

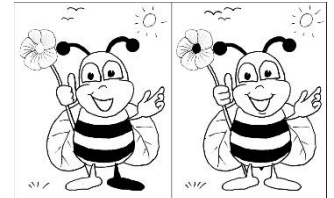


## Visual Memory

Visual memory is the ability to remember what you have seen. It involves clear perception of what is seen, the storage and retention of this information and the ability to retrieve it to use for comparing past and present visual experiences. This skill is used in the production of individual letters, words and sentences. Problems in this area may result difficulties in reproducing letters and words, words spelt lots of different ways on the same page or longer time required to complete tasks. This is a key skill for learning to read, write and spell.

### Activities to try:

- Perform a series of body movements and then get the child to copy the movements in the correct sequence.
- Kim's game, place three to four objects in front of child. Ask him to look hard at these objects and then close his eyes. Remove one or two and ask him to name what is missing. Or cover all the objects and get the child to write down as many as they can remember. Gradually increase number of objects.
- Put some objects on the table. Touch a few of them. Which ones did I touch?
- Simple "spot-the-difference" pictures.
- Ask child to remember two or three items in a row. Build up gradually to include an increased number of items (use fun items such as football cards, pocket people etc.) Begin with simple items and gradually introduce letters, words, geometrical shapes, mathematical symbols etc). Get the child to find the matching sequence from a selection of others.



**SHAPES & COLORS**



- Remember a series of colours or shapes, gradually increase the number as the child improves.
- Make a shape or pattern using matchsticks or pipe cleaners. Show the child and then mess up the pattern. Get the child to copy the pattern you made. Start simple and then gradually more complicated.
- Show child a short story in sequence picture cards (about five cards to begin). Use an interesting and age appropriate story line, for example from a football magazine or computer game story

etc. Ask the child to recall the story in sequence form as it appears on the cards. Gradually work to building up to sentences from letters and words.



- Show a picture in a book. Talk about the picture. Close the book and get him/her to find it again.

- Divide pairs of picture cards into two rows (top and bottom rows). Turn all cards upside down initially. Turn the top cards one by one allowing the child adequate time to view each card. Replace each top card in its original position. Turn each bottom row card one by one, asking the child to match each one with the top row cards shown previously (all of which are still turned face down).

- Draw a tic-tac-toe frame on a chalkboard and have child copy it. Place an "X" or an "O" in one box, exposing it for two seconds then cover it. The child then puts the symbol on his/her grid in the same space. Begin with one symbol increase to two or three and speed the exposure time.

