

ADUTIORY LEARNERS learn best by hearing.

Possible behavioral characteristics:

- Likes to talk about task
- May ignore visual stimuli to focus on your voice
- May move lips or subvocalize while reading
- Remembers auditory repetition
- Understands better when you tell them versus shows them
- Talks out the steps to what he is doing
- May notice small changes in sounds in the environment – door opening, heating system turning, on etc.
- Studies better when with another person – can talk it out
- May hum or whistle while working
- Can discriminate between words that sound alike

TUTORING TIPS ... AUDITORY LEARNERS

1. Use verbal instruction to explain all visual material.
2. Encourage the student to verbalize their thinking, problem solving, etc. Have them talk about what they see.
3. When using word bank cards, have the student repeat the words aloud. It may help to have them read the letters aloud separately and then say the word.
4. Have them read aloud when they are practicing. Encourage them to mouth the words softly when reading.
5. Encourage the student to talk to themselves as they are working alone.
6. When writing paragraphs or sentences, have them say the sentence aloud first, then write.
7. Use a tape recorder. Record selections and have the student listen while they read. Once comfortable, they can read their word bank words into the recorder and then practice at home.

VISUAL LEARNERS

learn best by seeing.

Possible behavioral characteristics:

- Likes to watch demonstrations
- May ignore oral instructions to focus on the visual stimuli
- Can visually imagine information in their head
- Remembers visual repetition
- Understands better when you show them versus telling them
- Like to doodle
- Looks for things to look at. Notices the environment
- Studies better when working alone
- Can discriminate between words that look alike

TUTORING TIPS ... VISUAL LEARNERS

1. Draw boxes around words to show how they are shaped.
2. Give a visual example for all auditory directions. Show them examples of what you are talking about.
3. Use a highlighter to make key words, phrases, etc. as they are reading.
4. Use graphs, pictures, and charts whenever possible.
5. When writing stories, use mapping or webbing to help visually organize the information before writing.
6. Teach in a quiet setting without a lot of visual distractions.

TACTILE / KINESTHETIC LEARNERS learn best by doing.
(touch / body movement)

Possible behavioral characteristics:

- May need indirect involvement
- May fidget when reading
- Remembers best what was done, not what is seen or heard
- Finds reasons to move about
- May not listen well
- Understands better when they write or type something a few times
- May recall words more easily when pacing or walking
- May recall words from signs seen on a trip
- May remember the feelings of a story better than the details
- May excel at crafts such as sewing or making models
- Probably writes legibly and proportionately

TUTORING TIPS ... KINESTHETIC / TACTILE LEARNERS

1. Incorporate as much movement into the activity as possible.
2. Use scrabble tiles, textured materials or alphabet dice to create words.
3. Use computer whenever possible.
4. Have the student trace the letters as he says the word.
5. Allow the student to move the sight word cards to different piles.
6. Use words on cards to form sentences and create stories. Allow the student to move the cards into place.

TUTORING TIPS ... MULTISENSORY LEARNING

Multisensory techniques are frequently advocated for adult learners. Simply put this means to involve as many of the three main channels simultaneously when learning. Using multisensory techniques provides the information to the brain through all the primary channels (visual, auditory, kinesthetic/tactile) simultaneously, which helps the brain bypass the weak channels. In the past, schools often used the visual approach (sight words) and/or the auditory approach (phonics) and the adult learner may not have experienced success. You do not usually want the adult learner to revisit their nonsuccesses. Combining the techniques used with each channel may lead to a more enjoyable and successful learning environment: Be creative!

For flashcards of new words, have the student try the following process:

1. Look at the word (V)
2. Say the word (A), paying attention to how his/her mouth feels when he/she is saying the word (T/K).
3. Write or trace the word several times (T/K), saying the letters (A) as he/she writes them.
4. Have the student close their eyes and visualize the word (V).

For writing tasks, the student may want to do the following:

1. Start with drawing or cutting out a picture (V, T/K).
2. Talk about what the student sees, pointing to the various aspects (A, T/K).
3. Write the key words of the ideas he/she wants to use in his story (T/K).
4. Verbally make sentence from the words (A).
5. Write the sentences on cards and have the student place the cards in story order (V, T/K).
6. Write the story, using pictures for some of the words (V, K).
7. Read the story aloud (A).
8. As you read the story, have the student listen while he/she types it into the computer (A, V, T/K).