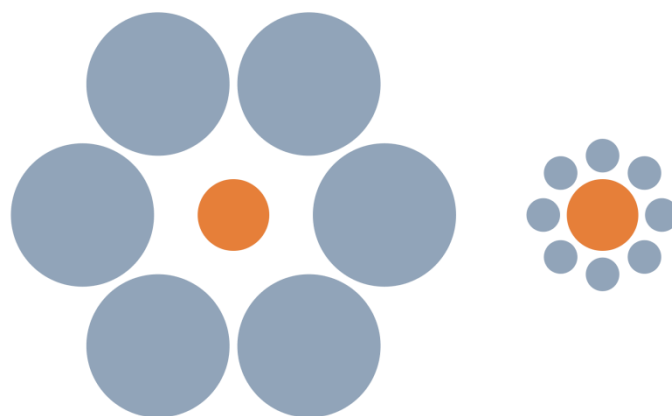


Occupational Therapy: Children, Young People & Families Department

4: Visual- Perceptual Skills

Intervention Programme for Schools



Intervention programme 4: Visual perception and visual memory

Aims: To develop visual-perceptual skills:

- Spatial relations
- Figure-ground perception
- Form constancy
- Visual memory

Introduction

Visual perception is the ability to recognise, recall, discriminate and make sense of what we see. For example, recognising a letter 'b' and understanding how it is different from a letter 'd' or 'p'; being able to find a pair of scissors in a drawer full of different items, or completing a jigsaw.

A child with visual-perceptual difficulties may be slow in recognising letters or numbers and may have trouble with the spatial demands of letter formation. He may commonly reverse letters or be unable to self-correct his work because he is unable to discriminate visual information well enough to detect problems. Ball games, sports and common playground activities may be extremely frustrating for children with these issues. Successful handwriting requires the development of visual perceptual skills.

There are lots of different components of visual-perceptual skills. This intervention programme works on a range of these, with the aim of supporting handwriting development, fine motor skills and functional school activities.

For more advice on activities and classroom strategies to help with visual-perceptual difficulties, download the "Perceptual Skills" advice booklet from our website:

www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy

Before you start...

- Complete the “**Which Programme?**” Fine Motor Skills screening form to make sure you are choosing the appropriate programme for the child
- Fill in the **Baseline Assessment** (see back of booklet) to get an idea of how the child is performing now.

Remember...

- To fill in the **Session Completion** list (see back of booklet) to keep track of which sessions the child has completed.
- To re-do the **Baseline Assessment** at the end to see how much progress the child has made.

Further information

You can find more information and resources on our website:

www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy

Overview

Week 1	Warm up	Main activities
Session 1:	Body moves	I-Spy Tactile objects Spot the difference
Session 2:	Lazy 8s	Letter search Mazes Tactile letters/shapes
Session 3:	Double drawing 1	Pairs game Shape pictures Size sorting
Week 2	Warm up	Main activities
Session 1:	Body moves	Where's Wally? Card sequences Name the arrow
Session 2:	Lazy 8s	Dot-to-dot Cube sequences Size sorting
Session 3:	Letter tic-tac-toe	Kim's game Coloured square sequences Form constancy - matching
Week 3	Warm up	Main activities
Session 1:	Body moves	I-Spy Where's Wally? Tangram pictures
Session 2:	Double drawing 1	Pegboard sequences Mazes Guess the shape
Session 3:		Pairs game Letter/word search Geometric colouring
Week 4	Warm up	Main activities
Session 1:	Body moves	Where's Wally? Finish the picture (symmetry) Tactile letters/shapes
Session 2:	Letter tic-tac-toe	Dot-to-dot Memory pictures Pegboard sequences
Session 3:	Bingo	Kim's game Silhouette match Jigsaw

Week 5	Warm up	Main activities
Session 1:	Double drawing 2	I-Spy Card sequences Form constancy – matching
Session 2:	Letter tic-tac-toe	Mazes Cube sequences Dot and grid pictures
Session 3:	Body moves	Pairs game Letter/word search Step-by-step drawings
Week 6	Warm up	Main activities
Session 1:	Bingo	Where's Wally? Form constancy Tactile letters/shapes
Session 2:	Double drawing 2	Dot-to-dot Pegboard patterns Finish the shape
Session 3:	Letter tic-tac-toe	Kim's game In a spin Pairs game

Week 1: Session 1

Resources:

- Selection of everyday / tactile objects in a bag.
- Spot the difference worksheets
- Pens/ pencils/ crayons/chalks/markers

Warm-up:

Body moves

To work on body awareness and left-right awareness, give directions such as: “touch your left ear with your right hand”. Build up to 2- or 3-step directions.

Activities:

I-Spy

Play I-Spy, but rather than looking for items that begin with a particular letter, look for items with a particular shape or colour (e.g. circles might include a clock on the wall, buttons on clothing, etc). Try to find as many items as possible with that quality.

Tactile Objects

Have an assortment of different everyday objects in a bag (key, cotton reel, toothbrush, marble, buttons, paperclip, small toys, etc). Start with just a few objects. Have the child feel an object inside the bag, without looking, and describe it in as much detail as they can – shape, texture, size. Can they tell what the object is?

Spot the difference

Use some spot the difference worksheets or use the “Double Trouble” activities on www.eyecanlearn.com/perception/discrimination.

Encourage the children to find the differences methodically, for example starting at the top left-hand corner and working across the picture, or starting with key features and comparing them.

Week 1: Session 2

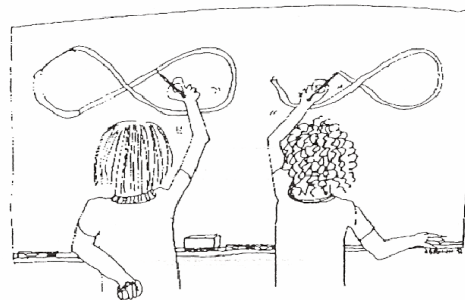
Resources:

- Letter search worksheets
- Maze worksheets
- Pens/ pencils/ crayons/chalks/ markers/
- Chalkboard/ whiteboard/ large piece of paper stuck on the wall
- Tactile letters/ shapes in a bag

Warm-up:

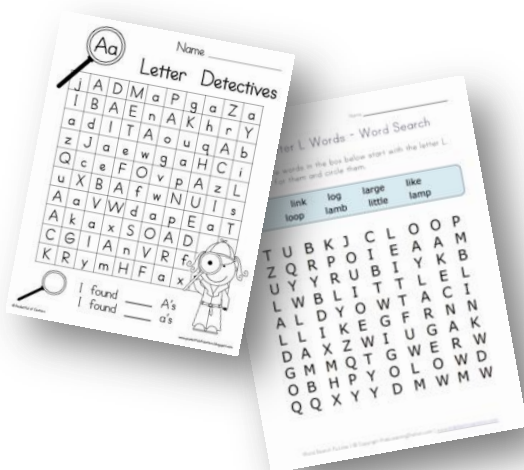
Lazy 8s

Stand in front of a chalkboard or whiteboard, or pin a large piece of paper to the wall. Using a chunky marker pen, crayon or chalk, draw a sideways figure of 8 - Stand still and draw it as big as you can!



The child should start at the top of the right hand loop (for a right handed child) and **draw down the diagonal to the bottom of the left loop**, up the left loop and down the diagonal to bottom of the right loop and back up again. A left-handed child should start at the top of the left loop and start down the diagonal from there.

Keep going over the shape in different colours. You can also try using a stamp pen on it, placing stickers along it, or driving a toy car along it as if it's a race track.



Activities:

Letter/word search

Print out some word searches, letter searches. You could also use numbers, symbols or pictures. Using a highlighter pen or marker, search for the words, letters or objects. Encourage a methodical approach, starting at the top left corner, and using a finger or a ruler to help scan along the lines.

Mazes

Print out some maze worksheets and encourage the children to complete them. Start with simple mazes and build up to more complex ones. Use

coloured markers that show up well against the print. Encourage the children to follow the pencil line with their eyes.

Tactile Letters

Have an assortment of tactile letters or shapes in a bag. You can use magnetic letters that you stick to the fridge, or cut letters out of thick card. You could even make them out of clay. Alternatively, they can be purchased, for

example: <https://www.learningresources.co.uk/product/tactile-letters.do> or http://www.cambridgeeducationaltoys.com/index.php?main_page=index&cPath=94105_106

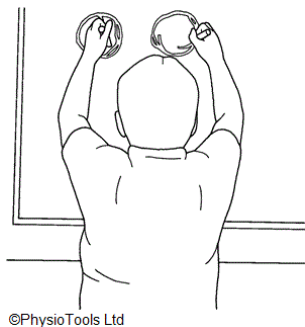
Begin with only 3 letters. Show the child the letter, then place it in the bag with the other 2 letters. Encourage the child to feel for the correct letter without looking.

Week 1: Session 3

Resources:

- Chalkboard/ whiteboard/ large piece of paper on the wall
- Chalks/ markers/ pens/ pencils/ crayons
- Pairs game/ pairs app or computer program
- Selection of shapes cut from card
- Size sorting worksheets

Warm-up:



Double drawing 1

Stand in front of a whiteboard with a marker in both hands. Using both hands, draw two circles at the same time in a clockwise direction. Using both hands, draw two circles at the same time in an anti-clockwise direction. Draw one circle in a clockwise direction while drawing another circle in an anti-clockwise direction.

Can you carry out these movements while closing your eyes?

Activities:



Pairs Game

Play this using matching pair cards, or using a computer or iPad app. There are plenty of printable pair games online, so you can print out some cards that fit a topic you are working on.

Set the cards out across the desk or floor. Turn a card, then try to find its matching pair. If the cards don't match, turn them both back over. Start with just a few cards and gradually increase the number.

Shape pictures

Use some cut-out shapes in different colours and arrange them to make pictures. Challenge the children to make specific images : a house,



a fish, a face, etc. You could also use kits such as “Fuzzy Felt”.

Make a picture, show it to the children and see if they can copy it. Can they copy it from memory?



Size sorting

Print out some worksheets with objects to sort by size (search for “size sorting worksheet”).

Encourage the children to discuss bigger and smaller as they complete the worksheets.

Week 2: Session 1

Resources:

- Where's Wally / Things to Spot book or similar
- Set of pairs cards
- Name the arrow worksheet (see back of this booklet)

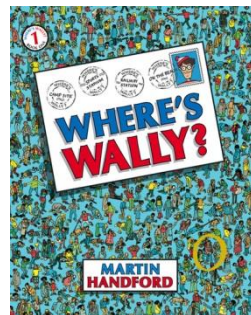
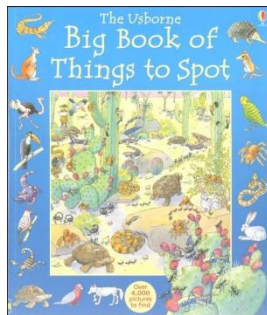
Warm-up:

Body moves

To work on body awareness and left-right awareness, give directions such as: "touch your left ear with your right hand". Build up to 2- or 3-step directions.

Activities:

Where's Wally?



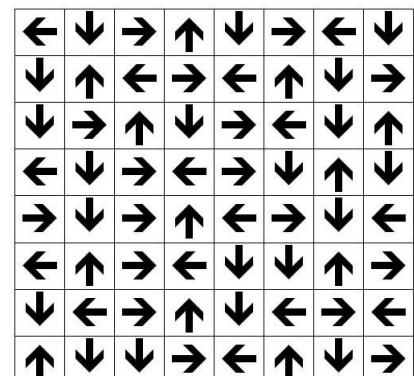
Use a Where's Wally book or similar, such as Usborne's Things to Spot. See if the children can identify strategies to help them find what they are looking for, such as starting in the top left corner and working their way across the page, or covering up some of the page to make it easier to scan.

Card Sequences

Use a selection of matching pair cards, taking one set for yourself and giving one set to the child. Lay the cards out in a sequence. Encourage the child to visualise the characteristics of each card to aid memory of sequence. Cover the sequence and ask the child to reproduce the sequence with own cards. Begin with sequence of 2 and increase as confidence and competency increases. The children can work in pairs for this activity.

Name the arrow

Print out the worksheet at the back of this booklet. Work your way across the worksheet from top left. Say the direction of each arrow: up, down, left, right. Once this becomes easy, repeat the process to the beat of a metronome, available online or through a smart phone app.



Week 2: Session 2

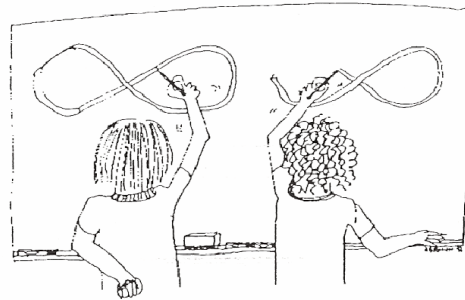
Resources:

- Chalkboard/ blackboard/ large piece of paper on the wall
- Chalks/ markers/ pens/ crayons
- Coloured cubes
- Sorting worksheets

Warm-up:

Lazy 8s

Stand in front of a chalkboard or whiteboard, or pin a large piece of paper to the wall. Using a chunky marker pen, crayon or chalk, draw a sideways figure of 8 - Stand still and draw it as big as you can! Keep going over the shape in different colours. You can also try using a stamp pen on it, placing stickers along it, or driving a toy car along it as if it's a race track.



Activities:

Dot-to-dot

Print out dot-to-dot worksheets suitable for the level of the children. Can they guess the picture before they have completed it?

Encourage them to hold the paper steady with their “helping hand” and try not to turn the paper while completing the dot-to-dot.

Cube sequences

Provide a sequence of coloured cubes beginning with two. Allow the child to view the sequence. Cover the sequence and encourage the child to copy the sequence from memory.



Size sorting

Print out some worksheets with objects to sort by size (search for “size sorting worksheet”). Encourage the children to discuss bigger and smaller as they complete the worksheets.

Week 2: Session 3

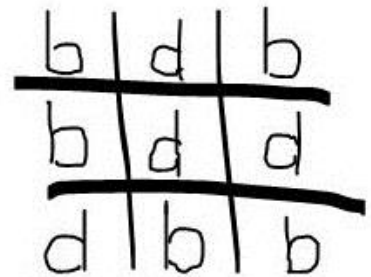
Resources:

- Paper and pens or pencils
- Selection of everyday objects (key, spoon, pen, watch, etc)
- Cloth or paper to cover them over.
- Squared paper
- Coloured pens or pencils
- Form constancy (Matching) worksheets

Warm-up:

Letter tic-tac-toe

Children can work in pairs. Play tic-tac-toe (noughts and crosses) using similar letter pairs, such as 'b' and 'd'. If the child makes a mistake and writes the letter backwards, the square goes to his partner. As a variation, use right and left arrows instead of letters, to help directionality.



Activities:

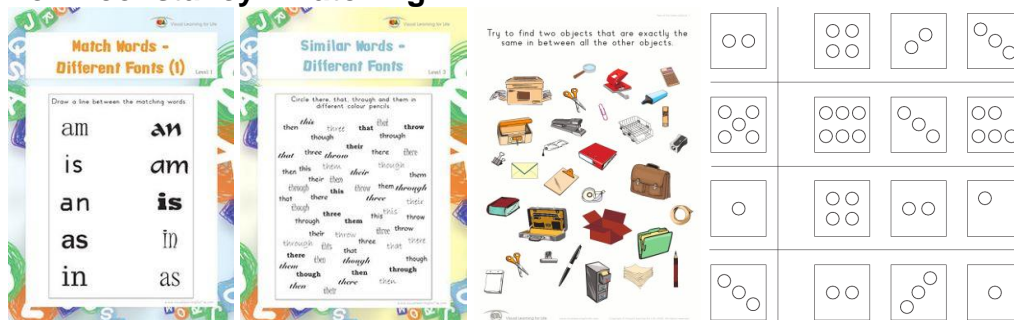
Kim's Game

Find 10 everyday items i.e. key, spoon. Encourage the child to remember as many of the items as they can. Remove one item without the child looking. Child to identify the missing object. Try to increase the number of objects removed.

Coloured Square Sequences

Colour a sequence of squares on squared paper. Allow the child to view the sequence before covering it and encouraging the child to reproduce the sequence.

Form constancy - matching



Print out some form constancy worksheets: these can be shapes, objects, letters or numbers, depending on ability level. You can find some more “match the shapes” activities at: www.eyecanlearn.com/perception/discrimination.

The aim is to find items that are the same, although they may look different. For example, a word or letter may be written in a different font. An object may be viewed from a different angle, so it looks different even though it is the same. Encourage the child to explain why the objects are the same and why they are different.

Week 3: Session 1

Resources:

- Where's Wally / Things to Spot book or similar
- Tangram pieces (or selection of shapes cut from coloured card)
- Tangram patterns

Warm-up:

Body moves

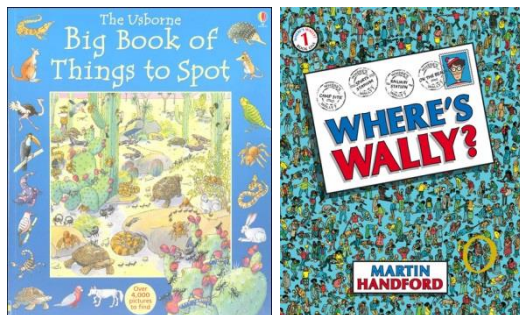
To work on body awareness and left-right awareness, give directions such as: “touch your left ear with your right hand”. Build up to 2- or 3-step directions.

Activities:

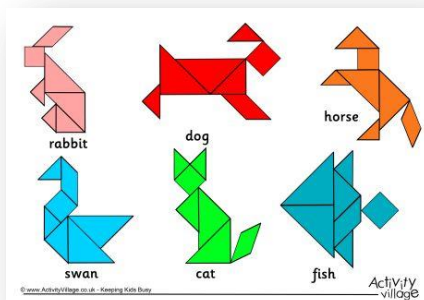
I-Spy

Play I-Spy, but rather than looking for items that begin with a particular letter, look for items with a particular shape or colour. Try to find as many items as possible with that quality.

Where's Wally?



Use a Where's Wally book or similar, such as Usborne's Things to Spot. See if the children can identify strategies to help them find what they are looking for, such as starting in the top left corner and working their way across the page, or covering up some of the page to make it easier to scan.



Tangram pictures

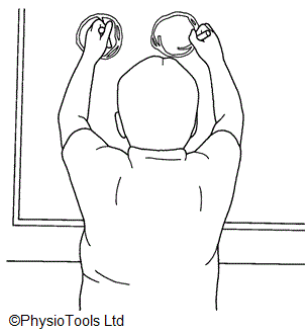
Use a tangram kit, or cut out different sized geometric shapes from card. You can also print out some tangram images to copy (search for “tangrams”). Make the tangram images using the shapes. Encourage the children to notice the difference between the colours, shapes and sizes of shapes.

Week 3: Session 2

Resources:

- Chalkboard/ whiteboard/ large piece of paper on the wall
- Pens/ pencils/ crayons/ chalks/ markers
- Pegs and pegboards
- Maze worksheets
- Guess the shape (visual closure) worksheets

Warm-up:



©PhysioTools Ltd

Double drawing 1

Stand in front of a whiteboard with a marker in both hands. Using both hands, draw two circles at the same time in a clockwise direction. Using both hands, draw two circles at the same time in an anti-clockwise direction. Draw one circle in a clockwise direction while drawing another circle in an anti-clockwise direction.

Can you carry out these movements while closing your eyes?

Activities:

Pegboard patterns

Make a pattern out of pegs on a pegboard and ask the children to copy it. Start with three pegs and increase by one each time.

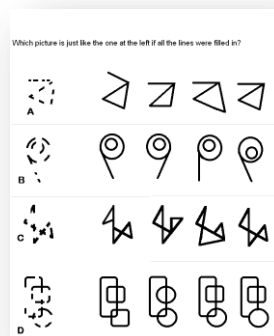
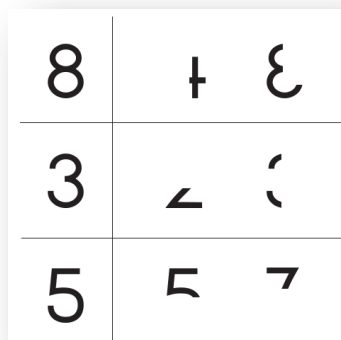
Can they copy the pattern from memory?

Mazes

Print out some maze worksheets and encourage the children to complete them. Start with simple mazes and build up to more complex ones. Use coloured markers that show up well against the print.

Guess the shape (Visual closure)

Print out some visual closure worksheets (search for this term) or use one of the activities at: www.eyecanlearn.com/perception/closure.



Week 3: Session 3

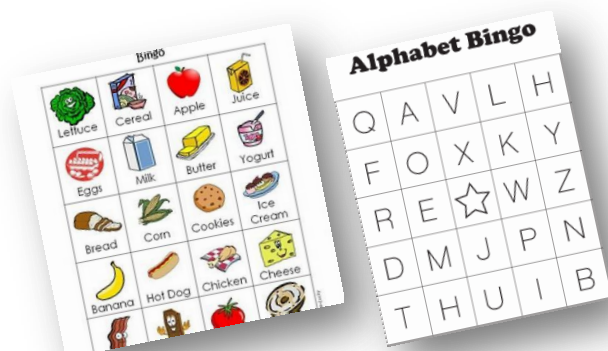
Resources:

- Bingo worksheets
- Pairs game/ pairs app or computer program
- Letter/word searches
- Pens/ pencils/ crayons
- Geometric colouring sheets or squared paper

Warm-up:

Bingo

Print out some picture, letter or number bingo worksheets and give one to each child. Call out the pictures, letters or numbers and see who will be the first to match a line, and then the whole sheet.



Activities:

Pairs Game

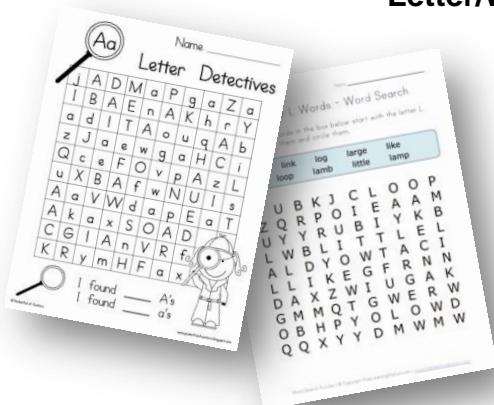
Play this using matching pair cards, or using a computer or iPad app. There are plenty of printable pair games online, so you can print out some cards that fit a topic you are working on.

Set the cards out across the desk or floor. Turn a card, then try to find its matching pair. If the cards don't match, turn them both back over. Start with just a few cards and gradually increase the number.

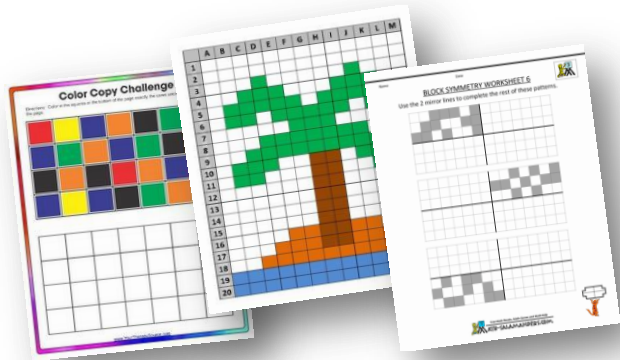


Letter/word search

Print out some word searches, letter searches. You could also use numbers, symbols or pictures. Using a highlighter pen or marker, search for the words, letters or objects. Encourage a methodical approach, starting at the top left corner, and using a finger or a ruler to help scan along the lines.



Geometric colouring



Use squared paper, or print out some worksheets (try searching for “block symmetry worksheets”).

Make simple pictures or patterns to copy.

Encourage the children to use strategies, such as starting in the top left corner and counting along the number of squares, working one line at a time.

Progress to completing the mirror image of a pattern.

Week 4: Session 1

Resources:

- Where's Wally/ Things to Spot book or similar
- Symmetrical pictures
- Pens/ pencils/ crayons
- Tactile letters/shapes in a bag

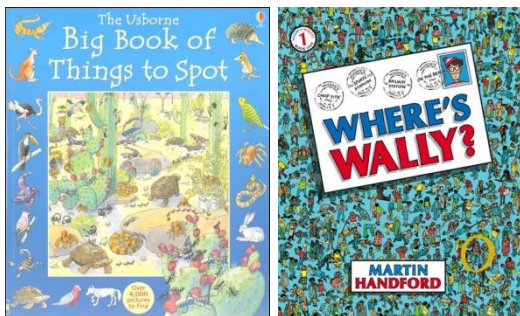
Warm-up:

Body moves

To work on body awareness and left-right awareness, give directions such as: “touch your left ear with your right hand”. Build up to 2- or 3-step directions.

Activities:

Where's Wally?



Use a Where's Wally book or similar, such as Usborne's Things to Spot. See if the children can identify strategies to help them find what they are looking for, such as starting in the top left corner and working their way across the page, or covering up some of the page to make it easier to scan.

Finish the picture

Print out some symmetrical pictures (e.g. faces, houses) so that only one half is visible. You can also find worksheets online (for example, search for “finish the picture symmetry worksheet”). The children then try to complete the other half of the picture.

Tactile Letters

Place an assortment of tactile letters or shapes in a bag. You can use magnetic letters that you stick to the fridge, or cut letters out of thick card. You could even make them out of clay. Alternatively, then can be purchased, for example: <https://www.learningresources.co.uk/product/tactile-letters.do> or http://www.cambridgeeducationaltoys.com/index.php?main_page=index&cPath=94105_106

Begin with only 3 letters. Show the child the letter, then place it in the bag with the other 2 letters. Encourage the child to feel for the correct letter without looking.

Week 4: Session 2

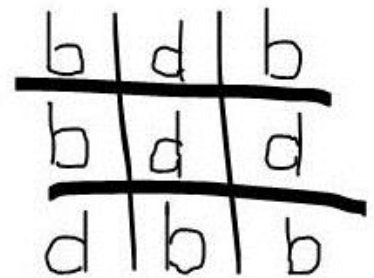
Resources:

- Chalkboard/ whiteboard/ large piece of paper on the wall
- Pens/ pencils/ crayons/ chalks/ markers
- Dot-to-dot worksheets
- Pictures of scenes for memory game
- Pegs and pegboards

Warm-up:

Letter tic-tac-toe

Children can work in pairs. Play tic-tac-toe (noughts and crosses) using similar letter pairs, such as 'b' and 'd'. If the child makes a mistake and writes the letter backwards, the square goes to his partner. As a variation, use right and left arrows instead of letters, to help directionality.



Activities:

Dot-to-dot

Print out dot-to-dot worksheets suitable for the level of the children. Can they guess the picture before they have completed it?

Encourage them to hold the paper steady with their “helping hand” and try not to turn the paper while completing the dot-to-dot.

Memory pictures

Print out some pictures of scenes or people. You can find some good ones at:

www.eyecanlearn.com/perception/memory. Take 1 minute to look at the picture, trying to remember as much detail or as many objects as possible. Now describe the picture, recalling as much as you can.

Pegboard patterns

Make a pattern out of pegs on a pegboard and ask the children to copy it. Start with three pegs and increase by one each time.

Can they copy the pattern from memory?

Week 4: Session 3

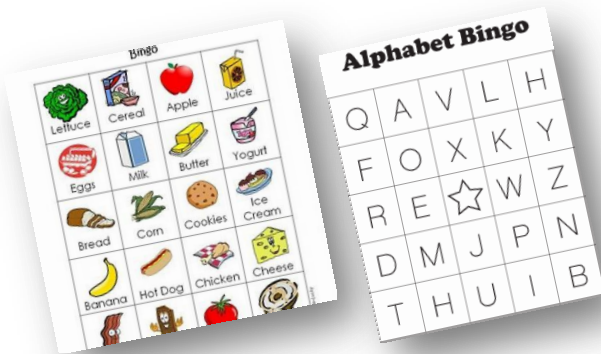
Resources:

- Bingo worksheets (pictures, letters, numbers)
- Selection of everyday objects (key, spoon, pen, watch, etc)
- Cloth or paper to cover them over.
- Silhouette match worksheets
- Jigsaws

Warm-up:

Bingo

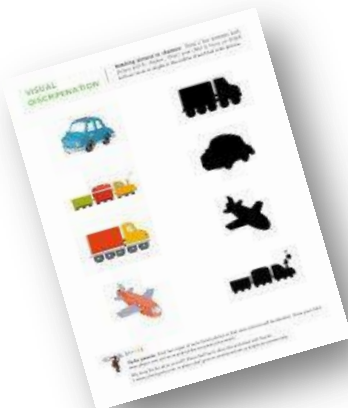
Print out some picture, letter or number bingo worksheets and give one to each child. Call out the pictures, letters or numbers and see who will be the first to match a line, and then the whole sheet.



Activities:

Kim's Game

Find 10 everyday items i.e. key, spoon. Encourage the child to remember as many of the items as they can. Remove one item without the child looking. Child to identify the missing object. Try to increase the number of objects removed.



Silhouette match

Print out and cut up some pictures of objects and their silhouettes (search for "silhouette match worksheets" online). Mix them up. See if the children can match the object to its silhouette.

Progression: See if they can draw the silhouette of an object.

Jigsaw

Select some jigsaws at a level appropriate the children.

Can they complete them without looking at the picture on the box? Encourage them to identify features: corner pieces, matching colours or textures.

If the jigsaw is too easy, turn it over so they are matching it by shape only, not picture.

Week 5: Session 1

Resources:

- Chalkboard/ whiteboard/ large piece of paper attached to the wall
- Chalks/ markers/ pens/ pencils/ crayons
- Picture cards
- Form constancy worksheets

Warm-up:

Double drawing 2

Stand in front of a whiteboard with a marker in both hands, arms straight in front of you. Using both hands, draw a triangle with one hand and a circle with the other at the same time. Using both hands, draw a square with one hand and a circle with the other at the same time.

Activities:

I-Spy

Play I-Spy, but rather than looking for items that begin with a particular letter, look for items with a particular shape or colour. Try to find as many items as possible with that quality.

Card Sequences

Use selection of matching pair cards. Lay cards in a sequence. Encourage the child to visualise characteristics of each card to aid memory of sequence. Cover sequence. Child reproduces sequence with own cards. Begin with sequence of 2 and increase as confidence and competency increases.

Form constancy - matching

The image shows three worksheets for form constancy activities. The first worksheet, 'Match Words - Different Fonts (1)', has a title 'Match Words - Different Fonts (1)' and a subtitle 'Draw a line between the matching words.' It lists words in two columns: 'am, is, an, as, in' on the left and 'an, am, is, in, as' on the right. The second worksheet, 'Similar Words - Different Fonts', has a title 'Similar Words - Different Fonts' and a subtitle 'Circle these, that, through and them in different colour pencils.' It lists words in two columns: 'them, this, their, that, throw' on the left and 'through, there, these, their, them' on the right. The third worksheet is a matching exercise with a title 'Try to find two objects that are exactly the same in between all the other objects.' It shows a collection of various objects (box, scissors, paper, envelope, etc.) and a grid of 16 boxes, each containing a different arrangement of circles (e.g., two circles, three circles, four circles, etc.).

Print out some form constancy worksheets: these can be shapes, objects, letters or numbers, depending on ability level. You can find some more “match the shapes” activities at: www.eyecanlearn.com/perception/discrimination.

The aim is to find items that are the same, although they may look different. For example, a word or letter may be written in a different font. An object may be viewed

from a different angle, so it looks different even though it is the same. Encourage the child to explain why the objects are the same and why they are different.

Week 5: Session 2

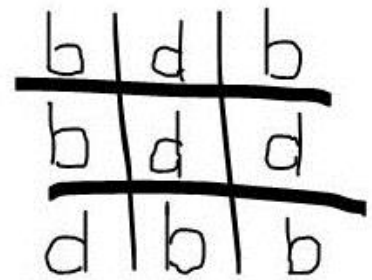
Resources:

- Paper
- Pens/ pencils/ crayons
- Maze worksheets
- Coloured cubes (or beads, pegs)
- Dot or grid templates and patterns to copy

Warm-up:

Letter tic-tac-toe

Children can work in pairs. Play tic-tac-toe (noughts and crosses) using similar letter pairs, such as 'b' and 'd'. If the child makes a mistake and writes the letter backwards, the square goes to his partner. As a variation, use right and left arrows instead of letters, to help directionality.



Activities:

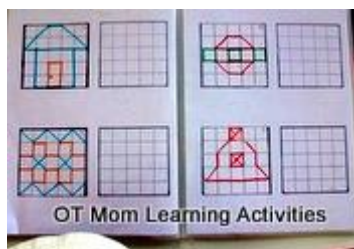
Mazes

Print out some maze worksheets and encourage the children to complete them. Start with simple mazes and build up to more complex ones. Use coloured markers that show up well against the print.

Cube Sequences

Provide a sequence of coloured cubes beginning with two. Allow the child to view the sequence. Cover the sequence and encourage the child to copy the sequence from memory.

Dot and grid pictures



Print out some dot grids, or use squared paper, and prepare some template pictures or shapes to copy.

Make this more challenging by increasing the complexity of the patterns, or by giving verbal directions instead of copying a picture. For example: "Start at the top left dot, draw down two dots, then left two dots..."

Week 5: Session 3

Resources:

- Pairs game/ iPad app/ computer program
- Letter or word search worksheets
- Step-by-step drawing worksheets

Warm-up:

Body moves

To work on body awareness and left-right awareness, give directions such as: “touch your left ear with your right hand”. Build up to 2- or 3-step directions.

Activities:

Pairs Game

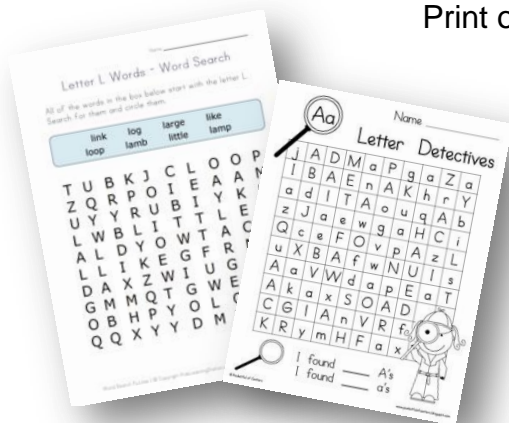
Play this using matching pair cards, or using a computer or iPad app. There are plenty of printable pair games online, so you can print out some cards that fit a topic you are working on.

Set the cards out across the desk or floor. Turn a card, then try to find its matching pair. If the cards don't match, turn them both back over. Start with just a few cards and gradually increase the number.



Letter/word search

Print out some word searches, letter searches. You could also use numbers, symbols or pictures. Using a highlighter pen or marker, search for the words, letters or objects. Encourage a methodical approach, starting at the top left corner, and using a finger or a ruler to help scan along the lines.



Step-by-step drawings

Print out some step-by-step drawings, or create your own. Follow the

instructions to draw the final picture. You can try giving the stages one-by-one to see if the child can guess what the picture will be.

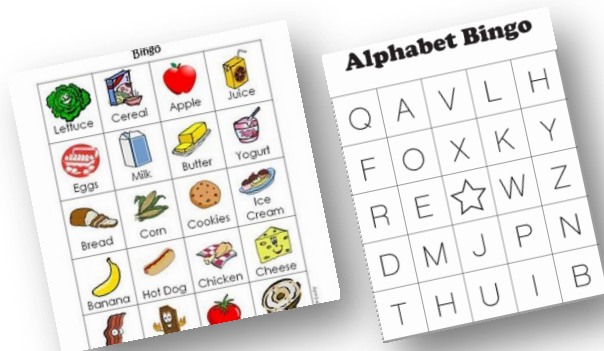


Week 6: Session 1

Resources:

- Bingo worksheets
- Where's Wally? Or similar book
- Tactile letters/ shapes in a bag
- Form constancy worksheets

Warm-up:

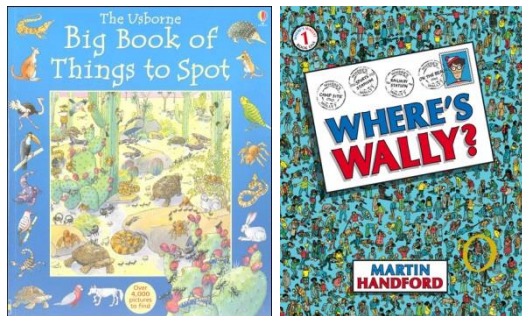


Bingo

Print out some picture, letter or number bingo worksheets and give one to each child. Call out the pictures, letters or numbers and see who will be the first to match a line, and then the whole sheet.

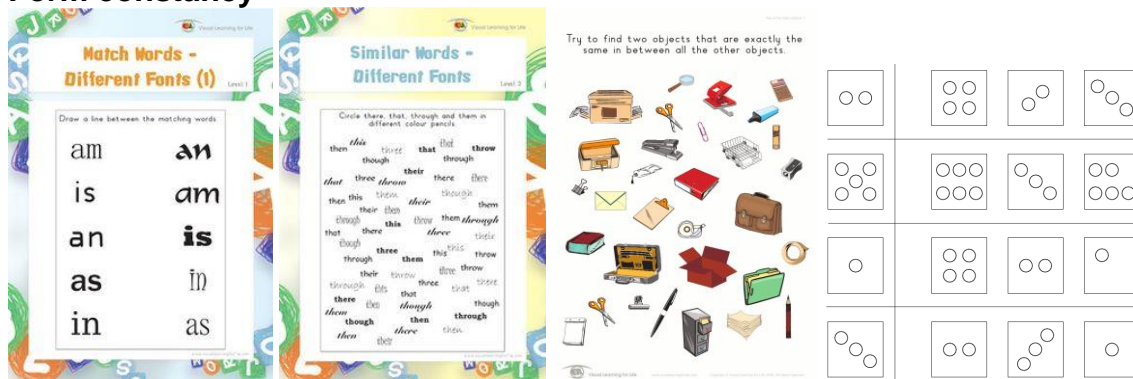
Activities:

Where's Wally?



Use a Where's Wally book or similar, such as Usborne's Things to Spot. See if the children can identify strategies to help them find what they are looking for, such as starting in the top left corner and working their way across the page, or covering up some of the page to make it easier to scan.

Form constancy



Print out some form constancy worksheets: these can be shapes, objects, letters or numbers, depending on ability level. The aim is to find items that are the same, although they may look different. For example, a word or letter may be written in a different font. An object may be viewed from a different angle, so it looks different even though it is the same. Encourage the child to explain why the objects are the same and why they are different.

Tactile Letters

Place an assortment of tactile letters or shapes in a bag. You can use magnetic letters that you stick to the fridge, or cut letters out of thick card. You could even make them out of clay. Alternatively, then can be purchased, for example: <https://www.learningresources.co.uk/product/tactile-letters.do> or http://www.cambridgeeducationaltoys.com/index.php?main_page=index&cPath=94105_106

Begin with only 3 letters. Show the child the letter, then place it in the bag with the other 2 letters. Encourage the child to feel for the correct letter without looking.

Week 6: Session 2

Resources:

- Chalkboard/ whiteboard/ large piece of paper on wall
- Chalks/ markers/ pens/ crayons/ pencils
- Dot-to-dot worksheets
- Pegs and pegboard
- Finish the shape worksheet (see back of booklet)

Warm-up:

Double drawing 2

Stand in front of a whiteboard with a marker in both hands, arms straight in front of you. Using both hands, draw a triangle with one hand and a circle with the other at the same time. Using both hands, draw a square with one hand and a circle with the other at the same time.

Activities:

Dot-to-dot

Print out dot-to-dot worksheets suitable for the level of the children. Can they guess the picture before they have completed it?

Encourage them to hold the paper steady with their “helping hand” and try not to turn the paper while completing the dot-to-dot.

Pegboard patterns

Make a pattern out of pegs on a pegboard and ask the children to copy it. Start with three pegs and increase by one each time.

Can they copy the pattern from memory?

Finish the shape

Print out the “Finish the Shape” worksheet at the back of the booklet. Can the children identify which shape would fit in the gap?

Week 6: Session 3

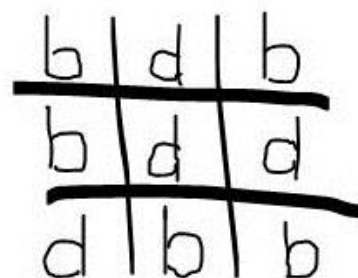
Resources:

- Paper
- Pens/ pencil/ crayons
- Selection of everyday objects (key, spoon, pen, watch, etc)
- Cloth or paper to cover them over.
- In a spin worksheet (see back of booklet)
- Pairs game/ pairs app or computer program

Warm-up:

Letter tic-tac-toe

Children can work in pairs. Play tic-tac-toe (noughts and crosses) using similar letter pairs, such as 'b' and 'd'. If the child makes a mistake and writes the letter backwards, the square goes to his partner. As a variation, use right and left arrows instead of letters, to help directionality.



Activities:

Kim's Game

Find 10 everyday items i.e. key, spoon. Encourage the child to remember as many of the items as they can. Remove one item without the child looking. Child to identify the missing object. Try to increase the number of objects removed.

In a spin

Print out the "In a Spin" worksheet from the back of this booklet. Can the children identify the shape that has been rotated a quarter, half or three-quarter turn, or flipped into a mirror image? This is a difficult exercise!



Pairs Game

Play this using matching pair cards, or using a computer or iPad app. There are plenty of printable pair games online, so you can print out some cards that fit a topic you are working on.

Set the cards out across the desk or floor. Turn a card, then try to find its matching pair. If the cards don't match, turn them both back over. Start with just a few cards and gradually increase the number.

4: Visual perception

Baseline and outcome assessment

Child's name Date of birth

Class Date of assessment

Fill in this table to rate the child's performance **before** and **after** the block of intervention sessions.

	Before intervention			After intervention		
Area of difficulty	A lot of difficulty	Some difficulty	No difficulty	A lot of difficulty	Some difficulty	No difficulty
Visual Perception						
Able to write without letter reversals						
Can distinguish between b/d, u/v, m/n, r/n, n/h, p/q/g						
Letters evenly sized and spaced						
Letters placed on the writing line						
Writing organised correctly on the page						
Able to copy pre-writing shapes						
Able to recognise and match shapes, letters and objects						
Able to move around without bumping into things						
Able to copy a sequence of shapes/colours in a pattern						
Able to sort items by size/colour						
Understands positional concepts (left/ right/ under/ over/ behind/ in front)						
Understands laterality (left/right)						
Finds hidden pictures						
Keeps his/her place when reading or when copying from board						
Able to construct a 3-D model from a 2-D plan (e.g. Lego from instruction booklet)						

Classroom Skills	
<i>Able to write without letter/number reversals</i>	<i>Look at a typical sample of handwriting: does the child frequently reverse letters or numbers (beyond the age of 7)?</i>
<i>Can distinguish between b/d, u/v, m/n, r/n, n/h, p/q/g</i>	<i>From your existing knowledge of the child, or by presenting them with letter flashcards – can they tell the difference between these letters?</i>
<i>Letters evenly sized and spaced</i>	<i>In a typical sample of handwriting, is the child performing similarly to their peers in terms of keeping the letters the same size, and spacing them evenly?</i>
<i>Letters placed on the writing line</i>	<i>In a typical sample of handwriting, are letters placed on the line? Do they consistently sit above or below the line, or is there a lot of variation?</i>
<i>Writing organised correctly on the page</i>	<i>In a typical sample of handwriting, does the writing start in the top left and work across to the right? Does the writing gradually slope away from the margin?</i>
<i>Able to copy pre-writing shapes</i>	<i>Can the child copy the pre-writing shapes attached?</i>
<i>Able to recognise and match shapes, letters and objects</i>	<i>Compared with their peers, is the child able to identify shapes, letters and objects? This can be observed during lessons, e.g. recognising shapes or symbols in maths, identifying objects in pictures during literacy.</i>
<i>Able to move around without bumping into things</i>	<i>Observe the child moving around the classroom – are they able to negotiate people and objects?</i>
<i>Able to copy a sequence of shapes/colours in a pattern</i>	<i>Present the child with a short sequence of shapes or colours, for example, coloured pegs or counters, geometric shapes. Encourage them to memorise the sequence for 10-15 seconds, then hide it. Can they recall/reproduce the sequence correctly?</i>
<i>Able to sort items by size/colour</i>	<i>Present the child with a selection of items to sort (this could be on a worksheet or actual items such as blocks, stacking cups). Can they do this by size/colour?</i>
<i>Understands positional concepts (left/ right/ under/ over/ behind/ in front)</i>	<i>Ask the child to place an object in a specific place (for example: “put this under the chair”). Try several different instructions.</i>
<i>Understands laterality</i>	<i>Ask the child to show you their left hand/right hand. Then ask them to identify your left/right hand.</i>
<i>Finds hidden pictures</i>	<i>Use a “Where’s Wally” book or similar worksheet – can the child find the item they are looking for?</i>
<i>Keeps his/her place when reading or when copying from the board</i>	<i>From classroom observations, does the child typically lose their place when reading or copying from the board?</i>
<i>Able to construct a 3-D model from a 2-D plan (e.g. Lego from instruction booklet)</i>	<i>Use an age-appropriate Lego/Meccano or other construction kit, or a coloured block kit. Can the child follow the picture instructions to make the 3-D shape?</i>

Session completion record

Child's name

Date of birth

Class

Date of assessment

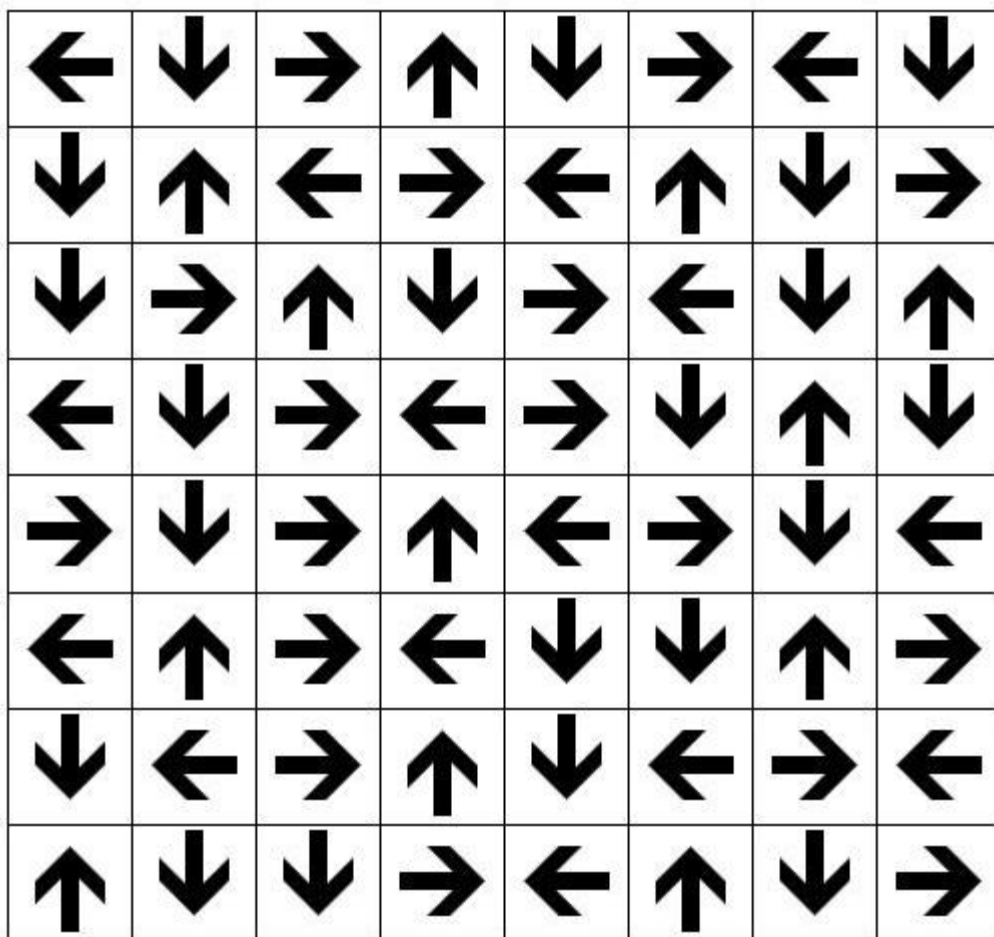
Write in the name of the programme you have carried out with the child and then the date when you carried out each session. If you have carried out additional activities, add these in the final column.

Name of programme					
	Session 1	Session 2	Session 3	Additional activities?	Comments on performance (difficulties and achievements).
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Resources

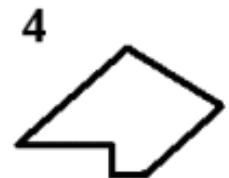
Name the arrow

1. Say the direction of the arrow: up, down, left, right.
2. Once this becomes easy, repeat the process to the beat of a metronome, available online or through a smart phone app.

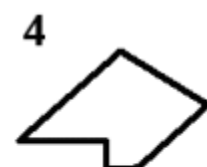


Finish the shape

**Which shape was cut out of the box?
The shape can be turned.**



**Which shape was cut out of the box?
The shape can be turned.**

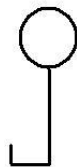
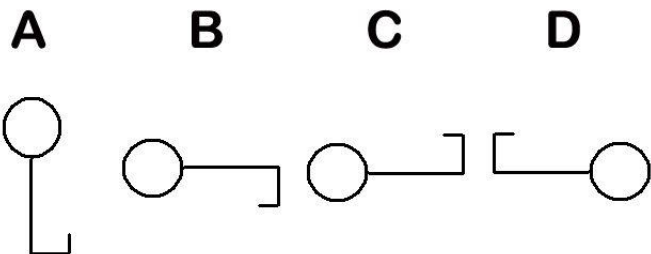


In a spin

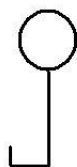
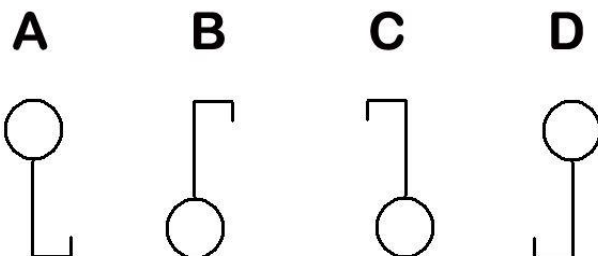
From <http://www.eyecanlearn.com/perception/constancy/>
You can find more examples on this web page.



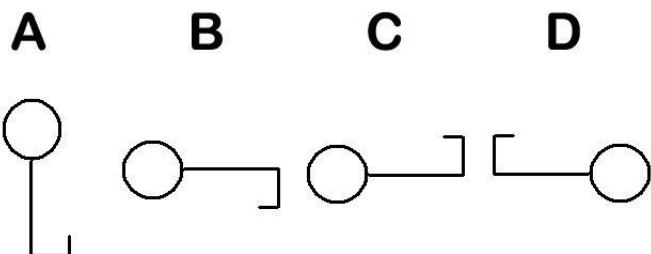
If we retote the picture one quarter of a turn, like from 12:00 to 3:00 on a clock, what would it look like?



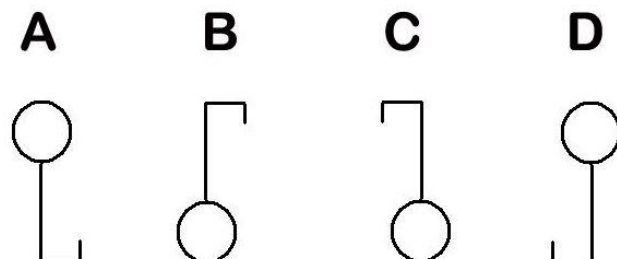
If we retote the picture one half of a turn, like from 12:00 to 6:00 on a clock, what would it look like?



If we retote the picture three-quarters of a turn, like from 12:00 to 9:00 on a clock, what would it look like?



What would the mirror image of the picture look, flipping it over sideways?



Which numbers have been written correctly? Some are mirror images and some have just been turned around.

7

4

2

2

5

✓

4

5

4

Resources:

www.eyecanlearn.com has a lot of useful information on visual-perceptual difficulties, and lots of activities/links.

Here are some additional links to activity resources:

Spot the difference

<http://www.highlightskids.com/double-check>

<http://www.spottedifference.com/explorer.asp>

Sequential memory

<http://www.eyecanlearn.com/perception/sequential-memory/>

Figure-ground

<http://www.highlightskids.com/hidden-pictures>

<http://www.pogo.com/hidden-object->

[games?pageSection=fp_categorybar_puzzle.hidden](http://www.pogo.com/hidden-object-games?pageSection=fp_categorybar_puzzle.hidden)

<http://www.scholastic.com/parents/play/games/>

Apps

If you have access to an iPad, this website has lots of information and links to apps:

<http://otswithapps.com/tag/apps-for-visual-perception/>

Dexteria and *Letter Reflex* are recommended for letter reversals.