

## Building Blocks Questionnaire

### Part 1

Student's name \_\_\_\_\_ Grade \_\_\_\_\_  
 Teacher's name \_\_\_\_\_ Date \_\_\_\_\_

Use this questionnaire to provide an overview of a student's skills related to handwriting. The first 3 questions are general. If you answer "Frequently" or "Sometimes" to any of the first 3 questions, proceed to Part 2 of this questionnaire and complete the additional 10 items in that section.

	Rarely	Sometimes	Frequently
1. Phonological Processing: Does the student have difficulty hearing or applying letter sounds when speaking, reading, or spelling.			
2. Orthographic Processing: Does the student have difficulty reading or spelling irregular words?			
3. Motor Processing: Does the student have difficulty forming letters or writing legibly?			

### Part 2

In order to get more in-depth information about the student's strengths and weaknesses in these areas, complete the 10 items for each corresponding block for the items for which you answered "Frequently" or "Sometimes" in Part 1.

#### 1. Phonological Processing:

	Rarely	Sometimes	Frequently
Has trouble rhyming words			
Has difficulty pronouncing certain sounds			
Has trouble blending sounds together to pronounce words when reading			
Has trouble breaking sounds apart in words when spelling (segmenting)			
Has trouble distinguishing letters with similar sounds in speech and when spelling (e.g. /b/ and/p/, /f/ and /v/)			

	Rarely	Sometimes	Frequently
Has difficulty repeating information just heard			
Has difficulty learning the days of the week months of the year in sequence			
Has trouble connecting sounds to letters when spelling			
Has trouble pronouncing multisyllabic words when speaking or reading			
Has trouble pronouncing or spelling words with phonically regular patterns.			

## 2. Orthographic Processing:

	Rarely	Sometimes	Frequently
Forgets how letters look			
Confuses letters with similar appearance (e.g., n for h)			
Misreads little words in text (e.g., were for where)			
Reverses letters when spelling (e.g., b for d)			
Reverses letters when reading or writing (e.g., on for no)			
Has trouble remembering basic sight words			
Has trouble copying from a book or chalkboard to paper			
Spells the same word in different ways			
Spells words how they sound rather than how they look			
Reads at a slow rate			

## 3. Motor Processing:

	Rarely	Sometimes	Frequently
Draws pictures that seem immature for the age			
Has difficulty with tasks involving fine-motor coordination (e.g., tying shoes)			
Seems disinterested in drawing or learning to write			
Has trouble holding a crayon, pencil, or pen correctly			
Forms letters in odd ways (e.g., starts from the bottom rather than the top)			

	Rarely	Sometimes	Frequently
Has poor spacing between letters and words			
Has papers that appear messy			
Has poor or sloppy handwriting			
Has trouble learning cursive writing			
Has a slow rate of writing			

Adapted from: Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes.