

# Every Child Can Succeed



## Teaching Them *The Way They Learn*

By

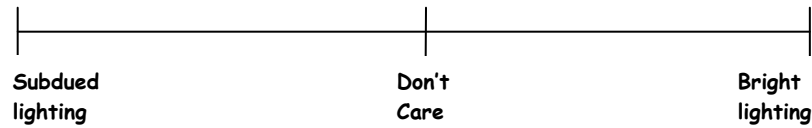
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## Light

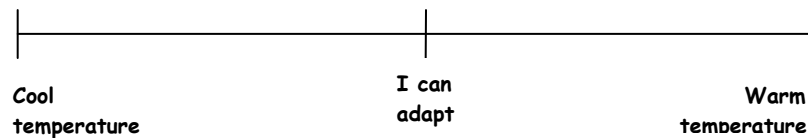


Can you provide any areas in the classroom that offer either brighter or dimmer illumination?

For example: turn off a bank of florescent lights, put some desks by the window, bring in some floor ore desk lamps....

Obviously not everyone is sensitive to lighting issues, but for some it can be a contributing factor to a lack of concentration. It may not be an issue for your child, but what if it is? What if, by simply adjusting the light, you could improve your child's focus and attention? (*I Hate School*, p. 41)

## Temperature



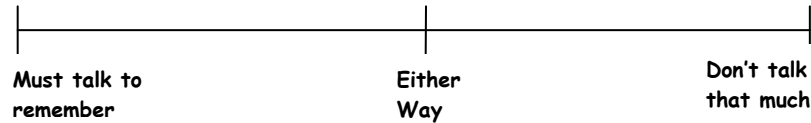
Have you acknowledged that the temperature of the room may not be comfortable for everyone?

For example: don't dwell on it, but point out that for some the temperature may drastically affect their concentration without them realizing it....

When asked to explain the word sweater, one bright boy answered, "A sweater is something my mother makes me wear when she is cold!" (*Teaching Students Through Their Individual Learning Styles*: p. 7)

### My Ideal Study Space:

## Auditory

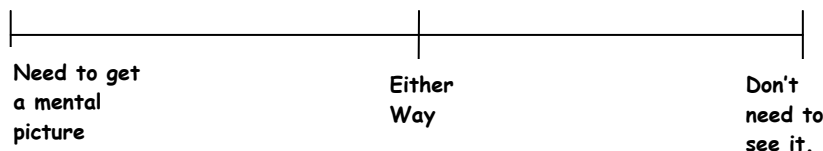


### **You are encouraging students to learn or process auditorily if you:**

- encourage discussion, ask questions, or brainstorm ideas.
- repeat what you say without putting it in writing or drawing a picture.
- use music, poetry or rhythm to get your message across.
- read aloud to them or have them read aloud to you.
- let them use others as a sounding board as they talk through ideas or plans.
- use emphasis and emotion when speaking certain words in your conversation.

...As parents and teachers, it seems like we spend a lot of time trying to keep kids quiet. But the fact is, highly auditory learners don't learn much unless they can talk. As soon as they hear themselves say the words, the concepts or facts begin to make sense and can be remembered. (*I Hate School*, p. 82)

## Visual

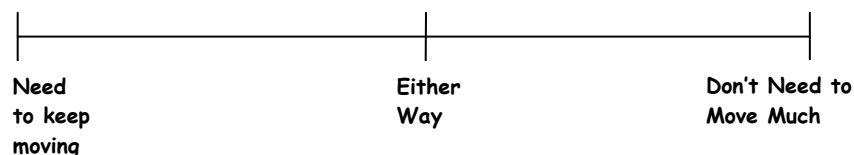


### **You are encouraging students to learn or process visually if you:**

- use even a rough sketch to make sure they can see what you mean.
- use bright, stimulating colors in folders, notebooks and presentations.
- use outlines and agendas for assignments and learning tasks.
- use charts and graphs to make your point.
- ask them to do a lot of reading.
- spark their imaginations by using descriptive language.

Teachers and parents alike may sometimes find it difficult to engage the visual learner in conversation, since it makes more sense to see something before you talk about it. (*I Hate School*, p. 73)

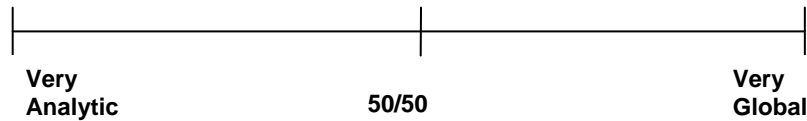
## Kinesthetic



### **You are encouraging students to learn or process kinesthetically if you:**

- require physical activity to accomplish a goal.
- design activities or projects to be done in short spurts.
- create a relaxed, informal classroom environment.
- allow for frequent breaks or changes of environment.
- use big spaces for writing, drawing or working.
- have them walk and talk at the same time

The fact is, some children are just more kinesthetic—that is, *born* to move. If you take an active, born-to-move child and make her sit still while you teach her, what will she be thinking about while you're talking? That's right—moving, and the fact that she can't. So what's the point? (*I Hate School*, p. 80)



**Analytic Strengths**

- .-focusing on details
- working independently
- organizing
- being consistent
- doing one thing at a time

**Global Strengths**

- seeing the big picture
- cooperating in groups
- inspiring
- identifying many options
- doing several things at once

**What Keeps Analytics Happy?**

- having a process ordered step-by-step
- being prepared
- knowing what to expect
- keeping emotions separate from facts
- maintaining a sense of justice

**What Keeps Globals Happy?**

- getting to the point without details
- being flexible
- going with the flow
- feeling understood and appreciated
- maintaining a sense of fairness

**Analytic Frustrations**

- having opinion expressed as fact
- not understanding the purpose
- listening to an overview

**Global Frustrations**

- having to explain themselves
- not knowing the meaning
- listening to the details

*Based on the research of Herman A. Witkin. To find out more about identifying your naturally strongest cognitive process: **The Way We Work**, pp. 89-107; **The Way They Learn**, pp. 103-125..*

***For your more Global Students:***

- Provide an overview of learning; show the "big picture" before the details
- Emphasize concepts and generalities
- Provide structure, explicit directions, and clear expectations
- Respond to the personal needs and interests of the students
- Personalize learning, e.g. through stories, anecdotes, emphasis on lives of people
- Encourage students to relate learning to personal experience
- Allow opportunities for working together cooperatively
- Avoid too many competitive activities

***For your more Analytic Students:***

- Allow opportunities for working independently
- Build student exploration and choice into assignments
- Give students the opportunity to find and create their own structures
- Provide clear grading criteria and specific feedback
- Be consistent and fair in matters of discipline
- Be prepared; have a thorough knowledge of subject
- Present the rule, then the examples
- Provide opportunities for competition and individual recognition

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