

# Contents

Welcome .....	5
EQUIP .....	6
Therapists .....	8
Glossary .....	10
Motor Skills.....	14
Gross Motor Skills .....	15
Fine Motor Skills.....	16
Typical Development of Motor Skills 0-5 Years.....	17
Motor Planning.....	23
Postural Stability and Tone .....	24
Spatial and Body Awareness .....	26
Bilateral Integration .....	27
Visual Motor Integration .....	29
Manual Dexterity .....	30
Warning Signs.....	31
Sensory Processing Skills .....	37
The Sensory System.....	38
Getting to Know the Senses.....	39
Child Development.....	41
Sensory Processing Difficulties.....	43
The Tactile System (The Sense of Touch).....	44
The Vestibular System (The Sense of Movement).....	45
The Proprioceptive System (The Sense of Body Awareness).....	46
Activities and Strategies to Develop Sensory Processing Skills.....	47
Visual Perceptual Skills .....	56
Getting to know the Visual Perceptual System .....	58
Child Development.....	60
Visual Perceptual Difficulties .....	63
Activities and Strategies to Promote Development for Visual Perceptual Skills .....	64
Language .....	68
What are Language Skills? .....	69
Spotting Difficulties.....	70
Receptive Language .....	71
Expressive Language.....	72
Child Development.....	74

Auditory Memory .....	76
Signing and Speech .....	79
Signs of Communication Difficulty .....	80
Final Summary .....	86
Reference Points and Useful Contacts.....	87

DO NOT COPY

# Activities and Strategies to Promote Development for Visual Perceptual Skills

## Visual Discrimination Skills:

Function: Ability to match forms.

### Implications

- Difficulty matching shapes, symbols, letters, colour, numbers and words.
- Difficulty recognising differences in numbers, letters, shapes, words and objects
- Exhibits reversals and inversions in writing letters and numbers
- May forget to punctuate or make odd punctuation marks
- May use capital letters in the middle of a sentence
- Difficulty with direction – up/down, under/over, right/left etc.

### Activities/strategies

- Letter searches
- Colour matching
- Words start/ end in the same letter
- Bead pattern match
- Spot the difference
- One is different
- Letter on my back
- Inversions/reversals.

## Visual Spatial Relations Skills

Function: Ability to perceive the position of two or more objects in relations to themselves and in relation to each other. It includes the ability to identify left and right on one's own body and to apply it to objects.

### Implications

- Difficulty organising objects in relation to one another
- Incorrect sequencing of letters and numbers
- Difficulty in telling the time or has a poor sense of time
- Reversals in reading and writing
- Transposes letters within a word e.g. reads left for felt
- Confused with order of vowels in words
- Writes letters of the same word on incorrect lines
- Difficulty with graph related activities
- Difficulty following maps
- Dressing difficulties, putting garments on upside down or being unable to turn them the right way round
- Difficulty planning and organising use of space and paper
- Difficulty correctly positioning equipment, such as utensils at meal times
- Difficulty moving themselves in space. Impacting on task efficiency in PE, games, gymnastics or obstacle courses.

### Activities/strategies

- Simon says
- Follow the leader
- Following maps
- Jigsaws
- Directionality picture puzzles (i.e. mark all the drawings looking left with arrow facing left)
- Grouping object puzzles
- Colouring different size shapes
- Pac man / paper mazes.

### Visual Form Constancy Skills

Function: Ability to identify that something is similar even if they are different sizes / shapes.

### Implications

- Difficulty with recognition of shapes and letters
- Reversal of letters
- Transposition of words
- Same letter written in many different ways on the page
- Difficulty reading different styles/ handwriting and different printed scripts.

### Activities/strategies

- Picture matching
- Colour all the same shapes same colour
- Complete patterns
- Find the object in the picture (same object different sizes)
- Mirror drawing
- Instructional colouring (i.e. colour all the flags pointing left blue etc.).

### Visual Closure Skills:

Function: Ability to recognise a letter from a partial presentation.

### Implications

- Inconsistent letter formation
- Inconsistent relationship between a group of letters and words
- Poor spelling
- Able to read certain words, but if given the letters, cannot put them together to make the word
- Difficulty with part to whole relationships
- Difficulty with reading, speed reading and scanning.

### Activities/strategies

- Dot-to-dot
- Fill in the missing part
- Complete the picture
- Sewing cards
- Paint blot pictures