

Tactile/Kinesthetic Modality

Physical Learner

- Roughly 30 to 40 percent of the general population.
- **If population exclusively male, greater than 50 percent.**
- Learn by using *all* muscles – both fine and gross motor muscles.
- Tend to experience the most difficulty in the traditional classroom (physical movement is not encouraged during learning time).

Characteristics

- In constant motion; taps foot, pencil, or hand, or all of them. Squirms in desk. Rocks desk or chair on back legs. Chews gum, pen, or pencil during class. (*Pencils are usually well chewed and shaped*).
- Restless during class; takes no or poor notes.
- Tends to be easily distracted by others around him/her.
- Tends to approach problems by physical involvement so appears to be impulsive and out of control.
- Needs movement for learning. Classic example: poor academics/good athlete.
- Responds well to computer assisted education and TPR (*Total Physical Response*).

STRENGTHS

- Thumps buddies on back in friendship
- Nudges friends in fun
- Takes gadgets to pieces and puts them back together again
- Likes to play with clay; enjoys sandboxes
- Heads for monkey bars, rope climbing, etc. on the playground
- Uses a handkerchief or napkin without being told
- Uses fists before mouth in arguments with peers
- Feels or touches everything he/she walks past or stands near
- Makes airplanes and fans out of his/her papers
- Is a clacker, smacker, popper, tapper, and must do this in order to maintain cortical tone (alertness)
- Can problem solve puzzles easily
- Likes to put things together for the teacher

TEACHING PROCEDURES

- Use movement exploration activities to teach concepts
- Use playground equipment to teach concepts (nouns, adjectives, adverbs, prepositions, etc.)
- Have one or pair of children form shapes, symbols with their bodies.
- Trace letters and words with finger, elbows
- Close eyes and finger trace shapes, or 3-dimensional writing, and work math manipulatives
- Have children walk, hop, skip the patterns of shapes, letters, and words
- Make number lines on floor to step off math problems
- Tap & clap syllables, computations
- Use shaving cream, play doh, string art to form letters on desks, tables, floor
- Write concepts and words on the bottom of shoe, then touch ear
- Sit on back of chair, perch, spin, balance, etc.