

Read each sentence carefully and consider whether it applies to you. On the line, write the number of points you give each statement based on the following.

**How often does the statement apply?**

<b>Frequency</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never (or almost never)</b>
<b>POINTS →</b>	3 points	2 points	1 points

## Section V

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- \_\_\_ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
- \_\_\_ 2. I remember something better if I write it down.
- \_\_\_ 3. When trying to remember a telephone number, or something new like that, it helps me to get a picture of it in my head.
- \_\_\_ 4. When taking a test, I can "see" the textbook page and the correct answer on it.
- \_\_\_ 5. Unless I write down directions. I am likely to get lost and arrive late.
- \_\_\_ 6. It helps me to LOOK at a person speaking. It keeps me focused.
- \_\_\_ 7. I can clearly picture things in my head.
- \_\_\_ 8. It's hard for me to understand what a person is saying when there is background noise.
- \_\_\_ 9. It's difficult for me to understand a joke when I hear it.
- \_\_\_ 10. It's easier for me to get work done in a quiet place.

**V-Total** \_\_\_\_\_

## Section A

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- \_\_\_ 1. When reading, I listen to the words in my head or read aloud.
- \_\_\_ 2. To memorize something it helps me to say it over and over to myself.
- \_\_\_ 3. I need to discuss things to understand them.
- \_\_\_ 4. I don't need to take notes in class.
- \_\_\_ 5. I remember what people have said better than what they were wearing.
- \_\_\_ 6. I like to record things and listen to the tapes.
- \_\_\_ 7. I'd rather hear a lecture on something than have to read it in a textbook.
- \_\_\_ 8. I can easily follow a speaker even though my head is down on the desk or I'm staring out the window.
- \_\_\_ 9. I talk to myself when I'm problem solving or writing.
- \_\_\_ 10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

**A-Total** \_\_\_\_\_

## Section H

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- \_\_\_ 1. I don't like to read or listen to directions; I'd rather just start doing.
- \_\_\_ 2. I learn best when I am shown how to do something and then go do it.
- \_\_\_ 3. I can study better when music is playing.
- \_\_\_ 4. I solve problems more often with a trial and error, than a step-by-step approach.
- \_\_\_ 5. My desk and/or locker looks disorganized.

- \_\_\_6. I need frequent breaks while studying.
- \_\_\_7. I take notes but never go back and read them.
- \_\_\_8. I do not become easily lost, even in strange surroundings.
- \_\_\_9. I think better when I have the freedom to move around; studying at a desk is not for me
- \_\_\_10. When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

**H-Total** \_\_\_\_\_

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## Suggestions for Visual Learners

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You will learn better when you read or see the information. Learning from a lecture may not be easy. Try some of these suggestions and create some more that will work for you.

- Write things down because you remember them better that way (quotes, lists, dates, etc.).
- Look at the person while they are talking. It will help you to stay focused.
- It's usually better to work in a quiet place, but many visual learners do math with music in the background.
- Ask a teacher to explain something again when you don't understand a point being made.
- Simply say, "Would you please repeat that?"
- Most visual learners study better by themselves.
- Take lots of notes. Leave extra space if some detail was missed. Borrow dependable student/teacher notes.
- Copy over your notes. Re-writing helps recall.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment, set a specific study goal and write it down. Post it in front of you. Example, "From 7:00 to 7:30 I will read the first chapter."
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Select a seat furthest from the door and window and toward the front of the class, if possible.
- Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.

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## Suggestions for Auditory Learners

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- You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You may not learn as well just reading from a book.
- Try some of these suggestions and create some more that will work for you.
- Try studying with a buddy so you can talk out loud and hear the information.
- Recite out loud the thing you want to remember (quotes, lists, dates, etc.)
- Ask your teachers if you can turn in a tape or give an oral report instead of written work.
- Make tape cassettes of classroom lectures, or read class notes onto a tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.
- Before reading a chapter, look at all the pictures, headings, and talk out loud and tell what you think this chapter will be about.
- 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. Check the back to see if you were right.
- Before beginning an assignment, set the specific study goal and say it out loud. Example, "First, I will read my history chapter."
- Read aloud whenever possible. In a quiet library, try "hearing the words in your head" as you read. Your brain needs to hear the words as your eyes read them.
- When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with alignment. Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.

## Suggestions for Haptic Learners (the “hands-on folks”)

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You will learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visually) or a lecture (auditory) is just not as easy. Try some of these suggestions and find others that will work for you.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.
- When reading a chapter, first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words. Get a "feel" for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-part.
- If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of moving; just be sure you're not making noise or disturbing others. Try squeezing a tennis or nerf ball.
- You may not study best at a desk, so when you're at home, try studying while lying on your stomach or back. Also try studying with music in the background.
- If you have a stationary bicycle, try reading while pedaling. Some bicycle shops sell reading racks that will attach to the handle bars and hold your book.
- Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help you focus your attention. Also, try reading through a colored transparency. Experiment with different colors and different ways of using color.
- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should not be done during break time!)
- When you memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. Try to, hear them too. Later, when trying to recall this information, close your eyes and see it with your "mind's eye" and "hear" it in your head.

## Some Definitions

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**AUDITORY LANGUAGE:** This is the student who learns from hearing words spoken. You may hear him vocalizing or see his lips or throat moving as he reads, particularly when he is striving to understand new material. He will be more capable of understanding and remembering words or facts that he could only have learned by hearing.

**VISUAL LANGUAGE:** This is the student who learns well from reading words in books, on the chalkboard, charts or workbooks. He may even write words down that are given to him orally in order to learn by seeing them on the paper. He remembers and uses information better if he has to read it.

**AUDITORY NUMERICAL:** The student learns from hearing numbers and oral explanations. He may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He may do just about as well without his math book, for written materials are not as important. He can probably work problems in his head. You may hear him saying numbers to himself, or see his lips moving as he reads a problem.

**VISUAL NUMERICAL:** This student has to see numbers, on the board, in a book, or on a paper in order to work with them. He is more likely to remember and understand math facts if he has seen them. He doesn't seem to need as much oral explanation.

**AUDITORY-VISUAL-KINESTHETIC COMBINATION:** The A-V-K student learns best by experiencing - doing, self involvement. He definitely needs a combination of stimuli. The manipulation of material along with the accompanying sight and sounds (words and numbers seen and spoken) will make a big difference to him. He may not seem to be able to understand, or be able to keep his mind on work unless he is totally involved. He seeks to handle, touch and work with what he is learning. Sometimes just writing or a symbolic wiggling of the finger is a symptom of the A-V-K learner.