VISUAL MODALITY

The predominantly-visual learner

- Likes to look at books and pictures; stays with a book (does not just move books off and on the shelves).
- Likes to look at orderly things; demands neat surroundings.
- Can find what others have lost; remembers where they have seen things.
- Sees details (e.g., how people dress, “errors” in dress, typing errors, etc.).
- Can find a page in a book or workbook readily (and may even have it half finished before others start).
- Can’t understand directions very well orally (if the child is shy, he or she will copy from others rather than ask for more directions).
- Likes to work puzzles.
- Probably will be able to make good pictures, at least ones with good balance.
- Can set the table correctly, etc.
- Does not process sounds very well.

How to teach to the student with predominantly-visual modality

- Gives lots of visual directions.
- Give demonstrations.
- Use “matching” games (e.g., jig-saw matching of words, prefixes, suffixes, etc.).
- Use charts.
- Use graphs.
- Use maps (and use legends on maps).
- Use color-coding systems.
- Use Cuisenaire rods.
- Use number frames.
- Use an abacus.
- Use Dictionaries (the marking is a code system).
- Use visual symbols for sound (it is best to have only one key symbol at first).
- Use configuration clues.
- Let the student look for letters and/or words in papers and magazines.
- When learning pronunciation, let the student use a mirror to see his mouth.
- Use visual clues for syllables.
- When establishing directionality, use clues such as a “green dot is the place to begin” and a “red dot is a place to stop”
- When teaching mathematics, allow the student to work with rulers and number lines to develop math concepts.
- When teaching numbers, addition, vectors, etc., use the “number balance scale”.

Making adjustments for a child with visual modality weakness

- Take out visual distractions as much as possible. Actually, it is impossible to take visual aids out of the regular classroom, but try to place the student where
he or she is not bombarded with too many visual items (he or she just “swims visually” in a visually overloaded situation).

• Leave a frame or blank wall around visual displays.
• On worksheets, put a heavy line around items to help pupils to attend to one item at a time. (This does not prevent the use of the worksheet with other children.)
• Give him or her a LARGE marker.
• Allow him or her to point, if necessary. Let him or her touch the first letter of every word.
• Have him or her clear the table (or desk) top.
• Let the student get one worksheet at a time from stacks, rather than handing the child several papers at once. (Also, this gives the student a purpose for moving around a bit as he or she turns in the completed paper and picks up the next sheet from the next stack).
• Try not to stand in front of a very visually cluttered background when instructing him or her. (For some students, it may be necessary for you to wear more simple clothing).

AUDITORY MODALITY

The predominantly-auditory learner

• Never stops talking – is a chatterbox.
• Tells many jokes.
• Tries to be finny.
• Can win spelling bees, if taught to use “say-spell-say” method.
• Is a good storyteller. The stories tend to get taller and taller. The child may have to learn when to stop.
• Is good in dramatics.
• If young (4-5 years), can tell you his or her name, address, telephone number, etc.
• A good sign of auditory strength: If the child can be directed to a telephone, make a telephone call asking for information, remember the received message, and relay that message back.
• Makes a good boss.
• Likes records, folk dances, and/or rhythmic activities (likes to play the drums).
• May have ten excuses for everything.
• May have to say or sing whole alphabet to remember a letter.

How to teach to the student with predominantly-auditory modality

• Let him/her talk himself/herself through tasks.
• May need to spell out loud.
• Needs to say syllables out loud.
• Have him or her say (i.e., name) each punctuation mark while reading, to develop an awareness of its function.
• Play lots of rhyming and blending games.
• Allow him or her think out loud.
• Read science books to the child.
• Pair him or her with a visual learner.
• Try Dr. Seuss type books for early learners.
• Try ‘neurological impress” method (i.e., the child points to words while you read to him or her. You “feed” the words into the ear.)

Making adjustments for a child with auditory modality weakness
• Take out as much noise from the learning situation as possible.
• Find him or her a quiet place to work.
• Very soft music background may be used, but not “bouncy” music.
• As a teacher, quit talking so much – don’t distract him or her.
• Use as few words as you can.
• If you repeat, use the same words.
• Speak directly to this child.
• Earphones and tape recorder can help cut out the distraction of other noises.
• Try cupping your hand about his or her ear and helping him or her focus on instruction.

KINESTHETIC MODALITY
The predominantly-kinesthetic learner
• Is a mover – that is how he or she learns.
• Wants to touch, feel everything.
• Rubs hand along the wall while in lunch line, etc.
• Puts hand on the doorknob.
• Thumps buddies.
• Won’t break pencil in middle of sentence, as he or she gets information of pencil pressure through touch.
• Can take gadgets apart and put them back together.
• Has many things to play with.
• Likes to play with clay.
• Likes to sew.
• Enjoys doing things with hands.
• Is not clumsy.
• Is good at sports. (If visual modality is lacking, will be good at those sports where no visual analysis is required.)
• Usually likes to eat.
• May frequently use fists.
• May be the child who is always making airplanes, fans, etc. from paper.

How to teach to the student with predominantly-kinesthetic modality
• Use movement exploration activities. (E.g., prepositional concepts, as well as addition and subtraction concepts, may be taught on the monkey bars.)
• Let him or her clap, or tap, out numbers, syllables, etc.
• Use number lines on the floor – more heavy objects along the number line for more physical feedback.
• Walk patterns of words.
• Use sandpaper letters, felt letters, etc.
• Use Flo pens for more kinesthetic feedback.
• This child may need to talk to self, to feel self saying things. He or she gets motor feedback even though he or she may speak in monotone.
• Do lots of things with eyes shut using 3-D letters. (Some of these children are taught to read Braille.)
• Use all the manipulatives possible.
• Use lots of writing. You may need to introduce writing with stencils.
• You may need Fernald method teaching words (VAKT).

Making adjustments for a child with kinesthetic modality weakness
• Try making it harder to move than to sit still. (E.g., place this child’s table and chair close to the wall and make him or her aware of movement – he or she may be unaware of own movement. Also, he or she is distracted by movement of others.)
• Don’t ask this learner to sit too long. You will get more out of him or her in three minutes of concentrated work than in 30 minutes when conditions are not right.
• This child has a need to know when the work or study time will end. A times or clock may be useful.
• Try not t place this child too near other children.
• Contingency management system is often good with this type of child (task – reward).
• Quiet periods interspersed with active periods are the best.
• This child needs a quieting-down period after physical activity.
• If he or she has difficulty crossing the midline instruction, print words in two columns, put captions under illustrations, not to one side.
• Some children with this problem are given medication.

TACTILE MODALITY
The predominantly-tactile learner
• Needs to use concrete objects as learning aids – must touch them.
• Cannot rote count or sequence material without aids.
• Has difficulty establishing one-to-one relationship in number values.
• Has difficulty learning abstract symbols (letters and numerals).
• After chronological age 5-6, is generally classed as an underachiever.
• Often is described as a child who “can’t keep his or her hands to himself or herself”.
• Needs to explore his or her environment more than average for a child of his/her age.
• Is often considered hyperactive.

How to teach to the student with predominantly-tactile modality
• Supply concrete objects for counting, sequencing, establishing patterns, seeing likenesses and differences, categorizing, etc.
• Present manipulative experiences wherever possible.
• Use Fernald method of reading.
Making adjustments for a child with tactile modality weakness

• Use pictures to help establish associations, whether in area of words, numbers, or meanings.
• Attach verbal labels.
• Use visual-auditory, tactile, kinesthetic method for teaching writing.
• Consider seating and classroom organization that will allow more air space and delimit negative contacts with other pupils.
• Allow for planned times for mobility, such as monitor jobs, etc.