

## VISUAL-SPATIAL LEARNING

<b><i>Auditory-Sequential Learner</i></b>	<b><i>Visual-Spatial Learner</i></b>	<b><i>Instructional Supports for Visual –Spatial Learners</i></b>
Thinks primarily in words	Thinks primarily in pictures	Pause for verbal information to register; use wait time as child is “translating” Allow recording of information for playback Include images; use realia Have student construct visual representation Recompose (read information in one format and summarize in a different one such as timeline, diagram, chart, map...) Color-coding Use graphic novels Key point identifier
Profoundly influenced by time	Preoccupied with space	Placement of word walls, anchor charts, etc. in room Graphic organizers (Inspiration software) Stair-step spelling Eliminate room clutter Eliminate timed tests Use a timer Use planners with color-coding for immediacy of task
Attends to details	Sees the big picture, patterns, relationships	Provide real life scenarios Rhythm and rhyme Mnemonics/acrostics (Every Good Boy Does Fine) Acronyms Ask questions for students to recognize the patterns and relationships
Step by step	Whole to parts	Preview text through treasure hunt (scanning first) Start with the end in mind Storyboards for prewriting
Progresses from easy to difficult Learns by trial and error	Difficult concepts are easy Concepts grasped all at once (aha!)	
Deductive	Inductive	
Analyzer	Synthesizer, systems thinker	Multidisciplinary emphasis Create metaphors between known items and unknown
Follows oral directions well	Reads maps well	
Does well at arithmetic	Does well at math reasoning	
Good at algebra	Good at geometry	
Can show steps of work easily	Arrives at correct solutions “intuitively”	
Can memorize math facts quickly	Can tackle higher level math successfully often before mastering basic facts	
Learns phonics easily	Learns whole words (sight words) easily	Draw outline around word

		Type term in a variety of fonts Student may never be a good oral reader (may skip over some words but still gets the gist)
Decodes words well	Comprehends well	Have student visualize or sketch mental images from reading
Can write quickly and neatly	Can keyboard well	Do not require handwritten work Allow dictation or word processing of writing Teach penmanship as art form (calligraphy) Student can take notes in pictorial form Give handouts—don't expect them to complete an outline while listening to a lecture
Learns well from instructions	Develops own methods of problem solving (thinks outside the box)	
Comfortable with one right answer	Prefers problems with many possible solutions	Allow alternative methods of demonstrating knowledge than written report
Academically talented	Creatively, technologically, mechanically, emotionally, and spiritually talented	Hands-on activities Manipulatives Make models Allow doodling to keep focus; provide a fidget item
Organized	Creates piles	If they are horizontal organizers, allow them table space to spread out If they are vertical organizers, allow them room for stacks Select organizers with pockets over binders Create a space for certain items to always be placed (keys, homework...) Teach electronic organizing (files, spreadsheets, graphics)