

BARBE MODALITY CHECKLIST (Ages 0 - 4)

A Key to How Your Child Learns

Listed below are ten incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one, which favors your child even slightly more. If your child is completely described by one of the phrases, make a 10 by it and a 0 by the other two. Remember, you must use a total of 10 points each.

- | | | | | |
|----------------|---|---|---|---|
| A. | When playing, my child: | ___ likes details and colorful things, peers at objects, watches things | ___ likes to babble and talk, prefers toys that make sounds | ___ likes to move, jump climb, prefers toys with moving parts |
| B. | During mealtime, my child: | ___ reacts to size of portion and colors of food | ___ wants to talk, prolonging mealtime; is easily distracted by noises | ___ is interested in food texture; when finished, continues to play with food & utensils. |
| C. | When taking a bath, my child: | ___ wants all kinds of toys in the tub, then plays with one at a time. | ___ talks to self and to toys, listens to water sounds, talks to parents. | ___ throws, splashes, kicks; likes toys that squirt; washes toys, tub, parents. |
| D. | Toys that hold my child's attention: | ___ a colorful mobile, baryons, books, toys with parts to watch as they move or change. | ___ a music box, tape, record, radio, instruments. | ___ toys with moving parts, toys to push, pull; balls, things to climb on or into |
| E. | When angry, my child: | ___ uses silent treatment turns head | ___ cries, whines, raises voice | ___ kicks, bites, throws things. |
| F. | If can tell when my child is happy by: | ___ his face. | ___ his voice. | ___ his body movements. |
| G. | As part of our bedtime routine, my child: | ___ likes to look at books, prefers nightlight. | ___ likes to hear a story or song, talks about events, hums to self. | ___ likes to be held, rocked, walked around; holds stuffed animal or blanket. |
| H. | When playing with a doll or pet, my child: | ___ studies it, peers into its eyes, ears. | ___ talks to it, for it; it becomes a character to play. | ___ grabs it, carries it around, puts it in an d outs of things. |
| I. | When looking for encouragement or reward, my child: | ___ looks for a smile; must have me see accomplishment. | ___ needs verbal praise. | ___ needs a hug, a pat on the back. |
| J. | When riding in a car (long trip), my child: | ___ observes things outside, notices lights inside. | ___ likes radio on; makes noises, talks about where we are going. | ___ moves continuously, grabs things; resists car seat. |
| Totals: | | ___ Visual | ___ Auditory | ___ Kinesthetic |

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BARBE MODALITY CHECKLIST (Ages 5 - 8)

A Key to How Your Child Learns

Listed below are ten incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one, which favors your child even slightly more. If your child is completely described by one of the phrases, make a 10 by it and a 0 by the other two. Remember, you must use a total of 10 points each.

- | | | | |
|---|---|--|---|
| A. When playing, my child: | ___ likes details and colorful things, peers at objects, watches things | ___ likes to talk, prefers toys that make sounds | ___ likes to move, jump climb, prefers toys with moving parts |
| B. During mealtime, my child: | ___ eats food that looks good first, sorts by color | ___ talks instead of eating, prolonging meals. | ___ squirms in chair, may get up and down; often puts too much in mouth. |
| C. When reading or being read to, my child: | ___ is interested in pictures, wants to see pages. | ___ is concerned with sounds, asks questions. | ___ prefers to turning pages, handling the book; doesn't sit for long. |
| D. When counting, my child: | ___ likes to see objects being counted. | ___ counts aloud, may make a song of counting. | ___ counts on fingers, likes to touch objects as they are counted. |
| E. When I scold my child, he or she: | ___ looks away, cries. | ___ cries, whines, explains away fault. | ___ doesn't listen; avoids scolding by doing something. |
| F. In more formal learning (coloring workbooks) my child: | ___ tries to stay in lines, uses many colors, wants things to fit in space. | ___ asks questions, talks during work.. | ___ works rapidly, impatient to get to the next page, dose not stay in line.. |
| G. In group situations, my child: | ___ tends to be quiet, watches more than initiates. | ___ raises voice, talks at the same time as others.. | ___ either is first or last in line; can't wait to get moving. |
| H. When angry my child: | ___ uses silent treatment may become teary-eyed, will not look at me. | ___ shouts, whines. | ___ reacts physically, clenches fist or strikes out. |
| I. I can tell when my child is happy by: | ___ facial expressions. | ___ voice quality. | ___ body movement. |
| J. When looking for encouragement or reward my child: | ___ looks for a smile, must have see accomplishment. | ___ needs verbal praise. | ___ needs a hug, a pat on the back. |
| Totals: | ___ Visual | ___ Auditory | ___ Kinesthetic |

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BARBE MODALITY CHECKLIST (Ages 9 and Over)

A Key to How Your Child Learns

Listed below are ten incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. Divide the 10 points according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that describes your child. For instance, if you believe each phrase describes your child equally well, mark 3 in two blanks and a 4 in the one, which favors your child even slightly more. If your child is completely described by one of the phrases, make a 10 by it and a 0 by the other two. Remember, you must use a total of 10 points each.

- | | | | |
|--|--|--|--|
| A. My child's emotions can be interpreted by: | ___ facial expression. | ___ voice quality. | ___ general body tone. |
| B. My child's hobbies, outside interests include: | ___ reading, artwork, watching TV, movies. | ___ listening to music, playing instruments. | ___ sports, active games, handwork. |
| C. The part of school my child does best is: | ___ reading and writing. | ___ group discussion, music. | ___ gym, art, lab science. |
| D. When studying my child prefers: | ___ working along; underlining, highlighting books & notes. | ___ working with someone else, asking & answering one another's questions. | ___ working alone for short periods of time interspersed with breaks; rewriting notes. |
| E. When angry, my child: | ___ uses silent treatment; either glares or looks away. | ___ shouts, whines, turns up volume or TV or stereo | ___ reacts physically, clenches fist, stamps out of room.. |
| F. When explaining something, my child: | ___ describes in detail; sees color, size, shapes. | ___ tells more than I ever knew before; repeats self. | ___ gives minimum information; information has to be pried out.. |
| G. When examining something new, my child: | ___ moves closer to it, looks from every angle. | ___ asks questions about it. | ___ handles it, turns it over, wants to feel texture, weight.. |
| H. In a social group, my child: | ___ watches others, ceases talking when several others begin. | ___ talks at the same time as others; talks louder as noise increases. | ___ puts hands on others , moves frequently, suggests doing something. |
| I. When excited, my child: | ___ demands my attention, some visible reaction; sentences get choppy. | ___ talks rapidly, gives little or no time for response. | ___ cannot stand or sit still, uses hand and arm movement. |
| J. When looking for encouragement or reward, my child: | ___ looks for a smile, must have me see accomplishment. | ___ needs verbal praise. | ___ needs a hug, a pat on the back. |
| K. Totals: | ___ Visual | ___ Auditory | ___ Kinesthetic |

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BARBE MODALITY CHECKLIST (Adults)

Listed below are ten incomplete sentences followed by three ways of completing each. Distribute 10 points among the three phrases. **Divide the 10 points** according to how strongly each phrase describes your child. The phrase that describes your child best would receive more points than the phrase that describes your child. For instance, if you believe each phrase describes you equally well, mark 3 in two blanks and a 4 in the one, which favors you even slightly more. If the descriptor is completely described by one of the phrases, make a 10 by it and a 0 by the other two. Remember, you must use a total of 10 points each.

- | | | | | |
|-----------|---|---|---|---|
| A. | My emotions can often be interpreted from my: | ___ facial expressions. | ___ voice quality. | ___ general body tone. |
| B. | I keep up with current events by: | ___ reading the newspaper thoroughly when I have time. | ___ listening to the stereo or watching the television news. | ___ reading the headlines or spending a few minutes watching TV news. |
| C. | If I have business to conduct I prefer: | ___ write letters, since I then have a record. | ___ telephone, since it saves time. | ___ converse while doing something (such as holding a pencil, tapping my foot, etc.). |
| D. | When I'm angry, I usually: | ___ say nothing, walk off. | ___ tell others why I am angry. | ___ tense up physically. |
| E. | When driving, I: | ___ like quiet so I can concentrate. | ___ turn on stereo/radio as soon as enters car. | ___ shift my body position frequently to avoid getting tired.. |
| F. | When dressing, I consider: | ___ color and coordination of clothes. | ___ nothing in particular, but I can explain why I picked which clothes. | ___ what I will be doing and how comfortable I want to be. |
| G. | At a meeting, I: | ___ take notes, watch people's faces. | ___ enjoy discussions in which I have an opportunity to present my point of view. | ___ like frequent breaks. |
| H. | In my spare time, I would rather: | ___ watch TV, go to movie or the theater, read. | ___ listen to stereo, attends a concert, play an instrument, talk to friends. | ___ engage in physical activity of some kind (sports, handwork, etc.). |
| I. | Under stress, I would discipline a child by: | ___ separating the child from the group, giving a stern look. | ___ scolding, telling the child what he or she did wrong. | ___ holding child's arm, picking child up, other physical action. |
| J. | When rewarding a child I: | ___ smile, give stick-ons, post child's work for others to see. | ___ give oral praise to child. | ___ give a hug, a pat on the back. |
| K. | Totals: | ___ Visual | ___ Auditory | ___ Kinesthetic |

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Interpreting the Results

Add the score in each of the three columns.

Each of the three scores (which should total 100) is a percentage that indicates the relative strength of each of the modalities.

A difference of plus or minus 5 points between two or even among all three modalities is not significant.

The greater the degree of strength in one area, the stronger the specific modality actually is. For example, if a person is found to have 50 percent in one specific area, quite obviously the 2 remaining areas must be divided between the remaining 50 percent and are therefore weaker modes. If the other two modes are close to one another (each is close to 25%), the difference is great enough to make the dominant mode very apparent. If the other 2 modes are not evenly divided, the secondary mode will be closer to the dominant mode and thus more useful. The third mode will be weakest.

The following examples will help explain the interpretation of checklist scores. Table 2 presents the % of three children, Carrie, Justin, Brook. Using the 5% point criterion we recommend, Carrie would be termed primarily auditory with a secondary kinesthetic modality, Justin would have a dominant visual modality, and Brook would have mixed modality strengths.

Carrie's strongest modality is auditory. The difference between the kinesthetic and the visual is more than 5 points, and therefore, her secondary modality is kinesthetic. In working with Carrie, it would be logical for her parents to rely first on auditory input and then on kinesthetic input.

For Justin, the visual modality is obviously his strongest. The difference between the auditory and kinesthetic scores is not significant enough to determine a secondary modality. Justin will do well with visual examples, reminders, and rewards. If a parent or teacher gives him simply a verbal direction, he may forget or confuse what he was told.

Brook's scores were all within 5 points of each other, so he can be said to have mixed modality strengths. He is likely to benefit from material presented in any modality and to work with others regardless of their dominant modality.

Table 2	Visual	Auditory	Kinesthetic
Carrie	25	42	33
Justin	51	23	26
Brook	33	31	36