

RELATIONSHIP BETWEEN VISUAL PERCEPTION TRAINING AND READING SPEED ON VISUALLY IMPAIRED CHILDREN

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Objectives: Visual perception is an important skill for gaining information about environment. The aim of this study was to investigate the efficiency of a visual perception training program and its effect on reading performance for visually impaired children.

Methods: Twenty children (11 boys and 9 girls) with visually impaired were included in this study. The mean age of the children was 105 months. Pre and post-training evaluations were figure ground perception test, position in space test, copying figure test of Ayres Sensory Integration Evaluation and reading speed assessment. Children participated in the visual perception training program 3 days a week for 3 months with their optical devices. The program included the improvement activities of visual perception integration.

Results: Visual perception test scores showed statistically a significant improvement after the program ($p < .05$). Also a significant correlation was found between figure ground perception and reading speed ($p < .01$).

Conclusion: The visual perception could be improved by a perception integration training program. Improvement of visual perception could increase the reading speed and that could support the academic success of the visually impaired children. As a conclusion the rehabilitation of visually impaired children could be obtained an integration training program beside optimum optical devices.