

THE LANGUAGE SYSTEM DIAGNOSTIC INSTRUMENT (LSDI)

Instructions: This instrument contains three parts. Part One consists of five sets of three paragraphs each. For each set, select the one paragraph that is easiest for you to read. Do not be concerned with the actual content of the paragraph, merely with how you respond to it compared to the other paragraphs in the set. Read all three paragraphs and then make your selection, but do not deliberate too long; your first response generally is the best. Indicate the letter of the paragraph that you have selected on your answer sheet by circling the appropriate letter A, B or C for each set. You have five minutes to complete the entire instrument.

Part One

1. First Set

- A. The tinkle of the wind chimes tells me that the breeze is still rustling outside. In the distance, I can hear the whistle of the train.
- B. I can see the rows of flowers in the yard, their colours shining and fading in the sunlight and shadows, their petals waving in the breeze.
- C. As I ran, I could feel the breeze on my back. My feet pounded along the path. The blood raced through my veins, and I felt very alert.

2. Second Set

- A. I Like to be warm. On a cold night, I like to relax by a warm fire in a comfortable room with a cup of smooth, warm cocoa and a fuzzy blanket.
- B. The child talked in to the toy telephone as though he were calling a friend. Listening to the quiet conversation, I could almost hear the echoes of another child, long ago.
- C. The view was magnificent. It was one of the most beautiful things I have ever seen. The panorama of the green countryside stretched out clearly below us in the bright, sparkling sun.

3. Third Set

- A. They appeared to be surprised when they noticed that there were other people on the beach. The amazement on their faces turned to eagerness as they looked to see if they knew any of the people on the sand.
- B. I was helped up and supported until I felt my strength coming back. The tingling sensation that ran up and down my legs—especially in my calves—was stronger after I stood up, and my body was extremely warm.
- C. People will express themselves more verbally if they can talk about their interests or assets. You can hear the increased enthusiasm in their conversations, and they usually become more fluent.

4. Fourth Set

- A. The feedback that the speaker received was an indication that she was communicating more effectively. The people in the audience seemed to be in tune with what she was talking about.
- B. I want to understand how people feel in their inner worlds, to accept them as they are, to create an atmosphere in which they feel free to think and feel and be

anything they desire.

- C. Children watch adults. They notice more than we realize. You can see this if you observe them at play. They mimic the behaviour of the grown-ups they see.

5. Fifth Set

- A. Creative, artistic people have an eye for beauty. They see patterns and forms that other people do not notice. They respond to the colours around them, and their visual surroundings can affect their moods.
- B. They heard the music as if for the first time. Each change of tone and tempo caught their ears. The sounds soared throughout the room, while the rhythms echoed in their heads.
- C. Everybody was stunned by the deep emotions generated by the interaction. Some felt subdued and experienced it quietly. Others were stimulated and excited. They all felt alert to each new sensation.

Part Two

Instructions: This part consists of ten sets of items. Each item includes three lists (sets) of words. For each item, circle the letter A, B or C of the set of words that is easiest for you to read. Do not focus on the meanings of the words. Try to work quickly.

6.

- | | | |
|------------------------------------|--------|------|
| <input type="radio"/> A. Witness | Look | See |
| <input type="radio"/> B. Interview | Listen | Hear |
| <input type="radio"/> C. Sensation | Touch | Feel |

7.

- | | | |
|---------------------------------|-----------|----------|
| <input type="radio"/> A. Stir | Sensitive | Hustle |
| <input type="radio"/> B. Watch | Scope | Pinpoint |
| <input type="radio"/> C. Squeal | Remark | Discuss |

8.

- | | | |
|-----------------------------------|---------|----------|
| <input type="radio"/> A. Proclaim | Mention | Acoustic |
| <input type="radio"/> B. Texture | Handle | Tactile |
| <input type="radio"/> C. Exhibit | Inspect | Vista |

9.

- | | | |
|-------------------------------------|---------|---------|
| <input type="radio"/> A. Scrutinize | Focused | Scene |
| <input type="radio"/> B. Articulate | Hearken | Support |
| <input type="radio"/> C. Scene | Tone | Grip |



10.

- | | | |
|-----------------------------------|---------|----------|
| <input type="radio"/> A. Ringing | Hearsay | Drumbeat |
| <input type="radio"/> B. Movement | Heat | Rushing |
| <input type="radio"/> C. Glitter | Mirror | Outlook |

11.

- | | | |
|---------------------------------|-------|----------|
| <input type="radio"/> A. Dream | Glow | Illusion |
| <input type="radio"/> B. Listen | Quiet | Silence |
| <input type="radio"/> C. Motion | Soft | Tender |

12.

- | | | |
|---------------------------------|--------|----------|
| <input type="radio"/> A. Upbeat | Listen | Record |
| <input type="radio"/> B. Firm | Hold | Concrete |
| <input type="radio"/> C. Bright | Appear | Picture |

13.

- | | | |
|------------------------------------|----------|--------|
| <input type="radio"/> A. Feeling | Lookwarm | Muscle |
| <input type="radio"/> B. Hindsight | Purple | Book |
| <input type="radio"/> C. Hearsay | Audible | Horn |

14.

- | | | |
|--------------------------------|------------|---------|
| <input type="radio"/> A. Show | Observant | Glimpse |
| <input type="radio"/> B. Tempo | Articulate | Sonar |
| <input type="radio"/> C. Move | Powerful | Reflex |

15.

- A. Purring
- B. Smooth
- C. Glowing

Overhear
Grasp
Lookout

Melody
Relaxed
Vision

Part Three

Instructions: This part consists of ten sets of three short phrases each. In each set, circle the letter (A, B, or C) of the phrase that you find easiest to read. Try to complete this task in the time remaining.

16.

- A. An eyeful B. An earful C. A handful

17.

- A. Lend me an ear B. Give him a hand C. Keep an eye out

18.

- A. Hand in hand B. Eye to eye C. Word for word

19.

- A. Get the picture B. Hear the word C. Come to grips with

20.

- A. The thrill of
the chase B. A flash of
lightning C. The roll of
thunder

21.

- A. Outspoken B. Underhanded C. Short-sighted

22.

- A. I see B. I hear you C. I get it

23.

- A. Hang in there B. Bird's-eye view C. Rings true

24.

- A. Clear as a bell B. Smooth as silk C. Bright as day

25.

- A. Look here B. Listen up C. Catch this

LSDI SCORING AND INTERPRETATION SHEET

Instructions:

1. Transfer your responses from the LSDI to this sheet by circling the letter that you chose for each of the numbered items.

Part One:

- | | | | | | |
|------|-----------------------|---|-----------------------|---|-----------------------|
| 1. A | <input type="radio"/> | B | <input type="radio"/> | C | <input type="radio"/> |
| 2. B | <input type="radio"/> | C | <input type="radio"/> | A | <input type="radio"/> |
| 3. C | <input type="radio"/> | A | <input type="radio"/> | B | <input type="radio"/> |
| 4. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 5. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |

Part Two:

- | | | | | | |
|-------|-----------------------|---|-----------------------|---|-----------------------|
| 6. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |
| 7. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |
| 8. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 9. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |
| 10. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 11. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |
| 12. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 13. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |

- | | | | | | |
|-------|-----------------------|---|-----------------------|---|-----------------------|
| 14. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |
| 15. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 16. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |

Part Three:

- | | | | | | |
|-------|-----------------------|---|-----------------------|---|-----------------------|
| 17. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 18. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |
| 19. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |
| 20. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |
| 21. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 22. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |
| 23. C | <input type="radio"/> | B | <input type="radio"/> | A | <input type="radio"/> |
| 24. A | <input type="radio"/> | C | <input type="radio"/> | B | <input type="radio"/> |
| 25. B | <input type="radio"/> | A | <input type="radio"/> | C | <input type="radio"/> |

2. Now, total the letters circled in each vertical column. Place these three scores from Columns I, II, and III in the box below.

Totals

Column I _____ **Column II** _____ **Column III** _____

Full Name: _____

3. Multiply each of the columns scores by 4. This will give you your actual scores.

Column I _____ X4 _____ (Actual Score)

Column II _____ X4 _____ (Actual Score)

Column III _____ X4 _____ (Actual Score)

(Scores should add up to 100)

4. Chart your actual scores on the graph below by checking in the space that represents your actual score in each of the three (3) columns.

	0	10	20	30	40	50	60	70	80	90	100
Column I - Auditory											
Column II - Visual											
Column III - Kinesthetic											

5. Your highest score indicates the primary mode that you use to interpret and communicate with the world around you. You probably use this mode (auditory, visual, or kinesthetic) the most, particularly when you are problem solving or in stressful situations.

Your second highest (middle) score indicates your secondary mode, which you most likely use in everyday conversation, in combination with your primary mode.

Your lowest score indicates your tertiary mode, which you may not use as much as the other two or at all in your normal conversation. In fact, it often remains at the unconscious level.

These three modes of perceiving and talking about one's experiences are called "Language Representational Systems." A visual person is likely to say "I See" or "That looks right." An auditory person is likely to say "I hear you" or "That sounds right." A kinesthetic person is more likely to say "I've got it" or "That feels right." The items that you selected on this instrument reflected these three systems or ways of describing experiences.

Each individual seems to be most comfortable in using one or two of these systems. Some people believe, however, that if an individual could learn to communicate in all three modes, or systems, he or she could establish more rapport and trust with people whose primary systems differ from his or her own. Increased ability to communicate in all three systems thus might lead to increased effectiveness in communication.