



Learning Style Course Syllabus

for
Discover Your Child's Learning Style

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Learning Style Syllabus

Introduction

Home Teacher / Parent

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Week 2 - Dispositions

Week 3 - Talents

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Student

Week 1 - How You See It

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Introduction

Parents

From many years of experience we know that working with a child's learning style is the best way to create successful learning experiences for all students. We invite you to "get on your child's learning team" and to find out how you can become a parent learning success coach. To facilitate the process, we've written this syllabus to accompany our book, *Discover Your Child's Learning Style*.

We encourage you to do the "home teacher / parent" exercises in the syllabus, so that you can:

- form a learning team with your child
- better understand your child's learning style
- use this new information to help your child have the most successful learning experience possible.

Students

Students are asked to do the "student" exercises in the syllabus. This information can help parents and teachers AND students determine the best study methods for individual students.

Home Teacher / Parent Section

Lesson 1. - How You See It

Home Teacher / Parent

A. What was your school experience like?

___ positive ___ negative

What went well?

What didn't go well?

B. Did you have someone to encourage and support your efforts in school?

___ yes ___ no

If yes, please tell something about what that person did that was encouraging.

If no, do you think that it would have been helpful to have had a supportive person to talk with and work with you?

What could this person have done to help you?

Please share this information with your student.

C. Read Chapters 1, 2, and 3 of *Discover Your Child's Learning Style*.

Lesson 2. - Disposition

Home Teacher / Parent

A. Do the Disposition Assessment (for yourself, not the student).

If you've already done the assessment either in the book or online and have your scores, skip to C.

Please remember:

- There are no right or wrong answers.
- Work quickly. • Avoid thinking about what you "should" choose.

B. Score the assessment—Add 4's and 5's. Subtract 1's.

Record score on the Summary Form.

C. Your highest score is your primary disposition: Performing, Producing, Inventing, Relating/Inspiring, or Thinking/Creating. Find your disposition in Chapter 5 of *Discover Your Child's Learning Style*, beginning on page 65, and read about it.

Does this information describe some of your dominant characteristics?

Please explain. If not, what would you add or subtract?

D. Your second highest score is your secondary disposition. Find it in Chapter 5 and read about it. Does this information describe you in some way? If not, what would you add or subtract?

E. Read about your student's primary and secondary dispositions.

Is there any new information in what you read? Please explain.

F. Compare your dispositions with your child's. What similarities and differences do you notice?

Lesson 3. - Talents

Home Teacher / Parent

- A. Do the Talents Assessment (for yourself, not the student).
If you've already done the assessment either in the book or online and have your scores, skip to C.**
- B. Score the assessment**
Record score on the Summary Form.
- C. Read about **your** talents in Chapter 6, "Talents: Our Natural Gifts," page 111. Is this information accurate? Explain.**
- D. Read about your student's talents. Do they seem accurate to you?**
- E. Does your student have talents that he/she isn't interested in pursuing? If yes, how do you feel about that?**
- F. Compare your talents with your student's. What similarities and differences do you notice?**

Lesson 4. - Interests

Home Teacher / Parent

- A. Do the Interests Assessment (for yourself, not the student).
If you've already done the assessment either in the book or online and have your scores, skip to C.**
- B. Record score on the Summary Form.**
- C. Read about interests in Chapter 7, "Interests, So Easy to Overlook," starting on page 135.**
- D. Do you think that there are enough opportunities for **you** to pursue your interests? How do you feel when you don't pursue them?**
- E. What would you like to do more of? When, where, how?**
- F. Do you think that your student gets enough time to pursue his/her interests? Explain.**
- G. Talk with your student about his/her interests. What things can you do to help your student pursue more of his/her interests?**

Lesson 5. - Modality

Home Teacher / Parent

- A. Do the Modality Assessment (for yourself, not the student).
If you've already done the assessment either in the book or online and have your scores, skip to C.**
- B. Record score on the Summary Form.**
- C. Read about modality in Chapter 8, "Modality: More Than Auditory, Visual, or Kinesthetic," starting on page 143.**
- D. Do you think that the information is accurate? What would you add or subtract?**
- E. Talk with your student about his/her dominant modalities and ways to use this information to help his/her studies?**

Lesson 6. - Environment

Home Teacher / Parent

A. Do the Environment Assessment (for yourself, not the student).

If you've already done the assessment either in the book or online and have your scores, skip to C.

B. Record answers on the Summary Form.

C. Read about environment in Chapter 9 "Beyond a Desk and Four Walls," page 161.

D. Talk with your student about his/her environment needs and preferences. How are they different from yours and similar to yours?

Lesson 7. - Putting It All Together

Home Teacher / Parent

A. Read Chapters 10-11 in *Discover Your Child's Learning Style*. What ideas do you now have to customize your child's program to fit his/her learning style needs?

B. Read Chapter 12. Do the "Stay F.I.T.T." exercises in the book.

C. If you have a student who has been labeled as having a learning disability, please read Chapter 13, "What About Learning Disabilities?," page 229. Note any insights or changes in perspective you now have about this topic.

Student Section

Lesson 1. - How You See It

Student

A. In the book *Discover Your Child's Learning Style*, there are many statements written in large boxes. Find a statement that you like and write it here or ask someone to write it for you.

Please tell what this statement means to you.

B. Do you have someone to encourage and support your efforts in school?

___ yes ___ no

If yes, what does that person do that is helpful?

What else would be helpful to you?

Please share this information with your parent(s) or home teacher.

Lesson 2. - Disposition

Student

If you've already done the assessment either in the book or online and have your scores, skip to C.

A. Do the Disposition Assessment. (May require help from parent/teacher.)

Please remember:

- There are no right or wrong answers.
- Work quickly. • Avoid thinking about what you "should" choose.

B. Score the assessment Add 4's and 5's. Subtract 1's.

Record score on the Summary Form.

C. Your highest score is your primary disposition: Performing, Producing, Inventing, Relating/Inspiring, or Thinking/Creating. Find your disposition in Chapter 5 of *Discover Your Child's Learning Style*, beginning on page 65, and read about it. Or, have your parent or teacher read to you.

Does this information describe you in some way? Please explain.

If not, what would you add or subtract?

D. Your second highest score is your secondary disposition. Find it in Chapter 5 and read about it. Does this information describe you in some way? If not, what would you add or subtract?

E. Compare your dispositions with your parent's or teacher's. What similarities and differences do you notice?

Lesson 3. - Talents

Student

- A. Do the Talents Assessment.** (May require help from parent/teacher.)
If you've already done the assessment either in the book or online and have your scores, skip to C.
- B. Score the assessment**
Record score on the Summary Form.
- C. Read about your talents in Chapter 6, "Talents: Our Natural Gifts,"** page 111. Or, have your parent or teacher read to you. Is this information accurate? Explain.
- D. Are you pursuing your talents? Please explain.**
- E. Do you have talents that you aren't interested in pursuing? If yes, please explain.**
- F. Compare your talents with your parent's or teacher's. What similarities and differences do you see?**

Lesson 4. - Interests

Student

A. Do the Interests Assessment. (May require help from parent/teacher.)
If you've already done the assessment either in the book or online and have your scores, skip to C.

B. Record score on the Summary Form.

C. Do you think that there are enough opportunities for you to pursue your interests? Please explain.

D. What would you like to do more of? When, where, how?

E. Talk with your parent or teacher about your interests. What things can he or she do to help your you pursue more of your interests?

Lesson 5. - Modality

Student

A. Do the Modality Assessment. (May require help from parent/teacher.)
If you've already done the assessment either in the book or online and have your scores, skip to C.

B. Record score on the Summary Form.

C. Read modality in Chapter 8, "Modality: More Than Auditory, Visual, or Kinesthetic," starting on page 143. Or, have your parent or teacher read to you.

D. Do you think that the information is accurate? What would you add or subtract?

E. Talk with your parent or teacher about your dominant modalities and ways to use this information to help your studies.

Lesson 6. - Environment

Student

A. Do the Environment Assessment. (May require help from parent/teacher.)

If you've already done the assessment either in the book or online and have your scores, skip to C.

B. Record answers on the Summary Form.

C. Talk with your parent or teacher about your environment needs and preferences. What changes could help make learning easier for you?