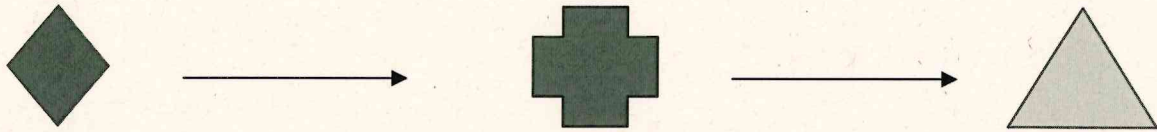


VISUAL MOTOR INTEGRATION



Visual motor integration is the ability to coordinate vision with the movements of the body i.e. transferring or translating what is perceived into motor expressing. A child may have well-developed visual perception skills and motor skills but is unable to integrate the two together.

Visual motor integration involves:

- Visual perception
- Motor planning
- Motor accuracy
- Bilateral integration
- Upper limb control
- Cognition

Children with this problem tend to:

Have difficulty with gross motor activities such as dressing, skipping and catching a ball.
Are slow at and have difficulties with cutting, colouring and handwriting.

Remediation strategies

The following activity ideas are intended to improve motor planning, accuracy and coordination with vision.

- ⇒ Reinforce the concept of shapes through movement i.e. trace and/or draw using different media e.g. finger paint, sand/rice trays, finger paint, play-doh, shaving foam, sand or wet brushes on the pavement or wall.
- ⇒ Tracing around stencils beginning with basic geometric shapes and progressing to more complex designs.
- ⇒ Copy 3D designs from Lego, first with the model visible and then with the model removed
- ⇒ Mazes
- ⇒ Follow the leader in the direction of a shape
- ⇒ Dot to dot, using a ruler
- ⇒ Origami or simple paper hats and boats
- ⇒ Dot to dot activities, using a ruler
- ⇒ Mazes, drive a car through the maze
- ⇒ Identify shapes in a feely box and then reproduce on paper
- ⇒ Form shapes with wikkistix, pipecleaners, or peg/nail boards.
- ⇒ Use stickers, lollypop sticks, matches or pegs to trace over drawn patterns and then imitate and then copy designs from memory.
- ⇒ Constructional activities i.e. Lego, block designs, model aero planes, kinnex, following instructions

Classroom Strategies

- ⇒ Sitting facing, and near the board
- ⇒ Providing worksheets rather than writing/copying from the board
- ⇒ For handwriting, allow the child to trace first and then copy
- ⇒ Provide homework on sheets or check it prior to the child leaving the class.
- ⇒ Use alphabet and number lines as prompts for letter formation.
- ⇒ Use verbalisation to assist with letter formation e.g. describing the pencil movements ("around, up and down" for 'd')