

## ***Copying Information from the Blackboard and Completing Bookwork***

<b><i>What you might see</i></b>	<b><i>What this could mean</i></b>	<b><i>Strategies</i></b>
<ul style="list-style-type: none"> <li>• Child has difficulty copying from the board.</li> <li>• Child can copy but very slowly.</li> <li>• Child has difficulty keeping place with bookwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual processing or visual deficit.</li> <li>• Impaired perceptual skills - diminished acuity, double vision, blurred vision, or visual field loss.</li> <li>• Literacy difficulties.</li> <li>• A general problem with processing speed.</li> <li>• Reduced handwriting speed or impaired handwriting.</li> <li>• Poor concentration.</li> <li>• Poor sitting posture.</li> <li>• Reduced spatial awareness.</li> <li>• Reduced awareness of functionally impaired side.</li> </ul>	<ul style="list-style-type: none"> <li>• Check with parents that the child does not have a visual impairment.</li> <li>• Position child to ensure good view of the blackboard.</li> <li>• Copies of information on blackboard to be provided for the child to copy at desk so that child doesn't lose place.</li> <li>• Use of slope board to position workbook so that child does not have to move eyes through as large a visual field .i.e. down to desk, up to blackboard.</li> <li>• Visual prompts could be used on blackboard to identify change of lines.</li> <li>• Reduce the visual "clutter" on worksheets - have just a few items per page.</li> <li>• Provide columns and lines as a guide</li> <li>• Limit the amount of visual stimulus on the page by covering parts of page. E.g. use a cardboard window to block out unnecessary information.</li> <li>• Student can use a ruler or finger to direct eyes across the page.</li> <li>• Allow child extra time for completing reading tasks.</li> <li>• Enlarge text for child to read.</li> <li>• Minimise distractions and help child position materials on desk to have optimum visual function.</li> <li>• Photocopies of information could be provided to reduce amount of copying required. This could be teacher or student notes.</li> <li>• Avoid punitive measures such as having the work completed during recess or lunch.</li> <li>• Allow child regular breaks, rest periods.</li> <li>• Alternate periods requiring focused attention with less demanding work.</li> </ul>