

# Connect Using Communication Preferences

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# Visual - 50%

- *Organized, neat and well groomed, want to look good*
- *Speak faster – Lots of pictures in mind*
- *Seem to talk about disjointed topics because they see the whole picture and jump around to different parts*
- *Gesture a lot*
- *Want to be shown concepts, images, visuals*
- *Use visualization for memory & decision-making*
- *Distracted visually*

# Kinesthetic - 30%

- *Dress and groom themselves for comfort*
- *Speak/Move slower – Get in touch with how they feel first*
- *Use long pauses*
- *Learn by doing, moving and touching*
- *Stand closer to feel your energy*
- *Make decisions based on feelings*
- *Emotionally driven: Respond to touch, temperature, pain, etc.*

# Auditory - 10%

- *Speak faster than kinesthetic, slower than visual*
- *More responsive to subtle changes in your voice*
- *Tilt their head to hear better*
- *Learn by listening and asking questions*
- *Remember directions & instructions easily*
- *Love to talk things out*
- *Prefer conversations be spoken rather than written*
- *Easily distracted by noise*

# Auditory Digital - 10%

- *Not related to our senses*
- *Have to make sense & figure things out to understand*
- *Logic plays a key role in decision process*
- *Like details, facts and figures*
- *Talk to themselves out loud and respond to others in their head*
- *Prefer to think things through*
- *Memorize by steps, procedures and sequences*

| <b>Visual</b>   | <b>Auditory</b>   | <b>Kinesthetic</b>  | <b>AD/Labelling</b>   |
|---|---|---|---|
| <p>Memorize by seeing pictures and are less distracted by noise. Often have trouble remembering and are bored by long verbal 'instructions' because their minds may wander. They are interested in how the program looks.</p>   | <p>Typically, are easily distracted by noise. They can repeat things back to you easily and learn by listening. They like music and like to talk on the phone. Tone of voice and the words used can be important.</p>   | <p>Often they talk slowly and breathy. They respond to physical rewards and touching. They memorize by doing or walking through something. They will be interested in a program that feels right or gives them a gut feeling.</p>   | <p>They spend a fair amount of time talking to themselves. They memorize by steps, procedures, sequences. They will want to know the program makes sense. They can also sometimes exhibit characteristics of other modalities.</p>  |
| <ul style="list-style-type: none"> <li>• See</li> <li>• Look</li> <li>• Clear</li> <li>• Picture</li> <li>• Imagine</li> <li>• Focused</li> <li>• View</li> <li>• Appear</li> <li>• Show</li> <li>• Dawn</li> <li>• Reveal</li> <li>• Envision</li> <li>• Illuminate</li> <li>• Foggy</li> <li>• Hazy</li> <li>• Crystal</li> <li>• Bright</li> <li>• An eyeful</li> <li>• Tunnel Vision</li> </ul> | <ul style="list-style-type: none"> <li>• Hear</li> <li>• Listen</li> <li>• Sound(s)</li> <li>• Tell</li> <li>• Make music</li> <li>• Harmonize</li> <li>• Tune in/out</li> <li>• Be all ears</li> <li>• Rings a bell</li> <li>• Clear as a bell</li> <li>• Silence</li> <li>• Be heard</li> <li>• Resonate</li> <li>• Deaf</li> <li>• Mellifluous</li> <li>• Dissonance</li> <li>• Hush</li> <li>• Unhearing</li> <li>• Roar</li> </ul> | <ul style="list-style-type: none"> <li>• Feel</li> <li>• Touch</li> <li>• Grasp</li> <li>• Get hold of</li> <li>• Slip through</li> <li>• Solid</li> <li>• Catch on</li> <li>• Tap into</li> <li>• Make contact</li> <li>• Throw out</li> <li>• Turn around</li> <li>• Hard</li> <li>• Unfeeling</li> <li>• Concrete</li> <li>• scrape</li> <li>• get a handle</li> <li>• solid</li> <li>• Pull some strings</li> <li>• Get a hold</li> </ul> | <ul style="list-style-type: none"> <li>• Sense</li> <li>• Experience</li> <li>• Understand</li> <li>• Think</li> <li>• Know</li> <li>• Learn</li> <li>• Process</li> <li>• Decide</li> <li>• Motivate</li> <li>• Consider</li> <li>• Change</li> <li>• Perceive</li> <li>• Insensitive</li> <li>• Distinct</li> <li>• Conceive</li> <li>• Know</li> <li>• Perceive</li> <li>• Question</li> <li>• Distinct</li> </ul> |