

Tips for Teaching Kinesthetic Learners

Note from Maureen Guffanti and Stephen Guffanti, M.D.: Thank you so much for all your emails – Your tips are inspiring, clever and creative! And your words are so touching and endearing. Some even are heart-wrenching. Keep sending your ideas, and correct us if we got your idea wrong or if you have other feedback.

Since I gave my first talk in Soldotna in 2003 I have wanted to get families together to share ideas and encouragement with one another. This email response is a first step. My website drdyslexic.com is my next. It should be ready in a few months and it will allow the parents to talk directly with one another. I believe together we have solutions for everyone.

Below you'll find pages of tips. At the end, we even include a few thoughts about auditory learners, in response to your questions about ideas for them.

To start out, we also include a couple emails that look at the phenomenon of kinesthetic learning –think of them as a warm-up for the activity of creating kinesthetic learner lessons!

Here's a note from one mom who is struggling to make the switch in thinking:

I love the stability ball idea! We have tried a few things with having him work with manipulatives (like pipe cleaners that he can bend and create with), but we haven't been able to really get him into (manipulatives) yet. I know it is because I was always told that you have to be sitting still and paying close attention to learn anything and personally have a hard time when he is "playing" with something while we learn. I am working on changing my perception!!!

I have had it proven to me time and time again that he learns better with movement, so I am hoping to incorporate the manipulatives more. (This mom goes on to talk about the success she and her 4-year-old son are having using Math-U-See – You'll see her comments in the section on math tips. -- MG)

Here is another tip that talks about the thinking shift we non-kinesthetic parents need to make. I include it because it seems to help to keep reminding ourselves of this:

Even now as an adult, (my son) can focus and take in information better if he has something in his hand. It took me awhile, when he was young, to realize he was helped by moving an object around in his hand while he read or we talked. To me it, initially, looked like "fidgeting," which I assumed was distracting him.

I think the challenge for parents is to give up our assumptions and really look at how each behavior or activity may be facilitating our child's learning process. Many times, if we are able to observe without preconceived judgments, our children are showing us through their instinctive behaviors what they need to be doing.

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This tip sent by one mom seems perfect to sum up the phenomenon:

As (my son) grew older, sometimes he would set up a worktable to do repair work on electronics as I read aloud. As he seemed to be concentrating so hard on what he was doing, I

would stop every so often to ask him a question about the material I had been reading. He knew the answer.

The next day, before continuing the book we were studying, I would ask him what had been happening in the story when we stopped the day (or two) before. He knew. (I couldn't recall as much as he could!)

If his hands were busy, his mind was free to listen and absorb what his ears heard. Otherwise, his brain was too busy thinking of something for his hands to do for him to be able to pay attention.

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Positions and Places

- My son loves to sit upside down on his chair or lay on the floor when giving math facts or spelling words. He will also pace sometimes in the kitchen—it's so nice to have the flexibility to do those things!
- What does help with writing, though it does cost a little in neatness, is stretching out on the floor with the child's shoulders pushed off the floor and supported by elbows and forearms. It is also a subtle upper back strengthening exercise, and stretch for the abdominals.
- There is also a beanbag toss in a modified posture: the child lies on stomach and gently raises shoulders off the floor and also the knees. That is gentle back strengthening. All this sneaky exercise is designed to support posture while sitting and standing.
- When she reads to herself she gets to choose her location in the house. Sometimes she ends up reading upside down.
- My middle son, who is now 10, is my kinesthetic learner. It seems to help him to be able to move around and do his work in different rooms and in different positions. Sometimes he lies on the floor, sometimes sits outside on the porch or trampoline.
- When my 11 yo son was younger (5-8) we moved locations for every subject. I did not require him to sit in a chair, but when doing table work he had to stay in the same area. No place was off limits, but I did give him a set of boundaries. The best one was on the stairs because it is more of a confined space.
- I love to change rooms and environments for different subjects throughout the day. We snuggle on the living room couch for Bible, head to the homeschool room for phonics and science, do math at the kitchen table, and head to Panera Bread or Borders Cafe to snuggle up in a booth for history.
- My youngest son spells the best when he is upside down on the couch. We have mp3 players on hand they can listen to. I do have to be careful because some "new" ideas become so fun they forget they are supposed to be doing schoolwork.
- When (I was) reading to him, he seemed to always need to be sitting next to me, so we always read on our couch.

- My son is 10 1/2, and just finished 4th grade at home (always homeschooled). He likes to sit in a laundry basket, with a lap desk over the rim, like a desk. He likes to line the basket with cushy blankets, and pretend it's a space ship or something. He sometimes even puts another basket upside down over the top, like the spaceship canopy. Being in a confined space with less distraction helps him to concentrate.
- Spend time outdoors learning.
- I have swivel chairs in our homeschool room, and gigantic pillows. As long as it's not written work, if it's just listening and answering, they can swivel, flop, crawl under the desk, draw on the chalk walls, whatever they like. At first it drove me CRAZY, but when I learned that (my) boys learn better that way, boy, did it ever work! They have all the answers in all our work...if I let them MOVE.
- It also helps if, when she is reading, she relaxes on the sofa or in a beanbag chair and not sitting upright in a chair.
- A table with two chairs can be used for a child to switch back and forth between the chairs as needed while doing paper and pencil tasks.
- One of the things we do is not worry about how our daughter sits, stands, lies down or twirls unless we tell her otherwise. We want her to be comfortable and do the work. Our daughter seems to respond well to that usually. Another thing that we do is change the location of teaching her. We tried it in a little homeschool room and found she really liked to change rooms all the time so we sort of do (school) all over the house. I think it doesn't feel so confined for her.
- My kinesthetic learner is a profoundly gifted 8-year-old boy. He absolutely learns best when he is moving, so I let him move as much as he desires. He paces, tumbles, and fidgets with objects throughout most of our school time. But his comprehension and application of new material is amazing. (His behavior would certainly be seen as disruptive in a traditional school setting, plus teachers would wrongly assume that he was tuning them out.)
He rarely uses a chair, at least in a traditional manner. Sometimes he even stands on his head while he reads. That is ok with me.

On the Swing

- The biggest thing I have done for my son is to teach his lessons on our porch swing. I also allow him to do his work there as well. His ability to stay on task has improved a great deal. For example, a math lesson would take him all day unless I sat right next to him and now he can easily finish in 15 min. He is also doing much better in all of his subjects as well. Retention has improved.
- Here are some activities I have used with my two wiggly learners: Swing while learning. When he was 4, my oldest son would swing and shout out, "Give me a math problem, Mommy!" It worked great.
- She also enjoys swinging in the backyard while I tell the Bible Story.
- We also have a hammock swing in our basement for sensory purposes for our son with autism but my kinesthetic child loved using it too when doing spelling or when I was reading to him.

Catch!

- We played catch using a ball or a stuffed animal (while we did lessons)
- Toss a ball around as you work to memorize facts and figures.

Hopscotch... and Jelly-bean Scotch

- I have had my daughter do hop scotch while reciting math facts. If she gets the fact correct, she can move forward. If she gets the fact wrong, then has to move backward. She seemed to like this game. She learned her 7 times table his way.
- I try to make games that require physical activity. (One game we) play is hopscotch with letters; I ask him to spell a word by jumping out the letter.
- We have giant jellybean shaped, laminated construction paper with numbers on them. I spread them around the floor and call out a math equation. They jump to the appropriate answer.

Give Your Child Some Control

- She tries very hard to reverse the roles. She is always trying to figure out ways to pretend that she's the teacher and I'm the student or the 'audience.' So, I have found little ways to make her feel that she's 'playing school' and she's the teacher by doing things like, allowing her to write on the dry erase board like Mommy does. Letting her be the 'teacher's helper' (she helps me w/things like 3-hole punching, putting things in the 3-ring binders, using the glue stick...). Also, instead of just turning in her work, she enjoys 'presenting' it to me... she really likes to stand up and read her answers aloud as I listen.
- Just letting him have some moderate control over what we learn (works). He gets to choose science very often, and which lessons we learn when (within moderation...). I have found competition with his sister is a VERY huge learning incentive to him....

Squeezy Stress Balls to Hold

- I had my daughter hold one of those squeezy "stress balls" while I read to her.
- Give them a "squeezie." You can buy them at Claire's in the mall, as well as novelty shops. They are made of squishy material and are sometimes made into animal shapes or have eyeballs that "bug out." Sometimes they are labeled "stress relievers."
- I've allowed my son to use a therapy (squishy) ball in his hands while working on the computer, papers, etc. It helps him to concentrate when he has something in his hands. His public school teacher would let him use it also (as long as it didn't go flying across the room). It really seemed to help, and it was quiet as well.
- We have found bouncing on a ball while juggling one or two balls helps our daughter focus while doing spelling and math facts.
- Squeeze a "koosh ball" or other type of small tactile item while working at a desk.

Mini-trampoline/Rebounder Ideas

- We use a mini trampoline, the ones sold for exercising. One hop for each letter of a spelling word, or number in a math problem.
- My boy is almost 10 y.o. and here's something that works great for us. We have a mini-trampoline in our homeschool room. It's only about 36" wide and as he spells his spelling words he jumps up and down on it. We do it for fun and to keep him moving but still in the same room. He has been very inventive with it. He'll bounce with both legs, then on one

and when he's real energetic he'll bounce down, land on his behind and bounce on that for a word or two. It is very exhausting and gives him a good workout.

I'd say the mini-tramp or some call it a spring bouncer has worked wonderfully for probably 4 years now. He loves it and I plan to keep it in there as long as he'll jump. Also, he has never gotten hurt on it. It's only about 12" off the floor and is worth a million to me.

- We keep a jogging trampoline handy for our kinesthetic learner. If she feels the need to wiggle, she'll go jump on it for a while. She really likes it when she's trying to memorize something.
- Another tool that works well is to utilize a trampoline for memorizing math facts or spelling words. Jumping while looking at the facts or the spelling words helps get in the brain better.
- We have used a small indoor exercise trampoline to learn things like counting, and basic addition. He learned to count from 1 to 100 jumping on the trampoline.
- I have used a rebounder for years (with my homeschooled children and now my grandchildren) to help memorize math facts, Bible verses, listen to stories, etc. It really seems to bounce the information into their brains and relax them.
- We kept a mini trampoline in our living room so he could jump while I read.
- My favorite thing to do with my kinesthetic learner is to let her jump on a mini trampoline while I quiz her on flashcards.

Jump rope

We also jump rope.

Jumping jacks and spinning

Sometimes I'll have my 8-year old do jumping jacks while doing math flash cards. If he becomes fidgety while doing seatwork, we will take a mini-break and he will spin with his hands outstretched for a minute or two. When he was in kindergarten his teacher had the class "spin" every morning before class began. She said spinning has the same effect on the brain as some of the ADHD/ADD drugs. All I know is that he enjoys it and it does seem to help him focus, for a time, anyway.

Improvising with Chairs

- Wrap a large, thick rubber band around the front legs of the child's chair -- it gives them something to bounce their feet on.
- As we worked on math facts, my son would tip back and rock on the two back legs of his chair. I was constantly reminding him to keep all four chair legs on the floor. I switched him to a child-sized rocking chair, which effectively solved the problem. He rocks, and is learning his math facts uninterrupted by my reminders.
- The Disc'O'Sit is available for under \$35 at www.abilitations.com. It's a round inflatable disc with smooth tactile bumps on it that helps students while seated. Apparently, the tactile feeling of the bumps helps them to sit for longer periods of time. If you visit www.abilitations.com, please go to their store, then "balance" and then "core for kids" and the Disc'O'Sit will be listed there.
- She enjoys sitting on an inflatable disc (it is somewhat like sitting on a ball, but you put it in your chair). She can move all the time but stays in her chair. The inflatable disc (I purchased) is called "Tilia" "Qualitat europaweit 33 cm. I purchased it at a yard sale, and I cannot find this exact one online. However, here are some links to similar products:

<http://www.vitasprings.com/bodysport-vestibular-disc-inflatable.html>

<http://optp.com/index.cfm/pageid/196>

http://www.walgreens.com/store/product.jsp?id=prod3386534&CATID=305041&skuid=sku3385374&V=G&ec=frgl_550266&ci_src=14110944&ci_sku=sku3385374

(Note: Some of these discs can be placed on a seat; you can also stand or exercise on them to develop strength and balance. -- MG)

Giant Exercise Balls

- Another thing that I have used is the giant exercise balls. I have him sit on one while he works on reading any subject aloud or while completing a worksheet. We also have many manipulatives available. I have to watch him to make sure the "tools" don't become a distraction.
- Our favorite activity was pushing a large spiked exercise ball through a tight-knit tunnel while reciting facts, repeating Bible verses, working at spelling words or recalling points of a story.
- He has a ball/chair he would bounce on while he did his writing – I'm amazed at how well his letters came out for a 5 yr. old bouncing on a ball.
- My daughter loves to do her computer work while sitting on a large exercise-type ball. She bounces every once in awhile and seems to be able to focus on her work as she does that.
- Another item that will stabilize the ball is a plastic plant drainage tray.
- The exercise ball didn't work for him at all because he likes to sit with his feet pulled up on the chair. He kept trying it with the ball, and fell off every time. We didn't try stabilizing the ball, though.
- We too have used the big ball to sit on or bounce on when doing math or spelling.

Internal engine

We work with occupational therapists who have taught my child to assess his internal engine and whether it runs low, high, or just right. Special educators with the local school district call this "Eeyore, Tigger, or Pooh," respectively.

I have an exercise ball that I have tried to offer as a substitute for a chair, but it tends to spur my child into "Tigger" mode. And it doesn't help with handwriting at all.

Reading and Phonics:

- **Teach phonics**
He's already reading about 4th grade level going into 2nd! Intensive phonics was the key here. We used gross motor skills and tactile learning to help reinforce the phonics but the phonics was primary. Once he decided to read, he can't put books down. I try to get things he is interested in and let him read wherever he wants. We are using WinterPromise so he has activities to reinforce the reading rather than narration.
- Read to her everyday

Rocket Phonics for Reading (Gee, thanks!)

- My son Nicholas likes to play the matching game with the go fish cards. He also likes Simon says so he can get up out of his chair to do the Simon says. I haven't really done anything else yet.
- First of all, I have to say that your program really helped my son with reading. We had tried several phonics/reading programs prior to Rocket Phonics and nothing really clicked. He is doing well now and reading at his grade level.

Sign language alphabet chart

My best tip for the kinesthetic learner who can't be bothered to learn the names of the letters is to get a sign language alphabet chart. Your KL probably knows the alphabet song already, and can use it to figure out which hand sign goes with which (letter) name, and goes with which stick figure (letter). Mine didn't need my help to figure out how to use the song to find the name of the letter. You can even use sign language as a "secret code." To help remember the sounds of the letters we came up with a few (well, maybe more than a few) gestures:

- f- make the hand sign and wiggle it around it becomes a "fish"
- c- make the hand sign then imagine it to be a "cup" and pretend to drink out of it
- a- make the sign, pretend it's an "apple" and take a big bite
- o- make the sign, put it in front of your mouth, match the shape and say "aaawww" (like in otter)
- u- we make the sign, and tap our temple with it, making a "thinking sound" "uuuhhhh"
- k- looks like a chorus like of can-can girls kicking
- i- you could scratch an "itch" with i, but I have a boy so we pretended to stick it "in" our nose
- l- make two L's now frame a shot (like a hokey movie director) and remember to reinforce the word "look"
- s- many families (and construction workers) use this sign to mean "stop"
- t- since the kids were small we've used this sign for "toilet" (much less embarrassing than shouting in a crowded restaurant)
- w- tapping the chin with the w sign means "water"
- y- get all hip-hop and make the y sign, then say "yo!"

(Note from MG: This works great! In our Rocket Phonics reading program, for young learners we now include a video to show how to learn each letter's sound and shape using gestures, action and sound. We use different gestures from the above, but same idea.)

Write Her a Note to Read

Instead of giving her a book to read I write short notes. If I give her a book she immediately starts yawning but if I write her notes she is excited to find out what I am saying to her. Sometimes we will have a treasure hunt where she has to find written clues.

Writing with Textures

- A good way to practice spelling words is with a salt tray. Pour salt in a cookie tray and have the child write spelling words with his finger.
- I would have my students do their work in dry jell-o on a cookie sheet. They can easily lick their finger and trace or write what they need to, and then shake the cookie sheet to get a "blank slate."
- We have put salt, or you can use sand, onto a cookie sheet and have the child draw his spelling words into the sand with his finger.
- Memory Box—Tupperware container of salt or sand (they use to) draw the letter as they make the sound

Painting and Drawing

- I also did a lot of finger painting with my students who were kinesthetic learners. You can put some cornstarch, water and tempera paint in a large gallon plastic bag and they can 'paint' without making a mess.
- If you can hang a large piece of paper up outside and let the kids paint using their whole body that helps as well--that is you let them make large sweeping movements on the paper to write the answers etc. (Try) large paint brushes that have some heft to them -- you can "paint with water" on the side of the wall.
- When we studied Ancient History this last year, I read the text aloud to him while he drew his own choice of pictures and symbols of historic events and important people.

Handwriting Ideas

- **Wooden Rods:** One thing that worked really well to help him learn letter formation was the use of wooden rods.
- He doesn't have much trouble sitting with me though while reading. His trouble is mostly when required to write. Writing things in sand, flour, mud, gooey stuff is also fun and more interesting.
- We also have a dish of colored sand that he uses his finger to write spelling words.
- **Sky writing 1**
Skwriting (sky writing) can be done with a pencil or finger. Think of the Disney characters when they draw the little Disney sign.
- **Sky writing 2**
For memorizing facts (say addition facts, etc.) have the child look at the fact, trace it with his finger and then say it and then write it in the air. Make tactile cards to do this--use feathers, sandpaper, etc.
- **Pencil grips**
A variety of pencil grips for the tactile learner are available at www.specialkidszone.com. Students like the feel of this type of item and they are fairly inexpensive.
- **Write in the carpet**
Sometimes she would "write" her spelling words in the carpet with her finger.

Handwriting Without Tears Recommended

We particularly liked the *Hand Writing Without Tears* preschool and kindergarten curriculum. The specific body movement exercises for making the letters and placing the rods on the ground was very helpful. He learned basic strokes and held the pencil properly in no time. By the end of 1st grade he had all letters of the alphabet properly formed on paper.

Spelling

- **Arm movements**
My daughters have both endured vision therapy for help with severe amblyopia. During this process they have learned some great ways to use kinesthetics to aid them in their learning. One method has been to practice spelling words by using arm movements to represent the type of letter - for example: an "s" would be represented by pushing your arms straight out in front of you, an "l" would be represented by pushing your arms up over your head and a "y" would be represented by pushing your arms down by your side.

This helps the child visualize the shape of the letter and its size in relation to other letters.

- **Alphabet Blanket**

I created an Alphabet Blanket, which I spread on the carpeted floor and had my son hop from letter to letter to spell out his spelling words. Sort of like hopscotch, only bigger jumps and more spaces.

- **Volleyball and football with spelling**

We also use a balloon and as we are spelling, we'll each say a letter as we hit the balloon in a volleyball fashion back and forth across the homeschool table. He also folds a paper triangular football and each time we spell a word correctly, we get a turn at flipping it to the edge of the table. Whoever gets the closest gets a point.

Math Games

- **"Mother May I?"**

My sons love to play "Mother May I?" while doing math. I sit comfortably with a tall glass of ice water in a chair perched in our garage while the boys go to across the street. I call out a math equation or any other problem, and if either child gets the answer correct, they get to choose what kind of step they get to take toward me (kangaroo hop, baby elephant, frog hop, etc.). As soon as they can get close enough to tag me, they win! This works alone too.

- **"Jumbo the Seal is soooooo hungry!"**

I have an envelope taped to the side of our desk. I drew a picture of a seal's face on the envelope. On the floor are scattered index cards with "answers" on them. I call out, "Jumbo the Seal is soooooo hungry!" He is hungry for the product of: $20+15$, or 7×8 , etc.

- **Jump on the right answer – or pick it up**

I have sometimes written "special sounds" (ck, sp, tr, spr, ow, ing, etc) on regular size 8 x 11 paper, even scrap paper, and placed them on the floor. I would then call out a sound and my daughter would jump on the right answer. I have also used this for learning numbers and just the names of the letters in the alphabet. All of my children, not just the hands-on-learners, have enjoyed this way of drill.

- I have questions on flash cards, which I hold; I spread on the ground the cards with possible answers, and I give him a card and he has to run down to the answer, pick it up and run it back to me. This works really well as a relay with other kids. You can even have different questions for each child so that they can be at different levels.

- To check the (math) facts, my daughter walks in a figure eight while she answers questions to see that the facts are solid. If (her knowledge of the answer) isn't solid, she has to pause. (Note from Maureen: I love the automatic feedback this gives to both parent and child!)

- **Jump off the stool**

The favorite activity around here is to stand on a low stool. When he spells a correct word out loud or answers a math fact correctly, he jumps off the stool. He doesn't care if he gets the correct answer – (BUT) he will try *very hard* to answer correctly to get in a jump.

- **Sidewalk chalk or window markers**

Doing math problems with sidewalk chalk on the driveway or window markers on the windows seemed to create a way to complete more in a 5 minute time frame than trying to do them sitting at a table on a worksheet.

- **Tumbling on the gym mat**

We have also put a gym mat on the floor; he stands in front of the mat, I ask a question (perhaps a spelling word, or history question etc.). When he answers correctly, he gets to do the tumbling move of his choice, and then return to the top of the mat for the next question.

Moving for Math

We do something very interactive for math. My son and I create his worksheets by using our trampoline, monkey bars, stairs. He will jump (or move accordingly) and count until I say stop, that is our first fact. Then we repeat this process until I have enough numbers to create a math problem. We stop the action for a bit and add, subtract, multiply or divide to find the answer. Then we can MOVE on to the next problem by repeating the whole process.

Math Cooks!

He loves to cook, which is great for teaching math.

Math-u-See

- We love to use Math-u-See for math so he can fiddle with the blocks to find the math answers after watching brief the video intro. As Mr. Demme always says, "Build it, Write it, Say it." Using multiple senses makes memorizing anything easier. I've tried to apply this to other areas of his learning.
- For math we use the Math-U-See curriculum because it has blocks, video, and songs. The blocks are fabulous and they demonstrate the use of them in their videos.
- We have purchased the Math-U-See curriculum for math and it is amazing!! For most of the lessons there are blocks to work with as you learn concepts and when we talk about doing a math lesson now (my son, who is only 4) will ask, "Do we get to use the blocks today?" He is really excited about getting them out and working with them – and that makes math easier for all of us.
- We use a math program with manipulatives (Math-U-See) which has been very successful.

RightStart Math

- We've done a lot of hands on curriculum, especially in math. RightStart math has worked well, as it is all games and abacus work...NO WRITING!
- I got RightStart Math, which comes very highly recommended.
- On math lessons, she points with her finger to the problem she is on, so that when she is distracted, she doesn't have to look all over the page to find her place. Or we cover with paper all the problems except the one she is working on so she doesn't get distracted.

Mini-Breaks with Games and Short Lessons

- In learning to read, we would play football for one minute by tossing a small **indoor football** (he especially likes to be tackled), and then he would read one line from an early reader from the library (we started with just words written on index cards and worked up to early readers). The physical break seemed to help him focus better, and made him more willing to try reading a line. He plays the violin, and we would take breaks between songs by **playing tag** for 1-2 minutes.

- This one has been slower to learn to write than my others so we spend only about 10 minutes once or twice a week writing letters. She's catching on fine after a year and is doing well in math and reading.
- Don't expect more than 15 minutes of desk work a day
- Taking frequent breaks (works with my daughter).

Rhythm Sticks

We use rhythm sticks to tap out rules or math or letters and spelling.

Hand Gestures with Touch

My son Jeremy turned 6 in June, and I did a lot of hand gestures with touching when learning word coding rules: Compound word- (holding up one finger on each hand, while saying) "a compound word is two words (bringing the fingers together to make one, saying) that come together to make one word" (when saying "one word," with those fingers together, I touch his forehead) Jeremy loved that! And learned that rule right away.

White Board

He loves to use a white board for spelling, and sentence diagramming, and other tasks that would be tedious and torturous on paper.

Rotating Activities

When we study using flash cards we will do so outside. Having three boys I will stand at the end of the driveway. While one is doing flash cards, another is shooting hoops and another is riding his bike. The challenge is to see how many cards each person can get correct compared to each other. When the person misses a flash card, he takes off on his bike and they rotate. By the end of the year we are doing over 600 flash cards of Latin words.

An old phone

We also use an old phone with large buttons to dial spelling word or multiplication facts. (We use the * for times and the # for equals.)

Disassembly day

Disassemble electronics as a way of learning how things work.

Variety...with Consistency. And keep it short!

- I'm finding the biggest thing is just have a variety of activities and allow lots of wiggle time instead of insisting he sit doing writing-based activities all day, although we will still do some of that too.
He also needs consistency in routines. For instance, he knows we do reading every day.
- He will have to do the workbook lesson but the lessons themselves may be different activities. Part of learning for kinesthetic kids is learning when you really need to just sit still and get the work done. That's hard and we try to limit that time and have movement breaks or activities between them.
- I don't make him sit for long periods of time, we take frequent breaks, and he does something physical during his breaks. I let him fiddle with a pencil or an eraser, while I'm explaining things to him, or he may draw. Before I would think of these things as a distraction, but now I know they are a help.

Little teachable moments

My husband and I are also very fond of little teachable moments. Taking a minute or two to explain why something is the way it is. Then when he "officially" learns that he can remember

what we were doing then and it helps him better understand.

Kitchen timer

One thing that has helped greatly in all subjects is using a kitchen timer. I give him a set amount of time to do the work. If it is done before the timer goes off, he may get a reward. If not, then he has some sort of punishment (unless he has tried but truly doesn't understand the work). Rewards can be extra time the next day, going to the park, extra free time, or occasionally a small treat. Punishment is usually loss of a privilege or time-out, and depends upon how much extra time he takes to complete the work. (*Note from Dr. Stephen Guffanti: The research supports that using a timer works well over a couple of years to give the child a sense of time. Kinesthetics need a sense of time to show up on time for scheduled events.*)

Christian Light Education

For language arts and reading skills I switched from Abeka to Christian Light Education. Abeka was thorough but not very engaging. The work was very repetitive and he was getting burned out by the end of the year. Abeka reading only had very basic comprehension questions whereas CLE has a full range of reading skills and comprehension. CLE has more variety in their workbooks even though they are more plain. They also have study skills lessons, which Abeka didn't. I think these (study skills lessons) are important to learn (especially for kinesthetic learners) and not all parents know them or how to teach them—so having them built into the curriculum is great.

Christian Light Education's Learning to Read program

Keeping the lessons short and focused without a lot of distractions (such as busy pictures or multiple topics/sounds at the same time) so he could maximize his sitting still time when first learning to read really helped. I'm going to use CLE's Learning to Read program with my daughter rather than Abeka for this reason. Their progression of sounds is better too. They have little rhymes and stories for each sound. The kids can move around when learning them rather than staring at a flash card. Flash cards didn't help much for my son. He did like to play matching games with them but as regular flash cards, he couldn't sit still for very many and we both grew bored with them that way. Most of all, constant review was essential but had to be done in a creative manner to keep his attention.

I hope this helps. I have a blog with more homeschool thoughts and tips you may want to check out. <http://akhomeschoolfun.wordpress.com> If you want to read more about CLE, their website is <http://clp.org/Curriculum%20Information.shtml>

Blocks, beans and more

- If you are working with students and you are teaching them math, use manipulatives. If they are doing multiplication, use blocks and beans. Have them count and group them and then teach them multiplication. When you repeat this multiple times, automatically they are going to memorize it. I believe repetition and using manipulatives or hands-on experience is the best way to teach children. —Special Education teacher
- While we do reading aloud my daughter uses different manipulatives: Play-Doh, Legos, Magnetix blocks, art supplies. I have found that she retains the information better if she is working on something, rather than being made to sit still and listen. We do this for Bible and history.
- Silly Putty is wonderful stuff! If he can keep his hands busy, and quiet, he can focus much better. For some reason, he likes Silly Putty better than regular Play-Doh. But I imagine that any dough would work for most kids.
- We also let him chew gum and he had a rubber ball to grip. He also had rubber bands (the type used for exercise) to stretch and use.
- We use lots of games and manipulatives.

- Though my sons are kinesthetic, they do not like math manipulatives because their fine motor skills aren't great, and they can do most of it in their head. They do like manipulatives that are food. :-)
- When reading aloud to my son (history or literature), I would allow him to color or build with Legos on the floor near me. If the material concerned any geographic location, I would have a map of the area for him to color. If not, he could build something with our huge collection of Legos.
- I have found using physical objects for the child to manipulate to be very effective in helping a kinesthetic child understand concepts. For example, using pennies for counting, using varying sized blocks put together in various patterns to help them understand the concept of fractions, and using pennies again to help them understand the concept of multiplication.
- **Magnetic Letters/Numbers:** My kinesthetic learner is a girl (now) age 5 1/2. After hearing your lecture I decided to have her identify letters and numbers in preschool by calling one out and having her run around the house to the refrigerator and bring me the magnetic letter.

(Note: This is a longer tip, but interesting to read.)

The (manipulative) we employ the most is **Legos**. For instance: I'm reading about Egypt and the pyramids. Each boy is sitting on the floor assembling how he envisions a pyramid while I read. We stop and look at the pyramids as they are being assembled, and each boy tells me the how and why he is assembling it in that way. (They do have a book or a printout of what a pyramid might look like while we are doing this.) The older boys actually got into really building the pyramid, with the tunnel, the wives' pyramids, and the escape route. Of course, this meant that we did a little more looking at pictures, oohing and ahing over them, and trying to see inside of them.

(Note: I did this with them four years ago, and they still remember the pyramids, and what the pharaohs were buried with -- amazing! I didn't think they listened while I read, but they did, and taking those breaks to get down and look inside helped a lot too. A year later at a museum, one of the boys excitedly ran back to us, and said, "they have a mummy here!" Our youngest was seven at the time, and he excitedly told (my husband) all about the amulets that we saw stuck on the mummy. The other boys were busy explaining those (as well as other things I had read to them) to other people who were looking at the exhibit. Imagine my surprise when they remembered.)

Legos and maps

When reading aloud to my son (history or literature), I would allow him to color or build with Legos on the floor near me. If the material concerned any geographic location, I would have a map of the area for him to color. If not, he could build something with our huge collection of Legos.

(They) Show their work and explain it

This year we will be re-visiting Egypt again. I will be bringing out the Legos again but this time, I have purchased a Lego book, and it just so happens to have a huge sphinx in it. With a little cooperation, I am hoping the boys will build it and then take it to a homeschool meeting to show others. Once there, they will have the opportunity to **show their work** and to **explain it**. It's a great reinforcement tool, and they love it!

Hands-on activities

Your classes have helped us to understand that not everyone learns the same. When we started home schooling, we had the kids sit down and do work but now we do a lot of hands-on activities. Letting them move around and sit where they want has also helped.

I also try to implement as much hands-on reinforcement as possible: science experiments, math manipulatives.

Field trips

One of the best things I do for my kinesthetic is take bi-weekly field trips. He loves getting out in the world, and Los Angeles offers a multitude of educational field trip opportunities.

Taekwondo

Another activity that I think has really benefited my son is taekwondo. He has been involved in martial arts for the past 3 years, and it has really helped his overall focus and discipline.

Science

(Do) hands-on experiments.

Young Scientist Club

He also particularly enjoys math and science. We do hands-on science experiments every week from the Young Scientist Club. And we supplement his interest in science with summer science camps and various science kits. Fireballs, catapults, and explosions are bit hits with him.

World timeline

Having a world time line is very helpful in understanding history and how it's all connected rather than being just bunch of unrelated facts, dates and names.

'Live' it

Having your family live a certain time period for a few days is great to understand and apply history lessons. Make it a 'living history.' Go without electricity & your car, change your diet to just what grows in your area, eat very simply for a while, use candles to light your home, build a fire to cook your food on, etc.

Maps and Globes

- We use a lot of maps for geography. I have her draw and label different locations.
- We use a globe instead of always a flat map, as he can hold it and spin it a few times between pointing out places. I always make sure to include him in setting things up, holding the charts, and showing his little brother where and how.
- If we do history at home, the boys run to get all the maps and globes in the house, spread them around the floor, and then as I read the history chapter, they literally jump from map to map or atlas or globe to point out which continent, country, state, etc. was just mentioned.

Dog Trainer!

I have begun to have my daughter walk and run two of our dogs during the day as a break. She trains them in obedience while they go out together, so this serves many purposes simultaneously. She comes back refreshed.

Typing

- Her written papers were about 2 sentences long, (but) when I started letting her type them, she started turning in page-and-a-half-or-longer writing assignments! Typing is movement...movement works.
- **Typing Instructor:** We play games whenever we can to learn things. He enjoys the computer very much and is using Typing Instructor to learn how to type. I'm always looking for new ways to keep things interesting.

Work on the computer

Kinesthetic learners seem to really like to work on the computer when possible.

Music

Use shakers and rhythm

We also recently attended a Bongo Barry show; using shakers and rhythm, and working with our summer reading program theme "Catch the Reading Bug," he had the kids learn the life cycle of an ant, the 3 parts of an insect, and some of the defining characteristics of an insect. We bought some of the shakers because my son really wanted them for school and I plan to incorporate the shaking/rhythm into other areas of learning. My son and I love music and so anything we can learn to music is great as it really taps into movement (either creating a rhythm or a dance, etc.).

Have music going

- Some kids really do work better with music playing as it activates the right side of the brain. (**Note from Dr. Stephen Guffanti:** *Look up the Mozart effect in Wikipedia to see the documentation.*)
- I found my kinesthetic learners to be distracted by noise but they are also the noisiest when it comes to learning. :-) I try to have music going so any noise they make by moving is not distracting to my other children. (**Note from Dr. Stephen Guffanti:** *Some parents use headsets on those who are distracted by noise to protect them from noisy siblings.*)
- We used Children's Miracle Music for morning and afternoon routines and it worked well for all of my kids. It even motivated me. My boys tried to get their routines done faster than the time allotted so they are moving but with purpose. This helped my kinesthetic learners (who tend to get sidetracked) to keep focused. (I have 4 boys. One is diagnosed with ADHD (11 yo) and the other isn't hyper but definitely kinesthetic (7 yo). The other boys are 13 & 9.)

Run and Walk...and Dance

- We took frequent breaks where he could just run back and forth.
- We march around the room to learn Bible verses.
- I have started having my son pace back and forth when giving him his tasks. He seems to remember what to do and follow through.
- When we're on a walk we drill (word) endings such as *ink* and change the beginning letter and she will tell me the word and then spell the word, pick out the vowels, or the last sound in the word. I ask her if she hears the rhymes in the words we are working with.
- We have a counter height table and she NEVER sits while doing her work. In fact if she sits, her work doesn't get done. Instead she stands and does her dance steps (she is an Irish Dancer) over and over again while she does her schoolwork. Actually I shouldn't say she never sits. About half of her classes were online last year and she can sit for quite a while on the computer.
- Homeschooling families can have academic subject specific discussions while taking a walk around the neighborhood.
- I've noticed that just letting him stand up (as if in front of a class) to recite, give a report, spell words, or math facts, he is more focused and confident. I don't tell him to stand still, so sometimes he will sway from leg to leg or pace back and forth while speaking.

- I'm not positive I have a kinesthetic learner. I'm guessing (she is) because she always asks to be "free" to go outside and do other things like a morning walk before she studies or (she likes to) read or study on the trampoline.

50 laps!

I always found it helpful to break up a heavy math or reading session with some exercise. The kids would run around a big loop in our house (laundry room to bathroom to hall to kitchen to living room to laundry room) while I stood on a chair and held an empty hot water bottle in the air. Each child would do a "lap" and jump to "punch the bad guy" (hot water bottle) as they went by. After 50 laps, the children were once again ready to concentrate.

Calisthenics

My son is in middle school now, so we tend to do calisthenics between subjects when he has difficulty focusing.

Writing by Dictation

We do math at the table but he could move around while I filled in the answers for him. Without having to focus on the writing aspect, he progressed very quickly. The first few years I did most of the writing for him because he could not physically write more than a few words or numbers without great difficulty.

He also would be so focused on the writing he would forget what he was writing about. He has a great imagination and we got him a tape recorder to share ideas so he didn't have to worry about writing them down. This way he could move and talk but still get his ideas recorded. Now that he is older and his fine motor skills have improved, he likes to draw while listening. (**Note from Dr. Stephen Guffanti:** *There are computer programs that will free the mom from being secretary by typing as the child speaks. Two of them are Dragon Naturally Speaking and VIA Voice.*)

Techniques for Stress

- When he was stressed we had him cross as many parts of his body as he could...legs, arms, fingers, toes, eyes. This was just a way he could be in one place and try and focus. We also did visualizations if we were in a place he couldn't move—like deep breathing, or pretending he was jell-o.
- I think the two things I have done the best is to help him communicate his needs and allow him the touch that he craves. He is the one who, when upset, needs a big bear hug until he calms down – or when he is getting antsy I sit and massage his hands so he is getting some kinesthetic input without having to move.
- It is very hard to balance the needs of an active child and the needs of the rest of the family. Progress was slow sometimes but well worth it. He does not have the self-esteem issues I see with other kinesthetic learners in the school setting. I found that being open with him on why I was using different curriculum or discussing with him ideas that I wanted to try helped him realize he had control. He sees our home as a safe place and that now helps him when he is in new situations. (**Note from Dr. SG:** *In the long run this is more important than any other subject he learns.*)

Handling Groups

- Because his learning style is more unique I often find myself talking with teachers at church or scouts and giving them ideas. He often speaks up when he is becoming too stressed out. When he is in large groups, the input can be too much and sometimes he just needs to get out of a room and relax a minute. It has been difficult and we have had to wait to expose him to different situations (like large group games) until he learned to process all of the information. But I have seen such great improvement and I think he

feels comfortable with himself. He knows his limits and now recognizes when he has had enough.

- It still is difficult. Now that he is older many adults expect him to be sitting and quiet. They don't realize the progress he has made and he is very aware when adults are disappointed in him.

Books: *Right Brained Children in a Left Brained World* and *How to get Your Child off the Refrigerator and onto Learning*

For those homeschooling with a kinesthetic and ADHD child I would recommend the book *Right Brained Children in a Left Brained World*. It describes the difference in learning styles and gives different ideas. I learned while teaching my son to read when he seemed to hit a wall we needed to stop for a few days for him to process and then start up again. Another book with great ideas is *How to get Your Child off the Refrigerator and onto Learning* by Carol Barnier.

For curriculum I switched to *Handwriting Without Tears*, Singapore Math (done orally), books on tape, & *Sequential Spelling* for my kinesthetic learners.

Whole language cards

We use phonics but he is the one child that did well with whole language cards to get started. He also needed mistakes corrected immediately or he would forever "see" the mistake when he thought of the word or, when nervous, resort back to the misspelled version.

Make Stuff

I have learned to use curriculum and lesson plans that include hands-on activities. For instance, when we studied The Great Depression and Roosevelt's programs to help create jobs, we used alphabet stickers to create Roosevelt's "alphabet soup." When we did Lewis and Clark, we made a keelboat from balsa wood.

Food

- We've also cooked many different meals - and allowing them to cook has probably made my hair go gray, but if they prepare a meal they will usually eat it, even if it has things in it that they don't like.
- (They like to) eat a snack while I read aloud to them.
- We have him chew gum, and have different squishy toys while he does work.
- Some kids eat, which can become a calorie problem. One mom with a child who wanted to eat while doing school work found that giving him a strong rubber pencil grip to chew on did the trick, though this has not worked for all "eaters."

Incorporate What They Are Studying Into Physical Activity

I try to incorporate whatever they are studying into some type of physical activity where they can demonstrate what they think the author is trying to tell us. Now, we have ended up climbing trees and singing as the neighbors drove by (The Trapp Family Singers), riding bikes, pushing wheelbarrows, and sorting rocks out in the landscaping.

Remember to relax

I just try to remember to relax, and usually I can do just fine. I try to zero in on something that interests them, and then use it in the schoolwork.

Rug hooking ... or rolling

My biggest thing is remembering that my son does not have to be looking at me to hear me. This summer while we are taking turns reading a book, he will be working on a rug hooking kit. When I ask a question he's always the first one who knows the answer. When he's done with this project, an airplane will do! He seems to hear best rolling around on the floor.

Create a play

Our kids are working on a play -- The Wizard of Oz. The kids wrote the play and are doing all the sets, costumes, etc. I'll let you know how it goes. (**Note from Dr. SG:** *This mom has 5 or 6 foster kids. They all have different learning styles, which work well if they join together on a project. I suggested the play because you can write about a part in history and the project could be used to teach math, etc. It is kind of like a three-dimensional unit study.*)

Let her be the teacher

My daughter likes to include her favorite animals or dolls as students. She likes to involve them in the learning process. I let her take the teacher role as she teaches her play "students."

Creative Thinking

These and others are used if she is getting a little tired of the lesson: acting out some history lesson, describing how she thinks some character would look, and imagining herself in a science project sort of like "The Magic Schoolbus."

The Solution to the pencil-dropping phenomenon

My kinesthetic learner is always dropping her pencil, so I line up 8-10 pencils and when we drop one, we just pick up another and go on. At the end of the lesson, we pick them all up off the floor.

Let your child be your guide (*Following is an email we received recently, but it works well as a tip, we think – MG and SG*)

I listened to your talk and I was so impressed! The next day, when my 6-year-old son was standing in his chair looking at and feeling a clock face, I thought, "Why not see if the doctor is right?"

So instead of saying my usual "turn around, sit down, look at me, and listen," I asked him the questions in his book, never in a million years thinking that he was hearing me. Without even turning around, he'd answer the question and continue touching the clock.

When I would say, "Now do (whatever action was next)," he'd get down, do the required action, climb back up and look at the clock.

We did his entire lesson (5-10 minutes) that way and he never missed an answer. I couldn't believe it! We're doing a lot more physical activity with his letters now and he's finally "getting it!" (Or maybe I'm finally getting it.) :)

Note from MG: *Well, That's basically the end of the tips we've received – so far! We hope you are inspired and touched by them as much as we are. Next, we want to include a couple other messages we received, along with our comments.*

The next person wrote a response (to our request for your tips) with a different point of view:

I don't believe in the learning styles approach of working with children. Most kinesthetic learners are ones who have an auditory processing issues and/or a visual infirmity of some type. They use the kinesthetic pathway because the other two pathways for learning have a "malfunction" of some sort. I know; my son HAD these issues. My recommendation is to fix the auditory and visual processing issues and then the child can learn through all types of "styles." I know; my son did this.

Until those pathways are fixed, learning by throwing a ball, squeezing a stress ball, jumping on a trampoline, etc. are all "coping" skills and don't address the root cause. Sometimes it is a short term fix while the other pathways are being addressed, but it is not an effective learning method.

You can go to the ICAN (International Christian Association of Neurodevelopmentalists) website and check out their neurodevelopmental ways of working with all kids with learning issues. That is the program I used to fix all of my son's issues.

(Note from Dr. SG: *Actually this mom has a point; the doctor doing EEG biofeedback stated that 45% of his ADHD students had auditory processing disorder -- not most, but certainly many. Children with auditory processing difficulty typically have normal hearing and intelligence. However, they have also been observed to: have trouble paying attention to and remembering information presented orally; have problems carrying out multistep directions; have poor listening skills; need more time to process information; have low academic performance; have behavior problems; have language difficulty (e.g., they confuse syllable sequences and have problems developing vocabulary and understanding language); have difficulty with reading, comprehension, spelling, and vocabulary.*

Did they become kinesthetic because they couldn't process auditorily? Probably not. Research indicates learning style is genetic. Of course, if your child has an auditory processing issue, it certainly shifts him away from using his auditory learning style. If you have the means to use the ICAN specialists, they are certainly worth visiting to get a diagnosis. Just be sure to find out how you can measure your child's progress should he turn out to have auditory processing disorder.)

Another person wrote a one-word response: Unschooling!

(Note from Dr. Guffanti: *John Holt defines unschooling in his book Teach Your Own, "When pressed, I define unschooling as allowing children as much freedom to learn in the world, as their parents can comfortably bear." This is a balancing act between the parent and the child with inspiration as the guide to curriculum.*

Each human being has been given a passion inspired by God. Education can be a tool to get that passion faster if the child is given the freedom to pursue it. There are a multitude of pitfalls to avoid going down this path. For a more complete discussion of this read my book, The Purpose of Passion. (Email me, as it is only available directly through us.) I would like to talk about three of the pitfalls: stuffing down their pain, hiding out in an addiction -- video games, etc.; and the parents abandoning their leadership role.

I recommend unschooling when a child has been going to school and has lost his or her natural curiosity. These children need time to repair this damage, and any education that doesn't come from their own desire to learn isn't helpful. I would give them lots of love, reaffirmation and work to do. The trauma from a classroom environment needs to be healed. However, the healing time should not be used for stuffing down their pain. Each painful event has to be discussed, having the child express his anger, sadness and fear and finally his forgiveness and love. Otherwise he will carry the pain with him until the day he dies. John Gray, author of Men are from Mars, Women are from Venus, gives a very helpful tool called the love letter. I would use it early in the unschooling program and any time a painful experience comes up. You may use love letters from my ADHD book, Does Your Child Really Have ADHD? You can buy it on drdyslexic.com.

Hiding out in an addiction seems to be more prevalent with video games. It is very scary to pursue your passion. Christ himself sweat blood in the Garden of Gethsemane and prayed for God to create another way. So if Christ was afraid of his passion is it any wonder that your child is? Often to avoid fear, people will divert their attention from their passion. An addictive video game is the most culturally-acceptable avoidance mechanism. On the other hand, it may be that the video game isn't an addiction, so this issue takes some discernment.

Parents sometimes bend over backwards to allow their children freedom to pursue their passion. When this leads to abandoning their leadership role, it robs them of precious time to be with their child. I highly recommend that parents share their passion with their children because

God gave them both their passion and their children, and while we may be groping in the dark with this issue, God is not. Sharing your heart with your child is essential. If that takes the form of painting together or fixing plumbing or sharing your love of Shakespeare do it, even if it looks like a lesson!

I have written much more on these subjects in The Purpose of Passion, but this isn't the time to go into it.)

These next two poignant and heartfelt messages speak for how many of us have felt at times.

- Thank you for your note. I myself am still exploring what is going to work best for my son. I have done a horrible job so far! He just finished a 2nd round of (phonological this time) testing to rule out any true learning disabilities, and she says no. That all the testing points to attention deficit... under-stimulated "prefrontal cortex?" I believe. I cannot help but think that not only could he benefit academically, but I feel our family would be safer if we found the right medication.

I lost my hard-drive during a power-surge June 11 (surge protector failed too.) So I lost all our previous communication. Your advice is to stay away from meds, right? I have so many voices coming at me, and I am so tired and frustrated, even during the summer just thinking about what it is going to be like in a month or so. Please let me know if you find a good engine simulator on the Internet. My son -- and others with similar interests -- would love that. (Learning the parts by click-n-drag.)

- Unfortunately, I haven't found the magic yet. My son (now 15) is doing poorly in school and I'm told that it isn't because he isn't smart enough. He just isn't motivated and school isn't a priority for him. In fact, last night he told me that he was dreading going back to school. His biggest problem is homework. He says he just can't do it. He sits with his homework in front of him and stares at the ceiling, the floor, his pencil...anything to distract him. And he knows he's doing it. He knows all the consequences...he just doesn't have the motivation to get it done. He really is a very bright kid...but school and homework will be the death of him...and me! Sorry I don't have any tips for you...I'm hoping someone has some for me!

He does spend a large amount of time on his work sheets; I am trying to figure a way to break the time up so he doesn't feel like it's an impossible amount of work. I have him go for a run, or do a chore, or just stretch, anything to get him to focus again. If you have any suggestions I'd appreciate it.

Note from Dr. Guffanti: *Notice that the two above descriptions are the inattentive types of behavior. I ask what is the child's passion each time this comes up. If he can remember it, then he will focus. He needs to be about his Father's business all the time. However, this approach won't work in a classroom environment because they can't feed his passion.*

Teaching Tips for Auditory Learners

For academics taught via traditional methods, auditory and visual learners have it much easier than kinesthetics. So much learning is done through our auditory senses!

Talk to your auditory learners and have them talk to you-- have them give a presentation or teach you or a sibling. Watching videos, your reading to them (and they will be able to follow along and recall what you read!!) or their reading aloud works. Making it multisensory deepens the learning. See below for examples.

For auditory learners, saying sentences and rhymes about what they are learning works so well. For example, in 5th grade our auditory daughter learned all the presidents, in order, just by saying each one's name in a singsong cadence while she acted out a movement for the name. It went like this: "Washington (she washed her hands), Adams (she wrote numbers in the air to add them), and Jefferson," (she put hands on her belly and laughed like a jester) and so on.

Auditory learners will recall the words you read to them or they hear in videos, so history videos (or for older children David Barton's Wallbuilders videos or the Liberty series) are great, as are books on tape.

(When Stef was a sophomore I wanted her to read Hawthorne's *The Scarlet Letter*. The vocabulary is quite challenging, as is the content – so I listened to it on tape while she and I traveled in the car. She at first tuned me out by listening to her headset. But I stopped the tape occasionally to tell her what was happening and what was so intriguing about the story. After a while she got hooked and started listening too. She ended up reading the entire book after our trip and could follow it since we had already listened to it and talked about it.)

For spelling it works for auditory learners to say a statement like "There's a *rat* in *separate*" and "the *principal* is my *pal*"; or to pronounce the word phonetically when she goes to spell it – so *calendar* is kal-en-dar, (not der) and *business* is bus-i-ness (not biz niz). See what we mean?

Multi-sensory Learning

Multisensory learning works with all styles, as long as the primary style figures prominently in the activity – involving multiple senses seems to deepen the learning

We have a wonderful multi-sensory spelling strategy in Dr Guffanti's book, *Does Your Child Really Have ADHD?* The strategy is also in our Rocket Phonics reading program.

If your child hasn't yet learned the times tables we found a multi-sensory rhyming memory system you can order through us – it's fantastic: it uses a rhyming picture for each number (*sun* for the number *one*, for example) and has cards with a picture for each sentence created to give each times table statement. It's called Rhymes Tables and it's \$46 plus \$7 S&H. Let us know if you want to know more about it, or to order it. (Mention Rocket Phonics and you get a discount!)

Finally, we just wanted to share with you a few of the many thanks you've sent to us. We think the last one says what we all hope to feel.

- Aloha Dr. Stephen! Thanks for your messages and tips!
- I really enjoyed your lecture last summer – it really helped me to understand my son better.
- Thank you so much for your advice and insight; it has made our homeschooling so much more enjoyable and successful.
- Thanks, again, for sharing your personal experiences in your sessions. As an auditory learner, my tendency was to try to teach my children in ways that made sense to me. I've come to appreciate that my son is a different sort of learner, and that I need to teach him in a manner consistent with HIS style. This realization has made homeschooling him much more pleasant, and I believe his self-esteem has never been higher. I'm looking forward to seeing you at this year's expo.
- Thanks for your seminar. Finally I am at peace with my kinesthetic learners!