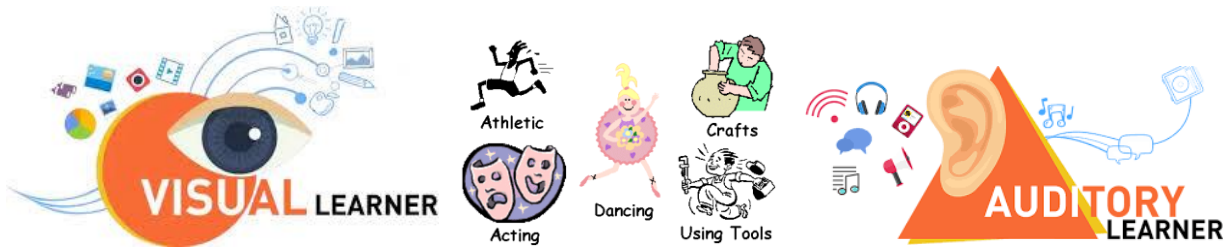




# LEARNING STYLES IN ACTION



## OBSERVABLE CHARACTERISTICS

# OBSERVABLE CHARACTERISTICS

The following table summarizes observable characteristic of the three learning styles. It provides an informal means of assessing your child's preferred approach to learning.

<b>MODALITY</b>	<b>VISUAL</b>	<b>AUDITORY</b>	<b>KINESTHETIC</b>
<b>PREFERRED LEARNING STYLE</b>	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
<b>SPELLING</b>	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
<b>READING</b>	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
<b>HANDWRITING</b>	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
<b>MEMORY</b>	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
<b>IMAGERY</b>	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
<b>DISTRACTABILITY</b>	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
<b>PROBLEM SOLVING</b>	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
<b>RESPONSE TO PERIODS OF INACTIVITY</b>	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
<b>RESPONSE TO NEW SITUATIONS</b>	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, things or manipulates what is around them.

Adapted from Lynn O'Brien, founder and president of Specific Diagnostic Studies, Inc. from Rockville, Maryland