

Specific Learning Difficulties Clinic Visual Processing

Patient Information Leaflet

If you need this leaflet in a different language or accessible format please speak to a member of staff who can arrange it for you.

اگر به این بروشور به زبان دیگر یا در قالب دسترس پذیر نیاز دارید، لطفاً با یکی از کارکنان صحبت کنید تا آن را برای شما تهیه کند.

Jeśli niniejsza ulotka ma być dostępna w innym języku lub formacie, proszę skontaktować się z członkiem personelu, który ją dla Państwa przygotowuje.

Dacă aveți nevoie de această broșură într-o altă limbă sau într-un format accesibil, vă rog să discutați cu un membru al personalului să se ocupe de acest lucru pentru dumneavoastră

如果您需要本传单的其他语言版本或无障碍格式，请联系工作人员为您安排。

إذا احتجت إلى هذه النشرة بلغة أخرى، أو بتنسيق يسهل الوصول إليه، يرجى التحدث إلى أحد الموظفين لترتيب ذلك لك.

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The TVPS enables us and the school to see at what age the child is working at within different areas.

These areas include:

- Visual memory
- Visual discrimination
- Form consistency
- Visual sequential memory
- Figure ground
- Visual closure
- Spatial relations

This is the ability to recognise an item after a very brief interval. (Visual Immediate recall).

We use this to recall a detailed shape or letter combination. It requires information to be processed and then transferred to long term memory so that we can immediately recall the shape or word.

This is why we use reading books with pictures so a child can build up visual clues in association with the words.

In school a student can be helped by having a number next to each line or having each line written in a different colour. They may also find copying from a book easier than the board as it is closer. A photocopy of what should have been copied can also be beneficial in case it was copied incorrectly.

Useful games to aid this skill include:

- Tray game (Kim's Game).
- Matching pairs.
- Shopping game (where the child has to remember increasing lists of shopping etc).
- Word pictures can be useful. The child will draw a picture suggestive of a word for example "bed" using the 'b' as the headboard and the 'd' as the bottom of the bed.

You could also search for apps that involve memory games.

Visual Discrimination

This is the ability to tell the difference between similar objects. This includes differences in position, shape, form and colour. For example, when we read, it is visual discrimination that lets us see that “was” and “saw” are different even though they have the same letters.

Visual Discrimination is a reading skill which allows us to have an understanding of sameness, differences and similarities. When a child with a visual discrimination deficit is reading, they may miss words or lines or add in extra words. This can make it difficult for them to absorb and learn from what they have read.

Useful exercises to improve this skill include:

- Spot the difference.
- Puzzles.
- Snap.
- Dominoes.
- Word search.
- Games that rely on searching.
- Letter Search – use a magazine and designate a specific letter or number which the child is to find. They are to find this letter or number printed in as many different sizes and styles as possible. Each time he finds the character in a new size or style, he is to circle it. Accuracy in selecting the correct letter or number should be checked.

Figure Ground

This is the ability to identify an object from a complex background or from surrounding objects, (to read at a specific place on a particular page without ‘losing track’).

It enables us to recognise and differentiate between objects in the foreground and objects in the background, whether in free space or in a picture.

Children who struggle with this skill may be overwhelmed by too many words on a page. They may also struggle to find their ruler on a cluttered desk and may benefit from a ‘reading window’ to help them concentrate on a single word or sentence instead of trying to understand a complete paragraph. The school board should be clean from any remnants of previous work to eliminate ‘confusion’. Children with this problem may find it difficult to copy from a crowded board. It may be beneficial for the child to be positioned at the front of the room.

Example to improve this skill include:

- Eye-spy
- Where’s Wally – type books are very useful to help develop this skill
- Spot the difference activities.

Visual Sequential Memory

This is the ability to remember visual patterns in the correct order and recall immediately. If we have trouble inputting information into our short term memory, we cannot process it into our long term memory for permanent storage.

This is the skill required in order to remember the correct order of letters of a word (for reading and spelling), colours in a pattern and numbers as in maths.

Children that struggle with this skill may whisper to themselves when reading. They must rely on auditory input to help them compensate. They may have difficulty remembering what a word looks like or fail to recognise the same word on a different page.

They may also take longer copying assignments because they can not remember information long enough to transfer it from the board to their page.

Examples of useful exercises are:

- Word searches
- Card games
- Simon Says
- “Repeat after me”
- ‘I went to a shop and bought...’.

Spatial Relations

This is the ability to work out the positions of objects in relation to oneself and or other objects. For example figure reversals or rotation.

It enables us to determine the position of objects and words in relation to each other, for example, when a new sentence, line, or paragraph starts. Children who reverse letters are often lacking in skill.

To help a child understand this, coloured clues could be applied to the paper. Drawing arrows can also help to give a cue for direction. In some cases, letters, lines or graphs may have to be ‘raised’ so that the child can ‘feel’ it.

Jigsaws can be a useful tool to develop this skill starting with simple ones with the shapes in the ‘correct’ direction and gradually increase the complexity. Other games include tetras’, Lego or board games like chess.

Visual Closure

This is the ability required to visualise a picture when presented with a partial picture. It is the skill needed to read fast, so that we do not need to analyse every letter of a word.

Children that struggle with this skill may confuse similar objects or words. This skill can also help children predict outcomes.

Examples of games to aid this skill include:

- Dot to dot puzzles.
- Maze games.
- Jigsaws.
- Partial picture puzzles.
- Lego.
- Hang man.

Following 'step-by-step' instructions such as model kits or cooking recipes are all very useful to help improve this.



Form Consistency

This is the ability to recognise the same shape even if it is rotated, a different size or colour.

A child may struggle with 'b's' and 'd's' and they may struggle if work is presented differently, for example on paper or on the board. Other examples include the style of writing (the text font or style of handwriting).

It could be helpful for a child to always have the same font and have handouts instead of copying from a board.

Making 3D models can be a beneficial exercise.

Other ways of trying to improve this include writing the same word in many styles, colours and prints together with other words. The child should underline the same word in its different forms. Or, from a box of mixed sized balls, roll one across the floor. The child has to select the same sized ball from the box.

