

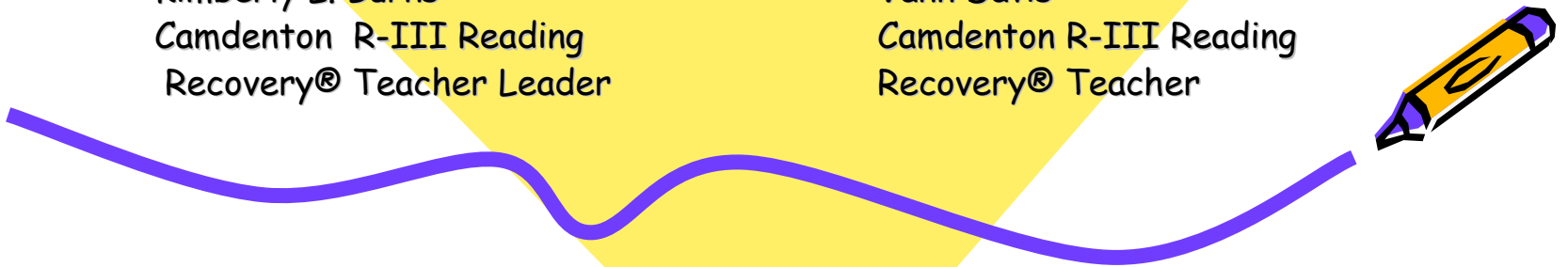


The Eyes Have It!

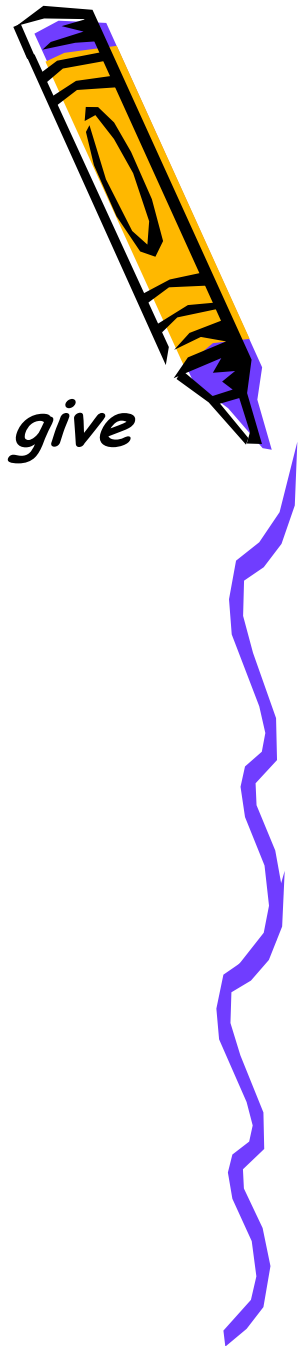
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Visual Perception is:



- *The ability to take what the eye sees, and give it meaning.*
- The brain must understand what the images represent and interpret this information for storage or responding to the environmental stimuli.
- Therefore, the brain is a large part of this process. (Don't forget: the brain stores by similarities and retrieves information by differences.)



Visual Perception elements are learned skills



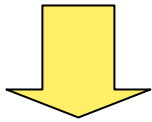
- *The word "Vision" is usually connected with the term "seeing" and the health of the eye. However, you can have 20/20 vision and still have Visual Perception problems. Visual Perception problems may be connected to physical eye issues, but not always!*
- As Teachers we have the ability to observe students, work with vision specialists if necessary, and provide activities which strengthen and help develop these seven areas. As a result we will have stronger readers and writers in our classrooms and schools.



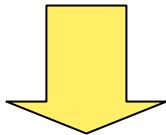
Why Look At Visual Perception?



- Visual Function



- Cognitive Abilities



- School Achievement

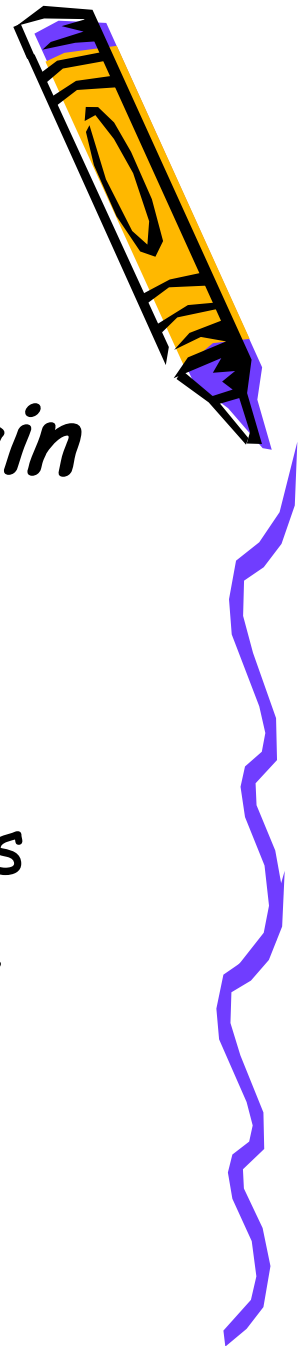


80%

Of what we ask
Students to
Learn in school
Comes through
Visual opportunities!



Which Side Do You Use?



- ***Left Brain***

1. Logical
2. Sequential
3. Rational
4. Analyzes
5. Objective
6. Parts

- ***Right Brain***

1. Random
2. Intuitive
3. Holistic
4. Synthesizes
5. Subjective
6. Wholes

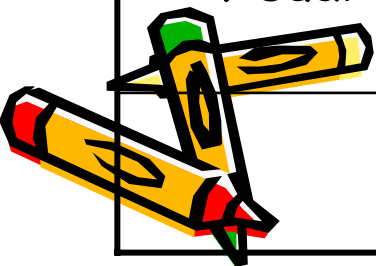
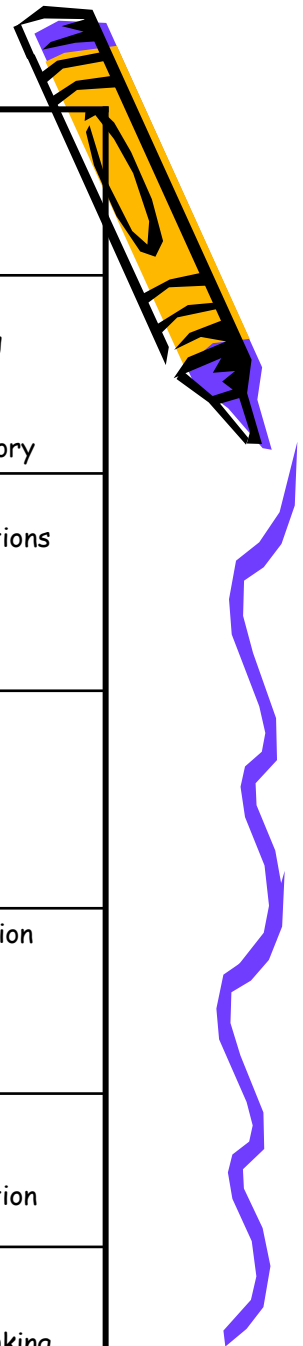


Prerequisites to Visual Perception

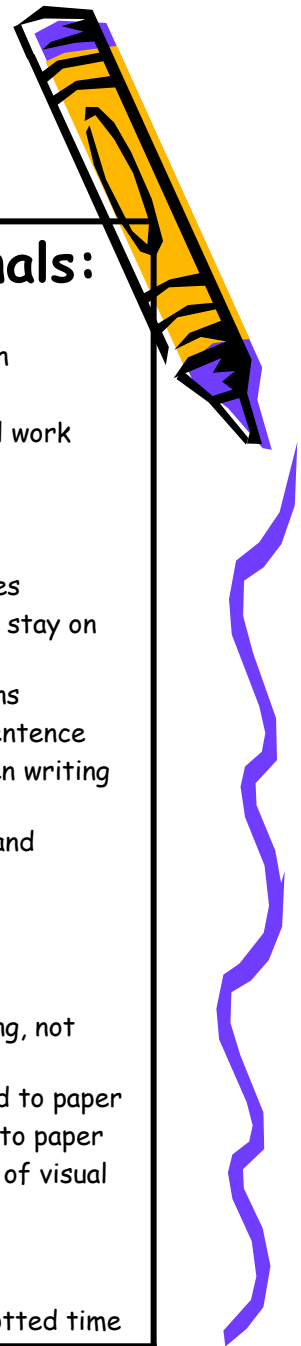
1. Eye-hand Coordination
2. Visual Tracking
(Horizontal, vertical, diagonal, circular)
3. Knowledge of body in space
4. Projection of body in space



Visual Discrimination	The ability to find similarities or differences between items.	Spelling, Reading Comprehension Writing
Visual Memory	The ability to recall a visual image.	Organization Critical thinking Reading comprehension Long term memory
Visual Sequential Memory	The ability to observe, recognize, remember, and reproduce a sequence of symbols.	Spelling Following directions Writing Attention span Sight words
Visual Figure Ground	The ability to perceive a form visually, and then find this form hidden in a conglomerated ground of matter.	Attention Organization Reading
Visual Form Constancy	The ability to see a form, and being able to find that form even though it may be a different size, reversed, rotated, or hidden.	Letter recognition Sight words Reading Writing
Visual Spatial Relationships	The ability to perceive the position of two or more objects in relation to themselves or each other.	Reading Writing Letter Recognition
Visual Closure	The ability to "close" a figure in the absence of part of the form.	Reading Comprehension Conceptual Thinking Planning



Observations



Appearance and Posture:

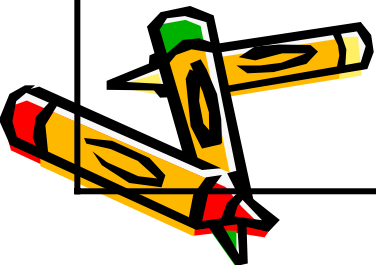
1. One eye turns in or out at any time
2. Eyes tear during near-point work
3. Tilts head while working at desk
4. Consistently shows gross postural deviations at desk
5. Holds book too close; face to close to desk
6. Squints, closes or covers one eye at near point
7. Starts and stops task several times

Complaints when using Eyes:

1. Headaches in forehead or temples
2. Print blurs after reading a short time
3. Seeing double
4. Discomfort in visual tasks

Classroom Warning Signals:

1. Head turns while reading across page
2. Loses place often during reading or math
3. Needs finger or marker to keep place
4. Displays short attention span with visual work
5. Omits words frequently
6. Rereads or skips line frequently
7. Misaligns numbers in columns
8. Performance decreases as work continues
9. Writing is slanted; poorly spaced; cannot stay on ruled lines
10. Repeatedly confuses left-right directions
11. Fails to recognize same words in next sentence
12. Reverses letters, numbers or words when writing or reading
13. Repeatedly confuses similar beginnings and endings of words
14. Whispers to self while reading
15. Poor reading comprehension
16. Loses interest too quickly
17. Blinks excessively at desk tasks / reading, not elsewhere
18. Makes errors in copying from chalkboard to paper
19. Makes errors in copying from workbook to paper
20. Rubs eyes during or after short periods of visual activity
21. Fatigues easily during desk work
22. Avoids desk work
23. Difficulty completing assignments in allotted time



Classroom Modifications



Larger Print

Breaks during sustained near point work

Use well-spaced and well-organized pages

More time for copying - move closer

Offer fat pencils and crayons

Offer pencil grips

Offer slanted reading surfaces

Use natural lighting and full spectrum bulbs

Use Computers

Offer highlighters

Allow more time on timed tests if possible

Use pastel colors on worksheets or offer overlays

Allow children to participate in recess as much as possible

Provide Visual Perception activities

Write large and use dark ink

Don't use light colors on writing

Offer place markers



ADAPTING IS THE KEY

- Many of these activities work on several areas at the same time.
- If you think the activity is too simple for your students make it more complicated by adding reading the directions, or writing and recording their answers, or using smaller objects and materials, etc.
- Combine these activities into your current curriculum. This is NOT an extra to add to your day. Have students record how many times they are successful at an activity and chart it for math, etc..
- These activities may be set up in a center during your reading/language arts time.

