Relationship between visual-motor perception and cognitive abilities of children with learning disabilities

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Abstract: This study determined the relationship between visual-motor perception and cognitive abilities of children with learning disorders in Ahvaz. Method: The study population consists of a group of elementary school students with learning disorders who were receiving educational services from exceptional children learning centers in Tehran. Using random sampling, overall 34 students studying in grades 1 to 5 were selected as the study sample. Wechsler intelligence scale for children- revised version (WISC-R) was used to gather the data on the children's cognitive abilities and the Bender Gestalt test, with Koppitz scoring method, was used to measure their visual-movement abilities. Descriptive statistical methods, i.e. pearson correlations and Regression, were used to analyze and interpret the data. Results: Findings revealed that there is a negative significant relationship between visual-motor perception errors and function in Arithmetic, Picture completion, Picture arrangement, Block design, Object assembly, Mazes and Wisc-r subscales. There is a positive significant relationship between visual-motor perception Quotient and WISC-R non-verbal IQ. Conclusion: rehabilitation of visual-motor perception is useful for treatment of learning disabled children.

learning disabilities, visual-motor perception, cognitive abilities

Poster