
II. Visual Memory Deficit

Difficulty remembering visually presented material.

SYMPTOMS

STRATEGIES

Has difficulty storing and retrieving information he/she has been exposed to visually.

*-Use auditory clues to help with retrieval, i.e., songs or nursery rhymes.
-Chains of visual picture associations, associative thinking, etc.*

Unable to remember events in a series (Social Studies, time lines).

*-Use a "walk-through" method.
-Use oral presentation, small group or whole class discussion.
-Use creative crafts such as making a mobile.
-Cooking with recipes.*

Misplaces his/her belongings on a regular basis.

*-Develop a system for storing his/her personal equipment, organize notebooks: one special section for homework -- alert parents.
-Require consistency in placement of name and heading on all assignments.*

When recalling items in the middle of a series, he/she must go back to the beginning (alphabet, months, books of Bible).

*-Teach in bite size pieces to mastery levels.
-Use visual sequencing activities.
-Ask before/after questions.
-Encourage attention to logical divisions or breaks in any series*

Reverses words, letters, and numbers.

*-Have student sit near board.
-Provide clear, uncluttered, workable dittos.
-Emphasize precise proofreading. Don't penalize for miscopying if answer is correct, but consider extra credit for correct proofreading.
-Encourage student to verbalize softly.
-Encourage thinking out loud.*

Doesn't visualize what is read, either silently or orally. Can't conjure up from memory.

- Use role play.*
- Use verbalizing and visualization clues.*
- Ask probing questions which lead to main idea.*
- Have student draw a picture about what he/she has read.*
- Read smaller selections to develop visualization.*

Is slow in completing written work.

- Be willing to reduce amount of "copy" work and/or length of assignment.*
- Eliminate time limits whenever possible.*
- Allow oral presentation as an alternative.*
- Reinforce task completion.*

May learn spelling words for weekly tests but unable to carry over into written work.

- Create spelling lists from incorrect words on written assignments.*
- Teach spelling rules and patterns*
- May need computers for written assignments.*