

**Figure 4.12**

## **Reading Styles Checklist for Identifying Perceptual Strengths**

### **IDENTIFYING AUDITORY STRENGTHS**

- 12-14 = Excellent
- 9-11 = Good
- 5-8 = Moderate
- 0-4 = Poor to Fair

#### ***The student can:***

- 1. follow brief verbal instructions
- 2. repeat simple sentences of eight to 12 words
- 3. remember a phone number after hearing it a few times
- 4. recall simple math facts or a few lines of poetry after hearing them several times
- 5. understand long sentences
- 6. remember and be able to place in sequence events discussed
- 7. use appropriate vocabulary and sentence structure
- 8. pay attention to a story or lecture for 15 to 30 minutes
- 9. concentrate on an auditory task even when an auditory distraction is presented
- 10. identify and recall the sounds of individual letters
- 11. discriminate between/among words that sound alike (e.g., “leaf” and “leave” or “cot” and “cat”)
- 12. discriminate between/among letters that sound alike (e.g., “sh” and “ch” or “a” and “o”)
- 13. blend letters quickly to form words
- 14. sound out words and still retain the storyline

**Figure 4.13**

**IDENTIFYING VISUAL STRENGTHS**

- 11-14 = Excellent
- 8-10 = Good
- 5-7 = Moderate
- 0-4 = Poor to Fair

***The student can:***

- 1. follow simple instructions that are written and/or drawn
- 2. place four to six pictures in proper story sequence
- 3. recall a phone number after seeing it a few times
- 4. concentrate on a visual activity for fifteen to 30 minutes
- 5. concentrate on a visual task when a visual distraction is presented
- 6. work on a visual task without looking away or rubbing his/her eyes
- 7. recall words after seeing them a few times
- 8. remember and understand words accompanied by a pictorial representation
- 9. read words without confusing the order of the letters (e.g., reading “spot” for “stop”)
- 10. discriminate between/among letters that look alike (e.g., “m” and “n” or “c,” “e,” and “o”)
- 11. discriminate between/among words that look alike (e.g., “fill” and “full” or “that” and “what”)
- 12. discriminate between/among letters and/or words that are mirror images (e.g., “b” and “d” or “saw” and “was”)
- 13. spell words easily that do not have a direct sound-symbol correspondence and must be recalled visually (e.g., “straight,” “glue,” “knuckle”)
- 14. read small print and understand drawings with intersecting lines, such as graphs, maps, or musical notes on a staff

**Figure 4.14**

**IDENTIFYING TACTILE STRENGTHS**

- 11-13 = Excellent
- 8-10 = Good
- 5-7 = Moderate
- 0-4 = Poor to Fair

***The student can:***

- 1. draw and color pictures
- 2. perform crafts such as sewing, weaving, and/or making models
- 3. remember a phone number after dialing it a few times
- 4. concentrate on a tactile task for fifteen to 30 minutes
- 5. hold a pen or pencil correctly
- 6. write legible letters of the alphabet appropriate in size for his/her age
- 7. write with correct spacing
- 8. recall words more easily after tracing over clay or sandpaper letters that form the words
- 9. remember words more easily after writing them a few times
- 10. recall words more easily after playing a game containing those words, such as bingo or dominoes
- 11. recall the names of objects more easily after touching them a few times
- 12. write words correctly more often after tracing over them with his/her finger
- 13. recall words more easily after typing them a few times

**Figure 4.15**

**IDENTIFYING KINESTHETIC STRENGTHS**

- 10-12 = Excellent
- 7-9 = Good
- 4-6 = Moderate
- 0-3 = Poor to Fair

***The student can:***

- \_\_\_ 1. run, walk, catch a ball, and so on, in a rhythmical, smooth fashion
- \_\_\_ 2. concentrate for fifteen to 30 minutes during kinesthetic activities that require whole-body movement
- \_\_\_ 3. recall dances, games, sports, and/or directions after performing them a few times
- \_\_\_ 4. move his/her body easily and freely when acting in a play
- \_\_\_ 5. remember words seen on posters and signs when on a trip
- \_\_\_ 6. memorize a script more easily when actually performing in a play
- \_\_\_ 7. understand concepts after “experiencing” them in some way (e.g., going on a trip, acting in a play, caring for pets, performing experiments, and so on)
- \_\_\_ 8. remember words after “experiencing” them (e.g., looking at the word “apple” while eating an apple or pretending to be an elephant while learning the word “elephant”)
- \_\_\_ 9. recall words used in a floor game more easily after playing the game a few times
- \_\_\_ 10. remember facts, poetry, lines in a play more easily when he/she is walking or running, rather than standing still
- \_\_\_ 11. recall a letter of the alphabet more easily after forming it with his/her entire body
- \_\_\_ 12. remember the “feeling” of a story better than the details