



FAMILY GUIDE

How to plan for the future, relieve stress,
and better communicate within your family

CONGRATULATIONS!

You've given your child a wonderful gift.

One that will help *them* create a successful and fulfilling life.
Below are some tips to help you can get the most out of your investment.

Indigo is best used as a catalyst for having powerful and meaningful conversations with your child. The scores can evolve over time, and it's important to meet your children where they are now. Indigo believes that everyone was born with a specific set of strengths, interests and dispositions for a purpose. One of our roles as family and educators is to support them in making that purpose real in the world.

See and appreciate them for who they are.



Questions?

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Powerful Conversations

Top 5 things you and your child can do together with the **IndigoInsights Report**:

If you have also taken Indigo, get your report out too and compare and contrast characteristics and discuss how this plays out in your relationship.

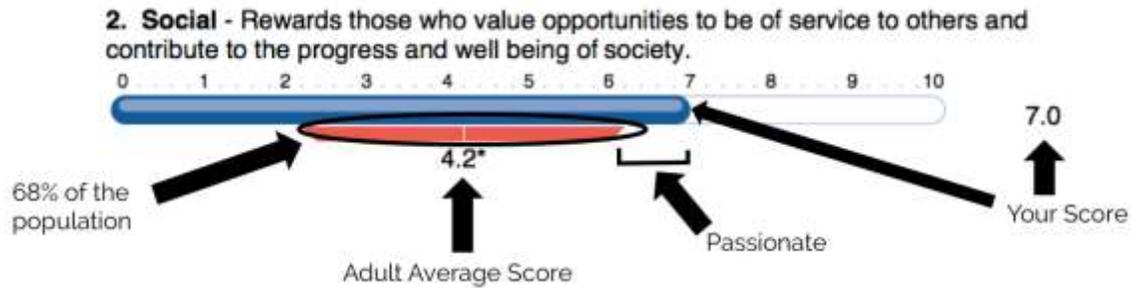
1. **Strengths Validation:** Read through "Strengths" and "Value to the Team" sections on the Indigo Summary Page. Share specific experiences you've had with your child where you saw them using that strength. Be as specific and validating as possible. Ask your child, *"When do you feel like you are able to shine?"* *"How does it feel when you are using your strengths?"* *"How can I support you in having more opportunities to grow in strength areas?"*
2. **Dos and Don'ts of Communication:** Read through the "Dos and Don'ts of Communication" page on the report. Have your child pick a few that are MOST important to them. Talk about ways in which you can alter your current communication patterns to respect their specific communication needs.
3. **Motivators:** Identify your child's top two Motivators. Talk about what these mean to your child specifically, and how this might be different or similar to your own Motivators. Use the reference guide from the report or this packet to identify ways in which you are currently supporting your child's Motivators and where you can explore additional opportunities for activities where their Motivators can be maximized.
4. **About Me:** Read through the "About You" page with each other and talk about it. Feel free to cross off or edit statements you don't agree with.
5. **Post-Secondary Pathways:** Look through the "Possible Degree Matches" section of the report. What pathways look most interesting to your child? Which options are brand new that they've never heard of before? Strategize ways in which you can both explore some of the interesting and new ideas to see if they might be worth considering. For example, they could shadow friends or colleagues of yours who are in those fields.

Motivators

Motivators are what drive us. Understanding someone's Motivators helps explain why they do the things they do.

Motivators = Engagement Engagement = Fulfillment

How to Read the Motivator Graph



The Motivator graph is on the first page of the report on the bottom left. The top blue (or black) line and the number to the right of the graph mark indicate a person's score. The red bar below represents the middle 68 percent of the population. The thin white line in the middle of the red bar and number below it mark the corporate adult average score.

Note: If the score is within one standard deviation of the national average, it is Mainstream. If it is two standard deviations above, the score is Passionate; two below is Indifferent. Three standard deviations, above or below, is an Extreme score.

Focusing your Analysis

Focus on the top two Motivators. These are typically the biggest driving forces behind the choices an individual makes. The third may be worth noting if its intensity is above the national average. The lowest Motivator may also be important for understanding what could be a turn off for the student.

Ideal career environments

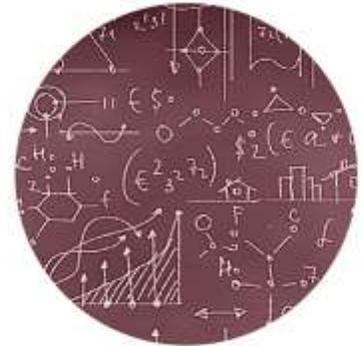
It's important to help students find activities and careers that align with their top two Motivators so that they will be engaged and fulfilled. See more on page 7 of this guide or in the Majors section of the **IndigoInsights Report**.

Theoretical

Driver: Learning for the sake of knowledge.

Ideal Environment: Academic challenge about a subject that matters to them.

Tips: Find out what they love to learn, and find ways to tailor their education around that passion or talent.



Individualistic

Driver: Independence, rank, recognition, freedom or power.

Ideal Environment: Autonomy in work style, chances for recognition.

Tips: Acknowledge their work when it is done well, give them room to do things their own way.



Social

Driver: Helping others or solving society's problems.

Ideal Environment: Clear connection between their work and its impact.

Tips: Discover what causes they care about, and see if they can do things in their career path that intersects with them.



Aesthetic

Driver: Form, balance, harmony, and beauty.

Ideal Environment: Workplaces that match their personal definition of balance.

Tips: Ask them if certain environments make them feel “off”, and figure out how their current environment is affecting them.



Utilitarian

Driver: Return on investment of time, money, or energy.

Ideal Environment: Their results are rewarded practically in relation to their efforts.

Tips: Find out if they think their education is valuable – many do not – and find ways to tie their education to tangible rewards in the future.



Traditional

Driver: A set of principles or core values.

Ideal Environment: They feel like their work is tied into preserving and forwarding their values.

Tips: See if you can find out what their set of values are and how those match with their chosen career.



Watch a video about each motivator at:
indigoeducationcompany.com/indigo-experience

In Depth College and Career Guide (Motivators - Part 1)

| Motivators | Ideal College and Career Environments | Major/Career Ideas |
|--|---|--|
| <p>Theoretical</p>  <p><i>Value learning and knowledge.</i></p> | <ul style="list-style-type: none"> - Liberal Arts colleges (study many topics) - Research Institutions or Majors - Broad/core curriculum or intellectually intensive curriculum. - Jobs or majors that are intellectually challenging and push students to think at a deeper level or learn new things. | <p>Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Philosophy, Journalist, Law, Medicine, Aerospace, Think Tanks, Engineering, Pre-med, Pre-law, Neuroscience / Psychology, Economics, STEM, Masters or PhD Programs, Anthropology, Political Science</p> |
| <p>Utilitarian</p>  <p><i>Value practical accomplishments.</i></p> | <ul style="list-style-type: none"> - Colleges with great job placement rates and majors or jobs with a high starting salary. - Jobs with clear growth opportunities in terms of salary increases or bonuses. - Look for practical and hands-on programs where students get a return on investment. | <p>Sales, Finance, Trade School, Entrepreneurship, Law, Computer Programming Specific Schools, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Developer, Business Management, Investment Banking, Construction Management, Hospitality and Tourism Management</p> |
| <p>Aesthetic</p>  <p><i>Value beauty, and harmony.</i></p> | <ul style="list-style-type: none"> - Students should visit colleges to sense the atmosphere and to see how it looks/feels to them. - Beautiful campuses or offices where the student feels balanced. - Majors or jobs that have a creative outlet or form of self-expression. | <p>Media, Visual Arts, Architect, Therapy, Counselor, Entertainment, Event Planning, Interior Design, Fashion Design, Culinary Arts, Musician, Environmental Studies, Landscaping, Marketing/Advertising, Arts, Journalism, Creative Writing / English, Horticulture, Environmental Design, Urban Planning, Theatre, Graphic Design, Film</p> |
| <p>Social</p>  <p><i>Value being of service to others.</i></p> | <ul style="list-style-type: none"> - Colleges or companies that are making an impact on the world in a way students care about. - Colleges or jobs with community service opportunities. - Majors or schools where volunteering is part of the curriculum and jobs where volunteering is part of the culture at work. | <p>Non-Profit, Social Entrepreneurship, Corporate Social Responsibility, Education, Healthcare and Social Services, Community Programs, Physical Training, Medicine, Social Work, Counseling / Therapy, Biomedical Engineering, Veterinarian, Public Policy, Environmental Studies, Peace and Conflict Studies, Public Health</p> |
| <p>Individualistic</p>  <p><i>Value personal recognition and independence.</i></p> | <ul style="list-style-type: none"> - Colleges with control over your major and the structure of your education. - Jobs and majors where you can have independence in the day-to-day. - Schools, majors, or jobs with performance, political, or entrepreneurship opportunities where you can be in control and gain personal recognition. (i.e. business plan competition or student government) | <p>Entrepreneurship, Political Science, Theatre, Philosophy, Chef, Public Speaker, Litigation, Driver, Business, Actor/Singer/Artist, Music or Entertainment Industry, Outdoor or Adventure Jobs, Personal Trainer, Broadcasting / Communications, Accounting, Gaming, Trade Jobs such as Welding, Plumbing, Masonry etc., Real Estate, Consulting, Comedy</p> |
| <p>Traditional</p>  <p><i>Unique system of values drives you.</i></p> | <ul style="list-style-type: none"> - Colleges and companies that support your core values and encourage you to bring them out. - Any job or major as long as your core beliefs are valued and respected. - Schools that offer clubs or opportunities that align with your core values. | <p>Government, Education, Counselor, Banking, Military, Engineering, Medicine, Philosophy, Health Services or Public Health, Insurance, Religious Roles, Lobbying, Languages (i.e. Spanish), Quality Control, Industrial or Trade Jobs, Activism, Business, Cultural Studies (i.e. African American or Japanese Studies)</p> |

Motivator Reference Guide Pt. 2 - *Job Fulfillment*

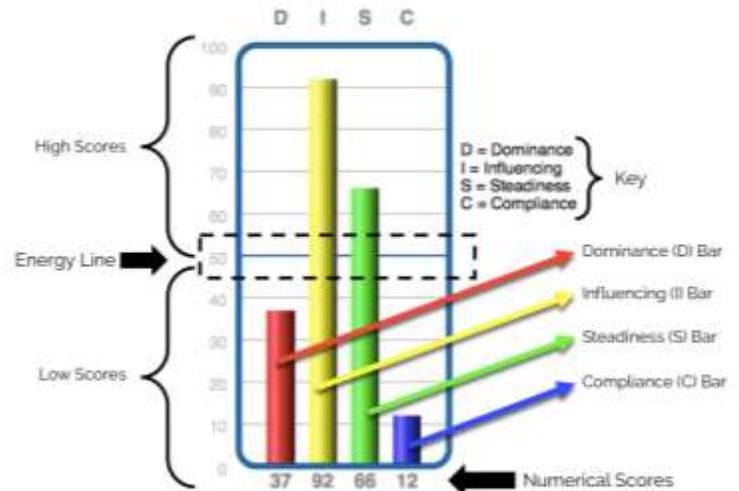
| Motivators | Key points to remember if this is a top motivator |
|---|--|
| Theoretical <i>Value learning and knowledge.</i> | <p>Make sure your job provides continuous intellectual challenge.</p> |
| Utilitarian <i>Value practical accomplishment.</i> | <p>Find a role that provides financial rewards for accomplishment. This may also take the form of desiring tangible impact for time and energy invested in projects.</p> |
| Aesthetic <i>Value beauty and harmony.</i> | <p>Find a job environment that makes you feel balanced and harmonious - whether or not you like the physical workspace will affect your performance.</p> |
| Social <i>Value being of service to others.</i> | <p>Find ways to give back to others. This can be in many forms, including corporate social responsibility, helping team members or impacting your community.</p> |
| Individualistic <i>Value personal recognition and independence.</i> | <p>Make sure your role gives you control over your own destiny and recognition for your work.</p> |
| Traditional <i>Unique system of values drives you.</i> | <p>Find a workplace where coworkers respect your traditions and values.</p> |

Behaviors (DISC)

Behaviors describe how we communicate, or “show up”, when we are around people. It explains our social habits and styles.

Reading the DISC Graph

Each of the DISC scores falls somewhere between 0-100, and is indicated by a colored bar, with the numerical score listed underneath. There is no good or bad in DISC. The score just indicates which behaviors come more naturally to a person. If a student is Low (0-30) in a certain behavior, then they will favor the tendencies described in the Low category in most situations, just as the High (70 - 100) will favor the tendencies described in their categories. Students in the Middle (31 – 69 in all four categories) can swing either way depending on the context.



Someone in the Middle on all Behaviors is called a “Bridge” and can adapt to a wide variety of environments, so focus more on Motivators than behavior style.

There is no “Right” or “Wrong” Style

Students often want to know the best DISC combination, but there is no best combination. High performing teams and organizations have a mix of all styles because all styles can contribute their unique strengths. There is no wrong style, but it’s important to remember that there are wrong environments for every style.

Natural vs. Adapted

In each report, there is a page that compares Natural and Adapted DISC scores. Natural scores measure how a person natively shows up – this a measurement of who they truly are. Adapted measures how they are shifting their native state to meet the demands of their school or work environment. Adaptations of more than 20 points suggest stress points that may need to be addressed. More on DISC and stress on page 14 of this guide.

All Styles Can Lead

All styles can lead. DISC is not a measurement of leadership potential. Your style only influences the way that you lead. However, High Ds do exhibit a natural desire to lead more often than other styles.

High Dominance

Style: Direct, opinionated, takes initiative

Ideal Work Environment: Results oriented, competition encouraged

Communication Tips: Be clear, don't be intimidated, get to the point

Low Dominance

Style: Cooperative, agreeable, peaceful

Ideal Work Environment: Collaboration, no unnecessary conflict

Communication Tips: Connect on a personal level, ask questions, don't be aggressive

High Influencing

Style: Talkative, friendly, enthusiastic

Ideal Work Environment: Group projects, lively discussions

Communication Tips: Be friendly, speak warmly, act enthusiastic

Low Influencing

Style: Reserved, analytical, matter of fact

Ideal Work Environment: Independent projects, analytical activities

Communication Tips: Don't crowd them, keep dialogues short, give them time to process

High Steadiness

Style: Patient, understanding, loves consistency

Ideal Work Environment: Well defined projects, clear path to completion

Communication Tips: Don't be all over the place, explain structure clearly, be patient

Low Steadiness

Style: Flexible, restless, change oriented

Ideal Work Environment: Room for variety, juggling multiple priorities

Communication Tips: Be spontaneous, don't make them sit down and listen, show emotion

High Compliance

Style: Precise, conscientious, cautious

Ideal Work Environment: Jobs where quality matters, details are important

Communication Tips: Be accurate, be factual, be realistic

Low Compliance

Style: Big picture, unsystematic, independent

Ideal Work Environment: Minimal rules, focus on broad topics

Communication Tips: Talk about vision, be casual, avoid details



In Depth College and Career Guide (DISC)

| Behaviors | Students Should Avoid | Ideal College and Career Environments | Major or Job Fit |
|--|---|--|---|
| <p>High D's</p> <p>Direct Competitive Opinionated</p> | <ul style="list-style-type: none"> - Situations where you can't express yourself or be direct with others - Majors or jobs that have little room for opinions. - Controlling professors or bosses that treat you paternalistically - Calm majors or jobs with little to no challenge. | <ul style="list-style-type: none"> - Majors or careers where competition is encouraged. - Majors or jobs that are results-oriented and encourage risk-taking. - Opportunities to lead and take initiative. - Places where they can be direct with others and share their opinions. - High intensity environments | <p>Political Science, Philosophy, Law, Business Management, Entrepreneurship, Surgeon / Intense Medical Paths, Firefighting, Real Estate, Armed Forces, Sports Management, Investment Banking, Consulting, Personal Training, Emergency Personnel</p> |
| <p>High I</p> <p>Talkative Friendly Enthusiastic</p> | <ul style="list-style-type: none"> - Large lecture classes. - Being alone too long. - Professors who appear cold and distant. - Solo projects - Majors and jobs without collaboration. - Majors and jobs where they are not encouraged to raise their voice. | <ul style="list-style-type: none"> - Friendly environments. - Group projects. - Majors and careers with a lot of collaboration time and open discussion. - Majors and careers with a lot of face time with other people. - Environments where they can express thoughts and feelings out loud. | <p>Broadcasting / Communications, Education, Theatre, Public Relations, Marketing / Advertising, Journalism, Music and Entertainment, Field Researcher, Liberal Arts, Community Programs, Comedy, Actor / Singer, Personal Training</p> |
| <p>High S</p> <p>Loyal Patient Understanding</p> | <ul style="list-style-type: none"> - Changing and unstable situations. - Lack of consistency. - Majors or jobs that are open-ended and require a lot of improvisation. - Schools where there is no clear path towards graduation and academic expectations are not as clear. | <ul style="list-style-type: none"> - Programs and jobs where students can clearly see the structure of their education or work tasks / projects. - Students should know what is expected from them on day one all the way until the day that they graduate. - Supportive, calm, and understanding environments. - Minimal surprises or change. - Majors or jobs that encourage a patient, understanding, and calm approach. | <p>Nursing, Education, Social Work, Medicine, Counselor / Advisor, STEM, Psychology, Research Driven Majors, Accounting, Health Care and Social Services, Biology, Chemistry, Therapy, Librarian, Industrial Engineering, Airplane Steward or Pilot, Administration</p> |
| <p>High C</p> <p>Precise Conscientious Cautious</p> | <ul style="list-style-type: none"> - Professors or bosses without clear expectations. - Environments that require students to take a lot of risk. - Jobs or majors where the result is much more important than the process. - Jobs and majors that force students to think "big picture" and don't prioritize the details. | <ul style="list-style-type: none"> - Structured programs or jobs where quality, the process, and the details matter. - Classes with a detailed syllabus. - Jobs or majors that require a step-by-step approach. - Jobs or majors that encourage students to pay attention to all the details and follow a process the "right" way. - Jobs and majors that encourage an analytical, systematic, or logical approach. | <p>Medicine, Engineering, STEM, Computer Science, Finance, Data Analysis, Data Scientist Law, Mathematics, Physics, Research driven majors, PhD programs, Architecture, Sociology and Psychology (Research Based), Pilot, Law Enforcement, Administration, Computer Systems, IT</p> |

DISC Stress TIPS

High Dominance (D)

Behaviors: Direct, Competitive

| What causes stress for High D people? | How do they behave under stress? | How can you help them relieve stress? |
|--|--|--|
| <p>Not feeling in control (external)</p> <p>Feeling helpless/ can't take action</p> <p>Not being communicated with</p> | <p>Get angry</p> <p>Exaggerate</p> <p>Focus on themselves</p> <p>Don't listen well</p> | <p>Encourage exercise</p> <p>Praise them for taking the actions that they can</p> <p>Don't order them, ask them questions</p> <p>Let them lead something</p> |

Write your own unique stress tips below:

Low Dominance (LD)

Behaviors: Cooperative, Agreeable

| What causes stress for Low D people? | How do they behave under stress? | How can you help them relieve stress? |
|---|--|---|
| <p>Anger-charged situations</p> <p>Being challenged/ bossed around</p> <p>High Ds</p> | <p>Withdraw</p> <p>Be passive aggressive</p> <p>Blow up under extreme pressure</p> | <p>Give space for collaborative ideas</p> <p>Use a quiet, calm voice</p> <p>Suggest activities where everyone can succeed</p> |

Write your own unique stress tips below:

High Influencing (I)

Behaviors: Friendly, Enthusiastic

| What causes stress for High I people? | How do they behave under stress? | How can you help them relieve stress? |
|---|---|---|
| Feeling alone Having to bottom-line their thoughts or actions Having hard deadlines | Talk faster and longer Act impulsively Speak without thinking Mask their sadness | Encourage interaction with others Allow frequent breaks from focused activities Provide praise and enthusiastic feedback Suggest fun experiences |

Write your own unique stress tips below:

Low Influencing (LI)

Behaviors: Reserved, Matter-of-fact

| What causes stress for Low I people? | How do they behave under stress? | How can you help them relieve stress? |
|--|--|---|
| Group activities Prolonged or mandatory social interaction Having to verbalize their feeling | Withdraw more Speak softly <i>Dependent on their other DISC styles</i> | Suggest writing, journaling, or drawing Consider ways to communicate non-verbally Make sure they have enough alone time |

Write your own unique stress tips below:

High Steadiness (S)

Behaviors: Patient, Consistent

| What causes stress for High S people? | How do they behave under stress? | How can you help them relieve stress? |
|---|--|--|
| Chaos and change Feeling out of control internally Not having time to plan Feeling rushed Surprises | Become more externally controlling Internalize emotions Take things personally | Help them create a schedule and figure out what they can control Allow personal time Encourage them to make a list and focus on one task at a time |

Write your own unique stress tips below:

Low Steadiness (LS)

Behaviors: Flexible, Restless

| What causes stress for Low S people? | How do they behave under stress? | How can you help them relieve stress? |
|---|---|--|
| Feeling confined Unvarying routines Highly structured activities Minimal choice of flexibility | Become more impulsive Show excessive emotion Create chaos Become frantic/scattered | Provide flexible activities with choices Suggest activities with physical movement Change locations Encourage spontaneous (yet safe) action |

Write your own unique stress tips below:

High Compliance (C)

Behaviors: Precise, Cautious

| What causes stress for High C people? | How do they behave under stress? | How can you help them relieve stress? |
|---|--|---|
| <p>Not having enough information</p> <p>Tasks without clear expectations</p> <p>Risky situations</p> <p>Perceived failure</p> <p>Heightened Emotion</p> | <p>Withdraw</p> <p>Ask a lot of questions</p> <p>Decision paralysis</p> <p>Become more self-critical</p> | <p>Provide them they all the details they need (or ways to get them)</p> <p>Give authentic validation</p> <p>Help them define a clear road map to success</p> |

Write your own unique stress tips below:

Low Compliance (LC)

Behaviors: Independent, Unsystematic

| What causes stress for Low C people? | How do they behave under stress? | How can you help them relieve stress? |
|---|--|---|
| <p>Lots of rules</p> <p>Detail and precision</p> <p>Too many questions</p> <p>Mistakes viewed as failures</p> | <p>Take too many risks</p> <p>Ignore important details</p> <p>Act out in one of their high DISC styles</p> | <p>Help them identify where they have freedom</p> <p>Focus on results not process</p> <p>Focus on the big picture</p> |

Write your own unique stress tips below:

Family Tips for Students – Look for your child’s high DISC style(s) and top Motivator(s)



| | Theoretical | Aesthetic | Utilitarian | Social | Individualistic | Traditional |
|--|---|---|---|---|---|--|
| <p>High D Must feel heard. Struggles with anger/control.</p> | Go deep in interest areas and invest in materials to support their learning. | Go outside, practice mindfulness, allow for artistic expression/music. | Don’t waste their time. Use this time to help them make and achieve goals. | Find a safe way to serve their family or community. Foster an animal. | Find a way for them to lead, perform or uniquely express themselves. | Create daily rituals. Don’t miss holidays. Dig deep into cultural/faith influences. |
| <p>High I Must feel connected. Struggles with sadness.</p> | Let them be in charge of their learning and teach it to the family. | Provide space for them to express emotion however they need to. Let them redecorate their room. | Create mini competitions. Pay them for work they do around the house. Let them win. | Listen to and support their ideas regarding how they want to make a difference. | Give lots of choices and put them in charge of something for the family. | Let them lead a family/ religious/ cultural or holiday gathering. |
| <p>High S Must have structure. Struggles with lack of routine.</p> | Help them find a group of peers or mentors to learn from/with. Let them talk about interest areas. | They might prefer moving meditation like dance or yoga or walking and talking in nature. | Ask them to talk about their dreams. Create real-world projects you can work on together. | Point out ways they help around the house. Let them stay connected to friends online. | Let them lead something in the family. Have family music, dance, theater performances. | Talk about beliefs/ traditions that you share. Pray together or share beliefs/ values with others. |
| <p>High C Must feel secure. Struggles with lack of information and perfectionism.</p> | Keep track of learning goals. Tackle one subject /task at a time. | Create a vision board. Do nature/ mindfulness activities daily. Create a balanced schedule. | Have them come up with a plan for achieving their goals. Create processes to improve efficiency | Keep existing service-oriented activities on the schedule. Let them help the family. | Let them create their own routine or structure. Provide recognition for even small wins. | Try to maintain a sense of normalcy and spend even more time on family traditions/ holidays. |
| <p>Must feel secure. Struggles with lack of information and perfectionism.</p> | Provide ample time for research and learning. Ask teachers to create rubrics/ guidelines for success. | Provide lots of time for them to reflect internally. Purchase guides/ materials for aesthetic projects. | Build in safety for making mistakes. Calculate financial gains. Pursue money making activities. | Allow them to use their detailed/ analytical nature to help the family/others and solve problems. | Let them ask as many questions as they want and allow them to come up with their own rules. | Let be involved with planning family traditions/ holidays/ rituals ensuring the details are preserved. |

Important: We highly recommend you wrap your children in their Love Language at least 3 times a day. Free test at www.Slovelanguages.com.
NOTE: Everyone is a blend of highs and lows and multiple DISC/Motivator types so these suggestions will not completely capture your kids’ needs.

Family Tips for Students – Look for your child's low DISC style(s) and top Motivator(s)



| | Theoretical | Aesthetic | Utilitarian | Social | Individualistic | Traditional |
|---|--|--|--|--|---|---|
| <p>Low D</p> <p>Avoid conflict and expressing anger.</p> | Let them learn in a safe, non-competitive way. | Go outside, practice mindfulness, allow for artistic expression/music. | Don't waste their time. Use this time to help them make and achieve goals. | Find a safe way to serve their family or community. Foster an animal. | Find a way for them to lead, perform or uniquely express themselves. | Create daily rituals. Don't miss holidays. Dig deep into cultural/faith influences. |
| <p>Low I</p> <p>Give them lots of space. Try written communication.</p> | Give them lots of space to dig deeply into learning topics on their own. | Do low stress artistic/ nature/ or mindfulness based activities. | Make sure their schedule is efficient and helps them achieve their goals. | Provide a safe space for them to help others and feel like they are making a difference. | Give lots of choices and let them put their own unique spin on things. | Make family/ religious/ cultural or holiday gatherings special and safe. |
| <p>Low S</p> <p>Surprise them with something fun! Express emotion.</p> | Let them jump from topic to topic while learning. | Let them express their aesthetic pursuits boldly and explore new interests. | Have them create a goal journal. Help them streamline their work/ schedule. | Point out ways they can help around the house or help people without a lot of interaction. | Give them opportunities to be in control of their own environment and style. | Try to maintain a sense of normalcy and read about/ explore family traditions/culture/ holidays. |
| <p>Low C</p> <p>Don't push too hard on rules. Try to stay big picture.</p> | Let them learn from a big picture perspective. Provide context for their learning. | Let them come up with new, creative, non-rigid ways to express themselves and pursue aesthetics. | Create mini goals for quick rewards. Have a menu of paying chores they can do. | Find new and interesting ways for them to help out. Watch good news online. | Don't box them in and give them freedom express their individuality. | Let them explore beliefs/ traditions the matter to them. Express all that is good in your family. |
| <p>Low C</p> <p>Don't push too hard on rules. Try to stay big picture.</p> | Let them learn from a big picture perspective. Provide context for their learning. | Let them come up with new, creative, non-rigid ways to express themselves and pursue aesthetics. | Focus on their results, not process and show them ways to make quick money. | Help them think about social problems they want to solve and how they can contribute towards that. | Choice and freedom are critical. Let them feel in control of their destiny and praise them. | Include them in family traditions/ holidays/ rituals without being too rigid. |

Important: We highly recommend you wrap your children in their Love Language at least 3 times a day. Free test at www.Slovelanguages.com.

NOTE: Everyone is a blend of highs and lows and multiple DISC/Motivator types so these suggestions will not completely capture your kids' needs.

Additional Indigo Applications

- **Writing College Essays and Resumes:** Use the style section, skills and strengths-based portions of the assessment as a reference when writing college essays and resumes. *Additional Information in the Indigo Workbook.*
- **Set up a LinkedIn page:** Have your student set up a LinkedIn page. In addition to their work experience, have them include statements about who they are and what they are interested in accomplishing in life.
- **Share with Important People in Your Life:** The Indigo Report is a great opportunity to have a conversation with important people in your student's life to help them better communicate and build skills based on strengths.
- **Ideal Work Environment and Things You May Want From Others Page:** Check to see if your child's potential college and/or workplace matches their ideal environment. Also look at their current environment. If their current environment doesn't fit, how can they (and you) make adjustments or requests to create an environment that better suits their needs? Is your student getting "What They Want" from you and their current environments?
- **Leadership Development:** Use the assessment to decide which type of leadership style your student prefers and learn strategies around leveraging your student's strengths to drive desired results.

Additional Indigo Resources

- **Family Resources Webpage:**
indigoeducationcompany.com/parent-resources
- **"Indigo Experience" Webpage of videos explaining Indigo Attributes:**
indigoeducationcompany.com/indigo-experience
- **Indigo Workbook:** Indigo's Assessing your Genius 101 Workbook may be purchased at: <https://bit.ly/Indigo101> A PDF version is also available.



www.IndigoEducationCompany.com