

**A Guide for Getting To Know  
The Way They Learn** by Cynthia Ulrich Tobias, M.Ed.

**Communicating With Your Child's Teacher: An Early Childhood Profile**

The following is based on information in *The Way They Learn* by Cynthia Ulrich Tobias. It is designed to be a guide for parents in describing each individual child's strengths and preferences to a teacher. **You have permission to copy and distribute this Profile for personal and small group/classroom use, as long as you do not use or sell the Profile commercially, revise the Profile in any way, or, except as specifically provided above, use the Profile in a manner that is inconsistent with the rights granted the author under 17 U.S.C. § 106.** As you share this information with your child's teacher, remember, you are sharing what you know about your child and asking the teacher for insights that may aid you in helping your child understand, appreciate and cope with demands in the classroom that may or may not match his or her natural learning style. The following should be filled out by you as you carefully observe and talk with your child.

**Child's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

*Each line represents a continuum—place a mark somewhere between the extremes.*

**I. How Do You Best Concentrate?**

**Seems most alert during which time(s) of day?**

\_\_\_\_\_  
*Early morning*

\_\_\_\_\_  
*Late evening*

**When concentrating, even at play, needs or doesn't need some sort of intake (food or drink).**

\_\_\_\_\_  
*Need to eat or drink*

\_\_\_\_\_  
*Distracted by eating or drinking*

**Seems to be able to concentrate and play best in bright or dim light?**

\_\_\_\_\_  
*Bright light*

\_\_\_\_\_  
*Dim light*

**II. How Do You Best Remember?**

**When trying to remember or review, is successful most often when he or she can:**

Repeat the words aloud, or turn the information into a song or rhyme.

\_\_\_\_\_  
*Almost always*

\_\_\_\_\_  
*Almost never*

See a picture of what is meant, draw or cut out pictures or use colorful folders, stickers, etc. to organize toys or materials.

\_\_\_\_\_  
*Almost always*

\_\_\_\_\_  
*Almost never*

Keep on the move, take frequent breaks, work in spurts of great energy, shift positions.

\_\_\_\_\_  
*Almost always*

\_\_\_\_\_  
*Almost never*

### III. How Do You Process and Interact With Information?

#### When listening to information or directions, usually seems to:

Get the gist of things, understand the main idea.

\_\_\_\_\_  
*Almost always*

*Almost never*

Remember specific details, can repeat things word for word.

\_\_\_\_\_  
*Almost always*

*Almost never*

#### When being read to, often

Doesn't mind if story is abbreviated or paraphrased; prefers stories of personal interest.

\_\_\_\_\_  
*Almost always*

*Almost never*

Wants to hear every word, no variation from printed story, prefers nonfiction subjects.

\_\_\_\_\_  
*Almost always*

*Almost never*

#### When playing or creating, usually:

Prefers a variety of projects all at once; spreads materials out over several work areas.

\_\_\_\_\_  
*Almost always*

*Almost never*

Prefers one project at a time; works best with a schedule; needs efficient work space.

\_\_\_\_\_  
*Almost always*

*Almost never*

### IV. How Do You Understand and Communicate What You Know?

#### On a day-to-day basis, prefers

Having a parent or teacher provide predictable plans and routines.

\_\_\_\_\_  
*Almost always*

*Almost never*

Understanding the purpose for and having time to complete the schedule and routines.

\_\_\_\_\_  
*Almost always*

*Almost never*

Knowing and doing what will make everyone else happy.

\_\_\_\_\_  
*Almost always*

*Almost never*

Doing what the inspiration of the moment dictates.

\_\_\_\_\_  
*Almost always*

*Almost never*

**When it comes to responding to authority figures, seems to especially need:**

Clear and specific rules and expectations.

*Almost always*

*Almost never*

Confidence in the ability and position of the authority figure.

*Almost always*

*Almost never*

Reassurance of love and personal worth despite making a mistake.

*Almost always*

*Almost never*

To feel that the person in authority respects and seeks input on the issues.

*Almost always*

*Almost never*

**V. Strengths and Preferences**

**Which of the following are your child's favorite types of free time activities?**

- Blocks    Legos/other construction materials    Puzzles    Computer  
 Books    Alphabet blocks/manipulative letters    Sandbox    Nature/Science activities  
 Drawing, coloring, creating with art materials    Outdoor play    Sports  
 Lacing/sewing cards, stringing beads, pegboards    Role-playing or play-acting  
 Playing with dolls  
 Other: \_\_\_\_\_

My child's favorite toys \_\_\_\_\_

**Most often, my child prefers to play**

alone    with other children    with adults



## Talking to the Teacher or Caregiver

**When talking to your child's teacher or caregiver, keep the following in mind:**

1. Treat the teacher as the expert. Assume the best, and approach the teacher in a positive, upbeat way.
2. Let the teacher know what you have read, and ask for his or her opinion. (Perhaps even loan the teacher a copy of *The Way They Learn!*) Ask the teacher to give you some ideas for further reading.
3. When discussing your child, start many of your questions with the same four words: "What can I do?" For example, "Jane's learning style is very different from your teaching style. I think it's great that she is learning how to deal with lots of different approaches. I'm wondering, though, what could I do to help her understand the way you teach? What could I do at home that might help her succeed better in your classroom?" Let the teacher know you and your child are taking the responsibility for learning and coping with the classroom demands.
4. Recognize that there are very practical limitations on what the teacher can do for your child. Try to make it as easy as possible for the teacher to accommodate your child's learning style while still meeting bottom-line outcomes. For example, if you have discovered that your child needs to follow a certain system for recording and keeping track of homework, you go ahead and make up the necessary assignment sheets so that the teacher would only need to fill in a couple blanks and sign the bottom.
5. Remember, every teacher is a lesson in learning for your child. The more variety he or she experiences in the classroom, the more opportunities your child will have to discover and develop natural style strengths and to use them to cope with uncomfortable style demands. Instead of resenting a different teaching approach, do your best to help your child understand and value a variety of methods. By helping children discover and appreciate their teachers' unique styles, you can be preparing them to face a world of differences with the confidence of knowing they can use their strengths to cope with almost anything!