

Plan for Individual Learning Styles
Three Types of Learners

Type of Learner	Characteristics	Teaching Ideas
<p>Auditory (those who do better by hearing the material)</p>	<ul style="list-style-type: none"> • Talks a lot • Good storyteller • Enjoys music, singing • Asks questions about written instructions • Tells jokes, distracts the teacher • Makes up rhymes • Talks to self when working alone; moves mouth to read • Likes poems, riddles, wordplay • Likes to be in charge 	<ul style="list-style-type: none"> • Use verbal directions • Test verbally • Give a quiet place to work • Don't talk while student is working • Reinforce verbal instructions with written ones • Encourage person to share stories

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<p>Visual (those who excel by seeing new things, who prefer to read materials or take notes)</p>	<ul style="list-style-type: none"> • Tidy, does not like clutter • Finds misprints and typos • Stores materials when done • Likes books and pictures • Asks for written instructions • Notices details • Copies others' work • Remembers demonstrations • Easily distracted by noise • Good at reading maps • Likes to work puzzles 	<ul style="list-style-type: none"> • Use demonstrations • Use audiovisual aids • Use lined paper • Use symbols to match visual to auditory • Leave room around them • Let them work in non-visual place—no windows • Give one page at a time • Review written material • Use pictures, props

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<p>Kinetic (those who must touch or be otherwise actively engaged, learning through experience)</p>	<ul style="list-style-type: none"> • Touches everything • Makes things out of his/her papers • Likes sports, well-coordinated • Takes things apart and rebuilds • Uses action verbs • Often likes jobs that involve physical labor or activity • Uses his/her hands to talk • Likes to draw and doodle • Enjoys projects which involve doing things 	<ul style="list-style-type: none"> • Give individual attention • Try role play situations • Give easy-to-follow directions • Avoid visual and auditory distraction • Allow ample break times • Provide and follow an agenda • Have the person take notes as he or she listens in class • Use movement/demonstration • Use teaching aids, like models • Provide a project checklist • Alternate sitting activities with movement