

Figure 6-2. Examples of immature perceptual skills.

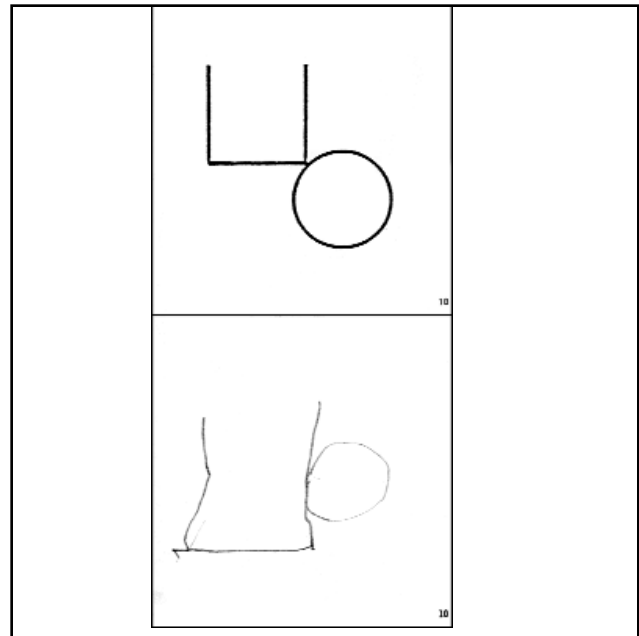


Figure 6-3A. Examples of poor spatial relations.

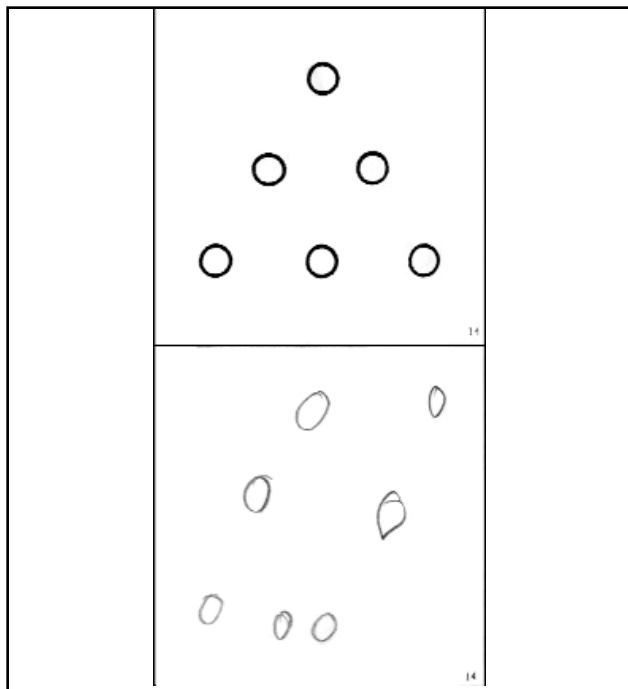


Figure 6-3B. Examples of poor spatial relations.

## Training Tips

- A. Be observant. You can learn a great deal about the child with whom you are working by observing him when he draws. Look for the following:
1. Holding his head close to the paper. This may be the result of the following:
    - a. Inadequately processing somatosensory information and relying heavily on vision. The child may position his head close to the paper in order to visually monitor what his hand is doing.

- b. Poor vision. A child who is very nearsighted may have to hold his head near the paper in order to clearly see what he is drawing.
- c. Stress. Often children who feel very stressed while doing a visual motor perceptual activity will hold their heads close to the paper. They often will also lean on one arm as they do the drawing.
2. Poor pencil grip. This is frequently the result of a child trying to increase somatosensory feedback. The child may develop poor pencil grip characterized by stabilization of distal joints (Fisher, 1991).
3. Keeping his drawing in a vertical orientation. A child who turns his paper to keep the drawings in a vertical orientation shows immaturity. In spontaneous scribbling, a child normally produces vertical lines before he produces horizontal lines. A vertical diamond is expected by 7 to 8 years of age, whereas the horizontal diamond the norm is by 10. Only 61% of 6-year-olds produced the horizontal diamond adequately (Beery, 1982).
4. Immature perceptual skills. Figure 6-2 shows examples of immature perceptual skills.
5. These children show very poor spatial relations. At 5 years, you can start to expect the child to put the circle at the lower right corner of the open square (Figures 6-3 through 6-4).  
This child shows directional confusion. Children who have these problems are often more likely to reverse letters when they print.