

**TUTOR TRAINING FALL 2009
LEARNING STYLES & LEARNING
DISABILITIES**

November 4 and November 5, 2009

Presented by Erin Evans & Dr. Hamwi

AGENDA

- Update on tutor certification
 - Requirements (self reflection, hours, interview)
 - Schedule improvements
- Define and explore learning styles
- Discuss Learning Disabilities
- Brainstorm teaching styles



PART 1: FAST FACTS ABOUT LEARNING STYLES

- What are learning styles?
 - We tend to teach as we learn
 - One size fits all v. universal approach
 - Learning styles (preferences) tell us a lot about how a student studies and reacts to information
 - We all learn differently



EXERCISE

- # 1: Complete the learning styles inventory and be prepared to share your preferences
- # 2: Break into groups and discuss the best ways you learn based on each preference.



PART 2: FAST FACTS ABOUT LEARNING DISABILITIES

- Not a form of mental retardation, an emotional disorder, or the result of poor teaching, diminished motivation, cultural, environmental or economic disadvantage.
- Average to superior levels of intelligence
- Invisible & permanent condition
- More common in males than females
- Assumed to be neurologically based (the way the brain is wired) and affects the way a person receives, filters, retrieves, processes, and expresses information/language.
- Regarded as a gift (twice exceptionalism) or source of shame
- Work 2-3 times harder than the average person



FORMS OF LEARNING DISABILITIES

- **Reading disabilities (can include dyslexia):**
 - usually hate to read,
 - struggle with oral reading,
 - rate is slow,
 - incomplete mastery of phonics; may mispronounce words,
 - Uneven comprehension & retention of material read;
 - confusion of similar words & difficulty learning new words;
 - difficulty with identifying main ideas;
 - skip words or lines of printed text



FORMS OF LEARNING DISABILITIES

- **Writing disabilities:**
 - Impaired ability to express ideas/concepts in writing that they seem to understand;
 - Physically slow writer;
 - Difficulty starting the writing process & organizing material;
 - Frequent and persistent spelling errors;
 - Poor sentence structure;



FORMS OF LEARNING DISABILITIES

- **Visual processing disabilities**
 - impact spatial relations (sense of direction),
 - visual discrimination (pick things out),
 - visual memory (mental images),
 - visual sequencing (using websites, dictionaries, charts, maps, scantrons, multiple choice)
 - visual motor processing (ability to copy, trace, write letters, and make symbols)
 - Manifests itself problems reading their own notes, problems copying notes from the board, reading graphs, too much info on a page, etc.



FORMS OF LD CONTINUED

○ **Auditory processing**

- Impaired ability to comprehend spoken language when delivered rapidly which can make the classroom very overwhelming.
- Manifested by:
 - seeming passive or may ask for frequent repetition,
 - talks loudly,
 - problems following long directions,
 - poor or incomplete notes,
 - complains professor talks too fast or trouble w/ faculty accents,
 - difficulty following oral directions,
 - trouble telling a story in the proper sequence,
 - difficulty with pronouncing words correctly



FORMS OF LD CONTINUED

○ **Math Disabilities:**

- When writing, reading and recalling numbers, these common mistakes are made: number additions, substitutions, transpositions, omissions, and reversals.
- Inability to grasp and remember math concepts, rules, formulas, sequence (order of operations), and basic addition, subtraction, multiplication and division facts.
- Poor long term memory (retention & retrieval) of concept mastery- may be able to perform math operations one day, but draw a blank the next! May be able to do book work but fails all tests and quizzes.
- Difficulty with word problems or abstract concepts



FORMS OF LD CONTINUED

○ **Organization & Executive Functions:**

- Difficulty with time management;
- slow to start and complete tasks;
- repeated inability to recall on a daily basis what has been taught;
- lack of organization in taking notes,
- starting homework, and following directions; difficulty preparing for tests and monitoring problems



PART 3: TEACHING STRATEGIES

Exercise

- Use index cards to write the instructions for making peanut butter and jelly sandwiches.



TEACHING STYLE

- **Embrace flexibility & patience**
- **Use several examples to clarify concepts**
- **Present information in manageable steps**
- **Use a variety of teaching modalities**
 - Demonstration (ex. you tube)
 - Question & answer (macro v. micro levels)
 - Role Play
 - Micro lecture



VAR K INVENTORY:

- Visual
 - Auditory
 - Read/write
 - Kinesthetic
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- Created by Neil Fleming
 - Google search; most schools use this as a quick assessment to assist tutees.



KINESTHETIC LEARNERS: TEACHING STRATEGIES

- Get up and move – white boards
- Take turns being the scribe; compare/contrast
- Paper study guide
- Use games: bingo or scattegories
- Act out concept or theory



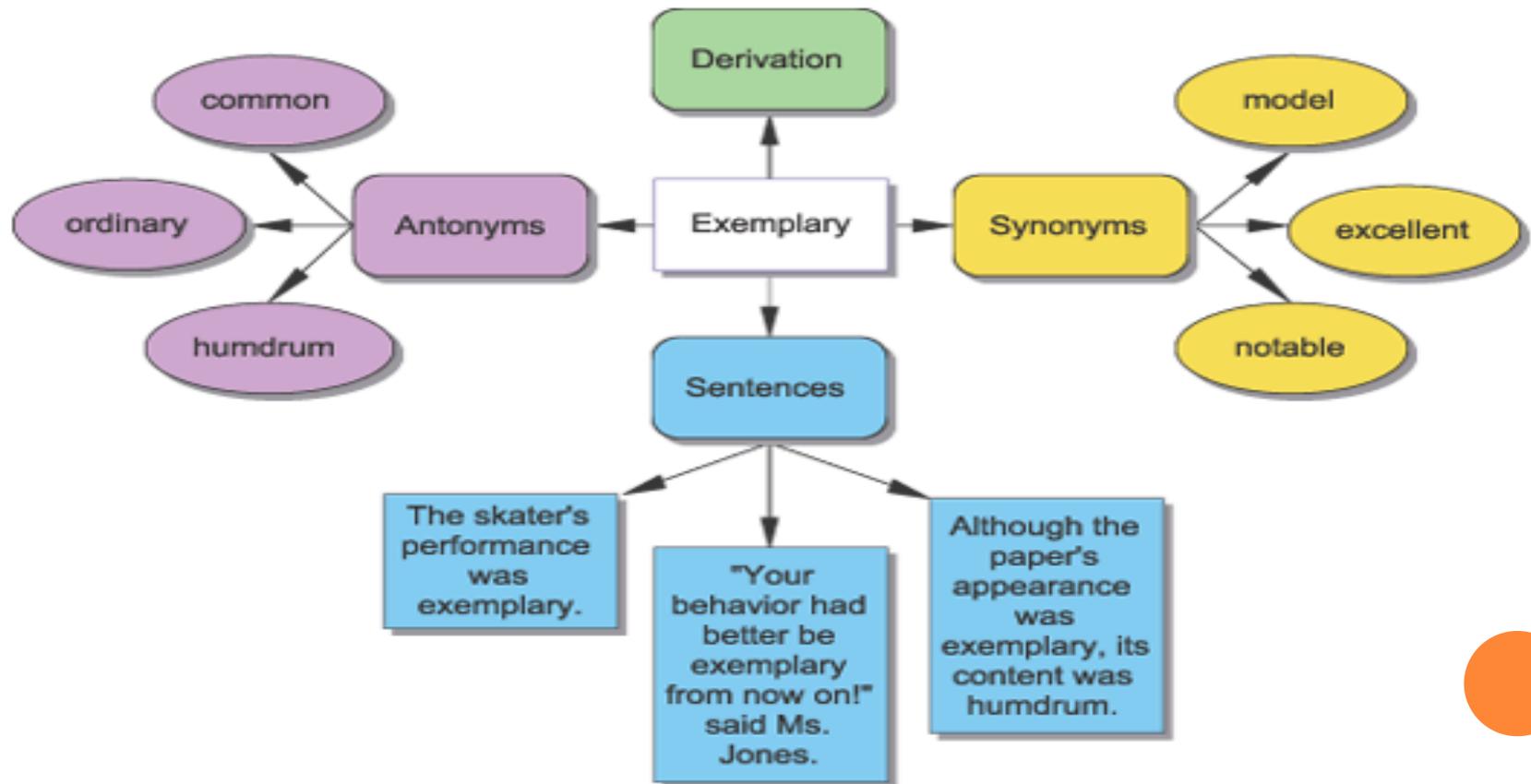
VISUAL LEARNERS: TEACHING STRATEGIES

- use rulers or colored paper to guide reading
- color code important info
- create new handouts or share yours
- provide written instructions
- when presenting info w/ visual formats, allow time for processing
- Use mind maps, outlines, flashcards

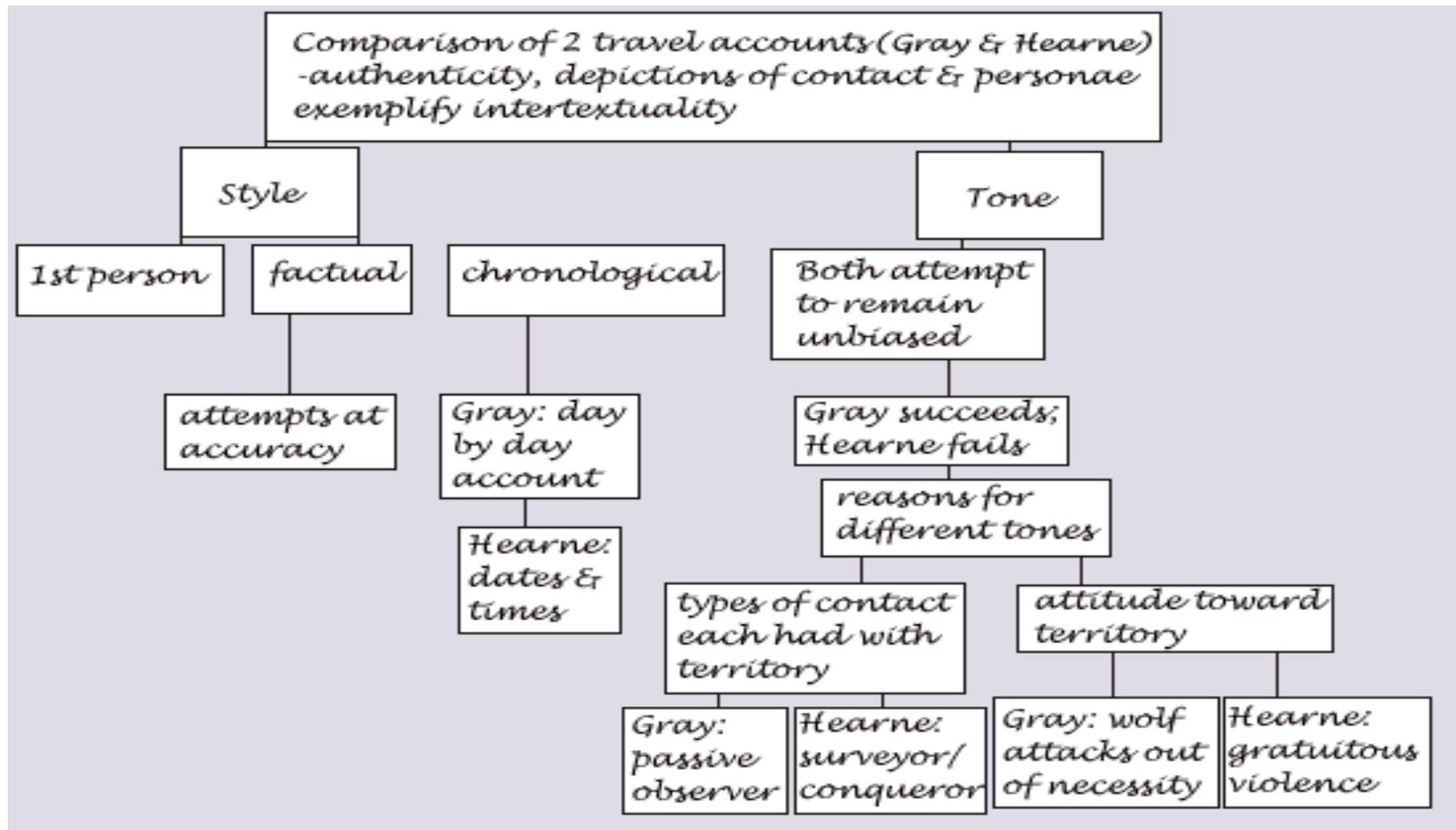


EXAMPLES OF VISUAL STRATEGIES FOR STEP BY STEP INSTRUCTION

- Vocabulary word map



VISUAL: USING INDEX CARDS



STRATEGIES FOR AUDITORY LEARNERS

- Twinkle little star, working on the railroad, 99 bottles, rap, etc on vocab, concepts, periodic table
- Read instructions/assignment aloud (tutee/tutor)
- Ask probing questions:
 - Why do you think that's the answer?
 - How did you come to that answer?
 - Why do you think this happened?
 - How does that apply to this?
- Use tape recorder to recall teaching points; Summarize notes onto tapes and listen to them
- Ask student to stand and teach



READ-WRITE LEARNERS

- **Rewrite notes, read & re-write.**
- **Make notes vs. take notes**
- **Active reading; take notes**
- **Rewrite powerpoints, handouts**
- **Turn pictures into diagrams**
- **Use lists, headings, etc**
- **Write study guides/review questions**
- **Arrange words into hierarchies and points.**



EXERCISE

- Split into groups by discipline
 - Consider a problem that your tutees usually encounter. Create a list of teaching/tutoring strategies you can use for different learning styles



FAT CITY: STUDENT COMMENTS

- “The movie was definitely eye opening to me about how some students can really struggle with learning in a classroom setting even when they are doing all that they can to attempt success.”
- “I learned that "fairness" does not mean that every, single person should be receiving the same treatment. Instead, it means that everyone should be getting the things that they need. If someone needs the additional time to understand something it should be given to them even if others don't think that it is fair.”



STUDENT COMMENTS

- “I work with a student who says he has a learning disorder related to an inability to quickly process auditory information. I didn't really understand what that meant as far as HOW I should teach him until I saw this video. Now I make sure to do a lot of writing exercises as a way to keep the teaching style comfortable for him. When we do have to practice skills relate to speaking, I make sure to speak clearly, give him plenty of time to take in each word, and give him plenty of time to respond.”
- “I learned from watching the video that it's not always obvious which students in a classroom have a learning disability. What may at first seem like a disruptive student may actually be a lack of understanding by the child.”



NEXT STEPS

- Tutor technique videos
- Tutor hours
- Self reflection
- Study skills articles
- Pizza party
- Stay tuned for emails

