

Area Observed	Visual	Auditory	Kinesthetic
Learning Style	Learns by seeing; watching demonstrations	Learns through verbal instructions from others or self	Learns by doing; direct involvement
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense	Enjoys dialogue, plays, avoids lengthy description, unaware of illustrations; moves lips and subvocalizes	Prefers stories where action occurs early; fidgets when reading, handles books; not an avid reader
Spelling	Recognizes words by sight; relies on configuration of words	Uses a phonics approach; has auditory word attack skills	Often is a poor speller, writes words to determine if they "feel" right
Handwriting	Tends to be good, particularly when young; spacing and size are good; appearance is important	Has more difficulty learning in initial stages, tends to write lightly; says strokes when writing	Good initially, deteriorates when space becomes smaller; pushes harder on writing instrument
Memory	Remembers faces, forgets names; writes things down; takes notes	Remembers names, forgets faces; remembers by auditory repetition	Remembers best what was done, not what was seen or talked about
Imagery	Vivid imagination; thinks in pictures, visualizes in detail	Subvocalizes, thinks in sounds; details less important	Imagery not important; images that do occur are accompanied by movement
Distractibility	Generally unaware of sounds; distracted by visual disorder or movement	Easily distracted by sounds	Not attentive to visual, auditory presentation, so seems distractible
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems	Talks problems out, tries solution verbally, subvocally; talks self through problem	Attacks problems physically, impulsive; often selects solution involving greatest activity