APPENDIX H

The Developmental Test of Visual Motor Integration
English Instructions

Group Screening

The recommended steps for group screening follow:

1. The child should have a number 2 pencil without an eraser.

2. Distribute the test booklets. As you distribute them, say: Please wait
to begin until you are asked to do so. Do not open your test booklets until
I ask you to open them.

3. After the test booklets are distributed, say: The forms are to be copied
in order. Only one try on each form is allowed.

4. Say: The blank line where you write your name should face you.

5. Have each child fill in the blanks at the top of the page if you have not
filled them in previously.

6. As you demonstrate, say: Now open your booklets by turning from the
top, like this.

7. It is important that the test booklets and each child's body be centered
and squared with the desks throughout the testing. As you demonstrate,
say: Does everyone have his or her booklet open correctly? This is the
way the booklets must stay on your desks until you are finished. This is the way you should sit.

8. Perhaps you will like to give a demonstration of form copying at the chalkboard. In your demonstration, do not use any of the test forms. Use one or more forms of your own design. Say: You are to copy what you see at the top of the page. Make your drawing of each shape in the space below it.

9. Say: Some of the forms may be hard for you to copy, but please try to copy each one of them. Just do the best you can without erasing.

10. Say: Are there any questions? Always do your own work. You may begin.

" (Beery, 1982; 37)
The Developmental Test of Visual Motor Integration

Xhosa Instructions

Ukhetho Lweqela

Amanyathelo ekucetyiswa ukuba makathathwe ekukhetheni iqela:

1. Umntwana ngamnye makabe nepensile engena rabha.


5. Yenza okokuba umntwana ngamnye azalise izithuba ezisemantla wephepha ukuba ubungekazigcwalisi.


ngokusiskweni incwadana yakhe? Le yindlela incwadana zenu ezifanele ukuhlala ngayo de niggibe. Le yindlela ekufuneka nihlale ngayo.


Afrikaans Instructions

Groep toetsing

Die aanbeveelde stappe vir groep aflegging van die toets is soos volg:

1. Die kind moet 'n nommer 2 potlood sonder 'n uitveër hê.

2. Deel die toetsboeke uit. Soos jy dit uitdeel, sê: Moenie begin voordat ek sê: "begin" nie. Moenie die toetsboeke oopmaak voordat ek julle vra om dit oop te maak nie.

3. Nadat die toetsboeke uitgedeel is, sê: Teken die vorms net soos op die blaaí oor. Jy mag net een keer probeer om die vorms te teken.


5. Laat elke kind sy naam op die lyn inskryf as jy dit nog nie self gedoen het nie.


7. Dit is belangrik dat die toetsboeke en die kind se lyf reguit en vierkantig met die lessenaar bly tydens die hele toetsing. Soos jy demonstreer, sê: Is almal se toetsboeke reg oop? So moet jou toetsboek voor jou oop wees tot jy klaar is. So moet jy sit. (wys presies hoe dit moet wees)
8. Indien jy die kopiëring van vorms wil demonstreer op die swartbord, moenie enige vorms gebruik wat in die toets gebruik word nie. Gebruik een of meer vorms van jou eie. Sê: Jy moet oorteken wat jy bo aan die blad sy sien. Teken presies onder elke blokkie wat jy in die boonste blokkie sien.

9. Sê: Sommige van die vorms sal dalk vir jou moeilik wees om oor te teken, maar probeer asseblief om elkeen oor te teken. Doen net die beste wat jy kan sonder om uit te vee.

VMI Supplemental Developmental Test of Visual Perception

Administration

English instructions:

1. Visual Perception is a supplemental, standardized test that should be administered individually after, not before, the VMI.

2. Young children usually are able to proceed directly, without a rest, from the VMI to the Visual.

3. Be prepared with a stopwatch or timepiece that provides seconds. Exactly 3 minutes are allowed for this test.

4. Be sure children under 6 years of age do not have a pencil or pen available for this test. A young child's fingers need a rest after copying. Also, if they are allowed to mark, young children tend to mark every possible response on tests of this kind!

5. Do not cover parts of the form to reduce visual distractions, as that can invalidate the norms.

6. Place one finger on the heavy black outline of stimulus box 1 and keep it there until it is time for item 2.

7. Say: *See this line? There is one more line which is just the same down below.* Sweep one finger of your other hand downward from the
stimulus box to the response area and say: *Let's find it! You point to it!*

8. If the child responds, you make a small mark next to the choice, whether the choice is correct or not. If the child does not respond, mark the item number above the stimulus box, as shown for item number 1 below.

9. Whether the child responds or not, and whether the choice is correct or not, teach the task. Point to the too-small vertical line just below stimulus box 1. Say: *It's not this one, is it? This line is smaller than the one in the box up above.*

10. Point to the second response option, the correctly-sized vertical line below the too-small vertical line. Say: *It's this one, isn't it? It's just the same as the one in the box up above.*

11. Point to stimulus box 2, the first horizontal line, and say: *Point to the other line down below that is the same as this one.* Then continue with the same test-and-teach procedure used for item 1.

12. Point to the stimulus box 3, the first circle, and say: *Point to the other circle down below that is the same as this one.* Then continue with the same test-and-teach procedure used for items 1 and 2.
13. Starting with item 4, do not teach further.

14. Start your stopwatch and / or mark down your starting time in minutes and seconds.

15. As needed, start every item, from item 4 on, by pointing to the stimulus box and saying: Point to the other one that is just the same as this one. (Otherwise some children forget the concept.)

16. Continue to mark all of a young child’s responses, whether correct or incorrect. You can allow children over 6 years of age to mark their own responses if you know they will handle the task appropriately. Have them make a small mark next to their choices, as shown on the preceding page. Have them dram an X through any choice they first choose, then reject.

17. Observe and record any evidence of visual acuity problems, such as squinting, positioning the head close to the paper, eye rubbing, or comments.

18. Conclude testing exactly 3 minutes and 0 seconds after starting item 4.

19. Say: Good job! You really tried on even the ones that are hard for older boys and girls!
20. If you have doubts about the child’s visual acuity, refer the child to the school nurse or otherwise obtain a visual acuity assessment.
VMI Supplemental Developmental Test of Visual Perception

Administration

Xhosa instructions:

Iqindo LoKubona iSimulasina

1. Uvavanya Loqondo LoKubona Lelona lubakluleke ngamandla ,kunyanzele
   okukuba lutha tyathelwe ingqalelo. Phambi kwe V.MI okanye emveni
   kwayo

2. Abantwana abancinci badla ngokuqhubwe keka kwa ngako ngaphandle
   kokuphumla.

3. Yiba se uzilungiselele ngeyhuba ne wotshi ebonisa iisekhondi nemizuzu.
   Yimizuzu emithathu efunekayo kolu vavanyo!

4. Qinisekisa okukuba abantwana aba phantsi Kwe minyaka emi thamdathu
   (6Yrs) abazinto zokubhala olu vavanyo.
   Iminwe yabantwana funkia be nokuphumla emveni koku.
   Ukuba banikwe ithuba loku makisha ba makisha yonke into. Abayibona
   ulungile.

5. Suku luvala olvala olu xwebhu ukunciphisa uphazamiseko lokubona
   iyakuphazamisa okubalulekileyo ii.
6. Beka umnwe Kungca onqindilili omnyama we bhokisi yo kuqala ungawusu si kude ku landele esinye isigaba.


Hlisa omny umnwe wakho wesinye isandla kwakule stimulates bhokisi uthi:

8. " Masiyifune" utsho ubonis a kuyolUkubaumntwana uyalandela, yenza imakana kuloo mpendulo nokuba yiyo akanye ayi yiyo.

Ukuba akaphenduli/akalandelile makhisa inombolo eboniswa apho kulo ithem yokugala.


Bonisa omnye umgca ongewuwo

Ubatelele okokuba asinguwo lo sitetha ngawo!

Uba wona umncinci ku nomnye onqindilili.

10. Bonisa eye sibim mpendulo ofana nqwa nalo umncinci umgca. Uthi nguwo apha ku le bhokisi

11. Bonisa Kwibhokisi yesibim ubonisa omnye umgca osecaleni (horizontal)

ubonis eomnye (imigca efanayo) qhubekeka ke ufundisa sakuqala.
12. Bonisa ibhokisi yesithathu (3r\textsuperscript{d} stimulus) bonisa isangqa sokuqala ubonise ne sinye isangqa ubonise okokuba ziyafana. Qhubekeka ufundisa nesesi bini

13. Xa uqala isigaba sesine, sukuqhubekeka ufundise.


16. Qhubekeka ngokuqwalasela iimpendulo zaba ntwana abancici nokuba zilungile nokuba qzilunganga.

Unganbanika abantwana abanga phezu kweminyaka emi thandathu bazikorekisha ngokwabo ukuba uqinisekile okouba bayo kwenea oko. Kakuhle Bence benze uphawana olu ncinci phambi kwe mpendulo zabo.

Bence benze olu phawo X kwimpendulo zabomzokuqala abazikhethileyo okunye ungakuqwalaseli.

17. Thabathela ingqalelo kuzo zonke izinto oqonda into

Yokuba yenza iskhwasilima kwindlela umntwana abona ngayo. Ukubhale oko umzekelo, ubugxwem, ukusondeza
Intloko kakhulu ephepheni, ukuhlikhla amehlo okanye ukukhalaza "andiboni kakahle"

18. Gqibezele kanye oluvavanya ngon nge mizuzu emithathu ne 0 sekhondi.

Emveni kokuba uqale uvavanyo lwe sine 4.

19. Yithi umsebenzi omhle onempumelelo! Nizamile Umsebenzi omkhulu omzima naku mantombi naku Makhwenkwe amakhulu!

VMI Supplemental Developmental Test of Motor Coordination

Administration

English instructions:

1. Motor Coordination is a supplemental, standardized test which should be administered individually after, not before, the VMI and the Visual Perception tests.

2. Decide if rest and/or exercise is needed before proceeding with children below 7 years of age. From 2nd grade on, children typically have no problem in doing all three standardized tests (VMI, Visual, and Motor) without a rest.

3. Be prepared with a stopwatch or timepiece that provides seconds. Exactly 5 minutes are allowed for this test.

4. As with the VMI, use a soft, sharpened pencil or a ballpoint pen. Do not allow erasures!

5. Keep the paper straight and centered, as in the VMI.

6. Say: *Watch me draw a clear, dark line from the black dot to the gray dot and try to stay inside the road.* Then, *you* draw such a line inside the item 1A road as an example.
7. Point to the 1B road and say: *Now you do it.* *Draw a clear, dark line from the black dot to the gray dot. Try to stay inside the road.*

8. If the child does not respond, record non-response by circling or otherwise marking the 1B item number. Then trace over your line on item 1A and repeat your instruction for item 1B.

9. If the child still does not respond, hold the child's hand and guide it to make the line in item 1B. Repeat as needed.

10. Continue to test / teach as needed to complete items 2B and 3B, using the same procedures as for item 1B.

11. Starting with item 4, with the exceptions noted in instruction 14 below, do not teach other than to say, for so long as necessary: *Draw a clear, dark line from the black dots to the gray dots. Try to stay inside the road.*

12. Start your stopwatch and / or mark down your starting time in minutes and seconds.


14. You can briefly coach, if necessary, as follows:
• If a child completes a form, such as item 7, without lifting the pencil, you can say, after the child is finished: Go ahead and lift your pencil to start new lines, like this. Demonstrate how to draw that form on blank space outside the "roads."

• For items 14 through 18 only if a child omits a part, such as an arrow tip on item 15, coach one time per item by pointing to the small stimulus above the "roads" and saying: Have you done all the parts you see in the little one? Be sure to do all of the parts on yours!

15. When the child has completed the first page, turn to the next page and continue by saying: Some forms on this page have only a few dots and some do not have any dots at all. If a form has a black dot, start there. If it has no dot, start wherever you like. Stay within the roads and make each form look like the small example just above it.

16. Do not stop after the child has made 3 consecutive errors. Continue for exactly 5 minutes unless a child is becoming too tired or is clearly unable to score more points. If you stop before a full 5 minutes is up, record exactly how many minutes and seconds it was when you stopped.
Children often want to do more. If you allow a child to continue beyond the 5-minute time limit for scoring, note the last form done within the 5-minute time limit on the VMI SUMMARY chart.
VMI Supplemental Developmental Test of Motor Coordination

Administration

Xhosa instructions:

Uvavanyo Loqondo loku bona olubizwa imotor Coordination

1. Nalo lubalulekile kufuneka nalo luvava nywe lodwemvem kwe V.MI, ne qondo lokubona okanye phambi kwazo.


3. Yiba ne watshi ene se khondi. Olu vavanyo lunyanzekile lube ne mimzuzu emihlanu.

4. Sebenzisa ipensile ethambileyo ebukhali okanye iballpoint peni, iirabha azivumelekanga.

5. Limise ngqo iphepha!

7. Bonisa\Yalathi kwindlela IB uthi! Yanza nawe! Zoba umgca ongqindilili omnyama Qala kwi chaqhaza elminyama uye kweli ngwevu.

Zama uhlale phakathi endhelem!

8. Ukuba umntwana akalandeli, yihabathele ingqalelo loo ndawo! Phinda, phinda imiyalelo yakho! Ku 1A ukuya 1B.


10. Qhubekeka ngolu vavanyo wenze u 2b no. 3b usebenzisa umgqo bu wuse beneisa ku 1B.

11. Qalisa kwakhona nga 4 jonga umyalelo u 14 (umyalelo 7 uyakuxelela okwe nziwayo apha kw 11)


14. Ungabonisa xa kuyimfuneko

15. Ukuba umntwana uqibe u7 enga phakamisanga ipensile yithi mama qhubekkeke aphakamise ipensile enze umgca omtsha, utsho umbinusa.


17. Ungami xa umntwana wenza impazamo ezintathu 3 qhubekela de lbe yimizuzu emihlanu, ngaphandleni kokuba abantwanabadiniwe, okanye aka kwazi ukufumana amanye amanqaku. Misa kwi mizuzu emihlanu.

Rekhodisha imizuzu kwa nee sekhondi oyeke ngayo

18. Abantwana bathanda ukwenza ngaphezulu ukuba Ubanika elinye ithuba ngaphezulu qwalasele uwebhu lokqibela alenzileyo. Yimizuz emihlanu ukwenza utshwankathelo lwe VMI

TSHATI!