



WHAT ARE

EYE HAND COORDINATION SKILLS?

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EYE HAND COORDINATION SKILLS: Refers to the integration or combination of visual perceptual information with the purposeful movements of the hands and arms. It is the ability of the vision system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task, such as handwriting or catching a ball.

»» **BILATERAL COORDINATION:** Bilateral Coordination is the ability to use both sides of the body at the same time. This includes using both sides at the same time for the same action, such as using a rolling pin. It also includes using the same action at alternate times, such as walking. Finally, it includes the ability to use different sides of the body for dissimilar movements such as holding the paper down when writing.

- **ACADEMIC IMPACT:** A typical school day requires repeated use of classroom tools that rely on smooth use of both hands together. This includes scissors, ruler, and a pencil sharpener. Students also need intact bilateral coordination to perform functional daily tasks such as buttoning, zipping, lacing, and tying.

»» **VISUAL MOTOR INTEGRATION:** Visual Motor Integration is the coordination of hand movements based upon the perception of visual information. It is the execution of hand movements guided by what the child is seeing. This term is often used to indicate the ability to copy geometric forms.

- **ACADEMIC IMPACT:** Shape reproduction is an important milestone that signifies that a child is developing pencil control and spatial relation skills. Learning to draw shapes is the first step in learning how to draw more complicated objects. A student's ability to draw will affect their written communication, as well as their performance in many subject areas such as math and art.
- There is a developmental sequence associated with the ability to draw shapes. Children first learn by imitating another person drawing the stroke or shape. Next, the child learns by looking at a picture of the stroke or shape and then copying it. Finally, the child simply uses their memory to draw the shape upon request.
- Children typically learn to copy shapes in the following order:

COPY SHAPES
progression



3 YEARS	CIRCLE	○
4 YEARS, 1 MONTH	CROSS	+
4 YEARS, 6 MONTHS	SQUARE	□
4 YEARS, 11 MONTHS	X	X
5 YEARS, 3 MONTHS	TRIANGLE	△
8 YEARS, 1 MONTH	DIAMOND	◇