



## DISC Reference Guide for Teachers

**DO FIRST:** Take note of highest and lowest scores on the "natural" DISC graph (from the 50). These are the **behaviors that will stand out most for each student**. Reference "stand-out" scores below. Various combinations of **stand-out** DISC factors will influence students' communication styles and environmental needs. For example, a *High D, Low C* will need a *fast-paced, results-oriented environment with lots of freedom*. However, a *High D, High C* will need an *environment where results can be achieved through structure, quality, and attention to detail*. If scores are all **near the middle**, this student's communication and behavioral styles are likely adaptable to multiple environments.







**ADAPTING:** If students in your classroom are adapting **more than 20 points** or **crossing the "energy line"** (50 on the graph), when you compare the natural vs. adapted graphs, adapting to your teaching style, school environment, or certain types of activities—is causing them stress. If students seem reluctant to engage, try exploring the sources of stress by asking them questions and providing some differentiated options for approaching the work and demonstrating learning.

Behaviors	With this "Style" Avoid	Communication Tips	Ideal Environments
<b>High D's</b> Direct Competitive Opinionated	<ul style="list-style-type: none"> <li>- Situations where you can't express yourself.</li> <li>- Controlling behavior mgmt. styles.</li> <li>- Teachers unwilling to call out right/wrong answers.</li> </ul>	Be clear. Don't be intimidated. <b>Get to the point.</b> Give honest feedback.	<ul style="list-style-type: none"> <li>- Competitive.</li> <li>- Results oriented.</li> <li>- Opportunities to lead.</li> <li>- Celebrations of excellence.</li> </ul>
<b>Low D</b> Cooperative Agreeable Peaceful	<ul style="list-style-type: none"> <li>- Anger-charged situations.</li> <li>- Competitive activities, especially if working alone.</li> </ul>	Connect personally. Ask questions. Stay <b>calm</b> . Speak quietly.	<ul style="list-style-type: none"> <li>- Collaborative.</li> <li>- Low conflict.</li> <li>- Activities with everyone succeeding.</li> <li>- Criterion-based grading</li> </ul>
<b>High I</b> Talkative Friendly Enthusiastic	<ul style="list-style-type: none"> <li>- Lecture-dominant classes.</li> <li>- Long stretches of individual work.</li> <li>- Impersonal, business-like instruction.</li> </ul>	Be <b>friendly</b> . Act enthusiastic. Speak warmly.	<ul style="list-style-type: none"> <li>- Friendly.</li> <li>- Group projects.</li> <li>- Socially- constructed meaning: e.g., discussions and Socratic seminars.</li> </ul>
<b>Low I</b> Reserved Calculating Matter-of-Fact	<ul style="list-style-type: none"> <li>- Facilitating group activities.</li> <li>- Activities with prolonged interaction, especially without reflection time.</li> </ul>	Don't crowd with numerous check-ins. <b>Short dialogues.</b> Give time to process. Respect space.	<ul style="list-style-type: none"> <li>- Independent projects or group projects with clear tasks.</li> <li>- Opportunities to demonstrate learning other than by verbal performance.</li> </ul>
<b>High S</b> Loyal Patient Consistent	<ul style="list-style-type: none"> <li>- Chaotic classrooms.</li> <li>- Constantly changing activities.</li> <li>- Confusion/lack of clarity in instructions.</li> </ul>	Be soft. Be <b>patient</b> . Use consistent terminology.	<ul style="list-style-type: none"> <li>- Well-defined programs.</li> <li>- Clear path to success in projects and the course.</li> <li>- Written directions and rubrics.</li> </ul>
<b>Low S</b> Flexible Restless Impulsive	<ul style="list-style-type: none"> <li>- Unvarying classroom routines.</li> <li>- Highly structured activities with minimal choice or flexibility.</li> </ul>	Be spontaneous. <b>Show emotion.</b> Be open to creative inspiration.	<ul style="list-style-type: none"> <li>- Flexible activities with choices.</li> <li>- Variety in classroom activities and configurations.</li> <li>- Activities with physical movement.</li> </ul>
<b>High C</b> Precise Conscientious Cautious	<ul style="list-style-type: none"> <li>- Tasks and grading systems without clear expectations.</li> <li>- Risky situations.</li> <li>- Extemporaneous performances.</li> </ul>	Be <b>accurate</b> . Be factual. Be realistic.	<ul style="list-style-type: none"> <li>- Structured tasks with quality focus.</li> <li>- Activities with a recommended approach and timeline.</li> <li>- Adequate time to prepare.</li> </ul>
<b>Low C</b> Unsystematic Independent Avoids details	<ul style="list-style-type: none"> <li>- Tasks with lots of rules to follow.</li> <li>- Activities where quality and detail are demanded and defined.</li> </ul>	<b>Big picture</b> focus. Talk fast. Be casual.	<ul style="list-style-type: none"> <li>- Grading based on mastery of broad concepts.</li> <li>- Low emphasis on perfect execution.</li> <li>- Few rules and required structures.</li> </ul>



## Motivator Reference Guide for Teachers

**DO FIRST:** Connecting with the **top two motivators** is most important. A secondary motivator supports the first motivator; for example, a "Social/Theoretical" will use knowledge to help people. Note which motivators are **passionate or indifferent** by looking for scores above or below the smaller, darker blue bar on the graph (representing 68% of the population). These motivators will stand out compared to other people. Activities in areas of indifference should be **avoided**. If **all 6 motivators are near the average**, this student may be in transition and trying to figure out what they really care about. Encourage them to try many new things.

Motivators	Things to Do	Classroom Activities they'd Enjoy	Major/Career Ideas
<b>Theoretical</b>  <i>Value learning and knowledge.</i>	Continuing education. Start a blog. Research. Experiment. Work in a bookstore.	<ul style="list-style-type: none"> <li>- Research-Based Tasks.</li> <li>- Lectures with lots of facts or high concept load.</li> <li>- Additional resources to read.</li> <li>- <b>Continuous learning opportunities.</b></li> </ul>	Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Journalist, Law, Medicine, Aerospace, Think Tanks
<b>Utilitarian</b>  <i>Value practical accomplishments.</i>	Get a paying job. Internships to enhance your resume. Build something tangible.	<ul style="list-style-type: none"> <li>- Assignments that <b>connect to the real world (authentic learning)</b>.</li> <li>- Explicit connections between what they are learning and how they can use it to reach their goals.</li> <li>- Real-world mentors.</li> </ul>	Sales, Finance, Entrepreneurship, Law, Programming, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Developer.
<b>Aesthetic</b>  <i>Value beauty, and harmony.</i>	Volunteer outdoors. Decorate your room. Participate in a local music or art festival.	<ul style="list-style-type: none"> <li>- Beautifying the classroom.</li> <li>- Hands-on, creative self-expression of learning.</li> <li>- Harmony in the classroom.</li> <li>- <b>Classroom environment matters!</b></li> </ul>	Visual Arts, Architect, Event Planning, Design, Culinary Arts, Musician, Environmental Studies, Landscaping, Marketing/ PR Outdoor/Adventure.
<b>Social</b>  <i>Value being of service to others.</i>	International Volunteer. Community Service. <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Homeless</li> <li>• Animal Shelters</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunities to <b>help others</b> in activities and assignments.</li> <li>- Feeling like learning this material makes a difference in the world.</li> <li>- Rewards for serving classmates.</li> </ul>	Non-Profit, Social Entrepreneurship, Corporate Social Responsibility, Education, Healthcare and Social Services, Community Programs, Physical Training.
<b>Individualistic</b>  <i>Value personal recognition and independence.</i>	Assist a local political campaign. Start your own business. Create your own music. Participate in individual sports.	<ul style="list-style-type: none"> <li>- Opportunities for <b>public recognition</b> in class.</li> <li>- Independent learning.</li> <li>- Control over assignments and delivery of that assignment.</li> <li>- Freedom.</li> </ul>	Entrepreneur, Politics, Chef, Public Speaker, Consulting, Driver, Actor/Singer, Pilot, Outdoor/Adventure Jobs, Investment Banking, Accounting, Gaming, Skilled Trades such as Welding, Plumbing, Masonry.
<b>Traditional</b>  <i>Unique system of values drives you.</i>	Help local military groups and veterans. Volunteer at your religious institution. Work with cultural or government groups.	<ul style="list-style-type: none"> <li>- Opportunities to share their beliefs with others.</li> <li>- Assignments that <b>align with their core values.</b></li> </ul>	Government, Education, Banking, Military, Engineering, Health Services, Insurance, Religious Roles, Lobbying, Oil and Gas Jobs, Quality Control, Industrial Jobs, Activism.