

Gravesham Early Years Specialist Teaching & Learning Service



Early Years Specialist Teachers
Ifield Smile - Specialist Teaching and
Learning Service
Cedar Federation
Ifield School,
Cedar Avenue,
Gravesend
DA12 5JT

Tel: 01474 536924



Visual Discrimination

Visual discrimination can be defined as the ability to determine and classify objects, symbols, shapes, etc. by differences in color, form, size, texture, or orientation, or shape by the eyes receiving visual input and analyzing that information.

Once a child is able to discriminate they will be able to make choices. Start with objects of reference moving onto visuals. This may be photographs or some sort of visual representation.

Once a child is able to discriminate they will be able to make choices. Start with objects of reference moving onto visuals. This may be photographs or some sort of visual representation.

- Offer a child a choice of 2 objects, one should be a highly desirable object the other should be something you know they will not want.
- Name the objects drawing the child's attention to each object.
- Hold them apart so they are both in view, The child will need to look/glance at the objects individually rather than process the objects together.
- As soon as the child has made their choice through gesture or eye contact remove the other object even if they have gestured they want the undesirable object so that they begin to associate the gesture has a meaning.
- If they choose the desirable object allow them to play with it.

- If they choose the undesirable object repeat the process again emphasising the name of the desirable object.
- Once the child's consistently choosing the desirable object you can move on to the next stage.

Objects of reference

These should be a representation of the activity, place or object not an actual object. (A nappy can be an acceptance to this)

Example could be:

A small world object to represent the garden (a coat should not be used as this can represent a number of transitions)

A toy car (always keep to the same one) to represent home time.



Or a small world pushchair if this is how he transported home.



A roleplay plate to represent snack time.



Transferring from Objects of reference to visuals

- Some children may make the transition from objects to visuals well.
- If a child does not transition or transfer their skills the following could be used to support this:
 - Stick a photo/visual of the object on it then give them the choice pointing to the photo on the objects not just the object.
 - Place the visual in front of the object.
 - Place the visual near the object.
 - Try visuals on their own.



Please see leaflet on Visuals for progression