

Learning Styles

	Visual	Auditory	Kinesthetic
Learning style	Learns by seeing; watching demonstrations	Learns through verbal instructions from others or self	Learns by doing; direct involvement
Reading	Likes description, sometimes stops reading to stare into space and imagine scene; intense concentration	Enjoys dialogue, plays; avoids lengthy description, unaware of illustrations; moves lips or subvocalises	Prefers stories where actions occur early; fidgets when reading, handles books; not an avid reader
Spelling	Recognises words by sight, relies on configuration of words	Uses a phonics approach; has auditory work attack skills	Often is a poor speller; writes words to determine if they 'feel' right
Handwriting	Tends to be good; particularly when young; spacing and size are odd; appearance is important	Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing	Good initially, deteriorates when space becomes smaller; pushes harder on writing instrument
Memory	Remembers faces, forgets names; writes things down; takes notes	Remembers names, forgets faces; remembers by auditory repetition	Remembers best when was done, not what was seen or talked about
Imagery	Vivid imagination; thinks in pictures, visualises detail	Subvocalises, thinks in sounds; details less important	Imagery not important, images that do occur are accompanied by movement
Distractibility	Generally unaware of sounds; distracted by visual disorder or movement	Easily distracted by sounds	Not attentive to visual, auditory presentation so seems distractible
Problem solving	Deliberates; plans in advance; organises thoughts by writing them; lists problems	Talks problems out, tries solutions verbally, subvocally; talks self through problems	Attacks problems physically; impulsive; often selects solution involving greatest activity
Response to periods of inactivity	Stares; doodles; finds something to watch	Hums; talks to self or to others	Fidgets; finds reasons to move; holds up hand
Response to new situations	Looks around; examines structure	Talks about situation pros and cons, what to do	Tries things out' touches, feels, manipulated
Emotionality	Somewhat repressed; stares when angry; cries easily, beams when happy; facial expression is a good index of emotion	Shouts with joy or anger; blow up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume, pitch of voice	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	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	Enjoys listening but cannot wait to talk; descriptions are long but repetitive; likes hearing others and self talk; uses words such as listen, hear, etc	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	Neat, meticulous, likes order; may choose not to vary appearance	Matching clothes not so important, can explain choices of clothes	Neat but soon becomes wrinkled through activity
Response to the arts	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 work as a whole	Favours music; finds less appeal in visual art, but it readily able to discuss it; misses significant detail, but appreciates the work as a whole; is able to develop a verbal association for all art forms; spends more time talking about pieces than looking at them	Responds to music by physical movement; prefers sculpture; touches statues and painting; at exhibits stops only at those in which he or she can become physically involved; comments very little on any art form