

Identifying Learning Styles

Pino's
steps:

Step I: Ask the Student

- After simply explaining each learning style, you will find that students at all levels have a good idea of how they learn best.
- You will also find that most students are very interested in how they learn best

Step II: Ask the Parent/s

- You will find that parents also have a good idea of how their own children learn best and that they too are very interested in sharing that information with you.

Step III: Ask Yourself

- About the 3-4 weeks of school, ask yourself the same questions using the observation checklist summary which follows

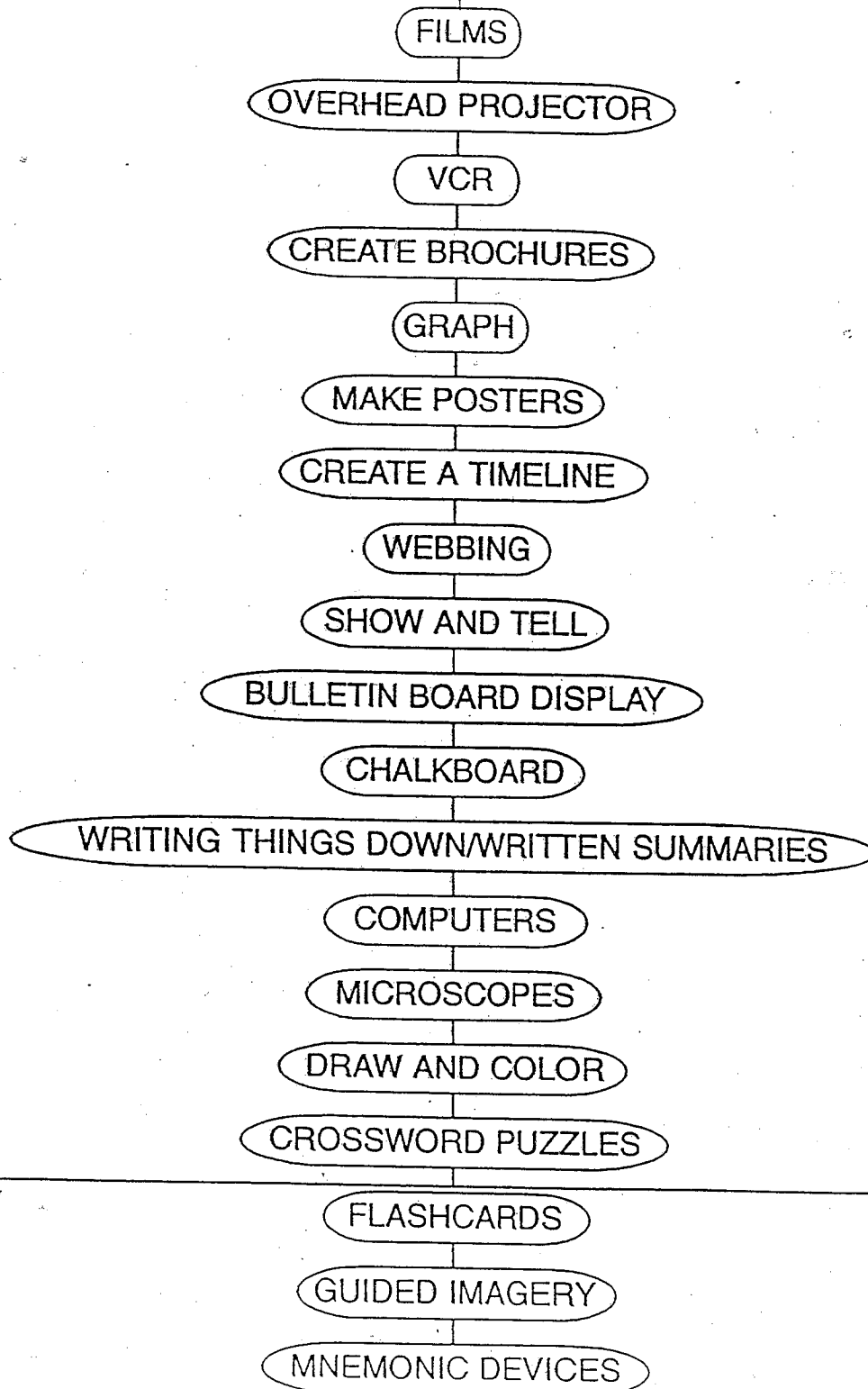
Step IV: Confirmation Inventory:

About the 4th week of school, administer, with the student, the Learning Style Inventory which follows

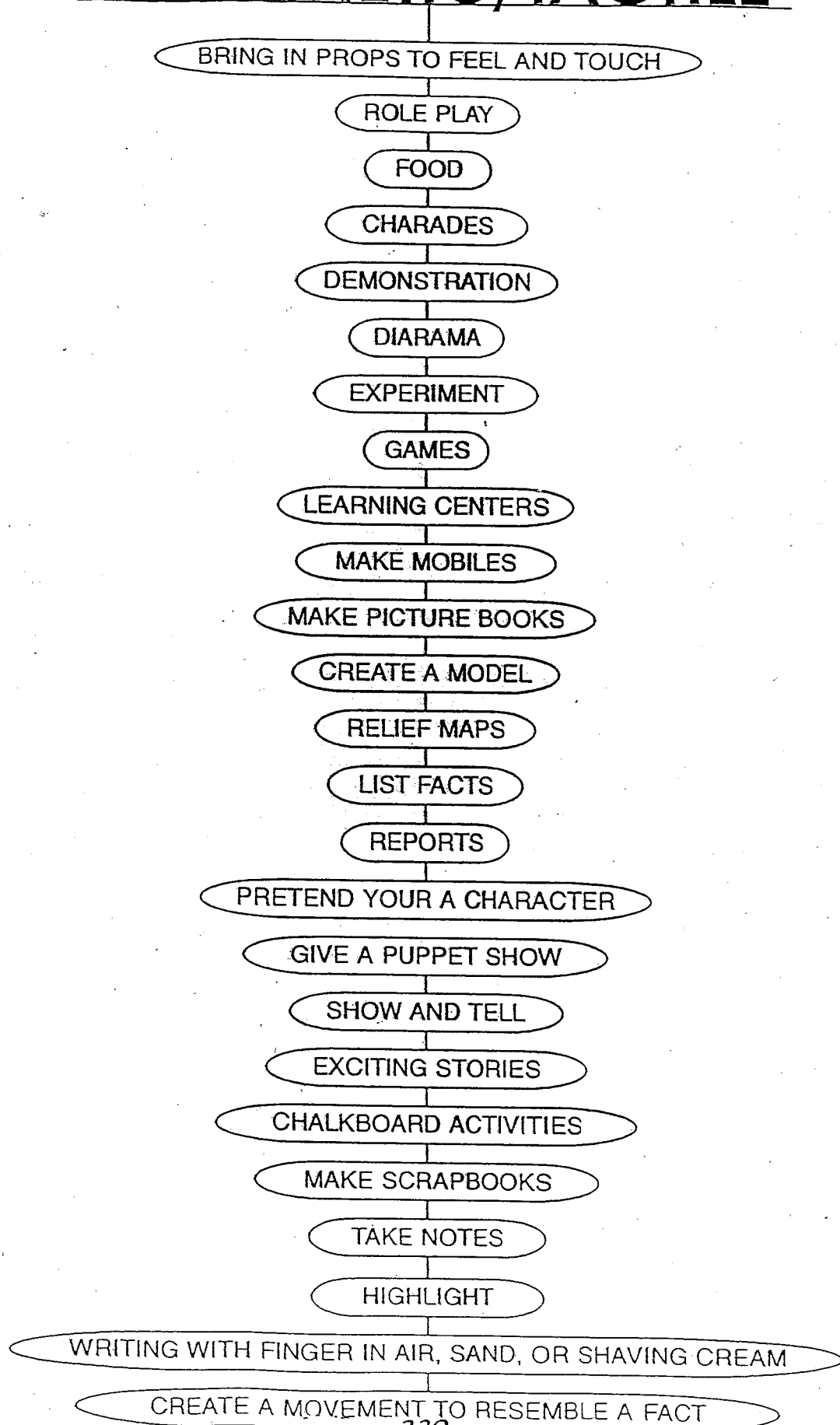
Step V: Decision

Based on all of the above, make a decision with the student and parent and publish the results for the entire class as per the sample which follows

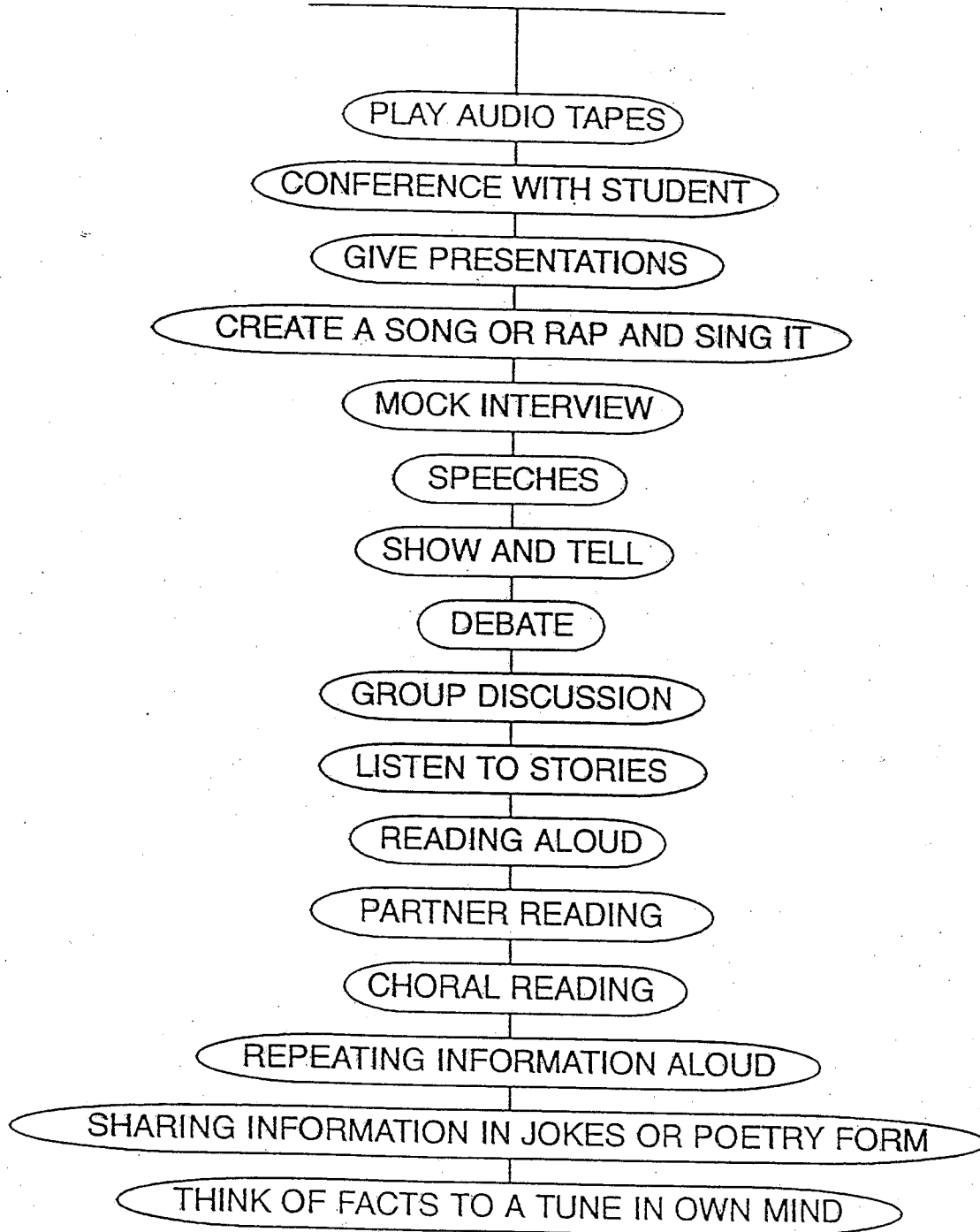
VISUAL



KINESTHETIC/TACTILE



AUDITORY



OBSERVATION SUMMARY - TYPES OF LEARNERS

Area Observed	Visual	Auditory	Kinesesthetic
Learning Style	<input type="checkbox"/> Learns by seeing; watching demonstrations	<input type="checkbox"/> Learns through verbal instructions from others or self	<input type="checkbox"/> Learns by doing; direct involvement
Reading	<input type="checkbox"/> Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration	<input type="checkbox"/> Enjoys dialogue, plays; avoids lengthy description, unaware of illustrations; moves lips or subvocalizes	<input type="checkbox"/> Prefers stories where action occurs; easily fidgets when reading; handles books; not an avid reader
Spelling	<input type="checkbox"/> Recognizes words by sight; relies on configuration of words	<input type="checkbox"/> Uses a phonics approach; has auditory word attack skills	<input type="checkbox"/> Often is a poor speller; writes words to determine if they "feel" right
Handwriting	<input type="checkbox"/> Tends to be good, particularly when young; spacing and size are good; appearance is important	<input type="checkbox"/> Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing	<input type="checkbox"/> Good initially, deteriorates when space becomes smaller; pushes harder on writing instrument
Memory	<input type="checkbox"/> Remembers faces; forgets names; writes things down; takes notes	<input type="checkbox"/> Remembers names; forgets faces; remembers by auditory repetition	<input type="checkbox"/> Remembers best what was done, not what was seen or talked about
Imagery	<input type="checkbox"/> Vivid imagination; thinks in pictures, visualizes in detail	<input type="checkbox"/> Subvocalizes, thinks in sounds, details less important	<input type="checkbox"/> Imagery not important; images that do occur are accompanied by movement
Distractibility	<input type="checkbox"/> Generally unaware of sounds; distracted by visual disorder or movement	<input type="checkbox"/> Easily distracted by sounds	<input type="checkbox"/> Not attentive to visual, auditory presentation so seems distractible
Problem Solving	<input type="checkbox"/> Deliberate; plans in advance; organizes thought by writing them; lists problem	<input type="checkbox"/> Talks problem out, tries solutions verbally, subvocally; talks self through problem	<input type="checkbox"/> Attacks problems physically; impulsive; often selects solution involving greatest activity
Response to Periods of Inactivity	<input type="checkbox"/> Stares; doodles; finds something to watch	<input type="checkbox"/> Hums; talks to self or to others	<input type="checkbox"/> Fidgets; finds reasons to move; holds up hand
Response to New Situations	<input type="checkbox"/> Looks around; examines structure	<input type="checkbox"/> Talks about situation, pros and cons, what to do	<input type="checkbox"/> Tries things out, touches, feels; manipulates
Emotionally	<input type="checkbox"/> Somewhat repressed; stares when angry; cries easily, beams when happy; facial expression is a good index of emotion	<input type="checkbox"/> Shows with joy or anger; blows up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume, pitch of voice	<input type="checkbox"/> Jumps for joy; hugs, tugs, and pulls when happy; stamps, jumps, and pounds when angry; stomps off; general body tone is a good index of emotion
Communication	<input type="checkbox"/> Quiet; does not talk at length; becomes impatient when extensive listening is required; may use words clumsily; describes without embellishment; uses words such as see, look, etc.	<input type="checkbox"/> Enjoys listening but cannot wait to talk; descriptions are long but repetitive; likes hearing self and others talk; uses words such as listen, hear, etc.	<input type="checkbox"/> Gestures when speaking; does not listen well; stands close when speaking or listening; quickly loses interest in detailed verbal discourse; uses words such as get, take, etc.
General Appearance	<input type="checkbox"/> Neat, meticulous, likes order; may choose not to vary appearance	<input type="checkbox"/> Matching clothes not so important, can explain choices of clothes	<input type="checkbox"/> Neat but soon becomes wrinkled through activity
Response to the Arts	<input type="checkbox"/> Not particularly responsive to music; prefers the visual arts; tends not to voice appreciation of art of any kind, but can be deeply affected by visual displays; focuses on details and components rather than the works as a whole.	<input type="checkbox"/> Favors music; finds less appeal in visual art but is readily able to discuss it; misses significant detail, but appreciates the work as a whole; is able to develop verbal association for all art forms; spends more time talking about pieces than looking at them	<input type="checkbox"/> Responds to music by physical movement; prefers sculpture; touches statues and paintings; at exhibits stops only at those in which he or she can become physically involved; comments very little on any art form

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