
Visual-Spatial Learners and the Art of Writing

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Visual-spatial learners (VSLs) are those among us with powerful gifts of the right hemisphere. They are our artists, inventors, builders, creators, musicians, computer gurus, visionaries and healers. They are empathic and, often, very spiritually aware, even when very young. These children (and adults!) learn best when they are allowed to wallow in the right hemisphere, the source of creative thinking, humor, and imagery. They think and learn in multi-dimensional images. Most schools, most teachers and most curricula are a haven for left-hemispheric thinking, or auditory-sequential learners; children who think and learn in words, rather than images, and in a step-by-step fashion.

Those who favor their right hemisphere, kids I refer to as “topsy-turvy,” are at a distinct disadvantage. One of the many challenges they face in a traditional classroom is the ability to organize their thoughts (pictures) sequentially, translate them into words, and then handwrite those ideas, legibly. If you are not a visual-spatial learner, imagine performing this task: You are watching a movie rich in color, visual imagery and emotion. The pictures are numerous and streaming before you. Now, write down, in words, all that you see, feel and sense in a logical, sequential report. Can you do it? This is the challenge for children who prefer to learn with their right hemisphere. To capture, in words, all that they see in their mind’s eye and feel within their soul, is a nearly impossible task.

Here are some tips to help your visual-spatial child succeed in creating written reports that capture all that his imaginative, colorful thoughts hold:

First, let’s suppose your child has been asked to write a book report on a selected reading of their choice. A topsy-turvy kid, or visual-spatial learner, naturally thinks outside the box, so, assuming permission from the teacher, encourage your child’s fresh ideas for this “book report.” Will the teacher accept a creative response to the reading such as a videotaped “interview with the author” where the student takes on the role of news reporter or author? In so doing, all the important aspects of any well-written book report could be covered in an entertaining format that would be fun to create and, at the same time, demonstrate the student’s knowledge of the material: author’s biography, information on the main character, inspiration for the story, etc.

Or, will the teacher allow your child to construct a diorama depicting the conflict or climax of the story? What about making a mini-film of the key events? Or, perhaps a storyboard or cartoon book? Can they be allowed to write and play a piece of music based on the book? If the book was a period piece, could the student be granted permission to design costumed paper dolls to recreate the key scenes? There are countless ways that a visual-spatial learner can demonstrate that the material has been read, the principal concepts understood, the critical information researched and the student is prepared to report on the subject. Any format which affords a VSL the opportunity to rely on the right hemisphere, using visuals, color, humor, etc., will allow that student to succeed.



Imagine your child is to research a famous person in history. John Martin, a popular Middle School teacher at Rocky Mountain School for the Gifted and Creative in Boulder, Colorado, once asked his students to select a famous scientist from the 1600s. Along with writing a short report, the students were asked to:

- Draw a headstone for their famous scientist's grave. (This required researching the scientist's birth date, date of death, and writing an interesting, appropriate epitaph. It also included art!)
- Create a birth certificate. (This required researching the parents' names, place of birth and date of birth.)
- Create a timeline of events, including the scientist's contributions, as well as other important political events, inventions, music and art of the era, etc. (This allowed the student to see what was
- happening in the world at the same time the scientist lived.)
- Create a business card for the scientist. (This required an understanding of the profession, the scientist's education and accomplishments, and finding out where the scientist lived or studied. It also included an art component.)

- Write a letter to a head of state (king, queen, president, etc.) requesting funding to continue research.
- Write a newspaper article interviewing the scientist about his or her work.

There were other aspects to the completed report, but the point is that this teacher, a visual-spatial learner himself, understood the importance of including multiple activities that utilize the gifts of both hemispheres to create final reports that demonstrated all the information the students had researched in an engaging and meaningful way. By making the project fun and interesting for his students, Mr. Martin was successful in turning a dreaded research paper into an appealing exploration into the life and times of their subject. (No doubt the finished reports were far more interesting for him to grade than standard written biographies would have been!)

There will be times, however, when a written report must be generated. You can help make such an assignment less drudgery by teaching your child to organize mental images into written ideas using webbing, note cards or specialized software, such as Inspiration® or Kidspiration®. Webbing is a process of getting all the related ideas for a particular topic onto paper, then building from those ideas. For example, suppose your child's assignment is to write a report about a favorite animal. The request is to research the subject and write a detailed two-page report. To create a web, start by brainstorming all the ideas that come to mind when thinking of a favorite animal. Because a topsy-turvy kid will naturally think of the big picture ideas first, then the details, a web should be easier to create than a standard outline which works from details toward a big picture. When you start creating the web, let your child to do the brainstorming while you create the written web. No idea is silly or should be thrown out

at this stage, although it is likely that not every idea will be included in the final report. Once your child sees, from the organization of the web, how specific ideas are related, encourage involvement in the written aspect of the web.

Next, ask your child to read books, watch related videos, talk to a veterinarian, visit related websites on the Internet, etc., to gather information on each of the areas determined necessary for the final report. Notes should be taken and are likely more meaningful and useful if written on color-coded index cards. For example, in our research on horses, green index cards might be used for any information learned about the feeding of horses, yellow cards might indicate all information learned about various breeds, and so on. Keep in mind that “notes” don’t have to be written words. If your child prefers to think in pictures, it may be more meaningful to take notes in pictures, actual drawings of what they have learned. Whatever method allows the student to gather and retain new information is what should be used. Hand-drawn images of what horses eat are just as relevant as written words to the child who thinks in pictures.

Finally, help your child organize what has been researched so that this information can be conveyed in the final report. The report can be written directly from the note cards with all pertinent facts organized together, by color.

Now, for the actual act of writing. Nearly every VSL I’ve worked with has had difficulty with the physical act of writing legibly. Images come to this type of learner so rapidly that the hands cannot keep up. Letters are mentally viewed as 3-D objects and it is difficult to remember the correct direction or even positioning on a flat, one-dimensional piece of paper.

One day, the prevalence of the computer will infiltrate every classroom and those

children with right-hemispheric gifts will experience the joy of being able to successfully put to paper all of their thoughts, stories, poems, notes to lectures, etc. Why is the computer so critical to success for VSLs to get their ideas down on paper? Because the very act of typing requires both hands to work harmoniously, integrating both hemispheres of the brain. Because the speed of typing over writing by hand offers freedom for the images to continue to flow without interruption due to poor fine motor skills, confusion over letter direction, and other issues that delay the process. And, because when you can manipulate images in your mind, the letters p, b, d and q are all the exact same shape! But on a keyboard, the letters are seen in their capital form so that a Q looks nothing like a P, or a B, or a D, no matter how you are able to twist and maneuver that shape.

If your child struggles to complete assignments because of poor fine motor coordination, try teaching keyboarding skills and allowing the reports and other homework to be typed. Many topsy-turvy kids are quite proficient on the computer and at an early age, so enjoy teaching your child how to increase speed by developing proper keyboarding skills. If we could look into the future, we would no doubt see that the skills of handwriting and perfect penmanship will become obsolete but the skills of typing will continue to be prized.

There are a number of keyboarding programs available for young kids. In fact, I’ve even seen modified keyboards designed for smaller fingers and hands. These children will be using computers all of their lives, why not teach them early on and let them use this technology to their advantage when they need it most? It may very well put an end to the battles over handwriting and help to speed the process of completing homework assignments and getting their thoughts on paper.

If keyboarding is simply not an option, teach the art of handwriting as precisely that: an art form. Buy your child calligraphy pens and offer ample time to learn the art of creating beautiful letters in a slow and purposeful fashion. When your student sees the art in writing by hand, it may become a joy to create rather than a chore. Gradually shift from special, calligraphy pens to standard pens and pencils but don't rush the process! The visual-spatial learner must have time to create the written words in a true art form. Borrowing an analogy from my dear friend, Dr. Linda Silverman, pioneer of the concept of the visual-spatial learner, if you have ever watched your grandmother or great-grandmother write, you know that the process was a slow and deliberate flow of forming letters from a writing utensil. People of that generation were encouraged to pursue beautiful penmanship as an expression of their soul, not rush through and produce illegible chicken scratches. Writing should not be a rushed event. In fact, prior to the advent of the ball point pen, writing had to be a slow process or the writer would have ink all over the page!

Lastly, make sure the process of creating written documents is fun. Humor engages the right hemisphere so use it liberally. Praise acts as a powerful reward to the child who sees herself as deficient relative to auditory-sequential peers who can write organized ideas with seeming ease. The rewards of producing a written piece that captures the essence of your child's thoughts, or creating a document that incorporates all he has learned on a particular topic will be a joy to watch unfold.

For more tips on parenting visual-spatial learners, please visit www.gifteddevelopment.com or www.visualspatial.org.

Alexandra "Allie" Golon is Former Director of the Visual-Spatial Resource. As a founding member of the Resource's Access Team, a former G/T teacher and homeschooling parent to two gifted visual-spatial learners, Allie brings a wealth of experience to her books, *Raising Topsy-Turvy Kids: Successfully Parenting Your Visual-Spatial Child* and *If You Could See the Way I Think: A Handbook for Visual-Spatial Kids* due Summer, 2005. Allie has been invited to present on homeschooling issues and on parenting and teaching visual-spatial learners to state, national and international audiences.