

## Sensory Intake Preference Survey

Read each sentence carefully and think about how it applies to you.  
On each line, write the number that best describes your reaction to each sentence.

**5=Almost Always 4=Often 3=Sometimes 2=Rarely 1=Almost Never**

- \_\_\_ 1. I can remember something better if I write it down.
- \_\_\_ 2. When reading, I listen to the words in my head or I read aloud.
- \_\_\_ 3. I need to discuss things to understand them better.
- \_\_\_ 4. I don't like to read or listen to directions: I'd rather just start doing.
- \_\_\_ 5. I am able to visualize pictures in my head.
- \_\_\_ 6. I can study better when music is playing.
- \_\_\_ 7. I need frequent breaks while studying.
- \_\_\_ 8. I think better when I have the freedom to move around; studying at a desk is not for me.
- \_\_\_ 9. I take lots of notes on what I read and hear.
- \_\_\_ 10. It helps me to LOOK at a person speaking. It keeps me focused.
- \_\_\_ 11. It's hard for me to understand what a person is saying when there is background noise.
- \_\_\_ 12. I prefer having someone tell me how to do something rather than reading the directions myself.
- \_\_\_ 13. I prefer hearing a lecture or information on cassette or CD rather than reading a textbook.
- \_\_\_ 14. When I can't think of a specific word, I use my hands a lot and call something a 'what-cha-ma-call-it' or a 'thing-a-ma-jig'.
- \_\_\_ 15. I can easily follow a speaker even though my head is down or I'm staring out a window.
- \_\_\_ 16. It's easier for me to get work done in a quiet place.
- \_\_\_ 17. It's easy for me to understand maps, charts, and graphs.
- \_\_\_ 18. When beginning an article or book, I prefer to take a peek at the ending.
- \_\_\_ 19. I remember what people say better than what they look like.
- \_\_\_ 20. I remember things better if I study aloud with someone.
- \_\_\_ 21. I take notes, but never go back and read them.
- \_\_\_ 22. When I am concentrating on reading or writing, the radio bothers me.
- \_\_\_ 23. It's hard for me to picture things in my head.
- \_\_\_ 24. I find it helpful to talk my self through my homework assignments.
- \_\_\_ 25. My notebook and desk may look messy, but I know where things are.
- \_\_\_ 26. When taking a test, I can 'see' the textbook page and the correct answer on it.
- \_\_\_ 27. I cannot remember a joke long enough to tell it later.
- \_\_\_ 28. When learning something new, I prefer to listen to information about it, then read about it, then do it.
- \_\_\_ 29. I like to complete one task before starting another.
- \_\_\_ 30. I use my fingers to count and I move my lips when I read.
- \_\_\_ 31. I dislike proofreading my work.
- \_\_\_ 32. When I am trying to remember something new, for example, a phone number, it helps me to form a picture in my head.
- \_\_\_ 33. For extra credit, I prefer to do a report on CD or cassette rather than write it.
- \_\_\_ 34. I daydream in class.
- \_\_\_ 35. For extra credit, I'd rather create a project than write a report.
- \_\_\_ 36. When I get a great idea, I must write it down right away or I'll forget it.



## Suggestions for Haptic Learners

**You will learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visually) or a lecture (auditorily) is just not as easy for you. Try some of these suggestions and create some more that will work for you.**

**++ To memorize, pace or walk around while reciting aloud or to yourself or while looking at a list or information on index cards.**

**++ When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words. Get a 'feel' for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-parts.**

**++ If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of 'moving'. Be sure that you are not making noise or disturbing others. Try squeezing a tennis or nerf ball, with the teacher's permission.**

**++ You may not study best at a desk. When you are at home, try studying while lying on your stomach or back or while walking around the room. Also, try studying with music in the background.**

**++ If you have a stationary bike, try reading while pedaling. Consider purchasing a reading rack that will attach to the handlebars and hold your book. You may also use a reading rack while walking on the treadmill.**

**++ Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also, try reading through a colored transparency. Experiment with different colors and different ways of using color.**

**++ When studying, take breaks as frequently as you need them. Just be sure to get right back to the task. A reasonable schedule is 10-30 minutes of study and 5 minutes of break. Avoid TV and talking on the phone during break time! These two activities will prolong your break and may make it difficult to get back to your studies.**

**++ When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your mind's eye as you do this. If possible, hear them in your mind, too. Later, when trying to recall this information, close your eyes and see it in your mind's eye and hear it in your mind.**

**++ You learn via hands-on activities: touching and feeling manipulatives, games, Charades.**

**++ Use large and small muscle movements by moving your body to form a shape, number, letter, word or syllable. Write your spelling and vocabulary words in the air, on the floor, on the table. Take notes, keep a journal, do board work, and draw ideas and information.**

**++ You can learn information placed in a familiar song or rhythm that you can sing, chant or move to the rhythm.**

**++ Finger multiplication, rice or macaroni letters, felt or burlap words, clay shapes to trace—all will help you to learn.**

**++ You prefer field trip and please touch museums to lectures.**

## **Suggestions for Visual Learners**

**You will learn best when you read or see the information. Learning from a lecture may not be as easy unless you take notes. You need to write and see what you have written. You learn best from books, pictures, reading, writing notes, video, and computer information. Try some of these suggestions and create some more that will work for you.**

**++ Write things down because you remember them that way (dates, lists, quotes, etc.) Plan and organize your thoughts by writing them down.**

**++ Look at the person who is speaking. It will help you to stay focused.**

**++ It's usually best to work in a quiet place by yourself because visual disorder and movement distract you.**

**++ Take lots of notes. Leave extra space if some details were missed. Borrow a dependable student's notes or teacher's notes if you are absent.**

**++ Copy your notes over again. Rewriting helps recall and retention of information.**

**++ Use color to highlight main ideas in your notes, textbooks, handouts, etc. Underline, italicize or bold this information on the computer.**

**++ Before reading an assignment set a specific study goal and write it down. Post it in front of you. Example, "From 7:00-7:30, I will read the first chapter." Take a short break when you accomplish the goal.**

**++ Preview a chapter before reading by first looking at all of the pictures and captions, section headings, questions (if provided).**

**++ Select a seat furthest from the door and window and toward the front of the class, if possible, so that you can look at the person who is speaking.**

**++ Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.**

**++ Sight word readers who form configuration imprints in their brains often mistake words that have similar shapes, e.g. 'word' and 'ward'.**

**++ Visualize goals, skills, words, problems, etc. in your mind.**

**++ On a field trip look at what the guide is describing.**

## **Suggestions for Auditory Learners**

**You will learn best when you hear the information. Learning from a lecture may best for you. You need to listen, talk, discuss, and plan outloud. Try some of these suggestions and create some more that will work for you.**

**++ Focus by looking at the speaker. Try to pay attention specifically to what is being said.**

**++ Try to figure out what is important by asking questions. Ask questions to yourself as you are learning and then try to answer the questions. Or, ask the speaker questions and listen to the speaker's answers.**

**++ Ask a teacher to explain something again when you don't understand a point being made. Simply say, "Would you please repeat that?"**

**++ Try to make sense of what the speaker is saying by connecting main ideas.**

**++ Try to picture in your mind's eye what the speaker is saying.**

**++ Record your notes on a cassette or CD and listen to them to review. Listen to books on tape.**

**++ Say your notes outloud or listen to others recite notes. Memorize your lists orally.**

**++ Read dialogue, plays, and lists aloud.**

**++ Learn to spell through a phonics approach and use your word attack skills. Use the differences among sounds that you hear to help your spell the words.**

**++ Listen to the guide's explanations on field trips.**