIRTO'S OHIO TALENTED STUDENT STUDY [1989, 1991, 1995, 1997]

In an Ohio study, 226 talented students and two groups of teachers—60 trained to teach gifted students and 25 classroom teachers— took the MBTI. Students preferred N and P and the composite population was ENFP. The preference for introversion was greater than among the general population (60% of the males and 50% of the females). Females in the talented group preferred T to a greater degree than females in the normal population, with 47% of the talented girls preferring T and 25% of the oth-

ers preferring T. This can be a problem when the T girls do not fit the F stereotype of feeling a caring required in female dominated professions such as teaching. They are often perceived as boyish and cold. Many enter male-dominated professions such as math, science and administration.

The teachers training to teach the talented had a composite preference of ENFJ and other teachers preferred ESFJ. The N types will often individualize instruction and use discov-

ery learning, inductive teaching and project-based assignments which matches with what many gifted students prefer.

Another challenge is that the SJ type classroom teacher which predominates can intimidate students who prefer NP or SP. As the NP students grows up through the grades, more N preferring teachers appear, though they are mostly NJ's, except in the arts where NP's gravitate.



Do thinking girls really have the whole world in their hands?

"In order for man to succeed in life, God provided him with two means, education and physical activity. Not separately, one for the soul and the other for the body, but for the two together. With these two means, man can attain perfection."

Plato



Even Plato knew the importance of integrating fitness with education! When did we go wrong???

BETKOUSKI AND HOFFMAN (1981) TYPE AND TEACHERS

A study of 1389 public school teachers from Canada to California and Florida found that ESFJ represented most of these educators and that this study's results aligned with studies done on the general population where E is 75-80%; S is 60%; F is 65% of females and 35% of males with J 60%.

About two-thirds of elementary and high school teachers prefer J, with half of elementary teachers and 40% of high school teachers preferring SJ.

N teachers are more prevalent in high school with half preferring N while about a third of elementary school teachers prefer N. Only about a third of elementary teachers and high school teachers prefer P. So the high preference for P in talented students outnumbers those of their teachers and the society at large. The study points out that most Rhodes Scholars, chosen for their scholar-athlete qualities, prefer P.

According to a study by Cooper and Miller (1991) most college professors prefer N. Interestingly, "it could be said that those with the preference for P are poetic visionaries and their visions are often undervalued in a prosaic work and school environment."

Source: Betkouski, M. & Hoffman, L. (1981). A summary of Myers-Briggs Type Indicator research application in education. Research in Psychological Type, 3, 3-41.

SOMETHING TO THINK ABOUT...

NPs are often seen as more non-conforming to rules and regulations. They are willing to lock horns with authority. These students can be procrastinators but are usually good at making the system work for them. NP preference dominates in science, math, the arts and business, according to Piirto, 1998. In an overwhelmingly TJ business climate, entrepreneurial P managers can cause "discomfort" within a very

bureaucratic J organization, but in a business environment where change is perpetual, they are probably essential in order for that organization to stay competitive.

Does the present educational system and real world resist adjusting to or accommodating these NP characteristics? Is the gifted girl who prefers T given opportunities to grow without passing judgment regarding what she "should"

care about or what society believes she should choose as a profession (teaching, nursing, etc.)

It is thought that TF and JP types seems to develop as learned behaviors and are more flexible when it comes to changing but the SN types are resistant to change. How well do we tolerate the intuitive perceivers in our schools? Is there appreciation for the feeling guy and thinking girl?

RESOURCES ON TYPE, EQ, DIFFERENTIATION BY TYPE, AND EXERCISE INTEGRATION

- Allen, Mollie, Claire Hayman and Kay Abella. *Discovering Type with Teens*. Gainesville, FL: Center for Applications of Psychological Type, 2009. Print.
- Bradberry, Travis and Jean Greaves. *Emotional Intelligence 2.0*. California: TalentSmart, 2009. Print.
- Brue, Suzanne. *The 8 Colors of Fitness*. Florida: Oakledge Press, 2008. Print.
- Goleman, Daniel. *Working with Emotional Intelligence*. New York: Bantam Books, 1998. Print.
- Hattie, John. *Visible Learning*. New York: Routledge, 2009. Print.
- Kise, Jane A.G. *Differentiated Coaching*. Thousand Oaks, CA: Corwin Press, 2006. Print.
- Kise, Jane A.G. and Beth Russell. *Differentiated School Leadership*. Thousand Oaks, CA: Corwin Press, 2008. Print.
- Lawrence, Gordon. *Looking at Type and Learning Styles*. Gainesville, FL: Center for Applications of Psychological Type, 2007. Print.
- Mamchur, Carline. *Cognitive Type Theory & Learning Style*. Alexandria, VA: ASCD, 1996. Print.
- Murphy, Elizabeth. *MMTIC [Murphy-Meisgeier Type Indicator for Children] Exploring Personality Type (Discovering My Best and Your Best, Discovering my Strengths and Stretches; Creating a Personal Path for Success)* Gainesville, FL: Center for Applications of Psychological Type, 2008. Print.
- Payne, Diane and Sondra VanSant. *Great Minds Don't Think Alike!* Gainesville, FL: Center for Applications of Psychological Type, 2009. Print.
- Pearman, Roger R. *Introduction to Type and Emotional Intelligence*. California: CPP, Inc., 2002. Print.
- Ratey, John J. *Spark – The Revolutionary New Science of Exercise and the Brain*. New York: Little Brown, 2008. Print.

EXERCISE BUILDS BRAINS AND IMPROVES ACHIEVEMENT

In Dr. John Ratey's book, **Spark!**, you will find how, in addition to improving our fitness, exercise helps us build better brains. "Physical activity sparks biological changes that encourage brain cells to bind to one another," according to Ratey. These connections are necessary for learning to take place. Aerobic activity optimizes systems enabling people to reach their full potential. In some research, students who worked out before school found their reading ability was increased and they were able to succeed in classes that previously had been very difficult for them. This experiment was so effective that these students showed a 17 percent improvement in reading and comprehension, whereas others who hadn't had the same intervention improved 10.7 percent. In an era of increasing percentages of numbers required for meeting adequate yearly progress, it would seem that adding fitness activities to our school day's curriculum provides a lot of bang for the buck.

Many gifted students, like others the age they are, may live more sedentary lives gaming, watching television, working on the computer, etc. Although some may be involved in sports, many aren't and childhood obesity has grown to one in three, with the number doubling to two in three adults. P.E. classes are often waived or set up in such a way that participants may not work with enough intensity to get the blood flowing enough to be in their target heart zone. In addition, the typical diet that most of us eat these days is laden with calories, fats and sugar. What used to be referred to as "adult onset diabetes" has become an affliction of children as young as ten years of age, which means for them a lifetime of medication and very likely a shorter life span. This could be the first generation to not outlive their parents.

For more information on what we should be doing, check out Ratey's www.sparkinglife.org and www.hhs.gov/news/press/2010pres/-1/20100128c.html for "The Surgeon General's Vision for a Healthy and Fit Nation.", or check out the CDC's "physical fitness guidelines" at www.CDC.gov/physicalfitness and We can do better for ourselves and for our children!

"Minds are of three kinds: one thinks for itself; another understands the thinking of others; and one can neither think for itself nor understand the thinking of others. The first is of the highest excellence, second is excellent and the last is worthless."

<http://www.friesian.com/types.htm>



MAXIMIZING GR8NESS—

GIFTED WEBSITES TO KNOW

www.nagc.org This is the website for the National Association for Gifted Children. The group hosts a terrific annual convention and reasonably priced webinars on timely topics.

www.iagcgifted.org This is the website for the Illinois Association for Gifted Children.

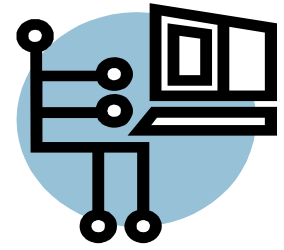
www.hoagiesgifted.org This is a great website for teachers and parents of gifted children.

www.sengifted.org This website has a wealth of info on social emotional needs of gifted.

www.freespirit.com This is a publisher with many books and resources of interest for parents, teachers and gifted students themselves.

www.piecesoflearning.com This website has many classroom resources for teachers of gifted. and features the work of Carolyn Coil, Jim Delisle, Nancy Polette, Dodie Merritt, Sally Walker, etc.

www.engine-uity.com This website has many ready-to-use units of interest, already “Bloomed”.



*Isabel Briggs Myers with Peter B. Myers. **Gifts Differing - Understanding Personality Type.** Palo Alto: Davies-Black Publishing, 1995*
THE AUTHORITY
on Myers Briggs Type

“Type provides a framework for students to understand which tasks come easily, based on their learning styles, as well as strategies for learning when content or tasks require them to learn in another style.”
Kise, 2007

Success magazine is a great resource for entrepreneurial leadership. Get free tips sent to your email called ‘Seeds of Success’
seeds@success.com
Magazine has a free CD featuring leaders giving tips each month.

OTHER WEBSITES TO KNOW

Social Emotional Learning

www.CASEL.org National organization that promotes social emotional standards integration

Isbe.net Illinois State Board of Education Site for Illinois’ Social Emotional Standards

Personality Type

www.delta-associates.com World Type Alliance Features Jack Speer with great monthly columns on type, and is an international e-news forum on type

aptinternational.org Association for Psychological Type International Promotes the practical and ethical use of type

www.type-resources.com Type Resources Features Bob McAlpine, a trainer who teaches in an interesting way [trained Brett and Linda] Website has newsletters, interesting activities, webinars

CPP www.cpp.com Official source for MBTI certifications and resources

FITNESS WEBSITES

www.gr8fitness.net website with free type quiz and monthly newsletter

www.the8colors.com...website for Suzanne Brue’s 8 Colors of Fitness

www.physicalfitness.org...website for National Association for Health and Fitness

www.letsmove.org national program to combat childhood obesity

www.physicalactivityplan.org national plan with exercise recommendations for all ages

www.sparkinglife.org Dr. John Ratey’s SPARK website linking fitness to academic achievement and many other benefits

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BRIDGING THE GAP - FROM GOALS TO RESULTS

What Gr8FITness Does

Gr8FITness has several divisions. Our flagship offering is the Gr8FITness Division, integrating physical fitness and personality preferences. We base our work here in the writing of Suzanne Brue, [The 8 Colors of Fitness](#)®, available at amazon.com. We help each client understand his/her personality preferences and specific motivators so each can choose a fitness program that ensures the highest probability of success. We teach people the process of change and provide encouragement and training tips.

Other divisions are **Gr8Achievement**, **Gr8Wellness**, **Gr8Teams**, and **Gr8Athletics**.

Gr8Achievement helps teachers and students identify their personality preferences to improve academic achievement through differentiated instruction leading to gr8schools! Our program “Coaching Students to Success” integrates personality differentiation, social emotional learning, and motivational techniques to move students toward greater achievement.

Gr8Wellness designs, delivers, and monitors employee wellness programs in corporate and hospital settings.

Gr8Teams helps employers and employees identify their work styles through discovering personality preferences and facilitates improved communication and teamwork, building on each person’s strengths and learning to avoid roadblocks.

Gr8Athletics builds team synergy through individualized and team assessments of personality preferences to improve communication, increase winning, facilitate leadership, and improve health.

EMOTIONAL INTELLIGENCE AND THE GIFTED

Emotional intelligence expresses itself in four areas: Self-awareness, Self-management, Social Awareness, and Relationship Management.

Self-awareness encompasses emotional awareness that leads to accurate self-assessment and self confidence.

Self Management deals with self control, trustworthiness, conscientiousness, adaptability and innovation.

Social Awareness enables us to better understand and develop others. It provides a service orientation and leads us to leverage diversity and be politically aware.

Relationship Management impacts influence. It helps us develop communication, manage conflicts and serve in leadership roles. Through relationship management, we can become catalysts for change.

All people need to develop their emo-

tional intelligence skills as it is thought that up to 80% of a person’s intelligence is emotional rather than intellectual. Gifted students need to understand themselves in order to cope with the asynchronous development that often accompanies their gifts. Self management and innovation go hand in hand and it takes self-confidence to interact, take risks that come with doing or being different or beyond the norm and to accept ourselves as we are. Many gifted students, from the preponderance of intuitive perceptive preferences end up in service organizations or professions, so social awareness plays a big role.

Leaders have to know how to manage relationships; gifted students are often selected for leadership roles. Knowing how to manage conflicts is a valuable life-time skill that many of the gifted, being mostly introverts, will come to value. The introverted harmony or “feeling” types always seek consensus and want to avoid confrontation may often be called upon to provide a balanced, calm solution in situa-

tions when the more extraverted persons are jousting with verbal exhortations.

Gifted people are people first and all of us benefit from being smart—emotionally, intellectually, physically, financially, spiritually and academically.

For more information on Social Emotional skills, you can examine the social emotional standards at isbe.net. Daniel Goleman’s book, [Emotional Intelligence](#), referenced on our reference page, also provides invaluable information.



Aristotle identified three kinds of persons who attend the Olympic Games. Athletes, who take part; Spectators who watch the athletes and the Hawkners who sell things to the first two kinds.

Describing “types” has been going on a while!