



## **“Vision, Attention and Learning”**

**by Dr Mitchell Scheiman**

**The following information is an excerpt of the presentation by Dr Mitchell Scheiman conducted on the 28<sup>th</sup> of August 2010 in Singapore**

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### **CLASSROOM RECOMMENDATIONS**

During the initial stages of therapy it is important to modify the visual demands and help the child compensate. The following suggestions will help accomplish these objectives:

#### **Tracking, Focusing and Eye Teaming Problems**

1. If reading glasses have been prescribed, make sure they are worn.
2. Seat the child near the blackboard.
3. Allow frequent rest periods during prolonged reading or studying periods
4. Use larger print to help provide relief of symptoms until the treatment is complete
5. Reduce the amount of written seat work that the child is expected to produce. Eliminate such tasks as copying the homework from the blackboard.
6. Utilize shorter visual work periods where possible.
7. Encourage the use of a finger as a pointer when the child is reading. When helpful, allow the child to use a liner under each line of print on the page, or to use a mask that has been slotted so that only one line is visible at any given time.

#### **Visual Perceptual Disorders**

1. Avoid giving the child paperwork or workbook assignments in which the pages are busy or cluttered. Simplify the layout or clearly divide the workspaces for each task.
2. Help the child organize the space on his paper before he starts a written task. For example, have him fold his paper into rectangles in which to do arithmetic. If the folds are not enough, use heavy lines to divide the paper into defined spaces.
3. Use lines or graph paper for the same purpose. Do not, however, use lined or graph paper that is too demanding. The lines should be widely spaced.
4. Let the child use a pencil grip.
5. Use taped material to supplement written assignments.
6. Reduce time on written homework.
7. Do not penalize the child for poor penmanship, reversals or messy papers.
8. When possible evaluate or test the child orally rather than in writing.
9. Use worksheets with minimal visual clutter.
10. Point out and emphasize differences in whatever visual information is provided.
11. Emphasize a phonetic approach to reading. Phonics, word analysis, and word attack skills should be given first priority over teaching sight vocabulary.
12. Explain what you are doing while you are doing it so that the child can hear and see at the same time. Tell while you show.
13. Demonstrate spatial relationships in teaching math by using concrete material such as blocks or rods, and encourage the child to manipulate them in working out the number relationships.
14. Limit the amount of information presented at any one time and present it in simple, correctly sequenced ways that highlight what is especially pertinent.
15. Make certain that the child really does have the factual knowledge needed to profit from the lesson.
16. Encourage the child to use other senses - not just the eyes - to explore the concrete aspects of the task at hand. This will force attention to all of the pertinent details and further facilitate recall.
17. Provide enough repeated experiences to establish the information securely in the child's long-term memory. The child must spend enough time at drill and practice to perform virtually automatically.

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