

Vision and Learning



From infancy, people learn about the world by gathering information from the senses. Sight is the dominant sense as **87% of all learning is vision-based**

Vision is a learned process from which comes an understanding of what is seen, where it is and how to react. It is the dominant component of human behaviour and can be developed and changed to allow for efficient learning.

Sight is only a part of the process of vision. A diagnosis of **20/20 vision does not exclude the possibility of visual dysfunction!**

The children need your help!

Any student who has written language difficulties or who exhibits a significant difference in levels of ability in various subjects may be a candidate for specialised vision testing.

These factors are often most easily recognised in the classroom setting, particularly if the child is reluctant to complete close work tasks. Please be aware of symptoms of possible visual dysfunction. Many symptoms are listed on the Behavioural Optometry Checklist for teachers and parents. Identification and treatment of visual difficulty greatly increases the chances of a child's success in school. The following visual difficulties are most likely to affect learning and can be corrected with treatment options such as lenses and/or eye exercises.

Accommodation is the eye's ability to focus. **Convergence** is the movement of the eyes inward to view an object so that it is seen singly by both eyes. **Neither can happen efficiently without the other.**

Efficient learning requires that the eyes accommodate and converge and that the 6 eye muscles be balanced and work smoothly together.

Saccades are jumps from one target to another, ie word to word. **Pursuits** are fixations on a moving target, and are used to keep place on a line of text. **Fixations** are zero velocity eye movements used to look at still targets.

Any child who is at risk for vision problems should have frequent eye exams: risk factors include history of eye disease or dysfunction in the family