



## Your Own Learning Strength

Listed below are incomplete sentences, each followed by three ways of completing them. Fill in all three blanks for each sentence with a number sequence that equals 10. Use either a 3-3-4, 10-0-0 or a 5-5-0 combination. The phrase that describes you best would get more points than the phrase that least describes you. For instance, if you believe each phrase describes you equally well, mark a 3 in two blanks and a 4 in the one that you favor slightly more. If you are completely described by one of the answers, mark a 10 by it and a 0 by the other two. If you are equally split by two options and don't favor the third then mark a 5 in two blanks and a 0 in the other one. See sample below:

I show my emotions by: **5** facial expressions    **5** voice quality    **0** general body tone  
 I show my emotions by: **4** facial expressions    **3** voice quality    **3** general body tone  
 I show my emotions by: **0** facial expressions    **10** voice quality    **0** general body tone

**Remember: You must use a total of 10 points for each statement**

1. I show my emotions by:	<input type="checkbox"/> facial expressions	<input type="checkbox"/> voice quality	<input type="checkbox"/> general body tone
2. When I'm angry, I usually:	<input type="checkbox"/> say nothing, walk off	<input type="checkbox"/> tell others why I'm angry	<input type="checkbox"/> tense up all over
3. In my spare time, I'd rather:	<input type="checkbox"/> watch TV, see a movie, or read a book	<input type="checkbox"/> listen to the radio, play an instrument, or talk to friends	<input type="checkbox"/> do sports, dance, active games or handy work
4. The part of school I do best:	<input type="checkbox"/> reading/writing	<input type="checkbox"/> group discussion or music	<input type="checkbox"/> gym, drama, art, science lab
5. When I study, I prefer:	<input type="checkbox"/> working alone, underlining, highlighting books and notes	<input type="checkbox"/> working with someone else, asking and answering each other's questions	<input type="checkbox"/> working alone for short periods of time mixed with breaks and rewriting notes
6. When looking for encouragement, I:	<input type="checkbox"/> look for a smile, show what I've done	<input type="checkbox"/> need verbal praise	<input type="checkbox"/> need a hug, a pat on the back
7. I remember numbers:	<input type="checkbox"/> "seeing" the number in my mind	<input type="checkbox"/> repeating the numbers orally	<input type="checkbox"/> "writing" the numbers with my finger on the table or wall
8. I am distracted most by:	<input type="checkbox"/> people	<input type="checkbox"/> noises	<input type="checkbox"/> environment (temp., comfort of furniture, etc.)
<b>TOTALS:</b>	<b>___ VISUAL</b>	<b>___ AUDITORY</b>	<b>___ KINESTHETIC</b>

Your highest number is your dominant learning strength, and your second highest number is your secondary learning strength.





## Suggested Aids for Learning Strengths

Use these aids to sharpen your particular dominant learning strength or to improve a weaker one.

### VISUAL

1. Write things down because you remember them better when you do.
2. Stress underlining or highlighting information in notes or books (when possible).
3. Use graphics to reinforce learning: videos, slides, illustrations, diagrams, or doodles.
4. Color code to organize notes, possessions.
5. Write directions down.
6. Take lots of notes in class.
7. Copy over your notes. Rewriting helps recall.
8. Visualize spelling of words or facts to be memorized. Draw/sketch a picture or visual representation.
9. Write vocabulary words in color on index cards with short definitions on the back.
10. Use symbols to help you remember words and facts.
11. Use sticky notes and put them on your mirror.
12. Limit info on notecards.

### AUDITORY

1. Study with a friend/tutor/parent so that you can drill facts.
2. Recite out loud the information you want to remember (quotes, lists, dates, etc.).
3. Ask your teachers if you can turn in a digital presentation or give an oral report as an alternative assignment or extra credit (may or may not be possible).
4. Read class notes onto a recording device. Revise notes, record, and listen to the recording three times in preparation for a test. Review it each night. This helps with foreign languages.
5. Put the information into a rhythmic pattern: create a poem, rhyme, song, etc. (Use mnemonics. See examples on page 57.)
6. Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition.
7. Read aloud whenever possible.
8. Learn by interviewing or by participating in discussions.

### KINESTHETIC

1. To memorize, pace or walk around while reciting to yourself or looking at a list or index card.
2. Engage in experiential learning: make models, do lab work, and take part in role play.
3. If you need to fidget while in class, cross your legs and bounce the foot that is off the floor or use a focus object that is not distracting to others.
4. Trace letters and words to learn spelling and remember facts.
5. When studying, take breaks as frequently as you need. A reasonable schedule is 30 minutes of studying and five minutes of break.
6. Use the computer to reinforce learning through sense of touch.
7. Incorporate body movement or visualize motion. (Use mnemonics.)
8. Spend time “in the field” learning hands-on (museums, labs, mentoring).
9. Use large writing spaces (dry erase boards).
10. Try studying in different positions.