

***We Believe***<sup>™</sup>  
**Parish and School Index**  
**Meeting the Needs of Diverse Learners**  
**Grades K-8**



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## Introduction to Meeting the Needs of Diverse Learners

At Sadlier we understand the challenges of meeting the needs of diverse learners within a catechetical program. To support you in meeting these challenges, we developed this index to our comprehensive catechetical programs, ***We Believe Catholic Identity Edition*** (Grades K–6) and ***We Live Our Faith Catholic Identity Edition*** (Grades 7–8). The index is designed to enable teachers and catechists to better meet the needs of diverse learners in their classrooms.

The Catechist and Teacher Guides for our catechetical programs include additional strategies, activities, and tips for working with diverse learners, to assist catechists and teachers in helping all students to be successful. Organized by grade level, this index identifies by page and sections the strategies, activities, and alternative assessments you will find in your Guide for your grade level, and the learning style, Multiple Intelligences, and physical or developmental needs each addresses. For ease of use, the index is arranged in two parts, one for **parish catechetical programs (starting on page 5)** and another for **Catholic school programs (starting on page 32)**.

Children learn in different ways. Some learn most effectively by listening to oral language. These **Auditory** learners simply listen to take in and process information. However, many children need more than an oral source of information. They need to see information, through pictures, charts, maps, posters, and other visual aids. These **Visual** learners can hear but need to see as well in order to learn new information. Then there are those who need to engage in a hands-on way with content. These **Bodily-Kinesthetic** learners can hear and see, but need to act out, touch, and feel objects and materials to be able to understand and learn new information. These terms, **Auditory**, **Visual**, and **Bodily-Kinesthetic**, describe the three general types of learners.

In addition to the particular types of learners, there are also varying types of intelligences. Howard Gardner, Ph.D., Professor of Cognition and Education at the Harvard Graduate School of Education, developed the theory of **Multiple Intelligences\*** (MI). He said that all human beings have eight intelligences, sometimes called “modalities.” Each of us has strengths, or capabilities, in certain modalities, as shown in how we learn, can demonstrate our understanding and abilities, and even excel. While we can work to nurture and develop other intelligences, they might never be our “strong suit.”

\*To learn more, please visit Howard Gardner’s official website on Multiple Intelligences theory, MI OASIS, at [www.multipleintelligencesoasis.org](http://www.multipleintelligencesoasis.org).

People sometimes think of some of these intelligences as “talents,” yet Gardner describes them as ways individuals learn and demonstrate knowledge and understanding. Howard Gardner identified these eight intelligences and their characteristics as:

**Verbal-Linguistic:** ease with reading and writing; well-developed verbal skills and sensitivity to words and language

**Logical-Mathematical:** ability to reason conceptually and abstractly, to recognize and manipulate logical and numerical patterns

**Musical-Rhythmic:** sensitivity to and appreciation of the rhythm of sounds; responsiveness to music

**Visual-Spatial:** ability to create pictorial representations of ideas; ability to think in pictures

**Bodily-Kinesthetic:** ability to control one’s body movements; facility with using the body to create products, solve problems, express ideas

**Interpersonal:** ability to understand and interact with people in different ways

**Intrapersonal:** ability to be aware of inner feelings, intentions, values, beliefs, and thinking processes

**Naturalist:** ability to understand and make distinctions about the natural world and to use this ability productively

Every classroom has diverse learners—children with different learning styles and modalities of learning. However, teachers and catechists can create conditions for learning that will appeal to and serve different learners. Naturally, not all children will learn by reading a book. Thus, as you teach the children, using different approaches and strategies will help them engage with the material and grow in their knowledge and understanding of Catholic beliefs and traditions as they grow in their faith. When teachers and catechists vary instructional approaches and/or use alternative assessments, more children will have opportunities to learn.

At the beginning of the year, take time to get to know your students and see how they respond to your instructional approaches. This index is designed to help you to help all your students succeed. The index supports principals, teachers, catechetical leaders, and catechists in working with diverse learners within Sadlier’s *We Believe* and *We Live Our Faith Catholic Identity Editions*. We encourage you to use it to identify strategies, activities, and tips presented in your Guide that you can use to help all your students to be successful in learning about and growing in their faith and living as disciples of Christ.

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MI = Multiple Intelligences

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<b>2</b>	27D	Meeting Individual Needs	Children with Tactile-Motor Needs
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<b>3</b>	43D	Meeting Individual Needs	Children with Tactile-Motor Needs MI: Bodily-Kinesthetic MI: Interpersonal; Linguistic MI: Musical
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