Smart Reading System
Areas of Development Information

The areas that your child should focus on the most will be highlighted. Use this information to help plan what kind of activities you are working on at home.

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| **Development Area** | **Explanation** | **Children who lack this will…** |
| Eye Tracking | Eye Tracking is the ability of the eyes to work together, moving in one direction | \*Difficulty copying from the board\*Head turns as the child reads across the page\*Frequently loses place while reading\*Short attention span while reading or copying\*Writes up, or downhill on paper\*Rereads or skips lines unknowingly\*Repeats letters within words while writing\*Misaligns digits in number columns while doing math problems\*Squints or favors one eye when reading, writing or copying\*Strong tilted head while working at desk |
| Visual Imagery | Visual Imagery is the ability to make a picture in your head of personal experiences, words or events from a text so that they are available for immediate recall. | Fails to recognize the same word in the next sentence\*Reverses letters and/or words in writing and copying\*Difficulty recognizing minor differences\*Repeatedly confuses words with similar beginnings and endings\*Fails to visualize what is read silently or aloud\*Whispers to self for reinforcement while reading silently\*Unable to make pictures in the head when reading alone or being read to\*Poor comprehension |
| Position in Space | Position in Space is the ability to perceive the positions of objects in relation to oneself and/or other objects. | \*Poor number sense (they don’t understand what a group of 100 would look like)\*Difficulty understanding number lines, positive and negative numbers\*Difficulty with sequences and patterns\*Inconsistent use of margins while writing\*Inability to discriminate right and left. |
| Figure Ground | Figure Ground is the ability to identify and object from a complex background or surrounding objects | \*Avoidance of printed pages with a lot of text\*Difficulty with word searches\*Losing place when copying from the board\*Difficulty keeping columns and rows aligned when performing traditional algorithms\*Keeping place when reading\*Difficulty proofreading because they get lost in the text\*Going back into text to find answers to academic questions is difficult |
| Visual Discrimination | Visual Discrimination is the ability to discriminate dominant features of objects.  As an example, the ability to discriminate position, shape, form or color. | \*Letter & number reversals\*Word reversals (saw instead of was)\*Difficulty with geometric and measurement activities\*Grabbing the correct color crayon when instructed\*Difficulty comparing physical objects\*Difficulty sorting |
| Visual Memory | Visual Memory is the ability to recognize and recall an object after having exposure to it. | Poor reading comprehension\*Recalling where items are in the classroom or at home\*Recalling instructions\*Poor organization of classroom materials\*Difficulty understanding new concepts |
| Form Constancy | Form Constancy is the ability to recognize objects when their environment, size or position may change. | \*Difficulty decoding different fonts\*Trouble reading tables and graphs that have the title of each axis rotated\*Trouble reading text that is positioned vertically or horizontally |
| Visual Closure | Visual Closure is the ability to identify a whole object or word with only quick and/or partial exposure. | \*Poor reading comprehension\*Trouble understanding new concepts quickly across all subjects\*Difficulty problem solving |
| Gross Motor | Gross Motor development is the ability to fluidly use the body’s large muscle groups. | Poor balance\*Clumsy\*Tire easily during jumping, running, lifting activities\*Trouble crossing the body’s midline |
| Fine Motor | Fine Motor development is the ability to fluidly use the body’s small muscle groups. | \*Poor pencil grip\*Have trouble opening objects\*Have trouble with squeezing or pinching objects\*Messy handwriting\*Difficulty using scissors, or cutting along a line with them\*Messy eating habits, often spilling food off of utensils |