What Species is Your Child?

Types of kids and learning styles

The Daydreamers
You spend all day saying “Look at me!” or “Look at this!” or “Look this way!”

The Shy Ones
You spend all day coaxing words out of them

Cool Kids
You spend all day enduring judgment that “this is boring!”
And then you have to convince them it’s not

Perfectly Studious Kids
You spend all day answering “who,” “when,” “how,” and “where” questions.

Drama Ullamas
You spend all day answering, “But, Wyyyyyyyyy??

Crazy is as Crazy Does
You spend all day containing chaos

So by the end of the day, you look like this...................

Six Learning Styles

Listeners
- Like traditional lectures, slices and somebody to tell them what to do
- Enjoy the ‘chalk and talk’ theory and presentations
- Will listen to orally read books in class

Readers
- Traditional classes frustrate them
- Want to learn at own pace
- May not ask teacher to slow down
- Want to be given notes and to work on their own
- Will listen slightly to teacher and then speed through text
- Will work independently if given a book to read on own

Writers
- Make their own notes
- Like space on any handouts so they can make notes
- Benefit from written outlines and written exercises
Six Learning Styles

**Talkers**
- Learn most through discussion
- May listen to what is said, but then they need to question, challenge, and discuss the subject until they understand and it has settled in their long-term memory
- Regularly pause for questions or let them interrupt at any time.
- Give group exercises where they discuss what they read

**Watchers**
- Like to be shown how to do something, to see examples of what works and what does not. They then imitate what they have seen.
- Show them videos and do demonstrations

**Doers**
- Learn by trying something out and finding out what works and does not work for them. They will then change what they do and try again until they get it right or conclude that it does not work.
- Get impatient with talking
- Give them exercises to do and particularly let them practice, such as with role-play games

Maslow’s Hierarchy

Children also have needs that must be met

**Physiological**
- Breathing, food, water, sex, sleep, homeostasis, excretion

**Safety**
- Security: body, employment, resources, morality, the family, health, property

**Love/belonging**
- Friendship, family, sexual intimacy

**Esteem**
- Self-esteem, confidence, achievement, respect of others, respect by others

**Self-actualization**
- Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

So where do you start?

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Excitement</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need to belong or bond</td>
<td>• Fun</td>
<td>• Allows for many types of kids and learners</td>
</tr>
<tr>
<td>• Need to be heard</td>
<td>• Interest</td>
<td>• Personalizes the learning</td>
</tr>
<tr>
<td>• Need to be understood</td>
<td>• Attention – getting</td>
<td>• Lifts a barrier to allow a more personal connection</td>
</tr>
<tr>
<td>• Need to reach their potential with confidence that they can achieve</td>
<td>• Active</td>
<td></td>
</tr>
<tr>
<td>• Need for safety</td>
<td>• Involved</td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
Why do kids NEED our interaction?

- **The Daydreamers?**
  - To pull them out of their heads

- **The Shy Ones?**
  - To help them belong

- **The Cool Kids?**
  - To help them be independent and unique

Why do kids NEED our interaction?

- **The Perfectly Studious Kids?**
  - For self-worth
  - Because they may have connected their worth with success

- **The Drama Llamas?**
  - For self-assurance

- **The Crazy Kids?**
  - For boundaries and outside control

Interaction for all kids

- **We need to show them:**
  - That we hear them
  - Understand them
  - That we will teach them ways to protect themselves
  - That we will help them achieve
  - That we can help them belong

Then we must transfer that relationship to a book

Connection of characters

- Are you like any character in the book?
- Do you know somebody like the characters?
- How would you feel if you were this character?
- Would you like to be this character’s friend?

Must come up with ways to make reading personal and need fulfilling
Connection of problems and fears

- How did they verbalize problems?
- How do you verbalize problems?
- How did they solve problems?
- How do you solve problems?
- Did their solution have positive or negative results?
- How do the characters feel?
- How would you feel if you were in a similar situation?

Connection of hopes and dreams

- How did the characters achieve their dreams?
- Do you wish you were like one of the characters? Who and Why?
- Did the character’s hopes and dreams make them happy or powerful?
- Can everyone have a happy ending?

Excitement

- Why do kids want to be entertained?

Why do kids want to be entertained?

The Perfectly Studious Kids?
To get a break from serious

The Drama Llamas?
They thrive on drama and excitement

The Crazy Kids?
Anything for a distraction

The Daydreamers?
Need something to compete in excitement with their imagination

The Shy Ones?
Will not seek out excitement but still want it

The Cool Kids?
Because it’s cool to have fun

We all want pleasure, so we must connect that book with pleasure
Must find ways to entertain them while focusing on the object, “BOOK”

- Involve their senses and body
- Connect laughter
- Connect action
- Connect plot
- Connect with their everyday life
- Connection of entertainment need

Involve their senses and body

- **Stimulated senses**
  - Spark brain activity
  - Touch, Smell, Sight, Sound, Taste

- **Movement brings oxygen to the brain**
  - Reduces anxiety and increases blood flow to the brain

- **Movement increases dopamine**
  - It boosts drive, focus, and concentration

Connect laughter and fun

Interactive books for movement

Involve them in the book again

- Connect action
- Connect plot
- Connect everyday life

Connection of action

- Has the reader ever engaged in that action?
- Is the character doing something right/wrong or fun/not fun?
- Can you connect fun things you do with the character’s fun?
- Maybe recreate the same fun thing you read about in class
- Maybe role play the action in the story like do a play
Connection of plot

What would you do in this situation?

How would you change the ending? Or middle? Or action?

Recreate the action with an alternate ending. Or an alternate universe. Or alternate characters like animals, robots, and zombies.

Create a happy ending or a sad one.

Build plot trees where you follow many different scenarios where “if” this happened, “then” that would result.

Connection of everyday life

What actions are similar to your everyday life?

What actions do you want to do?

Have you seen this action in movies, TV, video games, or heard it in songs?

Have you heard or done this in your family?

Do you believe this?

Do you trust this?

Flexibility

• Why do kids need flexibility?

Why do kids need flexibility?

The Daydreamers?
They need us to meet them outside the box

The Shy Ones?
Social norms do not give them enough time to think

The Cool Kids?
They look outside themselves for behavior cues

Why do kids need flexibility?

The Perfectly Studious Kids?
They are so regimented that anything out of the norm can fluster them

The Drama Llamas?
To help them breathe

The Crazy Kids?
Because they need outside control, yet also freedom
Flexible connection with type of kid

- **The Daydreamers?**
  Child with ADHD 3 seconds of attention unless it interests them
  Average 13 year old 7 seconds of attention span
  Used to digital multi-tasking
  Stick with interest, quick, easy, and visual
  Books with pictures and varied print

- **The Shy Ones?**
  Books let them be heroes without leaving their comfort zone
  Let them choose a book if you can; if not, find a common ground with the protagonist

- **The Cool Kids?**
  Want to work in groups so form a book club
  Give them popular or trending reading material
  Create social media assignments

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Flexible connection with type of kid

- **The Perfectly Studious Kids?**
  Build up their self-esteem with leadership roles and give assignments where they can excel
  Challenge them with reading assignments that are fun (because they sometimes forget what about fun)

- **The Drama Llamas?**
  Make an assignment that shows their talent: Perform a play connected to book or let them do cross-aged book club
  Focus on the drama of characters in a book

- **The Crazy Kids?**
  Challenge them to compete in a task and reward them
  Find out what interests them and find books on that subject; even if driving you crazy is their interest. There are books on kids driving teachers crazy

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Crazy Kids: the sequel

**Give choices with boundaries**

- Spell it out beforehand
- Give them limited choices
- Offer help to reach their goal

**Stick to consequences**
Flexible connection with learning style

- Listeners
  Read to them

- Readers
  Let them choose books and read at their own pace

- Writers
  Offer outline templates

- Talkers
  Read a little, and then talk a little, and then repeat

- Watchers
  Connect videos or movies to the book

- Doers
  Do a project connected with the book

So what type of kid and learner do you have?
Work with who you have for a stress free reading environment

Then there is the added specifics

Learning Disabilities
Can’t quite learn it

Opposition
Wants opposite of parent’s goal

Reluctant to read
Negative reaction to reading

Then there is the added specifics

Learning Disabilities
Can’t quite learn it

Talk to your doctor or school about getting your child tested. Read handouts on learning disabilities

Opposition
Wants opposite of parent’s goal

Find ways to compromise on perceived power. Read handouts on opposition.

Reluctant to read
Negative reaction to reading

Look for suggestions on how to engage a reluctant reader. Read handouts on reluctant readers.