# Checklist of Communicative Functions of Behaviors

**Name:** _____________________  **Evaluator:** ________________________  **Date/Time:** _________________  **Environmental Context:** _________________________

**Directions:** Mark an “X” or place tally marks in the matrix to show the possible functions of the communicative acts of the person being observed.

<table>
<thead>
<tr>
<th>POSSIBLE FUNCTION</th>
<th>VERBAL/VOCAL</th>
<th>PHYSICAL</th>
<th>NON-VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Stimulation</td>
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<tr>
<td>Rehearsal</td>
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<td>Relaxation</td>
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<td>Social Interaction</td>
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<td>Physical Contact</td>
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<td>Food</td>
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<td>Objects:</td>
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<td>Activities:</td>
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<td>Pain</td>
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<td>Hunger</td>
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<td>Fear</td>
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<td>Objects:</td>
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<tr>
<td>Activities:</td>
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</tbody>
</table>

Tina T. Dyches, Brigham Young University (2008)
Functional Assessment Informant Record for Teachers (FAIR-T)

If information is being provided by both the Teacher and the paraeducator, indicate both respondents' names. In addition, in instances where divergent information is provided, note the sources of specific information.

Student: ____________________  Respondent(s): ________________________________

School: ____________________  Age: _____  Sex:  M  F  Date: _______

1. Describe the referred student. What is he/she like in the classroom? (Write down what you believe is the most important information about the referred student.)

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Pick a second student of the same sex who is also difficult to teach. What makes the referred student more difficult than the second student?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. a. On what grade level is the student reading?  ______

b. On what grade level is an average student in the class reading?  ______

4. a. On what grade level is the student performing in math?  ______

b. On what grade level is an average student in the class performing in math?  ______

5. a. What is the student's classwork completion percentage (0 - 100%)?   ______

b. What is the student's classwork accuracy percentage (0 - 100%)?   ______

6. Is the student taking any medications that might affect the student's behavior?
   _____ Yes   _____ No   If yes, briefly explain:

_____________________________________________________________________________
_____________________________________________________________________________

7. Do you have any specific health concerns regarding this student?
   _____ Yes   _____ No   If yes, briefly explain:

_____________________________________________________________________________
8. What procedures have you tried in the past to deal with this student's problem behavior?
______________________________________________________________________________

9. Briefly list below the student's typical daily schedule of activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
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</tbody>
</table>

10. When during the day (two academic activities and times) does the student's problem behavior(s) typically occur?

   Academic Activity #1____________________  Time___________________

   Academic Activity #2____________________  Time___________________

11. Please indicate good days and times to observe. (At least two observations times are needed.)

   Observation #1  Observation #2  Observation #3 (Back-up)

   Date________   Date________   Date________

   Time________  Time________  Time________
PROBLEM BEHAVIORS

Please list one to three problem behaviors in order of severity. Do not use a general description such as “disruptive” but gives the actual behavior such as "doesn't stay in his/her seat", or "talks out without permission".

1. ________________________________________________________________________
   ________________________________________________________________________

2. ________________________________________________________________________
   ________________________________________________________________________

3. ________________________________________________________________________
   ________________________________________________________________________

1. Rate how manageable the behavior is:
   a. Problem Behavior 1  1  2  3  4  5
      UnmanageableManageable
   
   b. Problem Behavior 2  1  2  3  4  5
      UnmanageableManageable

   c. Problem Behavior 3  1  2  3  4  5
      UnmanageableManageable

2. Rate how disruptive the behavior is:
   a. Problem Behavior 1  1  2  3  4  5
      Mildly Very
   
   b. Problem Behavior 2  1  2  3  4  5
      Mildly Very

   c. Problem Behavior 3  1  2  3  4  5
      Mildly Very

3. How often does the behavior occur per day (please circle)?
   a. Problem Behavior 1  <1-3  4-6  7-9  10-12  >13
   
   b. Problem Behavior 2  <1-3  4-6  7-9  10-12  >13
   
   c. Problem Behavior 3  <1-3  4-6  7-9  10-12  >13

4. How many months has the behavior been present?
   a. Problem Behavior 1  <1  2  3  4  entire school year
   
   b. Problem Behavior 2  <1  2  3  4  entire school year
   
   c. Problem Behavior 3  <1  2  3  4  entire school year
**ANTECEDENTS:** Problem Behavior #____:____________________ Yes  No

1. Does the behavior occur more often during a certain *type* of task? ______  ______
2. Does the behavior occur more often during *easy* tasks? ______  ______
3. Does the behavior occur more often during *difficult* tasks? ______  ______
4. Does the behavior occur more often during *certain subject areas*? ______  ______
5. Does the behavior occur more often during *new* subject material? ______  ______
6. Does the behavior occur more often when a request is made to *stop* an activity? ______  ______
7. Does the behavior occur more often when a request is made to *begin a new activity*? ______  ______
8. Does the behavior occur more often during *transition* periods? ______  ______
9. Does the behavior occur more often when a *disruption* occurs in the student's normal routine? ______  ______
10. Does the behavior occur more often when the student's *request has been denied*? ______  ______
11. Does the behavior occur more often when a *specific person is in the room*? ______  ______
12. Does the behavior occur more often when a *specific person is absent from the room*? ______  ______
13. Are there any other behaviors that usually *precede* the problem behavior? ______  ______
14. Is there anything you could do that would *ensure* the occurrence of the behavior? ______  ______
15. Are there any events occurring in the child's *home* that seem to precede occurrence of the behavior at school? ______  ______
16. Does the behavior occur more often in *certain settings*? ______  ______
   (circle all that apply)
   large group  small group  independent work  one-to-one interaction
CONSEQUENCES: Problem Behavior #____: _______________________

1. Please indicate whether the following consequences occur after the behavior is exhibited.

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Preferred Activity</td>
<td></td>
<td></td>
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<tr>
<td>Termination of Task</td>
<td></td>
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<tr>
<td>Rewards</td>
<td></td>
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<tr>
<td>Peer Attention</td>
<td></td>
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<tr>
<td>Teacher Attention</td>
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<tr>
<td>Praise</td>
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<tr>
<td>Ignore</td>
<td></td>
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</tr>
<tr>
<td>Re-direction</td>
<td></td>
<td></td>
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<tr>
<td>Interrupt</td>
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<tr>
<td>Reprimand</td>
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</tbody>
</table>

2. Is there any task you have stopped presenting to the student as a result of the problem behavior?
   _____ Yes   _____ No

   If yes, describe: ____________________________________________________________

3. Are there other problem behaviors that often occur after the behavior is exhibited?
   _____ Yes   _____ No

   If yes, describe: ____________________________________________________________

4. Does the student typically receive praise or any positive consequence when behavior occurs that you would like to see instead of the problem behavior?
   _____ Yes   _____ No

   Comments: _________________________________________________________________

5. How can you tell the behavior is about to start?: _____________________________
6. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way?

_____________________________________________________________________
_____________________________________________________________________

7. What appropriate response(s) could the student substitute for the behavior of concern within the school context that would serve the same function?

_____________________________________________________________________
_____________________________________________________________________

**BASELINE:**
(Frequency of behavior per unit of time or other data)

_____________________________________________________________________
_____________________________________________________________________

Note: Not to be used as a complete FUNCTIONAL BEHAVIOR ASSESSMENT. (CANNOT BE ATTACHED TO AN IEP). Can be used as a classroom tool for ordinary or simple assessment.
RESPONSE TO INTERVENTION
LEARNING STYLES

Background:
Most students master a fact or concept without serious difficulty. However, there are other students who seem to need information presented another way—they often require correction and re-teaching. If the material is simply presented another time in the same manner, little is accomplished. These students may need their materials presented using a different approach in order for them to learn. It is important to look at that student’s preferred learning style and then present the materials accordingly.

What can we do to determine a student’s learning style?
In the following pages, there are inventories for elementary and secondary students and an observation check list to assist in determining learning styles. A minimal amount of time is required to administer and to score. After the student’s preferred learning style is determined, there are numerous ways to provide materials and presentations to accommodate that style. The remainder of this section includes the characteristics of each learning style, teaching strategies, suggested materials, and helpful tips for the students themselves.

What are the types of learning styles?

Visual learners- learn through seeing
As a visual learner, the students may:
• Need to see the teacher’s body language and facial expressions to fully understand the content of the lesson
• Prefer sitting at the front of the classroom to avoid visual distractions
• Prefer to take detailed notes to absorb the information presented during a lecture or classroom discussion
• Prefer using pictures and images to gain understanding of new ideas and information
• Process what is heard or read and translate that information into meaningful images for future recall
• Recognize words by sight, use list to organize their thoughts and recall information by remembering how it was laid out on a page

Auditory Learners-learns through listening
As an auditory learner the student may:
• Prefer using sound and music to acquire information
• Learn best through verbal lectures, discussions, talking through and listening to what others have to say
• Interpret underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances
• Like the teacher to provide verbal instructions. Written information has little meaning until it is heard.
• Solve problems by talking about them
• Often use rhythm and sound as memory aids
Tactile/ Kinesthetic Learners- Learn through moving, doing, and touching
As a tactile/kinesthetic learner, the student may:
- Prefer using their body, hands, and sense of touch to learn new information
- Learn best through hands-on approach, actively exploring the physical world around them and utilizing activities such as projects and demonstrations
- Find writing, drawing and movement are often useful memory aids
- Find it difficult to sit still for long periods of time and becomes distracted easily by their need for activity and exploration

Multi-sensory Learners
As a multi-sensory learner, the student may:
- Be more comfortable using a variety of modes to acquire new information
- Need to be given the freedom in the learning environment to select which learning style will best enable them to process the content being taught
- Find that they are more comfortable using the learning styles—visual, auditory, or tactile/kinesthetic—to explain information to others
RESPONSE TO INTERVENTION

LEARNING STYLES: AN OBSERVATION CHECKLIST

The following checklist may be used to identify students’ learning preferences in various areas.

<table>
<thead>
<tr>
<th>Responsibility and Persistence</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes projects quickly and neatly</td>
<td>Does quality work during quiet time</td>
</tr>
<tr>
<td>Completes projects quickly, but not neatly</td>
<td>Does quality work during regular work time</td>
</tr>
<tr>
<td>Completes projects slowly and neatly</td>
<td>Does quality work with music in the background</td>
</tr>
<tr>
<td>Completes projects slowly, but not neatly</td>
<td>Complains when there is too much sound</td>
</tr>
<tr>
<td>Does not always complete projects</td>
<td>Has difficulty remaining quiet during quiet work time</td>
</tr>
<tr>
<td>Works best when given specific instruction</td>
<td>Makes noises or sound while working</td>
</tr>
<tr>
<td>Cleans up work area upon completing task</td>
<td>Reminds others to be quiet while working</td>
</tr>
<tr>
<td>Needs reminding to clean up work area</td>
<td></td>
</tr>
<tr>
<td>Is easily distracted while working on a project</td>
<td></td>
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<tr>
<td>Remembers assignments</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Design</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has difficulty sitting properly</td>
<td>Works best with much reassurance</td>
</tr>
<tr>
<td>Enjoys lying down while listening to stories</td>
<td>Needs teacher feedback while working</td>
</tr>
<tr>
<td>Sits correctly during work periods</td>
<td>Works best when allowed to be creative</td>
</tr>
<tr>
<td>Stands by work area during work periods</td>
<td>Initiates projects</td>
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<tr>
<td></td>
<td>Volunteers information about projects and discussion topics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys books and film strips</td>
<td>Likes to complete projects independently</td>
</tr>
<tr>
<td>Is attentive during story time</td>
<td>Likes to complete projects step-by-step</td>
</tr>
<tr>
<td>Likes to hear records or tapes during work time</td>
<td>Keeps work area neat</td>
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<tr>
<td>Remembers what others say</td>
<td>Tends to misplace supplies</td>
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<tr>
<td>Likes to visit classmates</td>
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<tr>
<td>Enjoys playing with toys with small pieces</td>
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<tr>
<td>Likes to draw or doodle</td>
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<tr>
<td>Likes to move around during work or play</td>
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<tr>
<td>Likes to create and react to play situations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Tendencies</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes to work or play with a group</td>
<td>Leaves chair frequently during work periods</td>
</tr>
<tr>
<td>Likes to work or play near a teacher</td>
<td>Often makes excuses to move around the classroom</td>
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<tr>
<td>Likes to work or play alone</td>
<td>Is extremely active during free play periods</td>
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<tr>
<td>Creates opportunities to visit the teacher</td>
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</table>
RESPONSE TO INTERVENTION

LEARNING STYLES INVENTORY - ELEMENTARY

DATE: _______________  Student Name: _______________  Grade: _______________
Campus: _______________

How Do I Learn?

Place a check (✓) in all the blanks that describe you. The list with the greatest number of checks is how you like to learn best.

**Visual Learning Style**

1. I remember best by writing things down or drawing pictures.
2. I ask for directions to be repeated.
3. I like to read about something rather than hear about it.
4. I am a good speller.
5. I like to learn with posters, videos, and pictures.
6. I am good at reading maps and graphs.
7. When someone is talking, I create pictures in my mind about what they are saying.
8. After school, I like to read books.
9. I like it when my teacher uses lots of pictures when teaching.
10. I can remember something if I picture it in my head.

How many checks (✓) did you have?
Remember to place a check (✓) in all the blanks that describe you.

**Auditory Learning Style**

1. I remember best if I hear something.
2. It is easier for me to listen to a story on tape than to read it.
3. I understand better when I read out loud.
4. I follow spoken directions well.
5. I like to sing or hum to myself.
6. I like to talk to my friends or family.
7. Music helps me learn things better.
8. I can easily remember what people say.
9. It helps when the teacher explains posters or pictures to me.
10. I can remember more about something new if I can talk about it.

How many checks (✓) did you have?
Remember to place a check (✓) in all the blanks that describe you.

**Tactile/Kinesthetic Learning Style**

1. I remember best if I can make something that tells about what I am learning.
2. I would rather play sports than read.
3. I like playing card or board games to learn new things.
4. I like to write letters or write in a journal.
5. I like it when teachers let me practice something with an activity.
6. I like putting together puzzles.
7. If I have to solve a problem, it helps me to move while I think.
8. It is hard for me to sit for a long time.
9. I enjoy dancing or moving to music.
10. I like to act things out to show what I have learned.

How many checks (✓) did you have? 6
Tell Me . . .

Which list had the most (√) checks?  ________________________

Which list had the fewest (√) checks?  ________________________

Did you have any lists that had the same number of (√) checks?  ________________________

If so, which ones?  ________________________

Do you think the list that had the most checks (√) tells how you like to learn best?  ________________________

What Does It Mean?

**Visual Learning Style**

- Pictures help you learn.
- Seeing things helps you organize your thoughts and remember things.
- You think in images or pictures.

**Auditory Learning Style**

- It helps for you to talk out loud.
- Sound and music help you learn.
- You learn best when you hear things more than once.

**Tactile/Kinesthetic Learning Style**

- It helps you to use your body, hands and sense of touch to learn new things.
- Writing, drawing and movement help you remember important things.
- You like to show what you have learned by demonstrating or making projects.

Source: Stetson and Associates, 2004
For each group of statements, check the box that best represents how you like to learn.
Remember to give only one answer for each group.

1.   _____(a) I remember new things best if I write the information down.
     _____(b) I remember new things best if I hear the information.
     _____(c) I remember new things best if I can do an activity with the
             information.

2.   _____(a) I prefer reading to hearing a lecture.
     _____(b) I prefer to hear a book on tape rather than reading it.
     _____(c) I would rather play sports than read books.

3.   _____(a) When I meet someone new, I am most likely to remember what they look like.
     _____(b) When I meet someone new, I am most likely to remember what they talked about.
     _____(c) When I meet someone new, I am most likely to remember what they were doing.

4.   _____(a) I use diagrams and scribbles to communicate ideas and information.
     _____(b) I can easily remember what people say.
     _____(c) I like playing card or board games to learn new things.
5. _____(a) I like new information to be taught by using posters, videos, and pictures.
   _____(b) If I have to learn something new, I learn best if someone tells me how to do it.
   _____(c) I learn new information best by making models, posters, or doing something with the information.

6. _____(a) When I take a test, I picture my notes or textbook in my head.
   _____(b) When I take a test, I do better if I can tell about what I know rather than write about it.
   _____(c) I can demonstrate my knowledge best when I can create something that explains what I have learned.

7. _____(a) I enjoy learning about new things by reading about them.
   _____(b) I can remember more about something new if I can talk about it, rather than read it.
   _____(c) I learn best if I get to make something related to what I am learning.

8. _____(a) I learn new words and vocabulary best by looking at the words over and over.
   _____(b) I learn new words and vocabulary best by saying the words to myself over and over.
   _____(c) I learn new words and vocabulary best by writing them over and over.

9. _____(a) I remember new things better if I write them down.
   _____(b) I can remember things best by listening rather than reading.
   _____(c) I remember best if I can do something.

10. _____(a) I like to make lists of things I need to do.
    _____(b) I like talking better than writing.
10. (a) I like to write letters or write in a journal.

11. (a) I like teachers who illustrate concepts with lots of diagrams and pictures.
   (b) I like teachers who spend a lot of time explaining a concept.
   (c) I like teachers who let me practice the content by doing an activity.

12. (a) In my spare time, I would rather read a book.
    (b) In my spare time, I would rather watch TV or listen to music.
    (c) In my spare time, I enjoy working on jigsaw or crossword puzzles.

13. (a) I like to take notes while I study.
    (b) I like to listen to music while I study.
    (c) I like to eat while I study and take lots of breaks.

14. (a) If I have to explain to someone how to do something, I like to draw pictures or diagrams to help explain.
    (b) I enjoy creating a song or using music to describe what I am learning.
    (c) I prefer to act things out, or role-play, to demonstrate how to do something.

15. (a) I can remember information from class if it is written on the board.
    (b) I can remember the jingles from TV commercials or advertisements.
    (c) If I take things apart, I can remember how to put them back together again.

16. (a) I am good at reading maps and graphs.
    (b) I know most of the words to the songs I listen to.
17. (a) I prefer to see a map rather than listen to someone give me directions.
   (b) I prefer for someone to give me directions verbally.
   (c) I prefer to create a map and write down the directions that people give me.

18. (a) When others are talking, I create pictures in my mind of what they are saying.
    (b) I like to talk on the phone with my friends for long periods of time.
    (c) I am good at sports and enjoy engaging in many different activities.

19. (a) I like to read magazines that use pictures and diagrams to illustrate the information.
    (b) When I am alone, I like to sing, hum or have music playing.
    (c) It is hard for me to sit for a long period of time.

20. (a) When I put something together, I always read the directions first.
    (b) I enjoy listening to information on the radio or books on tape.
    (c) If I have to solve a problem, it helps me to move while I think.
**Scoring**

For each group of responses, indicate with an X the item you marked as best representing you. Total each column.

<table>
<thead>
<tr>
<th>Group</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>6</td>
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<td>20</td>
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<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results

The column with my highest score was ____________.

The column with my lowest score was ________________.

I had two or more columns with scores within three points of one another. These columns were ______, ________, and ____________.

What Does It Mean?

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>Similar Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Learner</td>
<td>Auditory Learner</td>
<td>Tactile/Kinesthetic Learner</td>
<td>Multi-Sensory Learner</td>
</tr>
</tbody>
</table>

- If the column with your highest score was the (a) column, you are most likely a visual learner.
- If the column with your highest score was the (b) column, you are most likely an auditory learner.
- If the column with your highest score was the (c) column, you are most likely a tactile/kinesthetic learner.
- If you had two or more columns with scores within three points of one another, you are most likely a multi-sensory learner.

Visual Learners

- As a visual learner, you prefer using pictures and images to gain understanding of new ideas and information.
- You often recognize words by sight, use lists to organize your thoughts and recall information by remembering how it was set out on a page.
- You think in images or pictures. You process what you hear or read and translate that information into meaningful images for future recall.

Auditory Learners

- As an auditory learner, you prefer using sound and music to acquire information.
- You learn best by hearing and listening and filter incoming information through your listening and repeating skills.
- You like the teacher to provide verbal instructions and you like dialogues, discussions and plays.
- You solve problems by talking about them.
To assist with recall, auditory learners often use rhythm and sound as memory aids.

**Tactile/Kinesthetic Learners**

- As a tactile/kinesthetic learner, you prefer using your body, hands and sense of touch to learn new information.
- You learn best when you are actively involved in the learning process such as with hands-on activities like projects and demonstrations.
- Writing, drawing and movement are often useful as memory aids.

**Multi-Sensory Learners**

- As a multi-sensory learner, you are comfortable using a variety of modes to acquire new information.
- Given the freedom in the learning environment, you can easily select which learning style will best enable you to process the content.
- Not only do you use a variety of approaches to learn new information, you are comfortable using any of these styles - visual, auditory, or tactile-kinesthetic - to explain information to others.

Source: Stetson and Associates, 2004
## RESPONSE TO INTERVENTION

### LEARNING STYLES: CHARACTERISTICS OF AUDITORY LEARNERS

- Learns through listening
- Learns best through verbal lectures, discussion, talking things through, and listening to what others have to say
- Interprets the underlying meaning of speech through listening to tone of voice, pitch, speed, and other nuances
- Prefers directions given orally
- Seldom takes notes or writes things down
- Prefers lectures to reading assignments
- Often repeats what has just been said
- Talks to self
- Often benefits from reading text aloud and using a tape recorder
- Sits where they can hear but needn't pay attention to what is happening in front
- Hums or talks to himself/herself or others when bored
- Acquires knowledge by reading aloud
- Remembers by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).
- Inattentive to visual task- when given a worksheet, the student fiddles with it, shreds the paper, doodles on it.
- Appears board/ restless during films
- Does not like art/ drawing
- Cannot remember what they have read to themselves
- Has trouble numbering papers in sequence
- Terrible speller on written work
- Math errors show consistent patterns: inattention to signs, confusion of numerals, and reversal of numerals
- Confuses similar words when reading such as “bought” and “brought”
- Poor on matching activities when lines must be drawn
- Mumbles when reading or doing seat work
- Points when reading
- Papers are poorly organized and are very messy
- Does not do well when taught to read using the sight word approach
LEARNING STYLES: TEACHING STRATEGIES FOR AUDITORY LEARNERS

- Teach students to change visual material into auditory. The emphasis for this student is on hearing and speaking. The student’s best source for learning is teacher’s voice, their own voice, tapes/CDs.
- Include tactile/kinesthetic materials while teaching
- Consider giving alternate seating arrangements. Seat students to the front on board work days and to the back on lecture days
- Give oral directions
- Teach the student to talk through the task
- Provide auditory and rhyming cues
- Encourage the student to use a ruler, marker, or place card to complete their paper and pencil task
- Make sure you have the student’s attention before giving them directions
- Teach fine and gross motor skills to improve handwriting
- Use jingles, catchy stories, mnemonic devises, cheers or songs to aid the student in mastery and/or retention of skill
- Allow the student to spell or recite words or information to be learned onto a cassette tape
- Color code math symbols or important written information
- Use puzzles, raised maps, globes, and color coding to improve map skills
- Provide worksheets that are dark, clear, and easy to read
- Allow student to use ruler when drawing lines for matching activities
- Allow students to sub-vocalize or point while reading or doing assigned work
- Use a phonetic approach to reading and spelling
- Use oral test occasionally and require oral responses
RESPONSE TO INTERVENTION

LEARNING STYLES: MATERIALS & ORGANIZATIONAL SKILLS FOR AUDITORY

Materials to use with auditory learners:

- Tape recorder
- Records
- Cassette tapes
- CDs
- Audio-visual aids- movies
- Pocket charts
- Hook boards
- Electronic speaking dictionary
- Electronic speaking calculator

Organizational Skills:

- Student should limit items on desk
- Provide markers and liners as guides for worksheets and materials that must be read
- Encourage the student to use a “window” or bookmark to block words when reading
- Color code papers to aid discrimination
## RESPONSE TO INTERVENTION

### LEARNING STYLES: CONTENT TIPS FOR AUDITORY LEARNERS

**Tips for auditory learners:**

<table>
<thead>
<tr>
<th><strong>READING:</strong></th>
<th><strong>Writing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read your work aloud</td>
<td>- Plan the sentences you want by saying it aloud or silently</td>
</tr>
<tr>
<td>- Try to get books that have audio/CD</td>
<td>- Say it several times the way you want it</td>
</tr>
<tr>
<td>- Have someone to read to you or tape for you if you are not a good reader</td>
<td>- Write it slowly as you say it</td>
</tr>
<tr>
<td>- Say words silently in your head</td>
<td>- Dictate your sentences using a tape recorder and then play it back as you write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spelling:</strong></th>
<th><strong>Math:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hear the spelling of the word</td>
<td>- Try to learn your math while saying it out loud</td>
</tr>
<tr>
<td>- Say the word and then say each letter out loud</td>
<td>- Explain it to yourself out loud</td>
</tr>
<tr>
<td>- Close your eyes, spell the word, and check once more</td>
<td></td>
</tr>
<tr>
<td>- Now write the word while you are trying to hear it in your mind</td>
<td></td>
</tr>
<tr>
<td>- Use a dictionary</td>
<td></td>
</tr>
</tbody>
</table>
RESPONSE TO INTERVENTION
LEARNING STYLES: CHARACTERISTICS OF TACTILE/KINESTHETIC LEARNERS

- Touches everything
- Moves a great deal while reading
- Gets up and walks around frequently
- Rubs hands along walls while walking down hall
- Touches desk when moving up and down the aisle
- Often writes things over and over
- Can take gadgets apart and put them back together again
- Has many things to play with at school
- Enjoys doing things with hands
- Well coordinated
- Frequently makes airplanes and fans with paper
- Wants to use concrete objects as learning aids
- Learning abstract symbols (letters, numerals, map symbols, math symbols)
- Seems to be an underachiever
- Appears immature and needs to explore environment more than peers
- Seems hyperactive
LEARNING STYLES: TEACHING STRATEGIES FOR TACTILE/KINESTHETIC

- Provide as many tactile/Kinesthetic materials as possible. Let the student literally feel what they are learning
- Allow the student to trace over projected image on the wall or board (diagrams, maps, words)
- Give instructions first, then pass out materials
- Touch the student or hold their hand while talking to them. Communicate approval/disapproval and restraint through touching
- Keep work periods short and gradually lengthen them. Vary activities during the day to offset long periods of sitting. These students learn best while active
- Seat the student close to you.
- Color code handouts and materials
- Make work assignments specific
- Let the student make material for you and create bulletin boards
- Use methods, such as, Finger Math and air writing
- Make the student an active part of the learning experience. Students can type, role play, or construct models
- Allow student to move around the room as part of learning
- Chunk assignments
- Use simultaneous and body action games
- Teach students to create daily diaries or journals
- Have student chart their progress
- Combine creative dramatics in reading
RESPONSE TO INTERVENTION

LEARNING STYLES: MATERIALS & ORGANIZATIONAL SKILLS FOR TACTILE/KINESTHETIC

Materials to use with Tactile/kinesthetic Learners:

- The student will learn most effectively when real objects, models, 3-D objects and manipulative materials that can be touched and moved are used.

- Good manipulative:
  - Computers
  - Globes
  - Abacus
  - Hook-boards
  - Felt-tipped pens
  - Calculators
  - Typewriters
  - Relief Maps
  - Pocket charts
  - Finger paints
  - Models
  - Trays to write in (filled with sand, salt, jello)

- Make raised letters by allowing white liquid glue to dry in the shape of the words written. Let the student trace these letters with their fingers or use letters cut from sandpaper or formed with yarn.

- Alter paper and pencil task to create a cut and paste format. Ex: instead of labeling the skeletal parts on a worksheet, the student could cut out and assemble the skeletal system.

Organizational skills for tactile/kinesthetic learners:

- Have students number their assignments, check to determine if there are any numbers missing for the day
- Complete instructions and ask the student if they need clarification before distributing materials
- Assist the student in organizing their desk
- Keep their desk free of distractions
- Help student make a personal organization goal - assist in planning step-by-step organization
- Allow the student to prepare their own schedule of work including the time in which to complete the work
RESPONSE TO INTERVENTION

LEARNING STYLES: TIPS FOR TACTILE/KINESTHETIC LEARNERS

- Clear off your desk
- Cover the page you are not reading
- In you are distracted by noise wear ear plugs or earphones
- Divide your work into short sections
- Use a timer to keep you on track
- Put books and things needed for school the next day in one certain place
- Have a date book/ agenda
- Paste your schedule inside the cover of your notebook/binder
- Sit as close to the teacher as possible
- Between classes, plan your route and have all necessary books and supplies
- When studying try the multi- sensory approach (hearing, seeing, touching, and doing) as much as possible
- Get enough sleep
- Study in a quiet place
RESPONSE TO INTERVENTION

LEARNING STYLES: CHARACTERISTICS OF VISUAL LEARNERS

- Ignores verbal directions
- Questions and directions must usually be repeated
- May be able to sit in a noisy area without being distracted
- Low vocabulary
- Poor articulation
- Frequently appears to daydream; often has a blank look during lecture
- Watches teacher’s lips closely
- Causes trouble when teacher is explaining things at the board
- When directions are given, the student watches others and then begins
- Says “huh” often
- Prefers to show or demonstrate then to tell or explain
- Dislikes music class– prefers art class
- Does poorly with phonics
- Gets lost in rote memorization activities
- Often answers with one word, or incomplete sentences
- Doodles during instruction
- Substitutes gestures for words
- Often speaks loudly
- Dislikes speaking before groups and does not like to listen to others
- Has trouble distinguishing words which sound similar when spoken
- Frequently cannot remember information given verbally
- Substitutes words similar in sound or meaning
- Responds less rapidly that their peers to sounds, such as bells or sirens
- Can locate words quickly in the dictionary if they know the spelling
- Is completely lost if they must look up a word to determine the spelling
- Often misunderstands instructions or material presented verbally
RESPONSE TO INTERVENTION

LEARNING STYLES: TEACHING STRATEGIES FOR VISUAL LEARNERS

- Use visual materials
- Help them change what they hear into visual symbols
- Teach them to visualize to see the word problems, images, etc.
- Use color coding on worksheets and on the whiteboard
- Use the sight word approach, experiences, and whole word configuration to teach reading
- During instructional periods, be certain that you do not turn away from the student while you are talking. They have to see your mouth
- Allow the student to read silently more often than orally
- Use dictation exercised
- Provide written directions
- Place student near blackboard
- Teach students to visualize acronyms
- Encourage student to keep assignment log
- Decrease external visual stimuli by using study carrels or seating students away from bulletin boards
- Noise may disturb the student while they are working, give them headphones
- Use a great deal of oral language extensions with the student to improve verbal skills
- Repeat oral instructions:
  - In steps
  - With visual cues
  - Ask the student to repeat them
  - Touch the student when cueing
- Model the skill to be taught
- Use word families to discriminate long vowel sounds and short vowel sounds
Look at everything. Make short outline for things you have to study. Make list, write notes, and write down homework assignments in a datebook/agenda. Have your parents and teachers write notes to you. Have a notepad with you at all times.

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use sight words and flashcards</td>
<td>Jot down ideas</td>
</tr>
<tr>
<td>When trying to figure out words, look for words you already know within them</td>
<td>Make a rough draft, skipping lines to allow room for corrections and additions</td>
</tr>
<tr>
<td>You are a look and say learner</td>
<td>On essay test, make quick outlines on scratch paper or in the margin of the test before you answer in writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the word—close your eyes</td>
<td>Visualize the problem</td>
</tr>
<tr>
<td>Make a picture and then read from your picture</td>
<td>Make pictures or tallies of the problem on scratch paper</td>
</tr>
<tr>
<td>Write the word</td>
<td>Write the problem</td>
</tr>
</tbody>
</table>
### Sensory Checklist

From *Raising a Sensory Smart Child*, © Biel & Peske, 2005

<table>
<thead>
<tr>
<th>TOUCH</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being touched on some body parts, hugs and cuddles</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Certain clothing fabrics, seams, tags, waistbands, cuffs, etc.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Clothing, shoes, or accessories that are very tight or very loose</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>Getting hands, face, or other body parts “messy” with paint, glue, sand, food, lotion, etc.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Grooming activities such as face and hair washing, brushing, cutting, and nail trimming</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Taking a bath, shower, or swimming</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Getting toweled dry</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Trying new foods</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Feeling particular food textures and temperatures inside the mouth—mushy, smooth, etc.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Standing close to other people</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Walking barefoot</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPRIOCEPTION (BODY SENSE)</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities such as roughhousing, jumping, banging, pushing, bouncing, climbing, hanging, and other active play</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>High-risk play (jumps from extreme heights, climbs very high trees, rides bicycle over gravel)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Fine motor tasks such as writing, drawing, closing buttons and snaps, attaching pop beads and snap-together building toys</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Activities requiring physical strength and force</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Eating crunchy foods (pretzels, dry cereal, etc.) or chewy foods (e.g., meat, caramels)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Smooth, creamy foods (yogurt, cream cheese, pudding)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Having eyes closed or covered</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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### VESTIBULAR (MOVEMENT SENSE)

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being moved passively by another person (rocked or twirling by an adult, pushed in a wagon)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Riding equipment that moves through space (swings, teeter-totter, escalators and elevators)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Spinning activities (carousels, spinning toys, spinning around in circles)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Activities that require changes in head position (such as bending over sink) or having head upside down (such as somersaults, hanging from feet)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Challenges to balance such as skating, bicycle riding, skiing, and balance beams</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Climbing and descending stairs, slides, and ladders</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Being up high, such as at the top of a slide or mountain overlook</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Less stable ground surfaces such as deep pile carpet, grass, sand, and snow</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Riding in a car or other form of transportation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### AUDITORY/LISTENING

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing loud sounds—car horns, sirens, loud music or TV</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Being in noisy settings such as a crowded restaurant, party, or busy store</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Watching TV or listening to music at very high or very low volume</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Speaking or being spoken to amid other sounds or voices</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Background noise when concentrating on a task (music, dishwasher, fan, etc.)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Games with rapid verbal instructions such as Simon Says or Hokey Pokey</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Back-and-forth, interactive conversations</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Unfamiliar sounds, silly voices, foreign language</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Singing alone or with others</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
</tbody>
</table>

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### VISION

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to read or reading for more than a few minutes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Looking at shiny, spinning, or moving objects</td>
<td>☐</td>
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<tr>
<td>Activities that require eye-hand coordination such as baseball, catch, stringing beads, writing, and tracing</td>
<td>☐</td>
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<tr>
<td>Tasks requiring visual analysis like puzzles, mazes, and hidden pictures</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Activities that require discriminating between colors, shapes, and sizes</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Visually “busy” places such as stores and crowded playgrounds</td>
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<tr>
<td>Finding objects such as socks in a drawer or a particular book on a shelf</td>
<td>☐</td>
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<tr>
<td>Very bright light or sunshine, or being photographed with a flash</td>
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<tr>
<td>Dim lighting, shade, or the dark</td>
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<tr>
<td>Action-packed, colorful television, movies or computer/video games</td>
<td>☐</td>
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<tr>
<td>New visual experiences such as looking through a kaleidoscope or colored glass</td>
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</tbody>
</table>

### TASTE AND SMELL

<table>
<thead>
<tr>
<th>Activity</th>
<th>AVOIDS</th>
<th>SEEKS</th>
<th>MIXED</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smelling unfamiliar scents</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Strong odors such as perfume, gasoline, cleaning products</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Smelling objects that aren't food such as flowers, plastic items, playdough, and garbage</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Eating new foods</td>
<td>☐</td>
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<tr>
<td>Eating familiar foods</td>
<td>☐</td>
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<tr>
<td>Eating strongly flavored foods (very spicy, salty, bitter, sour, or sweet)</td>
<td>☐</td>
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</tbody>
</table>