**How to Teach to Your Student’s Preferred Learning Style**

Students need to be able to adapt to all learning styles. However, when teaching new, complex information, it is often helpful to teach to the student’s preferred learning style to assist in development of deep understanding and improved recall.

Below are some tips on how you can assist the student to tap into their preferred learning style.

**Visual and/or Read-Write:**

* Have student observe a treatment or assessment activity before performing it themselves.
* Allow student to video a demonstration of an activity or video themselves practicing an activity so they can go back and watch it later.
* Student should carry a clipboard so they can write down notes that they can go back and refer to later.
* Suggest that the student recopy the personal notes they took that day as a means to improved retention.
* Have student create columns on a piece of paper where they can compare and contrast different diagnoses or treatment strategies.
* When a student is done observing an activity, have them write down what they observed.
* Encourage student to utilize different colored pens or highlighters when writing things down, as this improves recall later.
* Provide visual aids and handouts to the student, whenever possible, to assist in their learning.
* When preparing to treat a patient, ask the student to visualize what they intend to do.
* Have the student review texts or journals for information to refresh their memory or learn new ideas
* Ask student to look up and watch internet videos of skills they are trying to master.

**Auditory:**

* Avoid audible distractions when trying to concentrate (e.g. document in a quiet area).
* Have student repeat back to you important information you have discussed.
* Encourage student to come up with catchy phrases (or assist student in this regard) to remember key elements.
* Repeat important information more than once.
* Urge student to make lists of important information and read them out loud.
* Suggest student speak out loud to themselves in the car about what they intend to accomplish that day / things they wish to remember.
* Play quiet music in the treatment area during treatment.
* Engage in conversations with student about specific subject matter.

**Kinesthetic:**

* Allow student the opportunity for hands-on practice, whenever possible.
* Have student demonstrate skills on you instead of having them watch you do the activity.
* Have the student assist with patient care, within their abilities, as early as possible.
* Let student stand, instead of sit, to perform documentation.
* When learning to use a piece of equipment, allow student to “play” with the equipment instead of reading the manual or simply watching you use it.
* Write out lists of activities / ideas.
* Take notes on what is being discussed or what the student is observing.
* When trying to memorize specific lists or items, combine recitation with movement (pacing, finger-snapping, etc…).