**Sight**

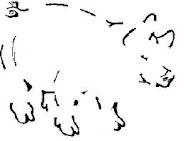


Although sight may be good children with motor coordination immaturity may have difficulties with some or all of the following:

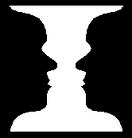
* ***hand-eye co-ordination*** – being able to co-ordinate a hand movement to a visual goal. Problems occur when proprioception and vestibular feedback are not accurate. Children will find dressing, undressing, handwriting and using a knife and fork difficult. Self-esteem will often be low and many tasks will be avoided. ***Children should not be asked to copy from the board.***
* ***form constancy*** – being able to see objects from different angles and still recognise what they are. Balls a long way off will be seen as being the same as one close by. A child with this difficulty will struggle with ball skills and may be startled as a ball appears to get bigger the closer it gets. They may struggle to recognise the same letter/word in different fonts or sizes.



* ***figure-ground discrimination***– They struggle to filter out unnecessary detail and focus on one thing. Some children may find it hard to find their drawer/peg or objects in the classroom. They will find it hard to get information from pictures/diagrams and words might run into each other on the page. Sequencing pictures to tell a story may be very hard for them. A busy classroom will be a major distraction for them as will cluttered worksheets and workbooks. There are also safety issues as they may be unable to distinguish a moving car from a parked one in a busy street.
* ***visual tracking*** – being able to follow a moving object e.g. a ball. Being able to track along a line of print. They may miss out lines or words when reading and will find it hard to copy from the board. Setting out of work will be problematic especially maths and they may reverse or transpose symbols.
* ***spatial relationships*** – being able to judge the position and distances of objects. This difficulty may result in children bumping into objects and furniture. They may find it hard to judge distances.



* ***visual closure*** – being able to deduce information from incomplete visual diagrams and pictures. Children with this difficulty will have problems with handwriting, jigsaws, construction tasks and general classroom organisation.



* ***maintaining eye contact***  - some pupils find this threatening and will avoid it. They make either too long or too short contact which can affect social relations. Some children are wrongly thought of as being on the autistic spectrum as a result of this.