

## **IV. Visual-Spatial Relationships**

Difficulty in relating oneself to space and to relate sets of objects to each other.

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### **SYMPTOMS**

### **STRATEGIES**

*May be clumsy in movements. Gets into frequent fights for pushing or shoving, yet claims innocence. Didn't see other children in time to avoid making bodily contact with them.*

*-Avoid potentially humiliating competition.  
-Allow this student to be score keeper, etc.  
-Use non-competitive activities for P.E.*

*Struggles with directionality concepts. Confuses left and right. Has trouble with map work.*

*-Play games involving left and right sides of body, i.e., Simon Says, Hokey Pokey Angels-in-the-Snow.  
-Cues: Extending thumb and index finger of left hand creates letter L.*

*Combines cursive and printing in same assignment. Difficulty with spacing of words.*

*-May need to use computers for written assignments.  
-Copy of cursive alphabet at desk for quick, easy referral*

*Uses mirror writing.*

*Make use of aide to work with student as often as possible.  
Incorporate cursive writing as soon as possible.*

*Doesn't start and stop at margins; crowds words at end of line or leaves too much space. May not write on line*

*-Have student use width of finger as quick guide to begin paragraphs; can also be used at end of line.  
-Draw lines for student if none are present; help student see where to begin headings, etc. in order to allow for margins.  
-Draw a model of what you expect of student.*

*Misforms letters of similar configuration (i.e., quit-guit, false-jalse, size sixe).*

*-Use color coding to aid in directionality.  
-Use a multisensory approach when appropriate.*

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*Loses place while reading, uses finger.*

*-Allow student to use a marker above the line.*

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*Has trouble spacing numbers in math; lining up columns; calculations may overlap.*

*-Have student turn paper horizontally to make use of vertical lines or use graph paper.*

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*Has difficulty organizing problems on paper.*

*-Box off the page in the most appropriate way, explaining the reason for the structure; require student to follow your example (eventually wean away from boxes).*

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*Seems to be confused in finding his/her way around familiar places.*

*-Have student verbalize the directions before leaving.  
-Assist student in drawing a map to follow.  
-Plan activities involving directions such as treasure hunts, hypothetical trips, etc.  
-Share ideas with parents.*

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*Uses either hand at random.*

*-Encourage use of dominant hand.  
-Give directions such as, "With your right hand, please pick up..."*

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*Displays poor coordination.*

*-Place student's desk in an area where there will be easy access to the door, board, trash can, etc.  
-Encourage class to carry books in a book bag.*