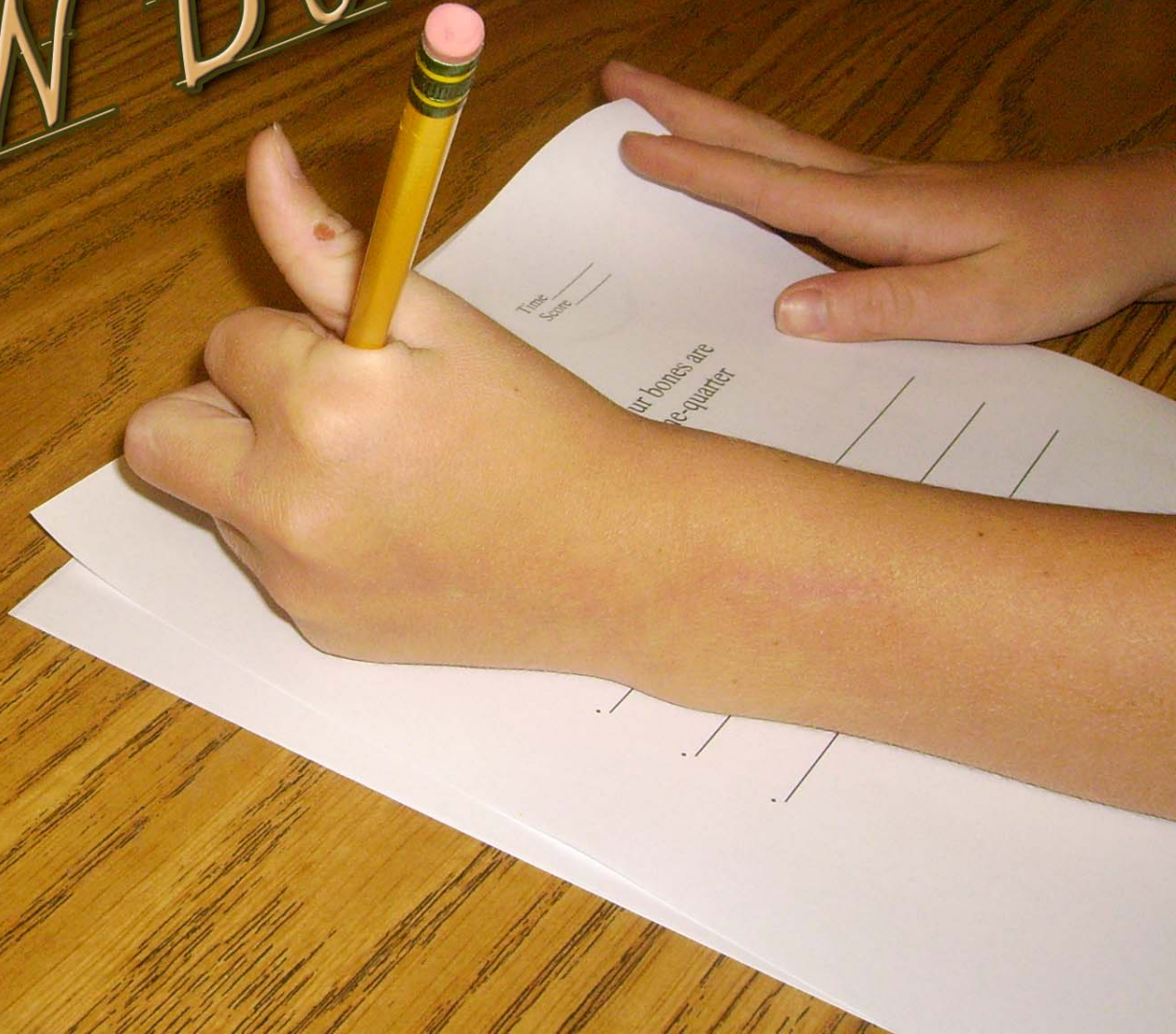
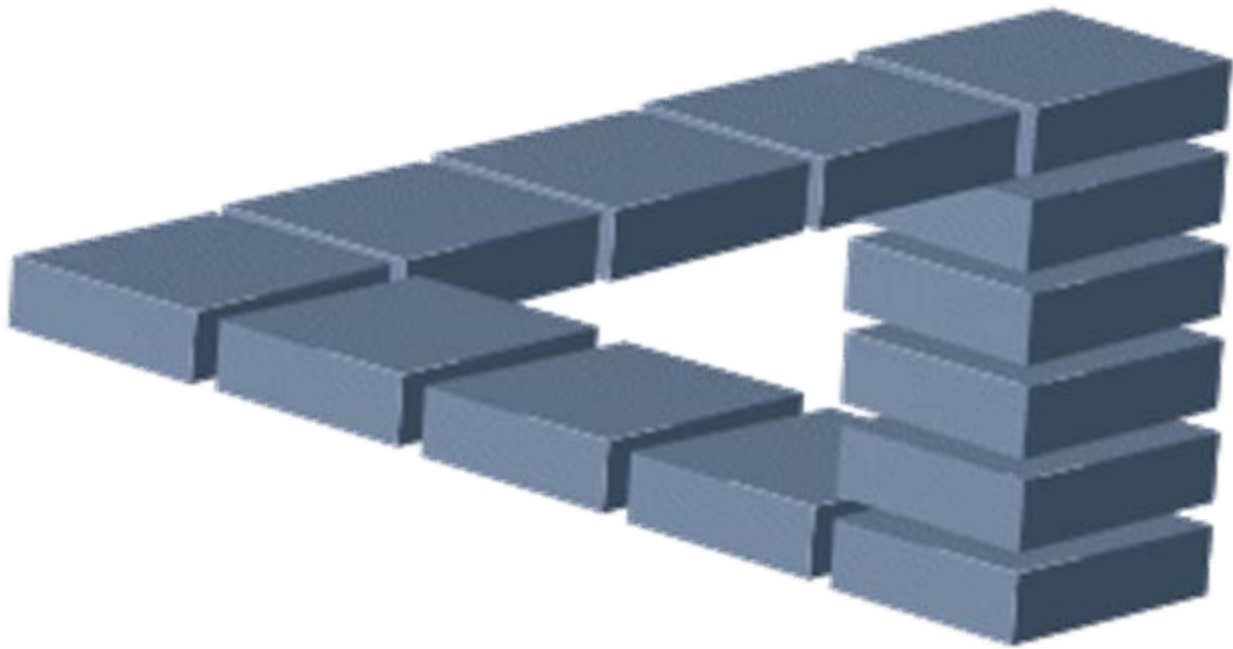


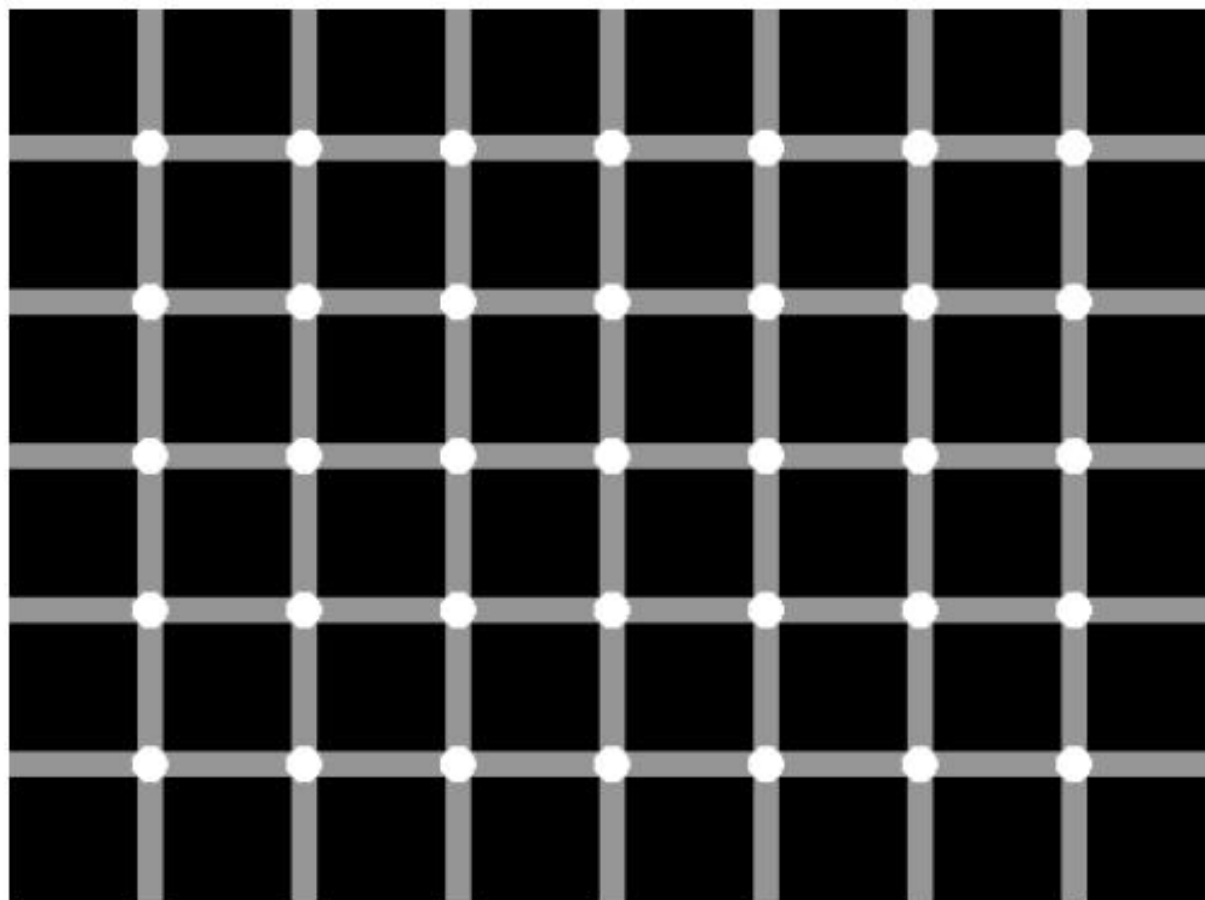
I CAN DO IT!



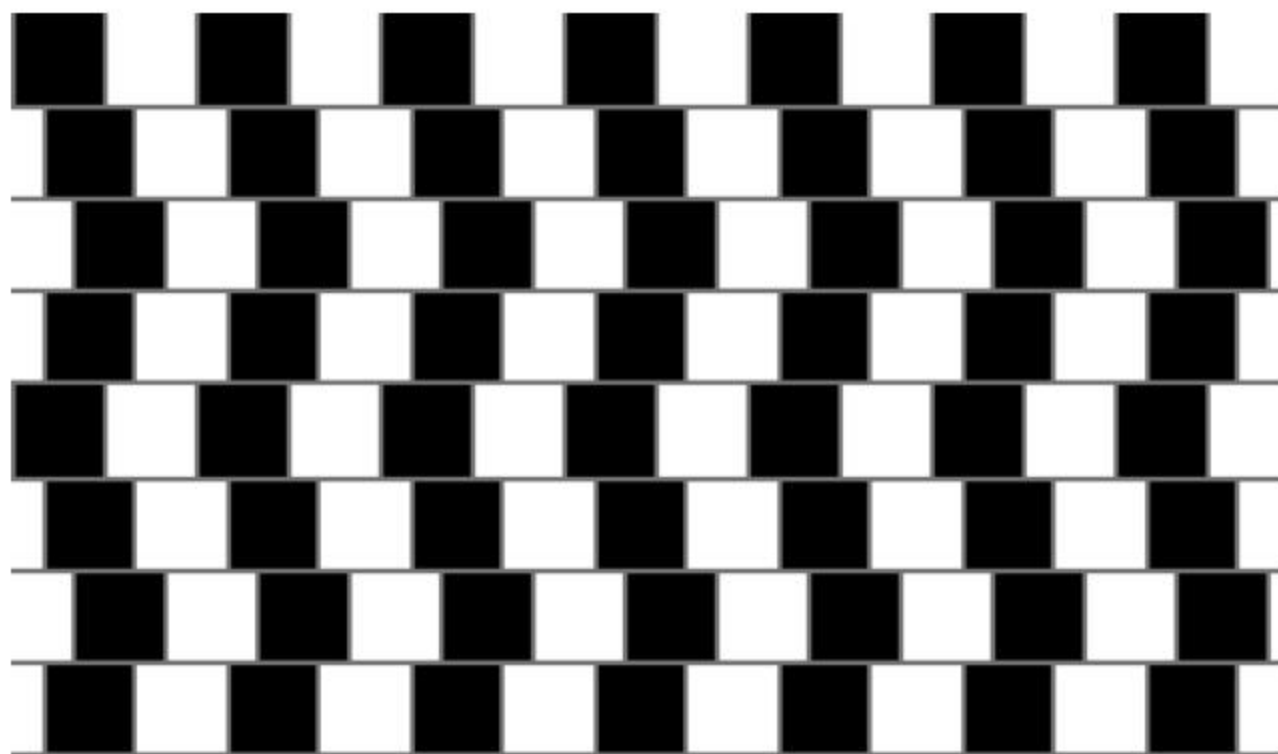




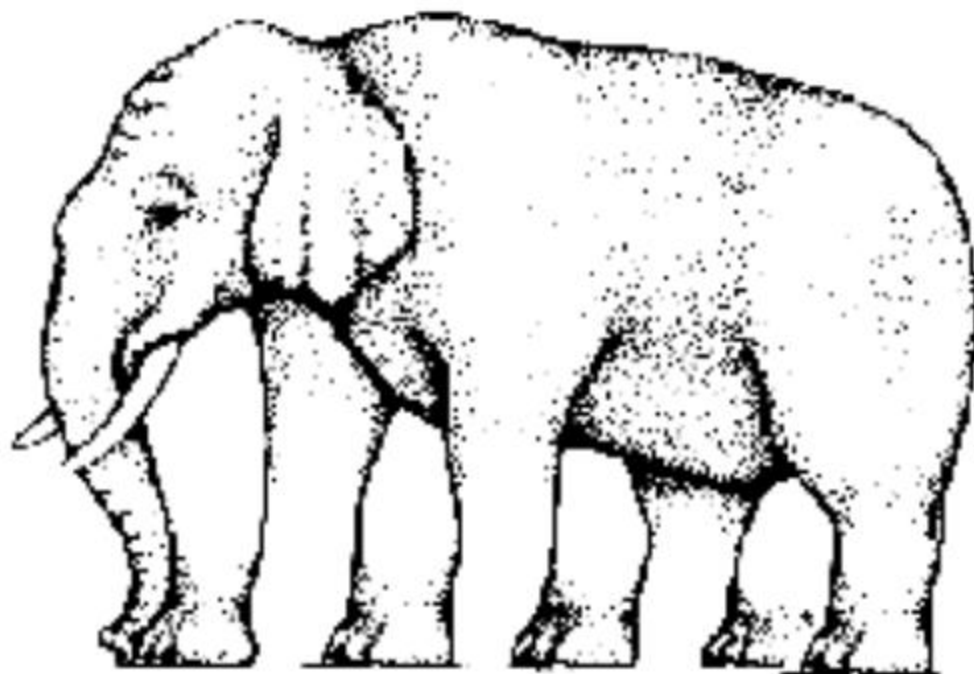
Is this possible!?!



Count the black dots! :o)



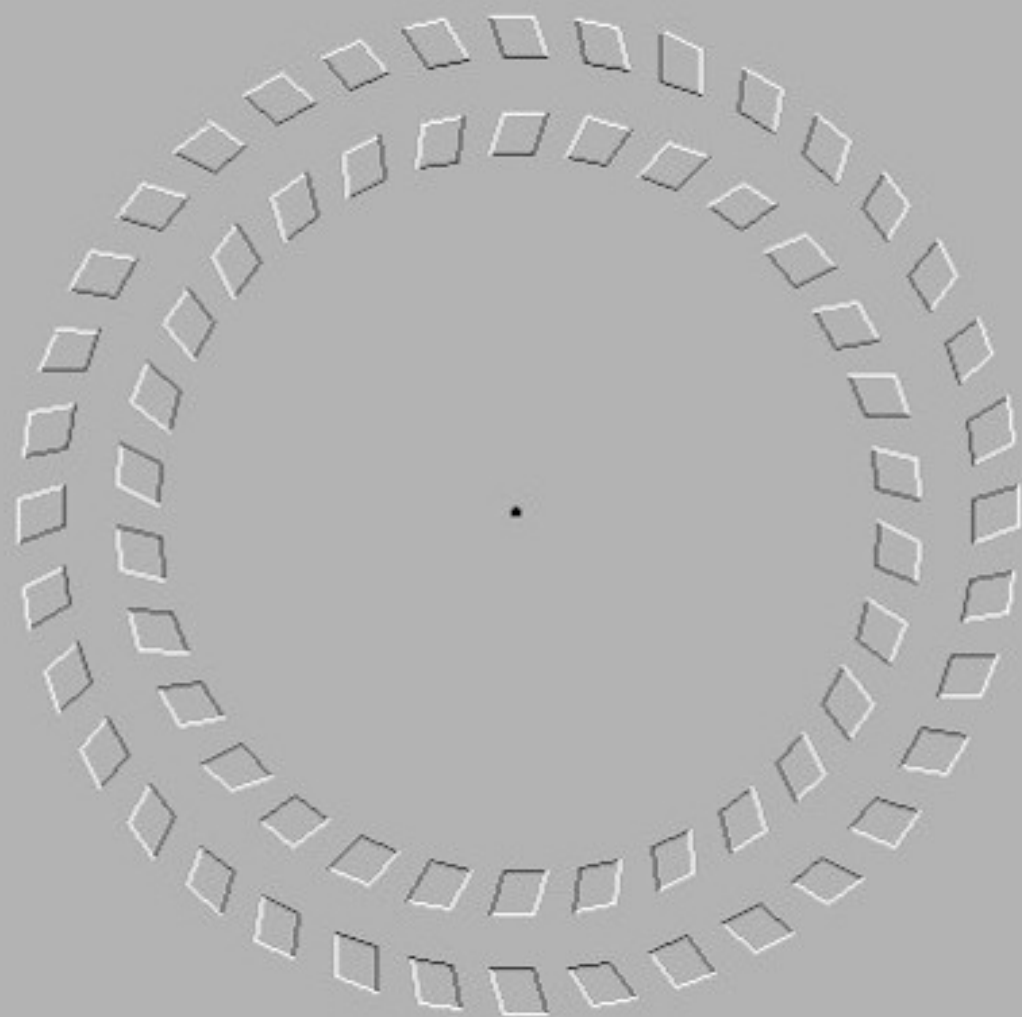
Are the horizontal lines parallel or do they slope?



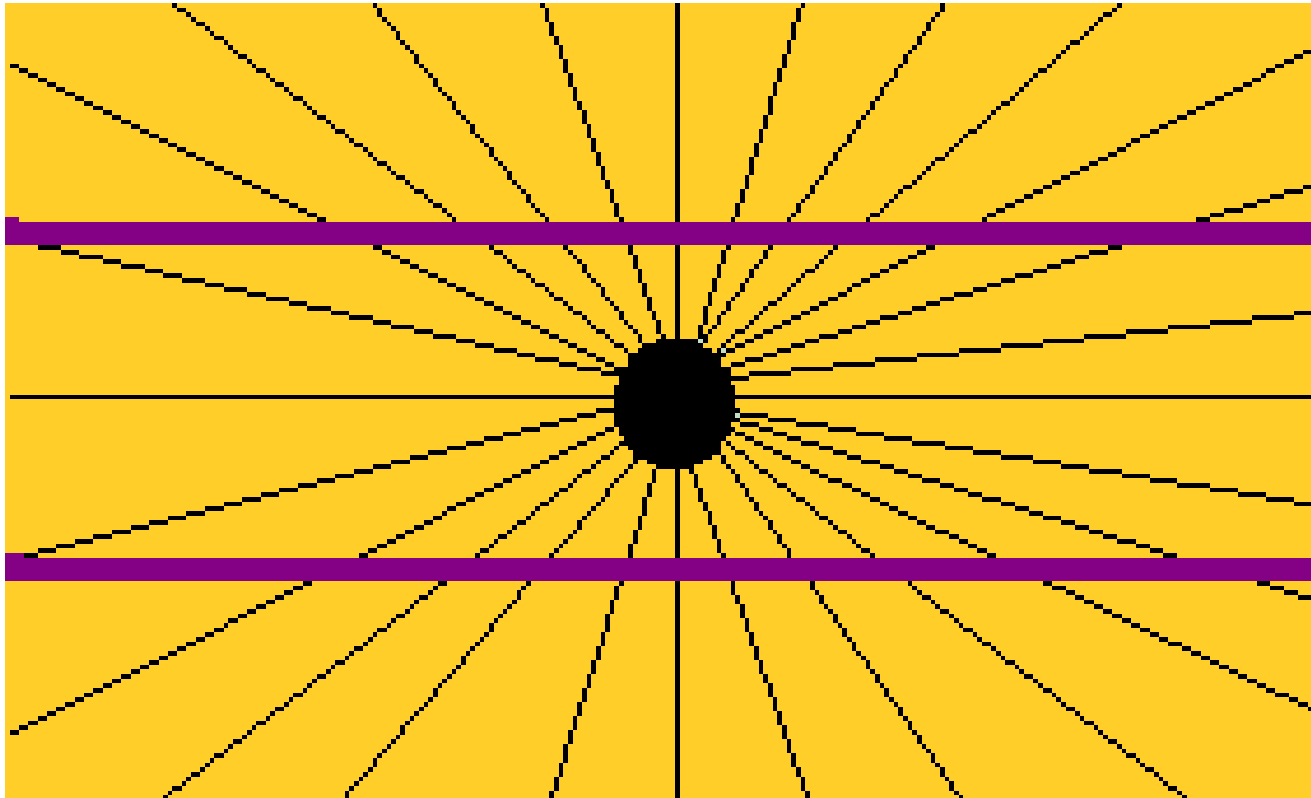
How many legs does this elephant have?

Keep staring at the black dot. After a while the gray haze around it will appear to shrink.

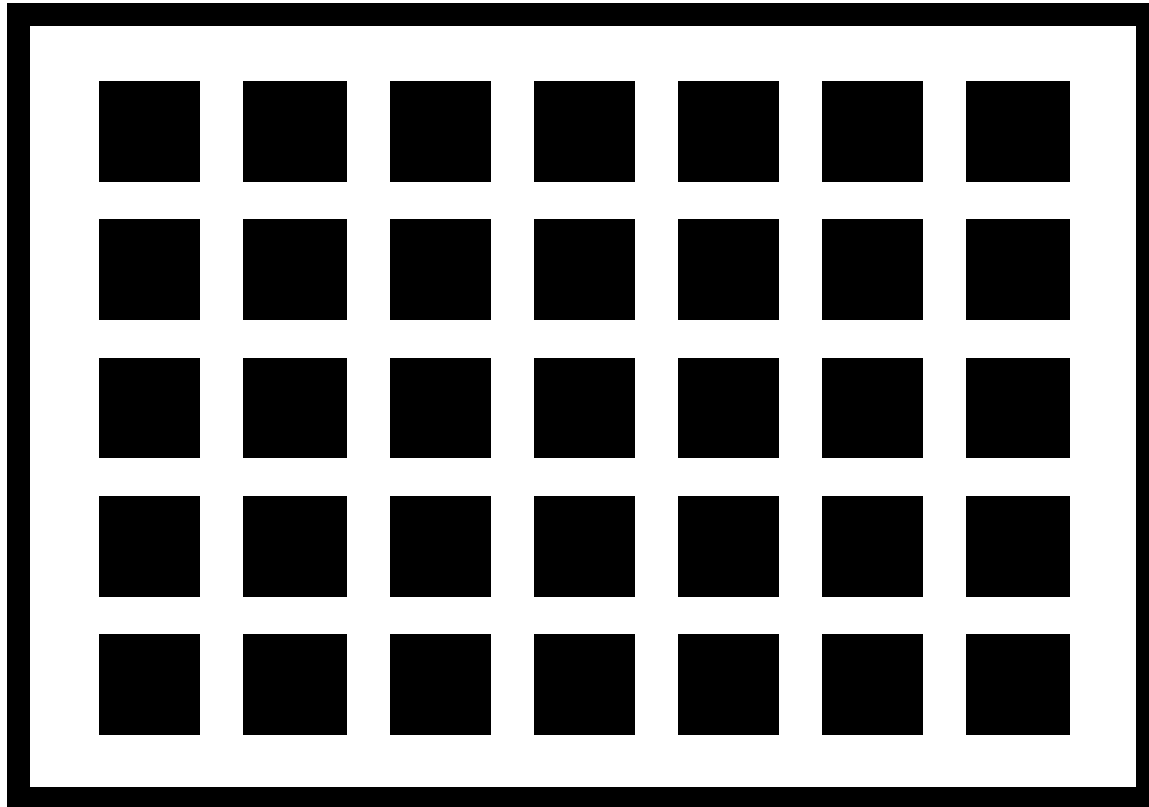




FOCUS ON THE DOT IN THE CENTRE AND MOVE YOU HEAD BACKWARDS AND FORWARDS.  
WEIRD HEY...



Are the purple lines straight or bent?



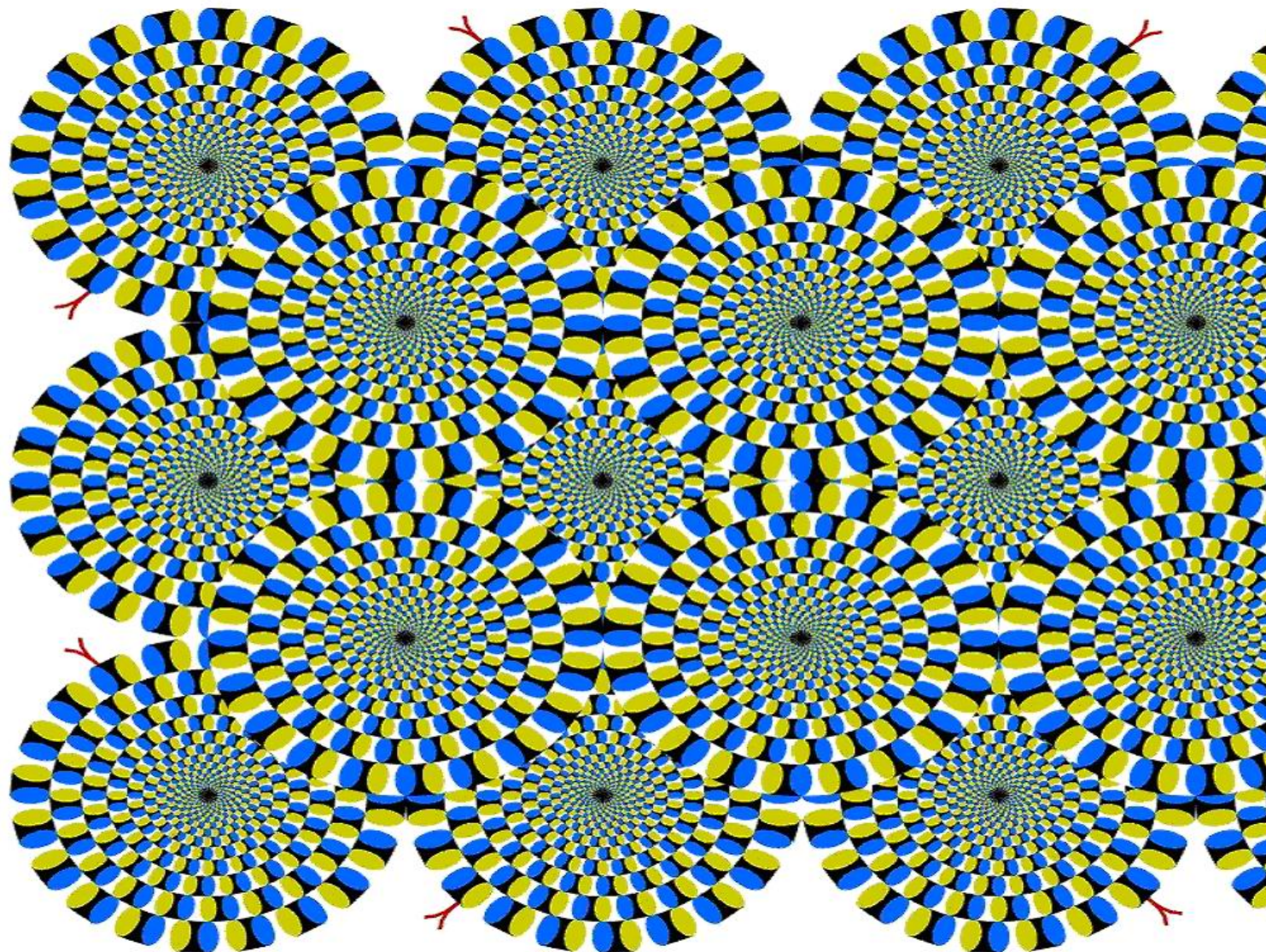
Do you see gray areas in between the squares?  
Now where did they come from?



You should see a man's face and also a  
word...

Hint: Try tilting your head to the right, the  
world begins with 'L'

If you take a look at the following picture , let me tell you ... it is not animated. Your eyes are making it move. To test this, stare at one spot for a couple seconds and everything will stop moving. Or look at the black center of each circle and it will stop moving. But move your eyes to the next black center and the previous will move after you take your eyes away from it.... Weird

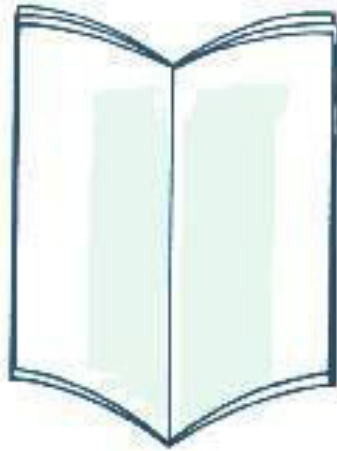


This is without a doubt one of the coolest PC-Illusion, I have seen so far.

Follow the instructions:

- 1) Relax and concentrate on the 4 small dots in the middle of the picture for about. 30-40 secs.
- 2) Then, take a look at a wall near you ( any smooth, single coloured surface)
- 3) You will see a circle of light developing
- 4) Start blinking your eyes a couple of times and you will see a figure emerging...
- 5) What do you see? Moreover, who do you see?

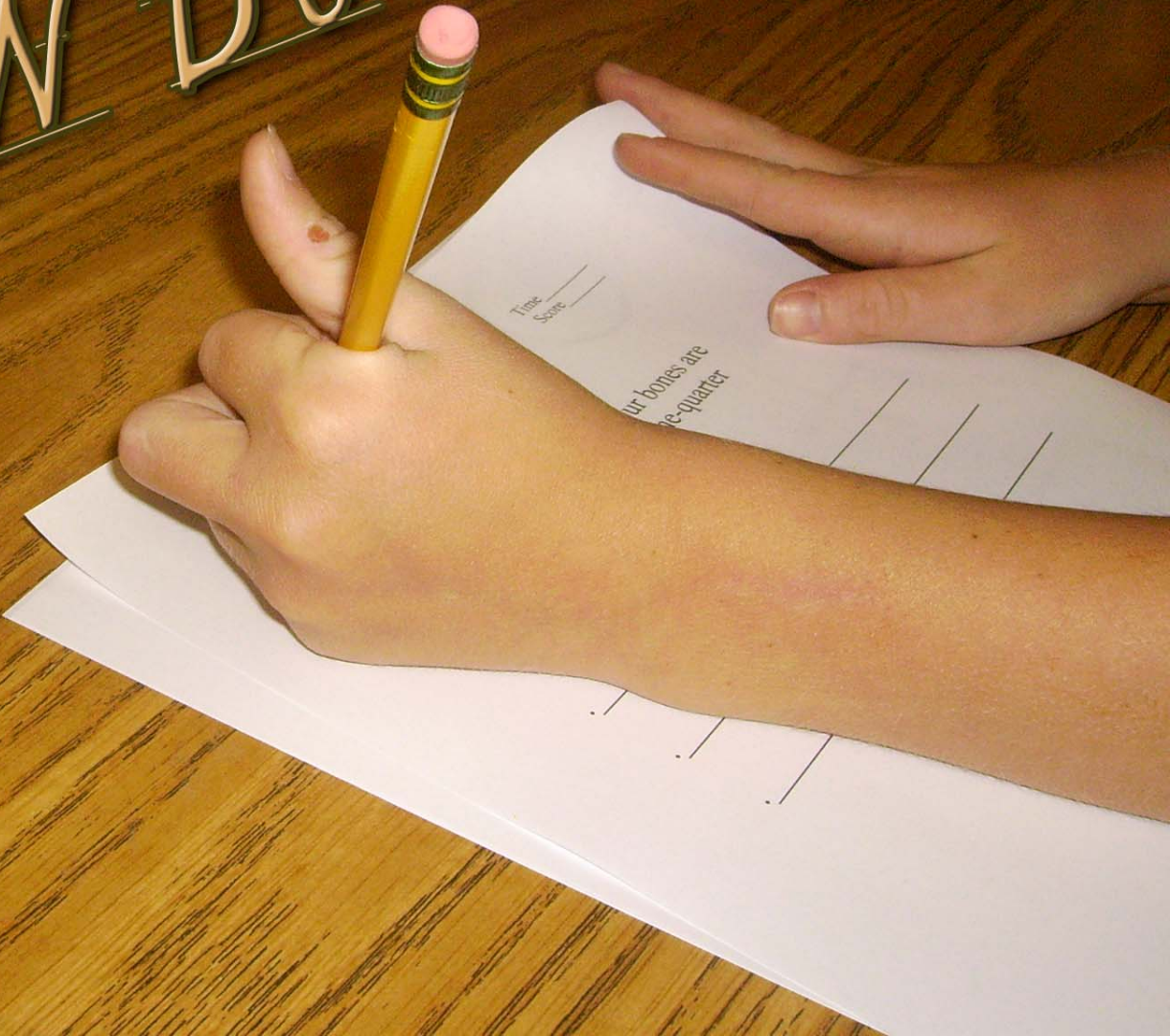




***Is The Book Looking Towards You... Or Away  
From You?***

•

I CAN DO IT!



Time \_\_\_\_\_  
Score \_\_\_\_\_

our bones are  
quarter

# Visual Perception

# What is Visual Perception?

- Visual Perception is how we see and how the brain interprets all of the visual information that is around us.
- The quality of a child's vision and visual perception affects all aspects of a child's physical, intellectual, emotional, and social growth.

# What is Visual Perception?

- Most children develop the ability to focus visually and to make fine discriminations in visual materials as they grow, some children will take longer to develop these skills, and may need some additional help, or additional practice.



# What is Visual Perception?

- Visual perceptual processing is very important, but especially so when learning. Without visual perceptual processing, the child would not be able to accurately learn to read, give or get directions, copy from the board or from a book.



# What is Visual Perception?

- Additionally – They would not be able to visualize objects or past experiences, remember things visually, have good eye-hand coordination, integrate visual information with our other senses to do things like ride a bike, play ball, or hear a sound and be able to visually recognize where it is coming from (like an ambulance).

# Behavioral Indicators

- Frequent squinting or rubbing of the eyes.
- Disinterest in or avoidance of activities that require close visual attention.
- General clumsiness frequently bumps into or drops things, poor judgment as to the distance of objects, difficulty throwing at a target or catching a ball.

# Behavioral Indicators

- Poor handwriting, difficulty learning correct letter formations, frequent erasures, uneven spacing, and difficulty using margins.
- Reversals of letters, numbers, or words. This is a normal part of development that usually resolves by the end of second grade. Persistent confusion with reversals after second grade, or inability to recognize and correct reversals in a younger student, is cause for concern.

# Behavioral Indicators

- Difficulty copying from the board, or general difficulty with the writing process. Omits letters from words and words from sentences, poor organizational of ideas, can spell phonetically but has poor immediate recall of the spelling of basic sight words.
- Poor reading comprehension despite good vocabulary and spoken language skills.

# Behavioral Indicators

- Difficulty with higher-level math concepts (e.g., time, money, carrying, graphs, etc.).
- Daydreaming, or difficulty concentrating or attending, especially during reading or other activities requiring visual attention.
- Tilting the head, or covering or closing one eye during reading.



# Behavioral Indicators

- Moving the head to follow a line of print, instead of moving the eyes independently of the head.
- Persistently holding books or worksheets in an unusual position.
- Difficulty keeping place during reading--- skipping lines or words.
- Difficulty learning left and right

# Behavioral Indicators

- Difficulty with activities involving rhythm
- Does not cross the midline when doing tasks
- Rotates body when writing or copying (again to not cross the midline)
- Trouble learning the alphabet
- Trouble recognizing words
- Mistakes words with similar beginnings

# Behavioral Indicators

- May not recognize the same word if repeated again on a page
- Distractible
- Short Attention Span
- Problems concentrating
- Traces or touches with fingers
- Difficulty understanding instructions

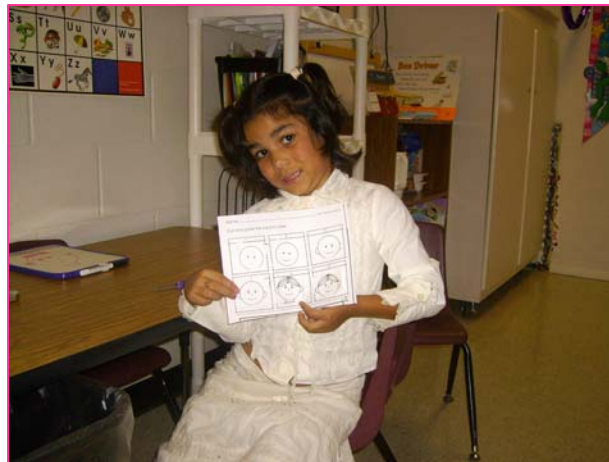
Complaints of physical or visual discomfort that may suggest an underlying vision deficit.

# Complaints

- Frequent headaches during or following reading.
- Eyes ache or burn.
- Blurred or double vision when using the eyes.
- Difficulty seeing the whiteboard, charts, or other visual targets at a distance.

# Complaints (cont.)

- Words disappear or jump about during reading.
- Nausea or dizziness during or immediately following reading.
- Excessive fatigue at the end of the school day.



# Possible Interventions

Remember these vary from child to child and warrant intervention from developmental or behavioral optometrist. (Functional vision factors)

# Possible Interventions

- Prescription glasses
- Prisms
- A patch to temporarily occlude one eye
- Office-based vision therapy
- Home or school programs to support vision development
- Recommendations for environmental modifications to support visual efficiency
- Low vision aids, such as magnifiers

# Strategies for maintaining visual hygiene

(What we as educators can do)

# Strategies for maintaining visual hygiene

- When doing close visual work, take frequent visual “breaks” by looking up and focusing on a distant target for about ten seconds. It is also helpful to get up to stretch or move around at least once every 15-20 minutes, depending on the age of the child.

# Strategies for maintaining visual hygiene

- Lighting can greatly impact the amount of stress on the visual system. Fluorescent lighting is harsher than incandescent or natural lighting. When doing close visual work, a rule of thumb is that light on the visual target should be about three times brighter than the surrounding light.

# Strategies for maintaining visual hygiene

- Avoid glare by placing a large piece of dark construction paper on a desk.
- Try to read or do other close visual work at an eye-to-activity distance that is approximately equal to the distance between the elbow and the middle knuckles.

# Strategies for maintaining visual hygiene

- **BODY POSITION IS IMPORTANT** when using the eyes for close work. Chair should be appropriate size to promote a straight, upright posture with the feet flat on the floor. This helps both eyes to focus equally on the task at hand.

# Strategies for maintaining visual hygiene

- Reading a book that is upright places less stress on the eyes than reading a book placed flat on the desk. (This is because all the lines of print are at an equal distance from the eyes.)
- Discourage the child from reading, watching television, or playing video games while lying sideways on the floor, because this position causes the eyes to work asymmetrically when looking at the target.

# Strategies for vision difficulties

# Strategies for vision difficulties

- Consider the best seating arrangement for the class. Sitting close to the board may help some children who have trouble maintaining focus, but may be hard for children who lack scanning skills. Seating in the middle of the classroom is optimal for many children with functional visual problems.
- Use multi-sensory teaching strategies and manipulative for students who are not “natural” visual learners.

# Strategies for vision difficulties

- Reduce visual distractions by providing a carrel on the desk, or placing the desk against an undecorated wall.
- Reduce expectations for reading or copying. Either reduce the amount of work, or break it into smaller units to be done with breaks in between.

# Strategies for vision difficulties

- Reduce the amount of visual stimulation on worksheets by:
  - a) Folding the paper in half so the child looks at fewer items at a time.
  - b) Enlarging the worksheet so that there is more white space between items.
  - c) Using a blank index card to hold under each item.

# Strategies for vision difficulties

- Use a dark piece of construction paper under worksheets to increase the contrast.



# Strategies for vision difficulties

- Use heightened visual cues to help with work organization.
  - a) Use a piece of masking tape to mark the correct angle for holding paper when writing,
  - b) Yellow highlighting alternating lines to remind the child to skip every other line.
  - c) Drawing a green line down the left margin of a page, and a red line down the right margin, to remind the child where to “start” and “stop when writing.
  - d) Executing math computations problems on large graph paper, to help with lining up number columns.
  - e) Organize work into different colored file folders so that the child can immediately find what he or she needs.



# Strategies for vision difficulties

- Have the child use a finer, marker, file card with a “window” cut in the middle, or pop stick with a sticker on the end to prevent losing his or her place when reading.
- Reading material that is high interest and rich in pictorial cues, such as comic books, can help the child associate meaning with what is being read.

