

About the MMTIC™ "It was one moment in childhood when the door opens and lets the future in."

- Graham Greene

What the MMTIC measures

Like the well-known Myers-Briggs Type Indicator® instrument, the Murphy-Meisgeier Type Indicator for Children® (MMTIC™) is a self-report assessment of psychological type. Although the two instruments share the same theoretical approach to understanding personality, first proposed by Carl Jung and further developed by Isabel Myers, they differ in the age groups for which they are designed. The MBTI® assessment is intended for a mature audience, while the shorter, easier-to-read MMTIC instrument is designed for type assessment in children and teenagers (grades 2-12).

The MMTIC has been used with many thousands of children since its introduction in 1987. The new version of the instrument reflects significant improvements in assessment, administration, and interpretation.

MMTIC results give educators, administrators, counsellors, parents, teenagers, and children valuable insights into differences in learning styles (how information is gathered and how attention is directed) and healthy social interactions. Type has profound implications for both early learning success and lifelong healthy type development and use.

MMTIC new version improvements

The updated version of the MMTIC represents the culmination of two decades of use of the original version and over six years of dedicated testing and refinement. Principal advantages of the new version include the following:

- **Elimination of the U (undecided) band.** Because type preferences are still developing during childhood, the original MMTIC scored some children's preferences as undecided, indicative of a response pattern that pointed equally to both opposing poles on a given scale. Such U results proved frustrating to teachers, parents, counsellors, and children, who often confidently identified a clear preference despite their assessed undecided status. The revised MMTIC is based on a sophisticated data analysis methodology called Latent Class Analysis, which provides both a preference and a measure of response consistency for each scale, similar to the preference clarity index of the MBTI instrument.
- **Expanded target age.** The new MMTIC has been tested and verified with high school students, expanding its top-end target age group from 8th grade to high school seniors.
- **Ease of use.** Children can take the new MMTIC online, or teachers can collect answer sheets from a group assessment and enter data for quick online scoring and downloadable reports.
- **Low price with no minimums.** Affordable for a single student or an entire school district. Many materials are available for downloading at no charge.
- **Shorter completion time.** The revised MMTIC has 43 items (versus 70 previously), ideal for children's attention spans.
- **Expanded product line.** More support materials and associated books, including the more comprehensive *MMTIC™ Manual*.

Taking the MMTIC

There are two basic ways that young people can take the MMTIC:

- **Online.** Any child who has access to a computer and the Internet can enter responses online. Once scored, reports can be downloaded by an authorized adult, including administrators, teachers, school psychologists, or guidance counsellors.
- **Paper answer sheets.** Designed for use with groups of children, or one child at a time. Answer sheets and assessment booklets can be purchased or downloaded, depending on the method by which the instrument is scored.
 - *MMTIC™ Key-In Answer Sheets* allow students to record their answers on a paper answer sheet, whether they have seen the questions on a computer screen or from a printed instrument. The teacher or facilitator then enters these answers into the *MMTIC™ Facilitator's Interface*, thus the name "Key-In." Online administrations must be purchased for key-in scoring.
 - *MMTIC™ Mail-In Answer Sheets* are designed for use with groups of children who complete Scantron (bubble-style) answer sheets. These answer sheets are mailed to the CAPT scoring center. The MMTIC report results are either emailed or mailed to the authorized adult. Price includes CAPT scoring and personalized downloadable reports.

MMTIC report options

- **MMTIC™ Student Report.** A multipage personalized report that describes typical type differences; gives specific information about a child's type, strengths, and stretches; and offers recommendations for study skills and working in teams. There are three levels (elementary, middle, and high school) of student reports, each written in age-appropriate language and rich with graphics.
- **MMTIC™ Professional Report.** Intended for use by guidance professionals and school psychologists, this multipage report summarizes a child's specific strengths and stretches and recommends child-specific ways to help with effective learning and better relationship skills. A student report must be scored in order to generate a professional report.
- **MMTIC™ Type Table Report and Classroom Manager.** Students' results can be aggregated into a type table showing the distribution of different types for a particular group. Attached to the type table is a list of each student's name and their response consistency for each preference scale.

From the CAPT website at: <http://www.capt.org/assessment-mmtic/children-assessment-personality.htm>

For examples of Sample Reports: <http://www.capt.org/assessment-mmtic/sample-report.htm>

MMTIC reports & support products available at: <http://www.capt.org/catalog/Personality-Assessment-Children.htm>

The following is from the CAPT website at: <http://www.capt.org/assessment-mmtic/type-mmtic.htm>

Use With the MBTI

The Myers-Briggs Type Indicator® instrument and the Murphy-Meisgeier Type Indicator for Children® assessment share a common theoretical basis: Carl Jung's conception of psychological type as expanded by the work of Isabel Myers. The primary difference in the two instruments is the age groups they target: the MBTI® assessment is aimed at adults, while the MMTIC™ is intended for use with children and teenagers.

Student development and learning is influenced not only by a child's personality, but by the psychological type of significant adults in the child's life. Understanding both sides of the communication pathways that influence a child's learning, therefore, necessitates knowledge of the type preferences of not only the child, but also of parents and teachers. These will be best assessed by administration of the appropriate instrument, MMTIC or MBTI.

Once assessed, there are many resources to help parents, teachers, and children improve communication, understanding, and learning by awareness of one another's type preferences.

MMTIC™ in the Classroom

Early educational experiences are critical for forming habits that lead to a lifetime of successful learning. Yet children, like adults, have different learning styles.

It is important for both teachers and parents to understand the ways in which a child learns best. A student's educational experience can be negative, or worse, if they are inappropriately labeled as having special needs or a learning disability.*

Because psychological type (determined using the Murphy -Meisgeier Type Indicator for Children®) is expressly about gathering and processing information (the core elements of learning), understanding the different personality types of children provides a proven system for effectively reaching all students.

A wide variety of MMTIC™ materials are available to teachers for presenting type concepts in ways students at all grade levels can readily understand. Each child will learn about their own strengths and stretches, and at the same time develop a better understanding of the personalities of others.

Classrooms where psychological type differences are understood provide more inclusive learning environments, allowing for diversity and the development of healthy relationships.

It's a simple process to incorporate type knowledge into the classroom:

- Assessing type is easy, time efficient, and affordable
- Educational objectives and curricula remain unchanged, but methods of instruction are expanded to accommodate different types
- Type can be easily integrated into core subject classes, as well as study skills, leadership, or health and development classes
- The four type dichotomies can be introduced and practiced one at a time to simplify understanding and adoption
- CAPT offers optional MMTIC training courses for teachers and professionals seeking deeper knowledge

* Researchers have suggested that psychological type differences may be misdiagnosed as ADD or ADHD. Understanding type may prevent potentially unnecessary treatments and satisfy requirements of the R.T.I. (Response to Intervention) movement, designed to help students succeed BEFORE a referral for learning disabilities is initiated.

From the CAPT website at:

<http://www.capt.org/assessment-mmtic/student-classroom-mmtic.htm>

MMTIC™ in Counseling

Guidance counselors and school psychologists can make a significant and lasting positive impact on a student's life. Too often, however, with growing enrollments and tight budgets, the goal of delivering an appropriate level of individual attention to each child can be challenging.

Knowing a child's psychological type preferences, as measured by the Murphy-Meisgeier Type Indicator for Children® (MMTIC™) assessment, can help.

This exceptional, low-cost tool provides insight into a student's personality and learning styles, aiding professionals in their work with children in many ways:

Academic Improvement

The MMTIC identifies a child's preferred methods for collecting and processing information and making decisions. Understanding how each child uses these functions assists with:

- Preparation for standardized tests
- Tailoring independent assignments
- Strategies for improving study habits

Self-Understanding

The theory of psychological type is about the development of healthy personality. Verified MMTIC results give the child or young person insight into:

- Approaches for positive interaction with peers, siblings, teachers, and parents
- Reasons why some tasks are more enjoyable and easier to do than others (strengths and stretches)
- Ways to stay focused and energized when faced with challenging tasks

Emotional and Behavioral Growth

The MMTIC promotes awareness of and appreciation for diversity. Awareness of type differences helps:

- Bridge communication and conflict issues with other children and adults
- Develop appropriate self-management techniques when outside forces are creating difficult situations

Career and Curriculum Track Exploration

The MMTIC provides a solid basis for:

- Exploring career interests
- Determining a path for college preparatory courses, or other post high school alternatives
- Effective study protocols for the SAT and other standardized tests. (There are many books and informational resources on the topic of psychological type and career choice. See [Looking at Type® and Careers](#))

In addition to the standard student report, intended for the young person's use, school counselors and psychologists can order the *MMTIC™ Professional Report*. It provides an overview of the individual student's type and makes recommendations for better approaches to learning tasks and relationships.

Note: Type and learning style differences can be mistaken for learning disabilities such as ADD or ADHD. An MMTIC assessment may provide helpful information for a child diagnosed with one of these conditions.

From the CAPT website at:

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