



COMMUNITY CHANGE, INC.

2549 Jerome Avenue, #157

Bronx, NY 10468

Tel. 917.674.8269

Fax: 888.389.6063

www.communitychangeinc.com

LEARNING STYLE TIP SHEET

1. TOPIC, CHALLENGE OR QUESTION TO BE ADDRESSED

- **How to Identify Children's Learning Styles and Intelligences**

2. KEY WORDS/GLOSSARY (with definitions)

Education – Educe to pull out from within (Each child's unique potential)

- Every child is an individual, with special social, emotional, intellectual, and physical qualities

Learning Styles:

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** (“word smart”)
- **Logical-mathematical intelligence** (“number/reasoning smart”)
- **Spatial intelligence** (“picture smart”)
- **Bodily-Kinesthetic intelligence** (“body smart”)
- **Musical intelligence** (“music smart”)
- **Interpersonal intelligence** (“people smart”)
- **Intrapersonal intelligence** (“self-smart”)
- **Naturalist intelligence** (“nature smart”)

3. RELEVANT FACT/RESEARCH/STATISTICS (within current year)

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and

others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom.

The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom, 4th ed.](#)). The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see [In Their Own Way](#)).

- *[The Difference Between Multiple Intelligences and Learning Styles](#)*

One common misconception about multiple intelligences is that it means the same thing as learning styles. Instead, multiple intelligences represent different intellectual abilities. Learning styles, according to Howard Gardner, are the ways in which an individual approaches a range of tasks. They have been categorized in a number of different ways -- visual, auditory, and kinesthetic, impulsive and reflective, right brain and left brain, etc. Gardner argues that the idea of learning styles does not contain clear criteria for how one would define a learning style, where the style comes, and how it can be recognized and assessed. He phrases the idea of learning styles as "a hypothesis of how an individual approaches a range of materials."

Everyone has all eight types of the intelligences listed above at varying levels of aptitude -- perhaps even more that are still undiscovered -- and all learning experiences do not have to relate to a person's strongest area of intelligence. For example, if someone is skilled at learning new languages, it doesn't necessarily mean that they prefer to learn through lectures. Someone with high visual-spatial intelligence, such as a skilled painter, may still benefit from using rhymes to remember information. Learning is fluid and complex, and it's important to avoid labeling students as one type of learner. As Gardner states, "When one has a thorough understanding of a topic, one can typically think of it in several ways."

- *[What Multiple Intelligences Theory Can Teach Us](#)*

While additional research is still needed to determine the best measures for assessing and supporting a range of intelligences in schools, the theory has provided opportunities to broaden definitions of intelligence. As an educator, it is useful to think about the different ways that information can be presented. However, it is critical to not classify students as being specific types of learners nor as having an innate or fixed type of intelligence.

For example, Edutopia's [Multiple Intelligences Quiz](#) maps to Howard Gardner's multiple intelligences and is a fun way to learn about how some of our tastes and interests can influence how we take in information. However, its results are not intended as a way to label people as naturalistic learners, musical learners, etc. Labeling creates limits, and when it comes to learning, we want to avoid restricting how we define student potential. People have many different intelligences, and strength in one area does not predict weakness in another

4. REFERENCES

- <https://www.learning-styles-online.com/overview/>
- <https://www.skillsyouneed.com/rhubarb/fingerprints-learning-styles.html>
- <https://austinchildrensacademy.org/how-does-your-child-learn-best/>
- <HTTP://VARK-LEARN.COM/INTRODUCTION-TO-VARK/RESEARCH-STATISTICS/>
- <HTTPS://CHILD1ST.COM/BLOGS/RESOURCES/THE-IMPORTANCE-OF-FINDING-YOUR-CHILDS-LEARNING-STYLE>
- <HTTPS://WWW.EDUTOPIA.ORG/MULTIPLE-INTELLIGENCES-RESEARCH>
- <http://www.institute4learning.com/resources/articles/multiple-intelligences/>
- <https://www.tecweb.org/styles/gardner.html>
- <https://www.independenteducationconsultants.co.uk/how-to-identify-childrens-learning-styles/>

5. TIPS/STRATEGIES/SUGGESTIONS/RECOMMENDATIONS

- **How to Identify Children’s Learning Styles – The Independent Education Consultants - Tip Sheet**

How to understand learning styles and give the right support to your child as a result

An early appreciation of your child’s preferential learning style can help you to encourage them to learn when you are working with them at home. It is also important to be aware of your own style since it might conflict with that of your child.

Have a look at the four learning styles below and first try to identify your own learning style. Remember it is possible to fit into a mixture of learning styles. Once you have done this, assess your child’s style. You can then evaluate how your child varies from you and how you can then use your strengths, yours and theirs, in a complementary way to help them learn at home?

Learning styles

Psychologists have categorized learning styles in a number of ways, but here are four as a start point.

1. Visual learner

- Needs and likes to visualize things, see them written down on paper
- Learns through seeing images – can remember the pictures on a page
- Enjoys art and drawing
- Reads maps, charts and diagrams with competence
- Shows interest in machines and inventions and how things work
- Likes to play with Lego and other construction toys and likes to complete jigsaw puzzles.
- Can sometimes be a daydreamer in class.

Ways to encourage this ‘visual learner’ type of thinking:

- Use board games and memory games to create visual patterns
- Suggest visual clues when reading together – let your child ‘paint’ their own mind pictures as they read the story
- Use picture books of all types for reading, even as they get older
- Encourage visualization of a story and reinforce this at intervals
- Encourage writing through using different colours of writing

- Teach ‘mind mapping’ techniques to older children, to help them learn and recall complex information
- Show videos of plays, films etc. to reinforce the stories they are studying.

2. Kinesthetic learner

- Processes knowledge through physical sensations
- Highly active, not able to sit in one place for long
- Communicates using body language and gestures
- Shows you rather than tells you
- Wants to touch and feel the world around them
- May be good at mimicking others
- Enjoys sports or other activities where they can keep moving.

To encourage this ‘kinesthetic learner’ type of thinking:

- Movement helps these children to focus – allow them to move around every so often while studying
- Chewing gum, being able to doodle or fiddle with something like beads can help them concentrate
- Use hands-on activities and experiments, art projects, nature walks or acting out stories, so they ‘feel’ the activities
- Avoid things they don’t like – long range planning, complicated projects, paper & pencil tasks, workbooks.

3. Auditory learner

- Thinks in words and verbalizes concepts
- Spells words accurately and easily, as they can hear the different sounds – so tends to learn phonetically rather than through ‘look and say’ techniques.
- Can be a good reader, though some prefer the spoken word
- Has excellent memory for names, dates and trivia
- Likes word games
- Enjoys using tape recorders and often musically talented
- Usually able to learn their times tables with relative ease.

To encourage this ‘auditory learner’ type of thinking:

- Encourage them to create their own word problems
- Get them to dictate a story to you and watch while you write or type it out
- Read aloud together and record the session for later playback
- Buy or borrow books that are on CD
- For older children, record information so they can listen to it back, perhaps on their iPod!

4. Logical learner

- Thinks conceptually, likes to explore patterns and relationships
- Enjoys puzzles and seeing how things work
- Constantly questions and wonders
- Likes routine and consistency
- Capable of highly abstract forms of logical thinking at early age
- Does mental arithmetic easily
- Enjoys strategy games, computers and doing experiments. Likes an end goal to aim for

- Likes to build things with blocks/Lego
- Not so competent when it comes to the more ‘creative’ side.

To encourage this ‘logical learner’ type of thinking:

- Do science experiments together and get them to record the results.
- Use computer learning games and word puzzles.
- Introduce non-fiction and rhyming books

6. RESOURCES

- **What's Your Child's Learning Style? | Parents | [Scholastic.com](http://www.scholastic.com/parents/resources/article/parent-child/quiz-whats-your-childs-learning-style)**
<http://www.scholastic.com/parents/resources/article/parent-child/quiz-whats-your-childs-learning-style>
https://kids.lovetoknow.com/wiki/Learning_Style_Test_for_Children
- **Multiple Intelligences Assessment**
<https://www.literacynet.org/mi/assessment/findyourstrengths.html>
- **What Type of Learner Is Your Child? | GradePower Learning - Tip Sheet**
<https://gradelearning.com/what-type-learner-is-my-child/>
- **How to help Kids with Homework**
<https://blog.mindresearch.org/blog/bid/396559/Homework-Without-Tears-12-Tips-Tricks>