

# Linda Silverman to Speak on “The Visual-Spatial Learner” – Oct. 18, 2010

## Broomfield Academy Distinguished Speaker Series

You and your friends are invited to attend a presentation and conversation with Dr. Linda Silverman titled "Upside-Down Brilliance: The Visual-Spatial Learner", on October 18th, 2010 from 6:30-8:30 pm at the Broomfield Auditorium, 3 Community Park Road, Broomfield, CO 80020.

Dr. Linda Silverman is an internationally known expert in the field of gifted education. Known for the founding of the Gifted Development Center, her research on visual-spatial learners, gender differences and the assessment of gifted children. She has written over 300 articles, chapters and books, including Counseling the Gifted and Talented, Upside-Down Brilliance: The Visual-Spatial Learner and Advanced Development: A Collection of Works on Gifted Adults.

Broomfield Academy is honored to host this free community event for parents, teachers, and others interested in this important work. The topic of the evening is “Upside-Down Brilliance: The Visual-Spatial Learner.” RSVP's are kindly requested, as seating is limited. Please call (303) 469-6449 or email [principal@broomfieldacademy.com](mailto:principal@broomfieldacademy.com) to reserve your seat(s) or with any questions. There is no charge to attend, though a suggested donation of \$5-10 per person will be used to offset the cost of the program.



Broomfield Academy's mission to provide continuing programs, scholarships, and offerings to the community through a focus on individualized educational programs helping children become exceptional, accelerated, and creative.

At Broomfield Academy we believe gifted children have needs that go far beyond just academic endeavors. They require special attention to focus their abilities, both academic and social. With very small class sizes, the teachers and staff of Broomfield Academy recognize,

acknowledge and celebrate these exceptional children and individualize their teaching for each child, in each subject. Our staff, resources, mentorship programs and frequent field trips enhance the hands-on learning approach. All of these techniques are encompassed in a loving, caring and learning environment designed to fit the individual needs and interests of the child. In addition to core academic subjects, swimming, art, Spanish and Chinese language instruction, PE, technology, music / drama, and a wide-variety of on-site extracurricular activities round out the educational experience. Please visit us at [www.broomfieldacademy.com](http://www.broomfieldacademy.com) for more information.

**We hope you will join us and Dr. Silverman on October 18th! RSVP today!**

**Some background on Visual-spatial learners:**

Brain research has demonstrated that no learning can occur without engagement of the right hemisphere, which activates attention. All individuals, regardless of age, learning style, gender or IQ, learn best with teaching strategies that employ color, humor, music, movement, exaggerated size, visualization and hands-on activities. The majority of today's students are visual-spatial learners (VSLs), with powerful right-hemispheric abilities, such as imagination, intuition, creativity, technological proficiency, artistic expression and emotional responsiveness. While auditory-sequential students excel in traditional skills—reading, spelling, handwriting, calculation, and memorization, VSLs have gifts crucial to business success in the 21st century. All students must be encouraged to develop these right-hemispheric strengths.

The higher a child's IQ, the more likely that child is to be a visual-spatial learner. We have found that three-fourths of gifted children are visual-spatial. They take great intuitive leaps. They have highly active right hemispheres, enabling them to see the big picture. They often see the answer all at once in a great, "A-Ha!" They find step-by-step learning tedious. They need time to visualize how all the parts are related to a whole; they need to be allowed to reach conclusions in their own way; they may need more time to translate their mental images into words and numbers; they need more visuals and fewer words; they need more access to computers; their work needs to be evaluated separately for their ideas and their mechanics; they need other opportunities to demonstrate mastery besides writing assignments (e.g., PowerPoint presentations, photographic essays, dioramas, etc.); and visual-spatial learners need to be with like-minded peers.

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