



Tiny Tot Visual Test Kit

Little Giant Steps

Benefits of Improved Visual Processing:

Increased Visual Short Term Memory † Reduces Retention Problems

Expands Visual Attention † Improves Pre-reading Skills

Assists With Reading Comprehension † Boosts Visual Discrimination

TESTING:

The purpose of testing is to determine each child's current visual sequential processing ability, which is called the proficiency level. Testing is a unique process and is only administered one time for each child in the family. Ideally, the proficiency level should match the child's age up to age 7. This kit is for all children from two to four years old. One level up from the proficiency level is where you begin working after testing is completed.

TESTING PROCESS:

Use the visual picture sequence card sheet located on the next page, which is composed of random picture sequences. This sheet has four sequences of picture cards for each level from Level 2 to Level 4, i.e. four picture cards with 2 picture sequences, four with 3 picture sequences and four with 4 picture sequences.

This test measures the child's ability to remember a random sequence of pictures in the same order given and on the first try. He should be able to do three out of the four sequences correctly at any given level to be considered proficient at that level. If this is achieved, move to the next level and test the next level. Continue testing until he misses two sequences at a particular level. Use the "**Basic Technique**" described below and continue increasing the quantity of pictures given until two are missed on one row. While testing, the child's response must contain the correct picture, repeated in the same order that it was seen and on the first try to be considered correct.

You should be able to clearly identify the child's proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in where his ability begins to break down.

PREPARATION:

Cut each picture sequence card on the lines provided to create testing "cards." Be careful to keep all the "cards" with the same number of pictures together and in order from two pictures to four pictures.

BASIC TECHNIQUE:

Position yourself where the child can easily see the picture card you hold up. You will start with the first row of picture cards containing two pictures. Ask the child to wait until the picture goes away and then it will be his turn to tell you what he saw on the card. Hold the card up for a period of three seconds (the timing is very important). Then move the card so you can see it but the child cannot while he tells you the objects he saw on the card.

While testing, the individual's response must be correct on the first try with the pictures repeated in the same order as seen on the card. For example, you show (without saying anything) the card that has the picture of a bike and a wagon and the child responds by saying "bike, wagon." If the child responds incorrectly, make a mental note of the level of the incorrect response. Then move on to a different card at that same level or same number of pictures. He should be able to do three out of four cards correctly to be considered proficient at this level. If this is achieved, move to the next level and continue to test. Continue increasing the quantity of pictures shown until you reach a level the child misses two cards on the first try.

You should be able to clearly identify the child's proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in which his abilities begin to break down. This is where you begin working to increase the child's visual processing ability.



 	 	 	 
  	  	  	  
   	   	   	   