

“Intervention Strategies Guide”

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Styles of Learning

Visual Learners-

Support text information with pictures, graphics, and written key words

Use demonstrations, modeling, charts, and graphic organizers to introduce, develop, and extend information

Secure student attention with visual aids

Emphasize key points using highlighters, highlighter tape, or color coding

Utilize tangible models/teaching aides when teaching abstract concepts

Present new information using outlines, advance organizers, and notes

Deliver instruction using visual technological resources

Present oral information through the use of visual cues and memory strategies

Encourage the use of an assignment log

Provide step-by-step written directions/instruction

Offer seating where students can view the speaker

Use non-verbal cues to draw attention to the concept being taught

Allow the option of taking notes during direct instruction

Be aware that body language can distract a visual learner

Offer choices in student products (ie. Maps, graphs, cartoons, illustrations, diagrams, models, computer generated materials)

Auditory Learners-

Verbalize steps needed to solve problems

Present new information using an oral delivery model

Substitute oral reports in place of written reports

Use brainstorming, cooperative learning, and listening opportunities

Encourage students to read aloud quietly to process information

Have students verbalize directions

Allow students to talk through a task orally

Involve students in discussions and group collaboration

Invite students to lead group discussions

Teach concepts and support mastery of skills with jingles, raps, songs, cheers, chants, poetry, and mnemonic devices

Administer an oral test, in lieu of a written test, that allows students to respond orally

Use a variety of reading intervention formats (ie. Taped reading, books on tape, oral reading, choral reading, duet reading, echo reading)

Review material using oral activities in study groups or with partner before independent work

Offer choices in student products (ie. Taped reports, debates, panel discussions, oral presentations, games, interviews)

Tactile/Kinesthetic Learners-

Engage students in hands-on learning experiences

Allow students to move around while learning

Alternate between passive and active activities

Design seat work that involves a minimal time period and gradually lengthen assignments

Divide complex instruction into shorter segments for presentation

Reduce the work task into parts

Use manipulatives, role playing, games, and simulations to develop conceptual understanding

Present instructions prior to passing out materials

Remove distractible items from the student's work surface

Design instructional opportunities that use movement and rhythm to extend or reinforce learning

Create and use student responses involving hand motions, clapping hands, tapping feet, or snapping fingers

Allow students to use movement, writing, or dance to present learned information

Employ "act it out" strategies

Encourage the use of a ruler, marker, index card, or other tracker to maintain the place in reading text or assist in task completion

Offer choices in student products (ie. Role playing, drawings, models, creative dramatics, experiments, demonstrations, games, projects)