

# PERCEPTUAL PROBLEM CHECKLIST: CATEGORIZED BY RELATED PERCEPTUAL AND VISUAL SKILL AREAS

## General Motor Dysfunctions

- Confuses right/left after age seven.
- "Mirror" reading and writing beyond first grade, reversals.
- Poor balance.
- Skipping and hopping delays/skills problems.
- Lack of finger dexterity; awkward pen grip.
- History of delayed motor milestones.
- Short attention span in motor-dominant tasks.
- Difficulty in perceiving self in time and space.  
(Bumps into things, poor sense of time.)
- Slow in finishing work - does not complete papers.

## Visual-Motor Dysfunctions

- Drawing and/or writing skills not up to standard.
- Slow writing, spacing and alignment problems.
- Difficulty with puzzles.
- Arithmetic concepts poor.
- Difficulty writing or reading sight words  
(often: does well with polysyllables).
- Figure-ground discrimination impaired, gets lost in details.
- Short attention in visually-predominant tasks.
- Visual memory - not be able to revisualize objects, words,  
letters, or concepts.
- Reverses or miscalls numbers or words, skips words or lines  
in reading or writing.
- Learns best auditorally.
- Attempts to spell phonetically.
- Graph and chart problems.
- Difficulty copying from the blackboard onto paper.

## Auditory-Motor Dysfunctions

- Cannot consistently, accurately echo words and syllables.
- Difficulty blending sounds.
- Frequent speech irregularities (not articulation problems).
- Cannot identify what he/she hears; poor vocabulary.
- Difficulty following directions or requests.
- Difficulty relating experiences in normal sequence of  
expression: reversals.
- Short attention span in auditorally-predominant tasks.
- Figure-ground discrimination impaired (easily  
distracted by background sounds).
- Short memory for auditory information.
- History of delayed speech, speech problems, or chronic ear  
problems (ages 1-6).

- Learns best visually.
- Below average spelling.
- Difficulty choosing the right words when expressing self.

## Integrative Abilities Dysfunctional

- Phoneme/grapheme equivalency difficulties in reading.
- A "hands on" learner - learns best tactually.
- Rhythmical movement difficulties.
- Difficulties in concept formation and applications to aid  
problem solving.
- Thinking is concrete; abstract ideas and reasoning difficult.
- Perseveration - works compulsively beyond the point where  
answers have been attained.
- Organizational skills problems.
- Time management problems.
- Overloads quickly with multiple demands.

## Visual Function Difficulties - Developmental vision referral indicated:

- Slow reading rate.
- Comprehension problems.
- Confuses visually similar words.
- Skips words or lines of printed material.
- Difficulty reading for long periods.
- Difficulty copying from the board or a book to a page.
- Complains of print "moving" and/or colors between words.
- Confuses operational signs in math.
- Difficulty sustaining attention on seatwork.
- Avoids nearwork.
- No great interest in television/computers.
- Visual: headaches, doubling, blurring.
- Tilts head, blocks/closes one eye.
- Rubs/touches eyes often (not allergies).

Areas with fewer symptoms indicate the best avenues to use when teaching this child. Areas with more than 5 checks indicate the need for remediation. More than 20 checks suggests a semantic/pragmatic disorder. A professional diagnostic evaluation may be recommended to the parent for the specific determination of type and depth of perceptual difficulties. mdb/TLC/2006

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