
The Relationship Between Visual-Perceptual Motor Abilities and Clumsiness in Children With and Without Learning Disabilities

Valerie O'Brien, Sharon A. Cermak, Elizabeth Murray

Key Words: dyspraxia • sensory integration • visual perception

Valerie O'Brien, MS, OTR, is an occupational therapist at the Second General Hospital, APO, New York.

Sharon A. Cermak, EdD, OTR, FAOTA, is Associate Professor of Occupational Therapy at Sargent College, Boston University, One University Road, Boston, Massachusetts 02115.

Elizabeth Murray, MEd, OTR, is Assistant Director of Training in Occupational Therapy, Eunice Kennedy Shriver Center, Walldam, Massachusetts, and Adjunct Assistant Professor of Occupational Therapy at Sargent College, Boston University.

Sharon A. Cermak and Elizabeth Murray are faculty members of Sensory Integration International, Torrance, California.

One visual-perceptual test, four visual-motor tests, and a test of motor impairment were administered to 22 children with learning disabilities and 22 children without learning disabilities, aged 5 to 8 years. The children with learning disabilities were divided into two groups—"clumsy" and "non-clumsy"—based on their scores on the motor impairment test. It was hypothesized that the clumsy children with learning disabilities would score significantly lower on visual-perceptual and visual-motor tests than the nonclumsy children with learning disabilities who, in turn, would score significantly lower than the children without learning disabilities. It was further hypothesized that there would be a significant correlation between the degree of clumsiness and the degree of visual-perceptual and visual-motor deficit. Analysis of the data indicated that, as expected, the clumsy children with learning disabilities scored significantly lower than the children without learning disabilities (the control group). There was no significant difference between the clumsy and nonclumsy children with learning disabilities or between the nonclumsy children with learning disabilities and the control group. Degree of clumsiness significantly correlated with scores on four of five tests. Results are discussed in terms of subtypes of learning disabilities and sample size.

Many occupational therapists treat children with learning disabilities for visual-perceptual problems, visual-motor problems, and motor incoordination. Some researchers suggest that visual-perceptual deficits are characteristic of children with learning disabilities (Bush & Waugh, 1982). Others say that children with learning disabilities have average to superior visual-perceptual skills (Geschwind & Galaburda, 1985). Because people with learning disabilities form a heterogeneous group, it is probable that there are subgroups of children with learning disabilities who do have and who do not have visual-perceptual problems. Rourke (1985) has emphasized that

the confusion that abounds in the literature dealing with the group of clinical problems known as learning disabilities is, in many ways, a direct reflection of the failure of many scientists and practitioners in this field to acknowledge and address the heterogeneity and diversity exist among the learning disabled population. (p. viii)

He emphasizes the need to examine subtypes of learning disabilities.

In addition to visual-perceptual problems, non-specific awkwardness or clumsiness, though not specific to children with learning disabilities, appears in greater numbers of these children than in children without such disabilities. Researchers have estimated that between 5% and 18% of school-age children may

Perceptual And Learning Disabilities In Children Volume 2

Charles J. Long,J.M. Williams



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Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities S. J. Ceci, Stephen J. Ceci, 2014-05-22 First Published in 1986 This is the companion volume to the Handbook of Cognitive Social and Neuropsychological Aspects of Learning Disabilities Vol 1 As such it is a continuation of the theme and approach taken in the first volume There are four thematic sections comprised of three to four chapters each dealing with cognitive micro level and macro level social and neurological characteristics of learning disabled individuals *Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities* Stephen J. Ceci, 2013-01-11 Recognized as the definitive reference in the field this book addresses a broad range of biologically based disorders that affect children s learning and development Leading authorities review the genetics of each disorder its course and outcome associated developmental cognitive and psychosocial challenges and what clinicians and educators need to know about effective approaches to assessment and intervention Coverage encompasses numerous lower incidence neurodevelopmental disabilities as well as more frequently diagnosed learning and behavior problems with a genetic component *Advances in Clinical Child Psychology* Benjamin B. Lahey, Alan E. Kazdin, 2013-11-11 The second volume of *Advances in Clinical Child Psychology* continues the high standards set by the contributing authors of Volume 1 The series has been most fortunate in attracting authors who lead the field of applied child and developmental psychology in theory research and practice Their chapters bring together advances from a wide variety of sub fields in essays that can legitimately be called major statements Often these integrative chapters prove to be more than the sum of their parts not only bringing together information on the most current topics in the field but pointing to new directions as well Donald Meichenbaum summarized current evidence and theory in his chapter on self control in children The cognitive and behavioral and convenient strategies he outlines offer the promise of effective treatment methods but as he points out much remains to be learned about these methods Robert Wahler and his associates outline a new model for the study of generalization of child treatment effects The model views the family as a system that either supports or inhibits generalization Suggestions for planning treatments within this framework are provided as well as an outline for extending this analysis to other levels of systems *Encyclopedia of Special Education, Volume 3* Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed *Encyclopedia of Special Education* addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by

leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs Research Manual in Child Development Lorraine Nadelman, 2003-10-03 This unique hands on lab manual in child development provides great ideas and resources for teaching research courses involving child subjects It includes projects in psychomotor perceptual cognitive and social development Projects are preceded by background essays on the history of that topic related research theoretical issues and controversies Each project has hypotheses to test detailed procedures to follow all stimuli individual and group data sheets empty tables suggested statistics discussion questions and an updated bibliography Special features of this second edition The introductory text portion details research considerations including an introduction to psychological research sections on developmental research children as subjects and general experimental research procedures The popular Infant Observation project has the student visit homes with babies for a semester and provides practice in observational data collection reliability assessment and report writing The cognitive development section includes two new subfields Theory of Mind and Language Children s Interpretation of the Word Big in addition to classic studies of Piaget s spatial perspective taking and attention and memory The final chapter describes a suggested neuropsychological project The socialized child section includes a new study on sibling relationships as seen by the older or younger sibling in addition to the earlier projects on self esteem sex identity and cooperation competition The final section describes a suggested cross cultural interview project **Intersensory Perception and Sensory Integration** Richard D. Walk, Herbert L. Pick, 2013-03-08 This volume on intersensory perception and sensory integration is the second volume of the series Perception and Perceptual Development A Critical Review Series The topic of the volume is timely for in recent years many investigators have noted that information about any natural event is obtained by a perceiver from a variety of sources Such an observation immediately leads to the question of how this information is synthesized and organized Of course the implication that there are several discrete input channels that must be processed has come under immediate attack by researchers such as the Gibsons They find it extremely artificial to regard natural information as being cut up and requiring cementing Nevertheless the possibility that during ontogenesis perception involves the integration of separate information has attracted the attention of scholars concerned with both normal and abnormal development In the case of normal development a lively controversy has arisen between those who believe

perceptual development goes from integration toward differentiation and those who hold the opposite view In the case of abnormal psychological development such as learning disabilities many workers have suggested that perceptual integration is at fault In thinking about the issues raised in this volume we are particularly indebted to our former teachers and colleagues Eleanor and James Gibson T A Ryan Robert B MacLeod and Jerome Bruner We are pleased to acknowledge the secretarial help of Karen Weeks in the preparation of this volume *Cognitive Strategy Research* M. Pressley, J. R. Levin, 2012-12-06 For some time now the study of cognitive development has been far and away the most active discipline within developmental psychology Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive 50% seems like a conservative estimate Hence a series of scholarly books devoted to work in cognitive development is especially appropriate at this time The Springer Series in Cognitive Development contains two basic types of books namely edited collections of original chapters by several authors and original volumes written by one author or a small group of authors The flagship for the Springer Series is a serial publication of the advances type carrying the subtitle Progress in Cognitive Development Research Each volume in the Progress sequence is strongly thematic in that it is limited to some well defined domain of cognitive developmental research e g logical and mathematical development development of learning All Progress volumes will be edited collections Editors of such collections upon consultation with the Series Editor may elect to have their books published either as contributions to the Progress sequence or as separate volumes All books written by one author or a small group of authors are being published as separate volumes within the series *Encyclopedia of Special Education* Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field The Nature of Learning Disabilities Kenneth A. Kavale, Steven R. Forness, 2012-12-06 The category of learning disabilities continues to be among the most contentious in special education Much of the debate and dissent emanates from a lack of understanding about its basic nature The failure to evolve a comprehensive and unified perspective about the nature of learning disabilities has resulted in the concept being lost The loss is best illustrated through the failure to answer this seemingly simple question What is a learning disability Using historical empirical theoretical conceptual and philosophical analyses this volume explores a number of problems and issues facing the field of learning disabilities The chapters cover historical influences definitional problems primary characteristics assessment practices theoretical development major themes research and measurement models and long

term outcomes The goal is to explicate the nature of learning disabilities by analyzing what it was supposed to be what it has become and what it might be A predominant theme running through this text is the necessity for the field of learning disabilities to regain integrity by recapturing its essence

Neuropsychological Studies of Apraxia and Related Disorders E.A. Roy,1985-02-01 Apraxia is a term used to denote a disorder in the performance of limb verbal and oral non verbal gestures with often preserved ability to perform these same gestures outside the clinical setting in the appropriate situation or environment Over the past century and particularly in the past four decades a great deal of research has focused on understanding the nature of this complex disorder This book is a review of current approaches to the study of apraxia and related action sequencing disorders as well as an examination of the mechanisms thought to underly these disorders Neuropathological processes associated with apraxia are evaluated and principles of motor control handedness and bimanual coordination are considered as they relate to the study of apractic disorders

Development and Structure of the Body Image S. Fisher,2014-02-24 First published in 1986 This is volume 2 of Development and Structure o f the Body Image Volume 1 presents a thorough review and analysis of the body image literature from 1969 The present volume details in the main research concerned with testing and evaluating a number of major theoretical concepts relating to body image which I have developed The following major topics are considered organization of the body image boundary assignment of meaning to specific body areas general body awareness and distortions in body perception The bibliography for all the work described in the two volumes is contained in this second volume

Theory and Practice of Early Reading L. B. Resnick,P. A. Weaver,2013-12-16 First Published in 1979 These volumes explore the range and depth of our theoretical and practical knowledge about early reading instruction Contributors psychologists linguists instructional designers reading and special education experts were asked to address three questions 1 What is the nature of skilled reading 2 How is reading skill acquired 3 What do the nature of skilled reading and the process of acquiring reading skill jointly suggest for reading instruction This is Volume I of a collection of essays looking at topics such as reading stages coding and comprehension skills word recognition language skills instruction and teaching theories and an analysis of reading two beginning reading programs

Early Adolescence to Early Adulthood William M. Cruickshank,Joanne Marie Kliebhan,1984-02-01 Learning Disabilities and Brain Function William H. Gaddes,2013-11-11 Reading this volume chapter by chapter I had a feeling of exuberance and exhilaration It is both a privilege and achallengc 10 write a foreword for this second edition of Learning Disahilities and Brain Function The scope and quality of the scientific and clinical insights expressed are unusual It is difficult to do justice 10 the book within the constraints of a foreword I can only reffect its significance to instructors scientists and clinicians in education psychology psychiatry pediatrics speech pa thology and neurology In the early chapters are discussions of brain function as it relates to learning and learning disabilities with many implications for better under standing of the neurology of behavior These chapters are followcd by an articulate consideration of neuropsychological

disorders definition identification and diagnosis of the cognitive dysfunctions that underlie learning disabilities There is an analysis of the role of perception as well as of the significance of impaired sensory and motor cognitive processes The concluding chapters comprise a clear erudite yet practical discourse on the spectrum of language disorders including the spoken read and written forms Dr Gaddes provides a constructive review of what it means when children have aphasia of how this language disorder has implications for other types of learning He elucidates and evaluates the status of our knowledge relative to childhood dyslexia and dysgraphia This analysis holds promise for clarification of the issues that have been disconcerting especially to educators and psychologists

Handbook of Psychology and Health, Volume I Robert J. Gatchel, Andrew Baum, Jerome E. Singer, 2021-09-30 Originally published in 1982 this volume deals with behavioral medicine and clinical psychology Much of what psychologists had been able to contribute to the study and treatment of health and illness had to this point been derived from clinical research and behavioral treatment This volume presents some of this work providing a fairly comprehensive view of the overlap between behavioral medicine and clinical psychology Its purpose was to present some of the traditional areas of research and practice in clinical psychology that had directly and indirectly contributed to the development of behavioral medicine Before the birth of behavioral medicine which subsequently attracted psychologists from many different areas ranging from social psychology to operant conditioning the chief link between psychology and medicine consisted of the relationship albeit sometimes fragile and tumultuous between clinical psychology and psychiatry Many of the behavioral assessment and treatment methods now being employed in the field of behavioral medicine were originally developed in the discipline of clinical psychology

Students with Learning Disabilities Cecil D. Mercer, 1987 This book addresses every aspect of learning disabilities from assessment definition and characteristics through specific strategies for individual disorders Based on a multi theoretical foundation the new edition of Students with Learning Disabilities integrates numerous philosophical and practical perspectives into a supportive framework of best practices for diagnosis and intervention A clear presentation of non teaching factors and their affect upon teaching success explores such topics as homework class size parental involvement and curriculum design There have also been coverage expansions in topics such as cultural diversity learning strategies social skills training affective development phonological awareness development successful transition factors effective assessment and teaching strategies The coverage of social emotional problems of LD students includes discussions of the use of socio metric measures such as peer status in assessment and planning An updated reference section also helps familiarize readers with the latest available resources By providing practical strategies Students with Learning Disabilities is a valuable book for any parent teacher or school administrator who must learn to cope with LD students

Classroom Behavior Management for Diverse and Inclusive Schools Herbert Grossman, 2004 This text utilizes a three stage approach to classroom behaviour management to assist teachers to avoid behaviour problems manage those that cannot be avoided and resolve those that cannot be managed

The Rehabilitation of Cognitive Disabilities Charles J. Long, J.M. Williams, 2012-12-06 The rehabilitation of intellectual impairment resulting from brain injury has become a major professional activity of clinical neuropsychologists. In recent years, neuropsychology has developed from a professional role stressing assessment and diagnosis to one that now includes treatment and rehabilitation activities. Such trends are also manifested in two new research interests of neuropsychologists: the study of the generalizability of neuropsychological test findings to everyday abilities, often referred to as the ecological validity of tests, and outcome studies of cognitive retraining treatments. Discovering the relationships between traditional neuropsychological tests and everyday behavior is important because the referral questions posed to neuropsychologists have changed. Now the neuropsychologist is asked to comment on the patient's functional intellectual abilities as they relate to the everyday demands of home work and educational settings. Of course, the development of cognitive retraining theory and procedures allows neuropsychologists to intervene in the treatment of the cognitive problems that the neuropsychological evaluation has documented. Since these approaches are still in their formative stages, they have been the subject of clinical lore, great controversy, and little systematic research. This situation prompted one of our presenters to lament: Either you believe Cognitive Retraining is divinely inspired or the work of the devil. There is apparently little middle ground. Given this state of affairs, the program committee of the Mid South Conference on Human Neuropsychology decided to focus on the role of neuropsychologists in rehabilitation.

The ABCs of Learning Disabilities Bernice Wong, Lorraine Graham, Maureen Hoskyn, Jeanette Berman, 2011-10-13 *The ABCs of Learning Disabilities* Second Edition discusses major research findings on learning disabilities in children, adolescents, and adults in language, memory, social skills, self-regulation, reading, mathematics, and writing, with an additional chapter on assessment. This concise primer is intended for use as an undergraduate introductory text to the field. Written with an evenness of tone, breadth, and depth, it conveys an engaging style meant to encourage the beginning student to identify the big picture and to be interested in conceptual issues as well as research findings. Undergraduate level text, 90% new material. Concise introduction to field. Covers current concepts like removing the IQ performance discrepancy formula in diagnosing learning disabilities. New chapter on self-regulation and learning disabilities. Whole school approach to social skills intervention.

Canine and Feline Behavior for Veterinary Technicians and Nurses Julie K. Shaw, Debbie Martin, 2014-10-10 *Canine and Feline Behavior for Veterinary Technicians and Nurses* provides the veterinary technician with a solid foundation in behavioral medicine. Designed as a daily resource for interacting with and educating pet owners, the book familiarizes readers with the behavioral, mental, and emotional needs of dogs and cats. *Canine and Feline Behavior for Veterinary Technicians and Nurses* offers a complete guide to the technician's role in behavioral preventive services and how to assist the veterinarian with behavioral intervention. Covering the roles of animal behavior professionals, normal development of dogs and cats, and the human-animal bond, the book includes correlations from human mental health care throughout. The book encompasses learning theory, preventive behavioral

services standardized behavior modification terms and techniques and veterinary behavior pharmacology Canine and Feline Behavior for Veterinary Technicians and Nurses is an essential resource for veterinary technicians to realize their full potential and become a pivotal component of the behavioral health care team for canine and feline patients

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