

Assessment – Modality Strength

Introduction:

Modality, also called learning channel, refers to the preferred sensory mode with which an individual detects, registers, and recalls information. There are three primary learning modalities or channels: visual, auditory, and kinesthetic. It is not unusual for a student to possess traits that are characteristic of two or more modality types; some students process information differently in different situations. An informal assessment of a student's modality strength is vital for developing a relevant and effective learning strategy repertoire that capitalizes on the student's preferred sensory mode(s).

Modality Questionnaire:

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete the modality questionnaire, read each sentence carefully and help your child consider if it applies to her/him. On the line in front of each statement, indicate if the sentence: (1) never applies to her/him, (2) sometimes applies to her/him, (3) or often applies to her/him. Respond to all questions in all sections of the questionnaire.

PREFERRED CHANNEL: VISUAL

1. ___ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ___ I remember something better if I write it down.
3. ___ I need to write down directions or I will forget them.
4. ___ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. ___ If I am taking a test, I can "see" the textbook page and where the answer is.
6. ___ It helps me to *look* at the person while they are talking. It keeps me focused.
7. ___ I had speech therapy.
8. ___ It's hard for me to understand what a person is saying when there are people talking or music is playing.
9. ___ It's hard for me to understand a joke that someone tells me.
10. ___ It is better for me to get work done in a quiet place.

VISUAL TOTAL _____

PREFERRED CHANNEL: AUDITORY

1. ___ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. ___ It helps to use my finger as a pointer when reading to keep my place.
3. ___ Papers with very small print or papers that are printed poorly are tough on me.
4. ___ I understand how to do something if someone tells me rather than having to read the same thing to myself.
5. ___ I remember things that I hear, rather than things that I see or read.
6. ___ Writing is tiring. I press down too hard with my pen or pencil.
7. ___ My eyes get tired fast, even though the eye doctor says my eyes are ok.
8. ___ When I read, I mix up words that look alike, such as "them" and "then" and "bad" and "dad".
9. ___ It's hard for me to read other people's handwriting.
10. ___ I would choose to hear new information rather than read it.

AUDITORY TOTAL _____

PREFERRED CHANNEL: KINESTHETIC

1. ___ I don't like to read directions; I'd rather just start doing.
2. ___ I learn best when I am shown how to do something and I have the opportunity to do it.
3. ___ Studying at a desk is not for me.
4. ___ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. ___ Before I follow directions, it helps me to see someone else do it first.
6. ___ I find myself needing frequent breaks while studying.
7. ___ It is hard for me to explain things to someone or to give them directions.
8. ___ I do not become lost very easily even in new places.
9. ___ I think well when I can move around feely.
10. ___ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it"

KINESTHETIC TOTAL _____