

Gilmer Independent School District  
TIER II  
Individual Learning Styles Prescriptions

Student Name  Grade  Campus

Date  Teacher Completing  Position

ENVIRONMENTAL STIMULI PREFERENCES

Sound:

Not acceptable  <input type="checkbox"/> Preferred	* Provide a relatively quiet place for the student to work (study carrels, corner of the room, etc.) *During independent work time, provide headphones connected to a tape recorder with low background music *Provide headphones not connected, to block sound
Acceptable  <input type="checkbox"/> Preferred	*Student appears capable of working with extraneous noises *If student feels classroom is too quiet, provide headphones with low music

Light:

Low  <input type="checkbox"/> Preferred	*Have student work in a low light area of the classroom *Turn off one set of classroom lights *Provide student with a desktop privacy folder to block extra light
Bright  <input type="checkbox"/> Preferred	*Have student work in an area with lots of light, possibly near a window *Provide a desk lamp for extra light (or seat student near a floor lamp)

Design:

Formal  <input type="checkbox"/> Preferred	*Provide a desk/table chair for all work
Informal  <input type="checkbox"/> Preferred	*Allow work in less structured environment (on floor, bean bag, carpet squares, etc.)

Temperature:

Cool  <input type="checkbox"/> Preferred	*Assign work to be done in cooler areas of the room, such as by a window if not sunny or under the A/C vent
Warm  <input type="checkbox"/> Preferred	*Assign work to be done in warmer areas of the room, such as near a heater or sunny window *Allow student to wear a sweater or jacket

Teacher comments about environmental accommodations implemented and any results noted about effectiveness

## EMOTIONAL STIMULI PREFERENCES

### Motivation:

Teacher-motivated (student is motivated by desire to please teacher) <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Have student work near teacher</li> <li>*Provide frequent interaction and positive feedback</li> <li>*Allow student to assist teacher with a classroom job/task as a reward</li> </ul>
Parent-motivated (student is motivated by desire to please parent) <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Assign at-home projects to include parents</li> <li>*Provide positive feedback to parents regarding student's progress</li> <li>*Permit resources to be taken home</li> </ul>
Self-motivated (student is motivated by desire to please him/her self) <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Provide a variety of learning resources</li> <li>*Permit the student to initiate projects and activities</li> <li>*Provide praise and feedback</li> <li>*Permit self-pacing checking</li> </ul>
Unmotivated <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Establish specific attainable goals based on ability and level</li> <li>*Provide frequent praise and feedback</li> <li>*Assign activities based on student interests</li> <li>*Provide varied resources</li> <li>*Use multi-sensory approaches</li> </ul>

### Persistence and Responsibility:

Sees self as persistent and responsible <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Provide short-term assignments</li> <li>*Check work often</li> <li>*Provide frequent feedback</li> <li>*Provide high-interest materials</li> </ul>
Does not see self as persistent and responsible <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Permit choices and options</li> <li>*Permit self-pacing and checking</li> <li>*Provide feedback as needed</li> </ul>

### Structure:

Not self-structuring <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Provide clear, simple objectives</li> <li>*Give directions visually and auditorily (repeating as necessary)</li> <li>*Limit choices</li> <li>*Provide immediate feedback</li> <li>*Check student progress frequently</li> <li>*Assign one task at a time</li> <li>*Establish reasonable time limits</li> </ul>
Self-structuring <input type="checkbox"/> Preferred	<ul style="list-style-type: none"> <li>*Permit choices and options</li> <li>*Assign several tasks at a time, allowing student to choose order</li> <li>*Establish flexible time limits</li> <li>*Provide feedback and praise when necessary</li> </ul>

Teacher comments about emotional accommodations implemented and any results noted about effectiveness

PHYSICAL STIMULI PREFERENCES

Intake:

Not needed <input type="checkbox"/> Preferred	*Student does not require intake to maintain concentration
Needed <input type="checkbox"/> Preferred	*Student requires intake to maintain concentration, allow nutritious snacks during the day (foods should not be greasy or have smell) *Be prepared to provide appropriate intake if student on shirt, pencils, or other non-food items

Time:

Morning <input type="checkbox"/> Preferred	*Assign reading and math activities during the morning if possible *Administer tests during the morning *Encourage homework in the morning, if possible
Afternoon <input type="checkbox"/> Preferred	*Assign reading and math activities in the afternoon if possible *Administer tests in the afternoon *Encourage homework to be done immediately after school
Evening <input type="checkbox"/> Preferred	*Assign projects and activities to be completed at home *Work to determine the best possible time frame to administer tests at school-when the student is most alert *Encourage homework to be done after dinner

Mobility:

Required <input type="checkbox"/> Preferred	*Assist in concentration by allowing frequent breaks during work periods *Allow student to work at various places in the classroom
Not required <input type="checkbox"/> Preferred	*Allow uninterrupted work periods *Encourage student to be prepared before beginning task

Perceptual:

Visual <input type="checkbox"/> Preferred	*Provide videos and books with pictures *Encourage whole word and language approaches to reading *Provide visual aids for presentations of new material *Encourage student to draw pictures, mind maps, and sketches to help understand concepts *Allow student to write/draw responses to show knowledge
Auditory <input type="checkbox"/> Preferred	*Provide recorded books *Use discussion methods *Transcribe student responses into writing *Emphasize phonetic and linguistic approaches for reading *Allow student to orally explain answers
Tactile/Kinesthetic <input type="checkbox"/> Preferred	*Provide manipulatives *Provide activities that involve touch (i.e. sandpaper, felt, etc.) *Provide activities which involve the entire body to learn new concepts *Use role play to "act out" situations *Allow projects that involve "creating" a product or demonstrating knowledge

Teacher comments about physical accommodations implemented and any results noted about effectiveness

SOCIOLOGICAL STIMULI PREFERENCES:

Alone <input type="checkbox"/> Preferred	*Allow student to work alone *Allow student to use a study carrel
Pair <input type="checkbox"/> Preferred	*Provide opportunities for the student to complete work in pairs-both where the student is tutored and is the tutor
Small group <input type="checkbox"/> Preferred	*Provide opportunities or the student to work in small groups-but monitor that the student continues to participate
Adult <input type="checkbox"/> Preferred	*Place the student near the teacher *Provide frequent interaction and feedback *Allow the student to work with paraprofessionals *Send assignments to be completed with parental feedback

Teacher comments about sociological accommodations implemented and any results noted about effectiveness

PSYCHOLOGICAL/CEREBRAL PREFERENCES

Analytic <input type="checkbox"/> Preferred	*Explain "why" *Provide specific steps to follow to complete a process or assignments *Break concepts into smaller pieces--after parts are understood, explain how the pieces make up the "big picture" *Allow the learner to think through and evaluate processes
Global <input type="checkbox"/> Preferred	*Allow the learner to express their feelings about a topic *Teach the big picture--then explain the pieces that fir into the main idea *Allow the learner to see that you care about them *Allow the learner to see how the concept relates to them *Encourage the student to skim through an entire chapter, reading the subtitles before going back to read *Encourage the student to trust initial instincts on tests
Reflective <input type="checkbox"/> Preferred	*Allow the learner to watch and listen how others solve problems *Give the learner time to contemplate what they have heard/observed and formulate a strategy *Be patient *Be prepared to discuss all sides of the situation *Encourage the student to summarize what others have said *Encourage the student to think of their own examples *Work to decrease any anxiety the student may have
Impulsive <input type="checkbox"/> Preferred	*Allow the student to be be an active participant in the learning *Allow the learner to "discover" the answer through trial and error *Allow the learner to take risks *Encourage the student to go "beyond the task"

Teacher comments about psychological/cerebral accommodations implemented and any results noted about effectiveness