Read the following statements and circle the numbers of statements that describe you. Make quick decisions and trust your first responses. The scoring table at the end of the list will help you determine your “dominance.” You may find that you are fairly balanced between the two hemispheres.

1. I have no trouble making decisions about the correct thing to do.

2. I see problems or pictures as a whole rather than in parts or details.

3. I follow written directions best and prefer to write and talk.

4. I often think of many things at once rather than thinking through one idea at a time.

5. I’m usually aware of the time.

6. When I’m introduced to someone for the first time, I pay particular attention to the person’s face. I later forget the person’s name, but I remember his or her face.

7. I attack most problem-solving activities analytically and logically.

8. When comparing things, I usually look for ways they are alike rather than ways they are different.

9. I’d rather take a true/false, multiple-choice, or matching test than an essay test.

10. Most often, I use my imagination and think in an abstract manner.

11. If I have a problem, I break it down into smaller, more manageable parts in order to arrive at a solution.

12. I seem to learn best if I can observe a demonstration or read the directions.

13. Generally, I like to be in control of a situation and I do not like to take too many risks.

14. I like assignments that are open-ended rather than more structured assignments.

15. I learn best by seeing and hearing.

16. I learn best by touching or doing.

18. If I try to remember information, I generally picture it in my mind.

19. Although I sometimes get upset, I am a rational person.

20. I don't mind trying anything once; I take risks when it is necessary.

21. Sometimes I talk to myself in order to think or learn something.

22. I can let my feelings "go." I am considered to be somewhat emotional.

23. I solve problems on an intellectual basis rather than an intuitive one.

24. People have told me that I'm creative.

25. I prefer to plan things and to know what's going to happen ahead of time.

26. I like to act in a spontaneous manner.

27. I prefer to think of one thing at a time.

28. I can easily remember melodies and tunes.

29. I am usually in control of my feelings.

30. I do well in geometry and geography.

31. I usually can recall information I need quickly and easily.

32. I enjoy reading and writing poetry; it comes to me easily.

33. I can really concentrate when I want to.

34. When I work in a group, I can "feel" the moods of others.

35. I understand mathematical concepts.

36. When solving problems or taking tests, I rely on one idea leading to another in order to come to a conclusion.

37. I can learn new vocabulary words easily.
38. When I plan a party, I “hang loose” rather than plan all of the details.

39. I usually can learn easily from any teacher.

40. In class I’m generally aware of what everyone is doing.

41. I notice and remember details.

42. I can easily see the whole picture when only a few puzzle pieces are in place.

43. I don’t mind practicing something repeatedly in order to master it.

44. I communicate best with someone “in person” rather than on the phone.

45. I can remember jokes and punch lines.

46. I have trouble concentrating when I know I should.

47. I can write directions in a clear and logical manner.

48. I sometimes rely on my intuition when making decisions.

49. I basically have a day-to-day routine.

50. I sometimes can remember things according to where I “saw” them on the page.

<table>
<thead>
<tr>
<th>Scoring Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ even numbers circled  =  RIGHT BRAIN ABILITY</td>
</tr>
<tr>
<td>_____ odd numbers circled  =  LEFT BRAIN ABILITY</td>
</tr>
</tbody>
</table>

Remember, this inventory is only an informal indication of which hemisphere is probably dominant for you. Both sides work together and cannot be totally separated.
<table>
<thead>
<tr>
<th>LEFT</th>
<th>RIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sequential</td>
<td>• holistic</td>
</tr>
<tr>
<td>• intellectual</td>
<td>• intuitive</td>
</tr>
<tr>
<td>• structured/planned</td>
<td>• spontaneous</td>
</tr>
<tr>
<td>• controls feelings</td>
<td>• lets feelings go</td>
</tr>
<tr>
<td>• analytical</td>
<td>• creative/responsive</td>
</tr>
<tr>
<td>• logical</td>
<td>• more abstract</td>
</tr>
<tr>
<td>• remembers names</td>
<td>• remembers faces</td>
</tr>
<tr>
<td>• rational</td>
<td>• more likely to act on emotions</td>
</tr>
<tr>
<td>• solves problems by breaking them apart</td>
<td>• solves problems by looking at the whole</td>
</tr>
<tr>
<td>• time-oriented</td>
<td>• spatially oriented</td>
</tr>
<tr>
<td>• auditory/visual learner</td>
<td>• kinesthetic learner</td>
</tr>
<tr>
<td>• prefers to write and talk</td>
<td>• prefers to draw and handle objects</td>
</tr>
<tr>
<td>• follows spoken directions</td>
<td>• follows written or demonstrated directions</td>
</tr>
<tr>
<td>• talks to think and learn</td>
<td>• &quot;pictures&quot; things to think and learn</td>
</tr>
<tr>
<td>• prefers T/F, multiple-choice and matching tests</td>
<td>• prefers essay tests</td>
</tr>
<tr>
<td>• takes few risks (with control)</td>
<td>• takes more risks (less control)</td>
</tr>
<tr>
<td>• looks for the differences</td>
<td>• looks for similar qualities</td>
</tr>
<tr>
<td>• controls right side of body</td>
<td>• controls left side of body</td>
</tr>
<tr>
<td>• thinks mathematically</td>
<td>• musical abilities</td>
</tr>
<tr>
<td>• thinks concretely</td>
<td>• emotional</td>
</tr>
<tr>
<td>• language abilities</td>
<td>• thinks simultaneously</td>
</tr>
<tr>
<td>• thinks of one thing at a time</td>
<td></td>
</tr>
</tbody>
</table>
Use these activities to encourage the success of left/right brain dominant learners. Integrating both hemispheres increases learning potential and more effective use of your brain.

**LEFT**
- break down concepts into smaller, sequential parts or steps
- use concrete examples to make abstract concepts more understandable
- encourage logical step-by-step problem-solving techniques
- discuss the role of organized concrete thinking in decision making
- learn various strategies to analyze specific problems
- recognize, appreciate, and understand solution steps in logical thinking
- use games, toys, materials with specific conclusions and purposes
- break down major concepts into contributing parts; organize these parts into sub-groups
- use materials that help organize (binders, daily planners, calendars)
- use graphic organizers to illustrate the parts or steps combined to achieve the whole concept
- use manipulative materials that demonstrate a process
- discuss or repeat orally while writing
- use written and oral instructions (teachers) and repeat them back orally (students)
- talk aloud while studying when appropriate
- discuss specific facts and details
- organize brainstorming ideas into a conclusion
- play games that minimize risk taking
- play games or use problem solving strategies that encourage finding varying/different attributes or characteristics
- encourage involvement in mathematical and various scientific activities
- encourage talking through problems
- use or create humor

**RIGHT**
- discuss, draw, write the major concept first before learning it
- encourage use of imagination through creative writing, dramatics, story telling
- discuss the role of feelings in decision making
- use role-playing activities
- use creative craft materials for inventive projects
- use graphic organizers to illustrate the “whole” concept
- use manipulative materials to provide “hands-on” orientation that demonstrates spatial relationships
- use touch and movement activities
- use illustrations whenever possible; “when in doubt, draw it out”
- conduct experiments
- apply brainstorming strategies
- use written instructions and have students create their own
- demonstrate how to build or make something
- make collage pictures
- utilize “open-ended” discussions to examine all sides of a problem/answer
- use “open-ended” games, puzzles, etc.
- play games that encourage risk taking
- play games or use problem solving strategies that encourage finding common attributes or characteristics
- encourage involvement in a wide variety of musical activities
- discuss appropriate and acceptable outlets for emotions
- use problem-solving strategies that encourage simultaneous thinking
- observe completion of tasks before trying it independently
- encourage students to create their own problem-solving systems
- use abstract materials
- encourage self-improvement rather than peer competition
- devise methods to help with organizational skills: make lists, use calendars, assignment sheets
- use spelling aids, visual memory strategies
- use or create humor