Assessing visual perception using letters and numbers

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Letter and number literacy are important in education. Difficulty with visual perception and motor skills develops in an integrated yet linear process. This linear development has a strong link to academic performance and enables children to integrate the skills equally well in tasks such as reading and writing. Recognition and written direction of letters and numbers typically develops along a similar linear process. Letters and number orientation affects legibility and understanding. Children who make reversal errors exhibit poor visual-motor skills and poor visual perceptual skills, resulting in a tendency to make less progress in reading, writing, mathematics and general academic performance. Children with reading difficulty make more errors in letter and number orientation.

Implications for occupational therapy: These scales are useful in identifying, accurately and objectively, students who require additional assistance in learning their letters and numbers. Targeted intervention can begin prior to habits forming. Integrated approach of letter sounds, formations and directionality matching used in memorising letters and numbers in the learning phase. Written orientation of letters and numbers combined with the ability to recognise when an error has been made in the printed orientation of letters and numbers, require more targeted attention in teaching children to write, read and spell. Most commonly reversed letters in the English language, b/d, p/q, t/c are easily confused due to similarity in shape and sound. Number sequences are easier than letter sequences in learning and should be addressed first. Identification and targeted intervention will enable full inclusion and engagement into classroom activities.

The occupation of reading and writing which are participated in during school hours will be accessible to all students.