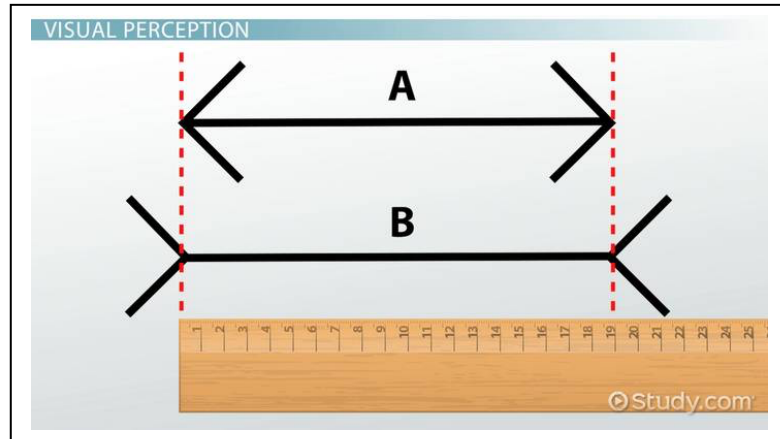


SEND Bulletin NO.17



Visual Perception

Visual perception is the ability to recognise, interpret and organise visual images.

Children who have difficulties in this area may have:

- a poor sense of direction and have difficulties judging speed and distance
- difficulties with organisational skills
- a tendency to reverse words in both reading and spelling (eg saw for was) and have difficulty with letter and number orientation
- difficulty understanding abstract maths concepts, particularly in the areas of shape, space and measure
- problems with comparative language (eg taller than, shorter than, longer than)
- difficulty completing jigsaw puzzles
- problems with copying from the board
- problems with interpreting and organising diagrams, charts, graphs, maps and other visual methods of recording
- difficulty with structuring and organising written work
- strengths in logic, verbal and non-verbal reasoning skills
- enjoyment in using multi-sensory strategies when learning
- a tendency to use audio strategies to aid recall of information and a preference for using audio methods to record information
- a preference for a phonic approach to learning to read.

ACTIVITIES TO DEVELOP VISUAL PERCEPTION SKILLS

Feely bag Describe a shape or object by feeling it without looking, then describe it again when they can see it.

Magnetic patterns/pictures Copy a pattern or picture using magnetic board and tiles/shapes.

Guess what? Guess identity of object when only part is visible. A picture of an object could be cut into four or more parts with only one part being given at a time until it has been identified.

Puzzles a) jigsaw puzzles of varying degrees of difficulty; b) tangrams of varying degrees of difficulty.

Draw a face Look carefully at the position of facial features on a real person (or a photo) then reproduce them as closely as possible.

Symmetry a) colour symmetrical patterns; b) colour symmetrical pictures; c) draw/paint symmetrical patterns/pictures.

Tessellation a) arrange 2D magnetic shapes; b) pupils to arrange and draw round 2D shapes to make tessellating patterns.

Mazes a) follow sensory mazes using a variety of different materials; b) follow pencil and paper mazes; c) design/construct own mazes for others to follow.

Movement Allow directional and positional instructions in PE, gymnastics etc; symbols can be used as a reminder.

Noughts and crosses Play as traditional game but can use a range of materials for pieces as a sensory stimulus.

Build a model Use pictures and diagrams as guides when building models; a range of construction apparatus can be used.

Computer-aided picture and design activities Use graphics programs and encourage use of different features.

If you have any particular items you would like information on or any interesting information or resources which you would like to share with your colleagues via this fortnightly bulletin please e-mail them to me: ari@st-peters.bournemouth.sch.uk

Many thanks, Anne