



Figure 8-1.



Figure 8-2.

- Verbal descriptions: In learning how to write new letters, therapist has child verbally describe the letter. This may help the child remember the different attributes of a letter and be able to write and recognize it more easily.
- Sorting games
  - Puzzle piece sorting: Child assists in sorting center puzzle pieces from edge puzzle pieces.
  - Child plays with color and shape sorters.
  - Baseball card sorting: Child sorts players by team, league, etc.
  - Deck of cards: Child sorts cards by suit, number, etc.
  - Froot Loops sorting activity: Therapist places Froot Loops all over table and gives child five strings. Child makes five different necklaces that are all one specific color.
- Copying patterns
  - Froot Loops necklaces: Therapist places different colored Froot Loops on a string to make a necklace. Child copies the pattern of colors on the original necklace. This activity can be upgraded or downgraded based on the complexity of the pattern and the number of colors used in making the necklace (i.e., use anywhere from 2 to 6 colors when creating the original pattern).
  - Peg patterns: Child places pegs into a peg board in a specific order, copying a set pattern (Figure 8-2).
  - Necklace making: Therapist provides child with different colored beads and has child copy a pattern with the beads.

## Visual Form Constancy

- Ball-bouncing game
  - Part I: Therapist places different random letters on the wall and asks child to spell a word by throwing a ball against the letters, one at a time and in the correct order, to spell the word.
  - Part II: Child covers eyes while therapist flips the letters on the wall so the letters are upside down, sideways or backward. Child opens eyes to look at the letters and tries and spell the same word.
- Letter recognition: Therapist writes the letters of the alphabet in different ways on multiple index cards or pieces of paper. For example therapist can write the letter “A” in a big size, little size, uppercase, lowercase, cursive, red, blue, and yellow. Therapist should do this for several more letters, mix the letters up, and scatter them on the floor. Child should then try and find all of the different “A”s hidden on the floor and subsequently the other letters as well.
- View Appendix A, pp. 193-194, for form constancy handout.

## Visual Figure/Ground

- Compensatory strategies to help a child with poor figure ground skills include the following:
  - Limit visual distractions by keeping a child’s work area free of clutter.
  - Have child sit in the front of the classroom to limit visual distractions.
  - When providing a written assignment for the child, write as little on every page as possible. For example,