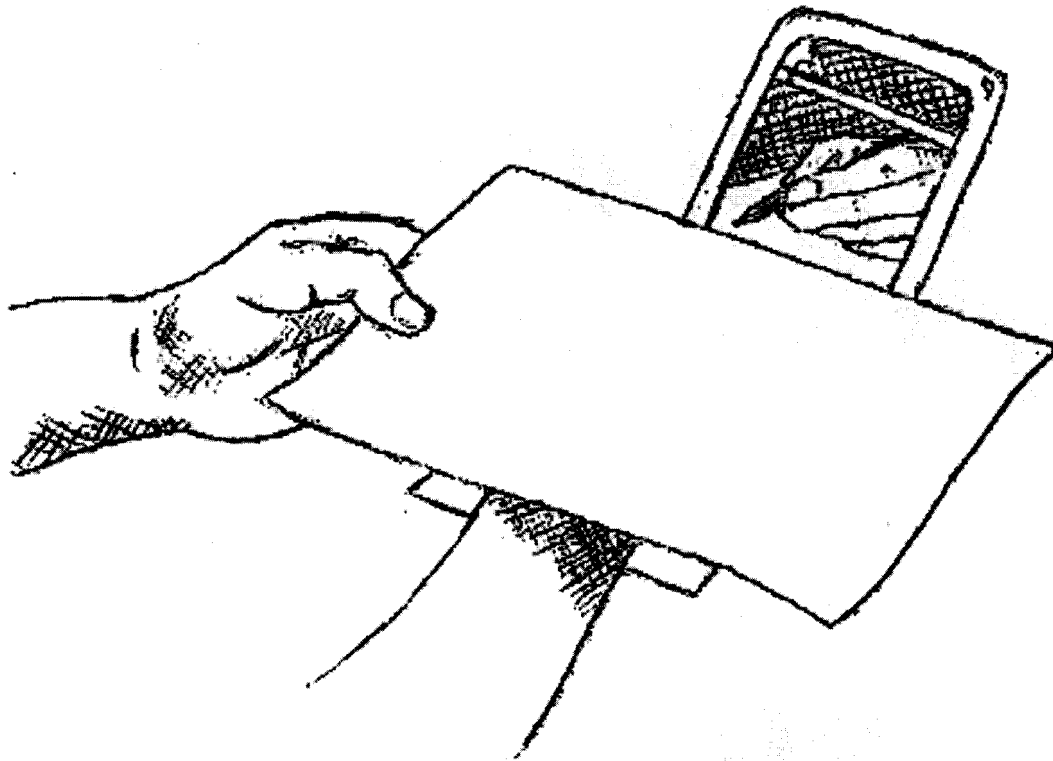


This is a visual-motor task. It requires participants to draw lines, trace, and write letters and numbers from dictation while looking at their writing hand in a mirror and keeping the writing hand covered. It simulates how visual-kinesthetic-motor integration problems make it difficult to write or draw.

PROCEDURE

1. On the table, arrange one mirror and one cover board per participant.
2. Place a pencil and a set of activity sheets (3 pages, face down) on the table.
3. Complete all 3 activity sheets. Allow 2 ½ minutes per activity.
 - Star
 - Lined Paper
 - Letters
4. Discuss the skills needed for this task.
5. Present the debriefing questions.

IMPORTANT: PARTICIPANTS SHOULD WRITE WITH THEIR DOMINANT HAND DURING THIS EXERCISE. THEY SHOULD HOLD THE COVER BOARD WITH THEIR OTHER HAND TO BLOCK THE VIEW OF THEIR WRITING HAND. THIS MAKES IT NECESSARY FOR THEM TO LOOK IN THE MIRROR IN ORDER TO MONITOR THEIR WORK.



SUGGESTED SCRIPTS

ACTIVITY 1: STARS

STATION LEADER: *"This is a visual-motor task. On the star activity sheet, you see two stars—one inside the other. You must draw a line **between the border-lines** of these two stars. Be sure to follow the lines **all around** the stars. Keep the hand you are using to write **covered at all times** by the cover board. **Look only at the mirror** to guide your writing hand."*

ACTIVITY 2: LINED PAPER

STATION LEADER:

"Please turn to the next page. On the lined paper, write the numbers I dictate."

(9 7 3 5 704 239)

ACTIVITY 3: LETTERS

STATION LEADER:

"Turn to the last page. Trace each letter without picking up your pencil."

SUGGESTED COMMENTS

To add stress to each of these tasks, say the following:

*"Remember, look at your work **only through the mirror.**"*

"Hurry up!"

*"You're doing a good job, **but...**"*

"Remember, Friday is Open House and we want your parents to be proud of you."

*"There's a **special** teacher who comes on Tuesdays. **She** can give you the **help** you need."*

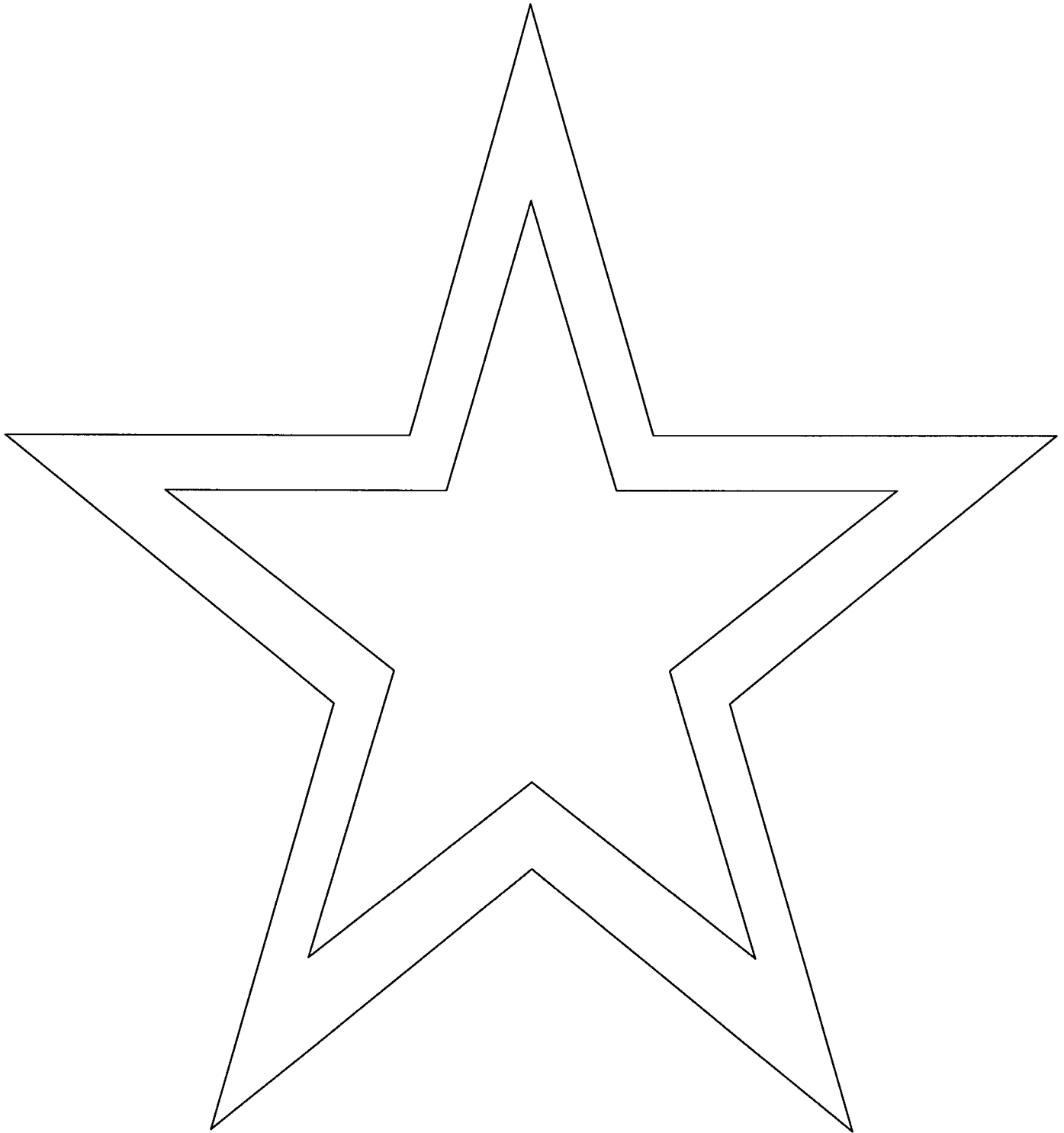
*"Keep your **letters** between the lines."*

| <i>Modality</i> | <i>Skills/ Classroom Tasks</i> | |
|---|---|---|
| <ul style="list-style-type: none"> ▪ Visual ▪ Kinesthetic ▪ Visual-Kinesthetic-Motor | <ul style="list-style-type: none"> ▪ Tracking ▪ Spatial Organization ▪ Directionality ▪ Kinesthetic-Motor Memory ▪ Handwriting— Letter/Digit Formation | <ul style="list-style-type: none"> ▪ Drawing ▪ Copying ▪ Tracing |

DEBRIEFING QUESTIONS

Discussion should focus on how visual-motor problems cause difficulties in writing, drawing, copying and other paper-pencil tasks. The nature of each of these tasks (similarities/differences/requirements) should be addressed.

1. “How did you feel while trying to do this task?”
2. “What kind of difficulties did you experience?”
3. “What did you do to compensate for any difficulties you experienced?”
4. “How might a person with an inability to screen out background noise behave?”



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