



GRAFOMOTRICITÀ

Dott.ssa Chiara Gentilozzi

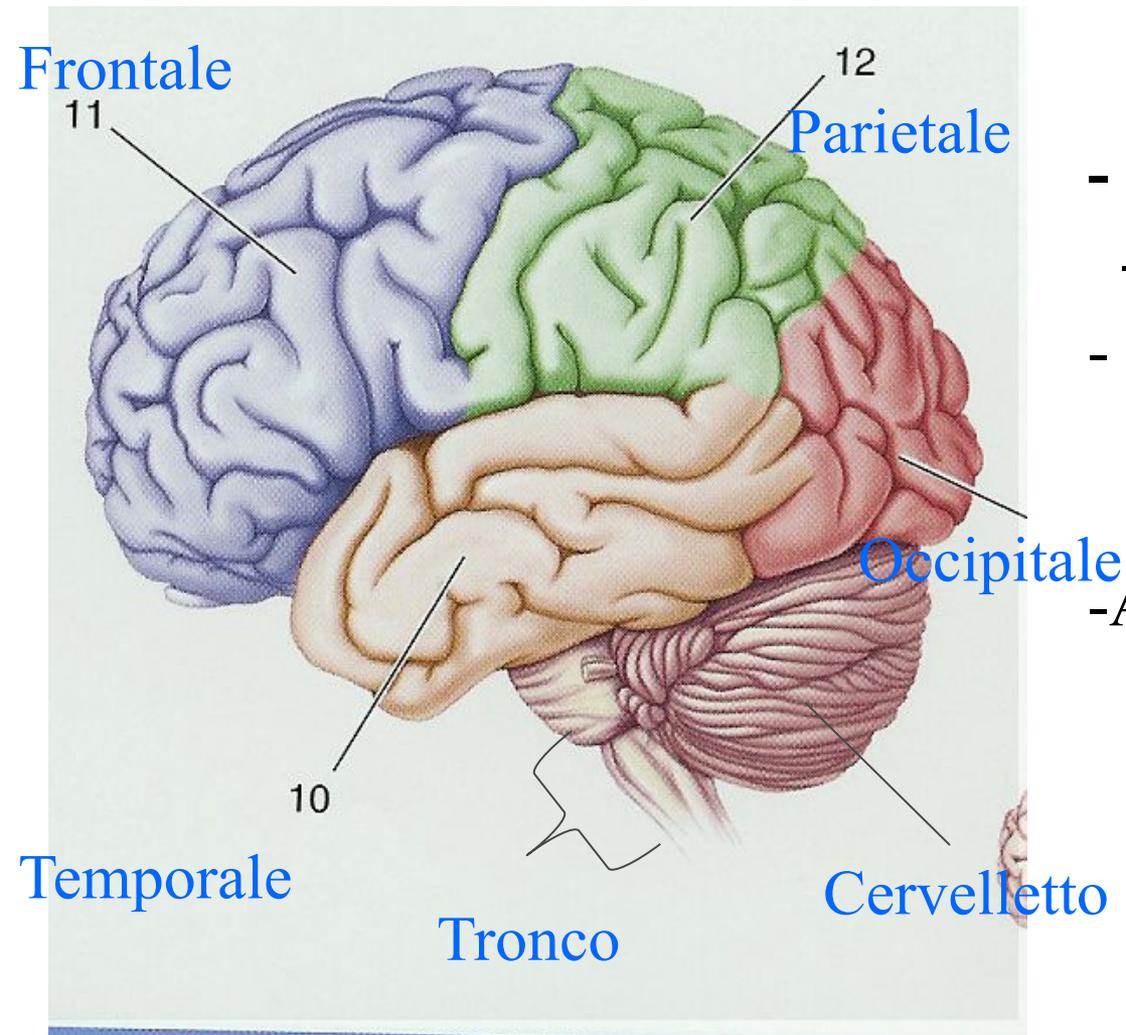
Prof.ssa Simone Aparecida Capellini

SCRITTURA

- Coinvolge diverse aree del cervello:
 - Occipitale
 - Parietale
 - Frontale

(Schirmer et al., 2004)

OCCIPITALE



PROCESSAMENTO

Memoria viso-motoria

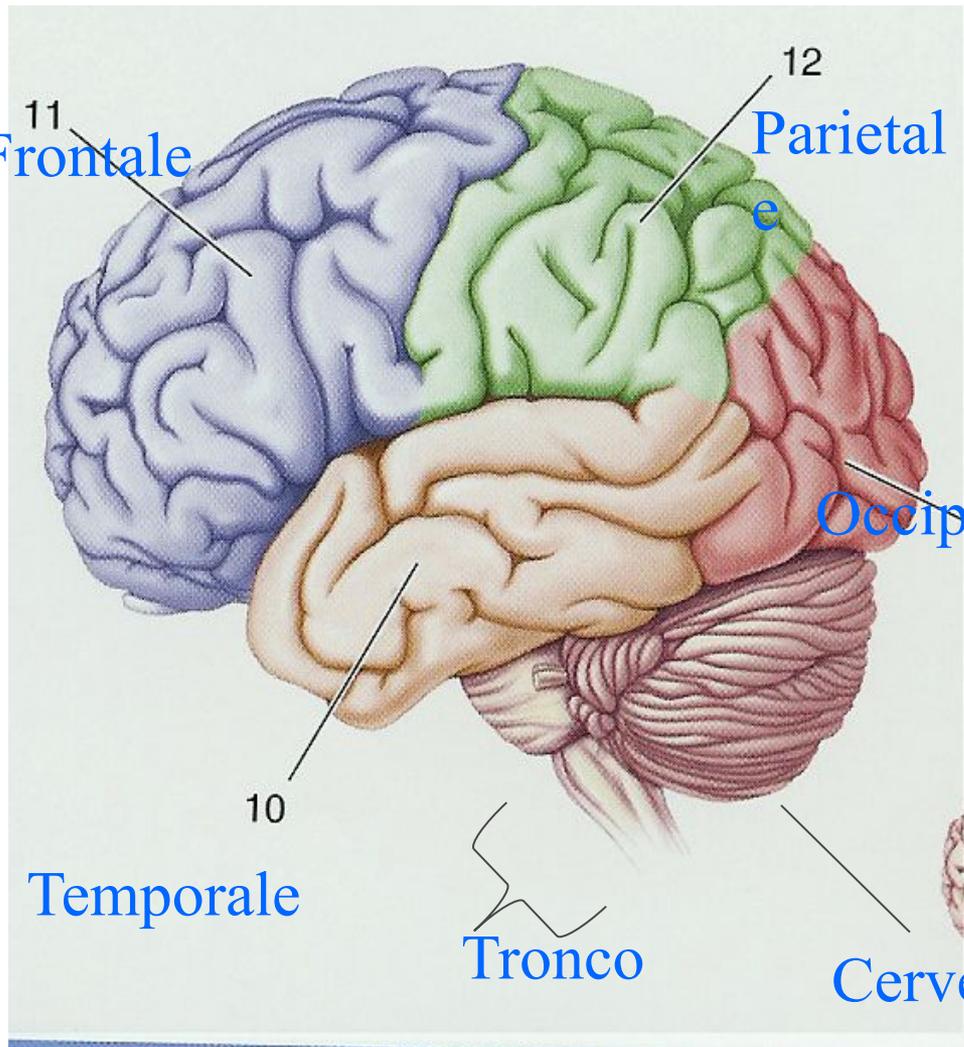
Attività

- Percezione visiva
- Memoria
- Integrazione visiva, visiva-costruttiva e spaziale

Disfunzione

- Alterazione della dimensione delle forme, lettere, numeri e percorsi motori
- Alterazione della fluidità

PARIETALE



PROCESSAMENTO

📌 Funzione motoria

Attività

- Sequenza motoria

Disfunzione

📌 Inversione (lettura e scrittura)

📌 Alterazione con la sequenza nei percorsi grafo-motori, parole, cifre

FRONTALE

Frontale

11

12

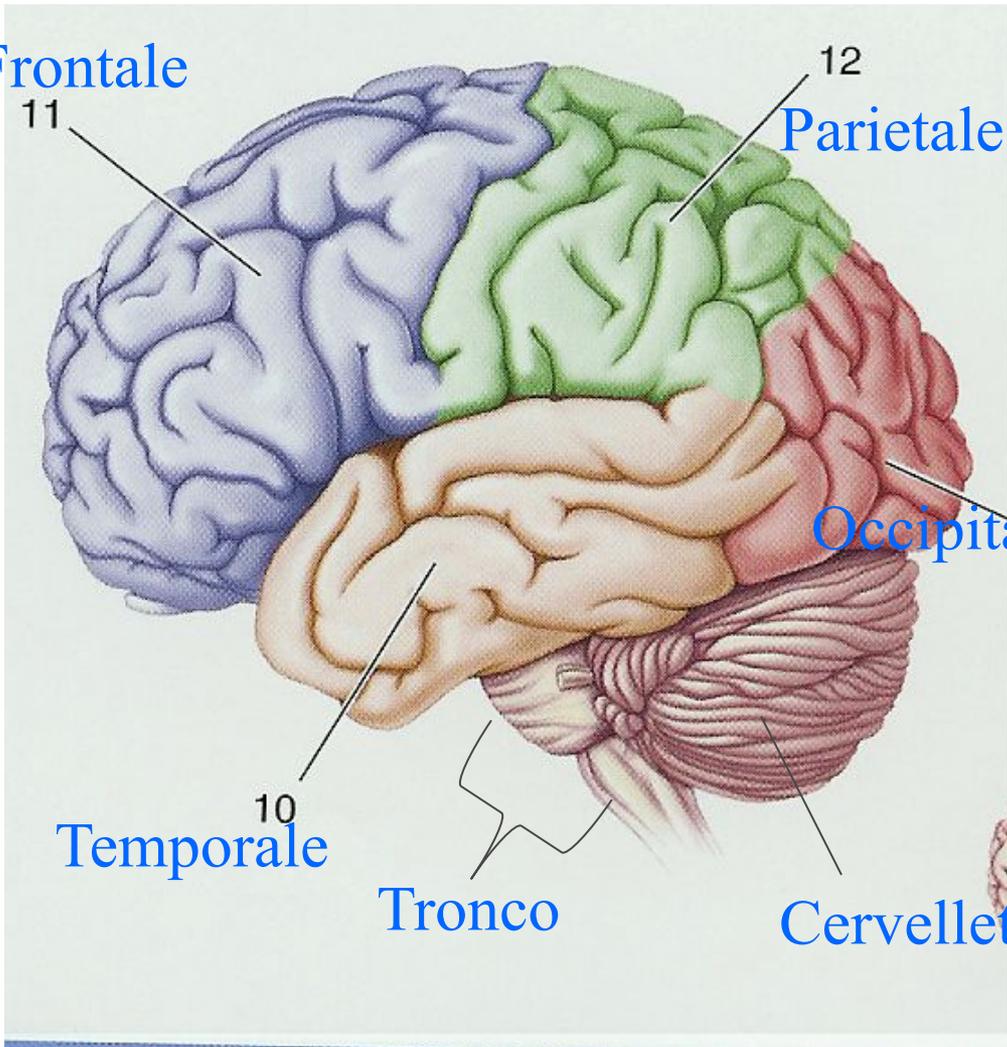
Parietale

Occipitale

10
Temporale

Tronco

Cervelletto



PROCESSAMENTO

- Discriminazione visiva complessa
- Funzioni visivo-posturali

Attività

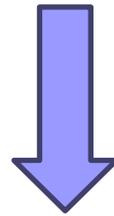
- Pianificazione, organizzazione ed esecuzione di movimento

Disfunzione

- Difficoltà nell' attenzione focale
- Iper-ipo velocità esecutiva
- Pianificazione di percorsi, frasi, testi

FUNZIONE MOTORIA

Nello studio di FM, si deve comprendere che il **controllo del movimento** si ottiene dall'attività integrata delle strutture cerebrali.



Informazioni sensoriali hanno un ruolo importante nel controllo del movimento

Es. Pressione nell'esecuzione grafica, nella presa di un oggetto

FUNZIONE MOTORIA FINE

Le attività necessarie per l'esecuzione del movimento comprendono:

-  OSSERVARE le caratteristiche fisiche dell'oggetto,
-  RECUPERARE IN MEMORIA riferimenti dell'oggetto (memoria),
-  INVIO NEUROMUSCOLARE, che porta ad applicare una certa forza,
-  CONTROLLO MUSCOLARE (contrazione-decontrazione graduale)
-  LASCIARE l'oggetto dalla presa e riporlo correttamente.

(ROSA NETO, 2001)

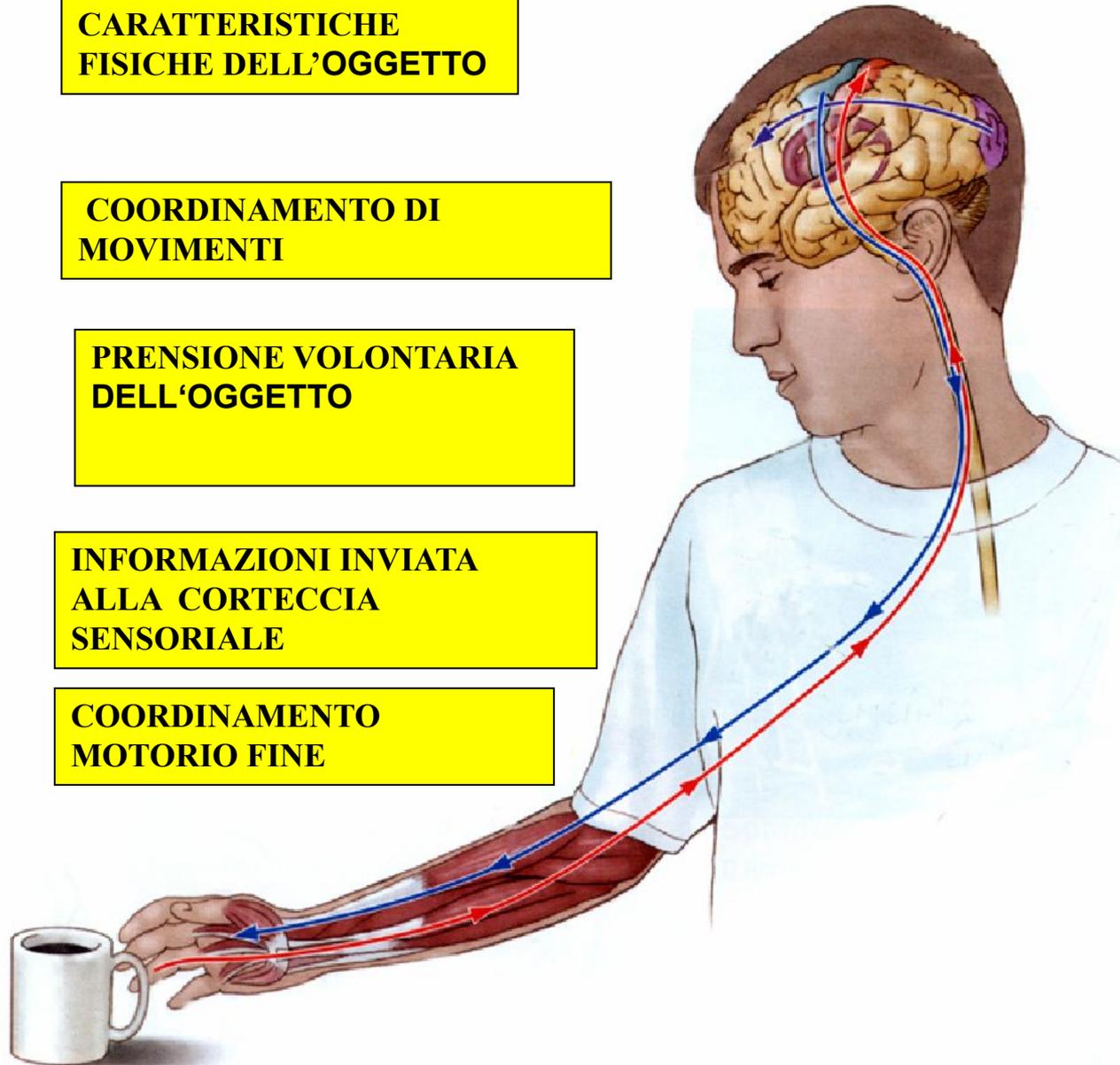
**OSSERVARE LE
CARATTERISTICHE
FISICHE DELL'OGGETTO**

**COORDINAMENTO DI
MOVIMENTI**

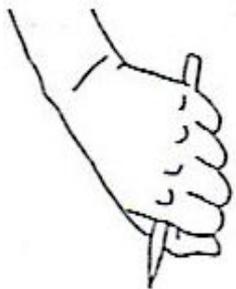
**PRENSIONE VOLONTARIA
DELL'OGGETTO**

**INFORMAZIONI INVIATA
ALLA CORTECCIA
SENSORIALE**

**COORDINAMENTO
MOTORIO FINE**



IMPUGNATURA DELLO STRUMENTO DI SCRITTURA



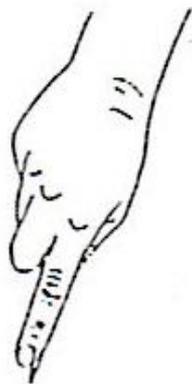
(a)

3 anni
(cerchio)



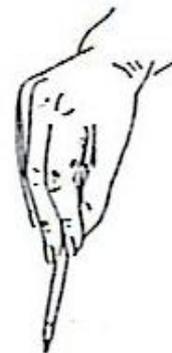
(b)

3 a. e 6 m
(cerchio)



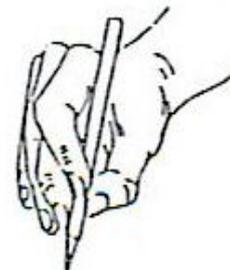
(c)

4 anni
(coord. motoria "libera")



(d)

4 anni e 6 mesi
(coord. mot. libera)



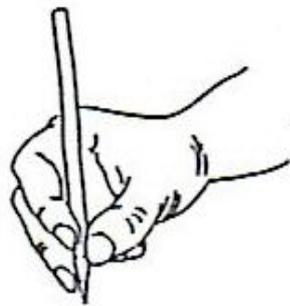
(e)

5 anni
(quadrato)



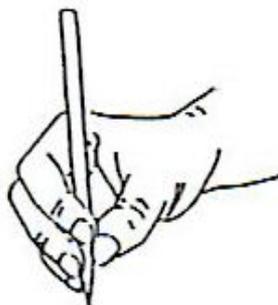
(f)

5 anni e 6 mesi
(quadrato)



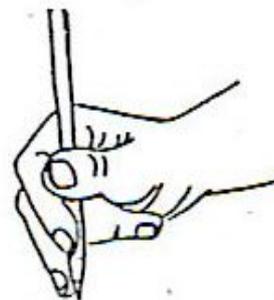
(g)

6 anni
(triangolo)



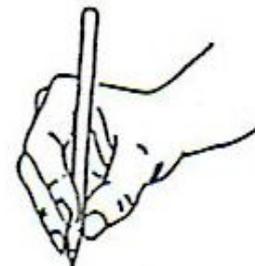
(h)

6 anni e 6 mesi
(triangolo)



(i)

7 anni
(corsivo)



(j)

7 anni e 6 mesi
(corsivo)





Cosa serve per scrivere?

PERCETTIVO-VISUO-MOTORIA

- COORDINAZIONE VISUO-MOTORIA (CVM)
- DISCRIMINAZIONE FIGURA-SFONDO (FS)
- CHIUSURA DI FORME (CF)
- COSTANZA DI FORME (CosF)
- POSIZIONAMENTO NELLO SPAZIO (PS)
- RELAZIONE NELLO SPAZIO (RS)
- VELOCITA' VISUO-MOTORIA (VVM)

PERCETTIVO-VISUO-MOTORIA

■ COORDINAZIONE VISUO-MOTORIA

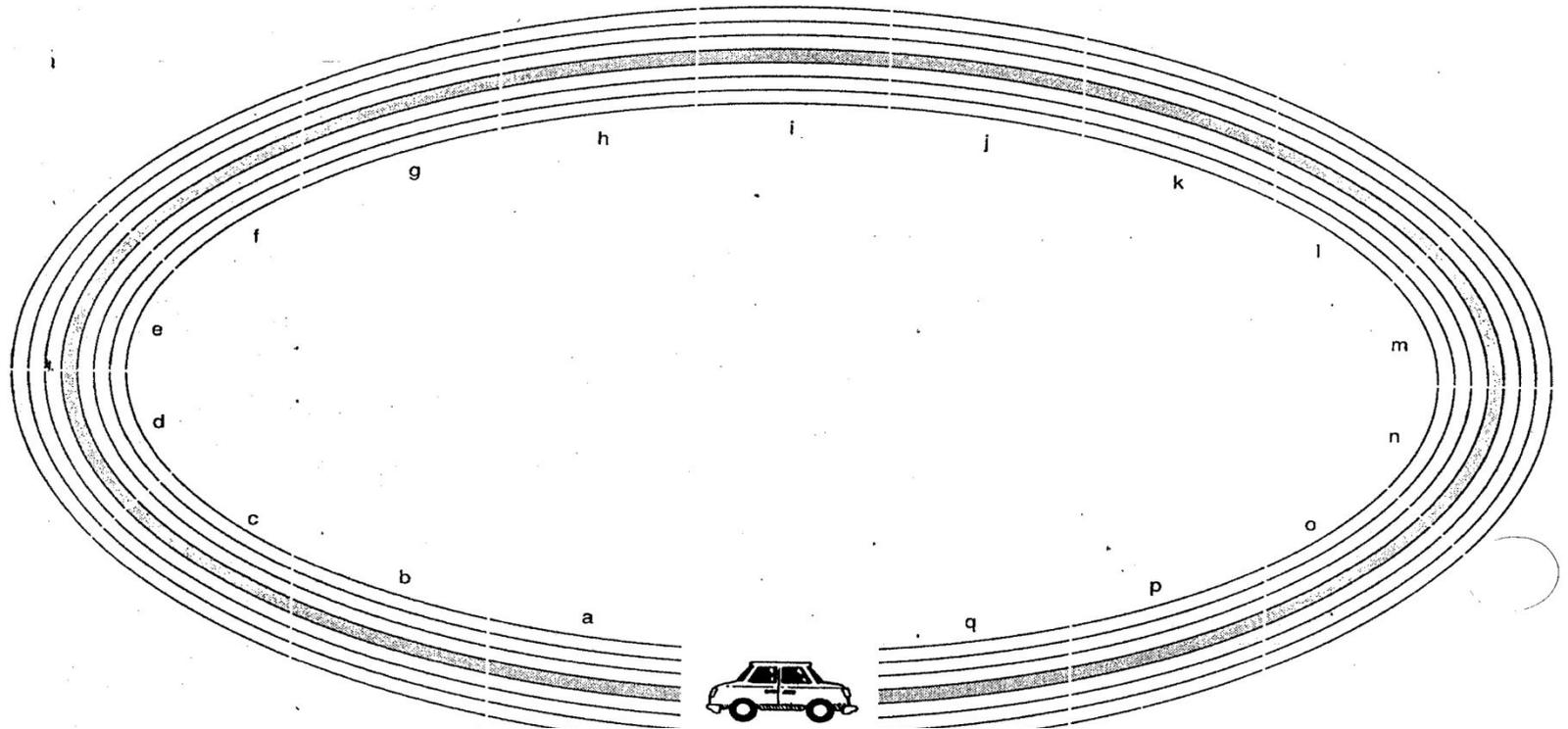
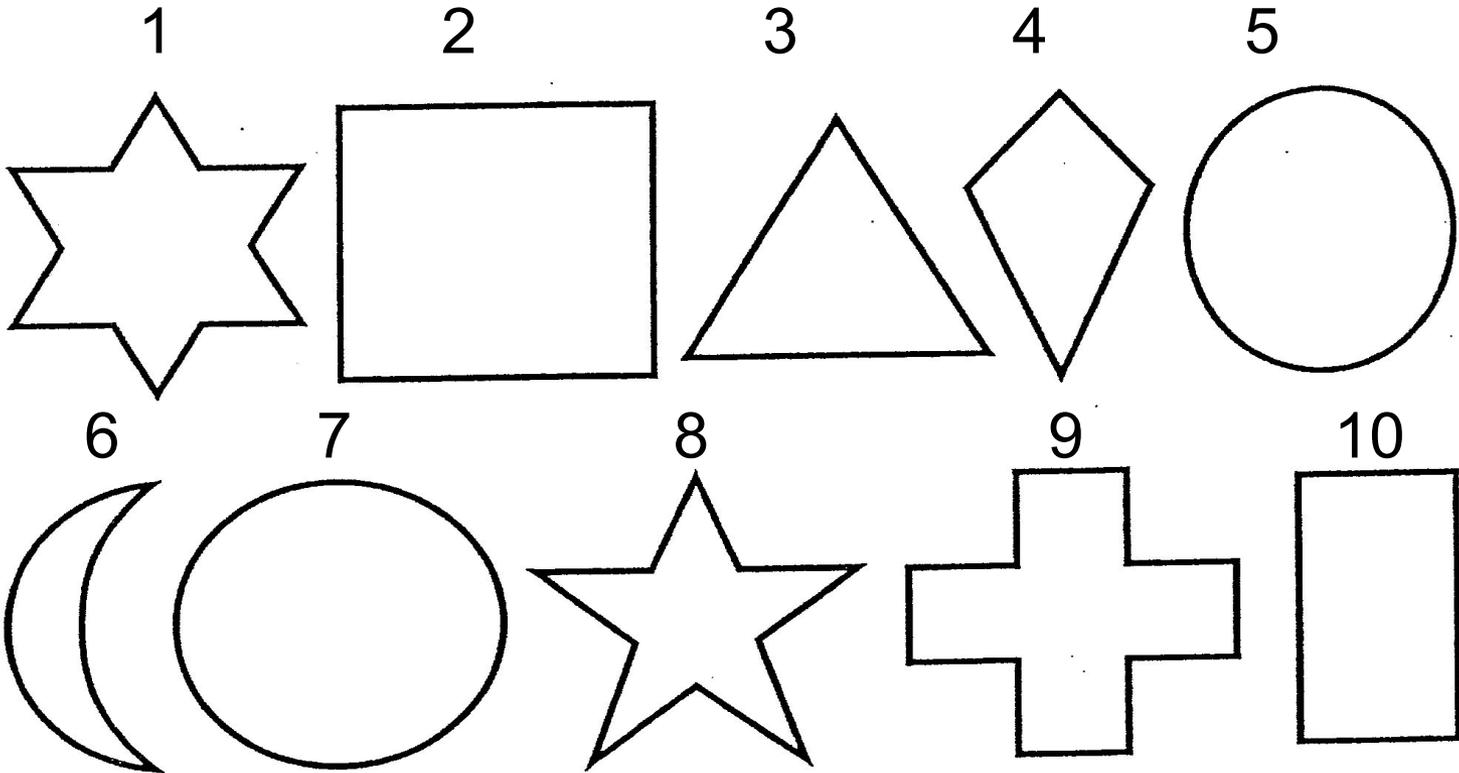
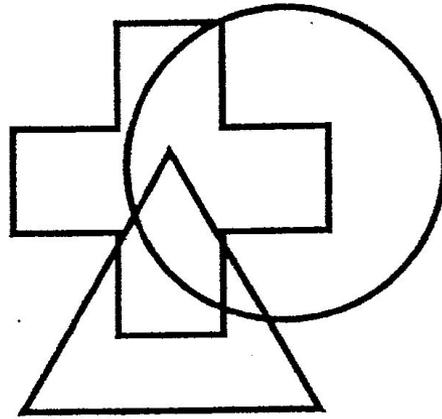
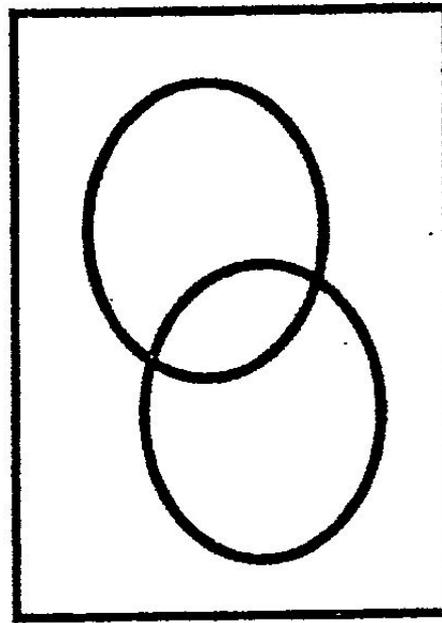


FIGURA-SFONDO



CHIUSURA DI FORME



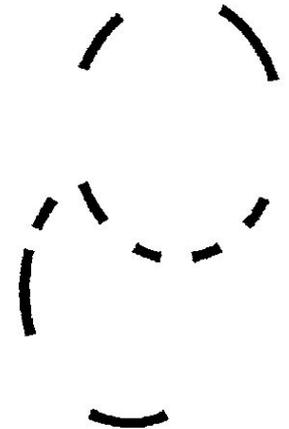
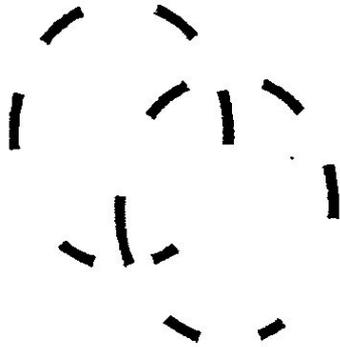
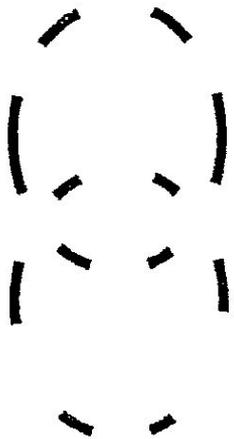
1

2

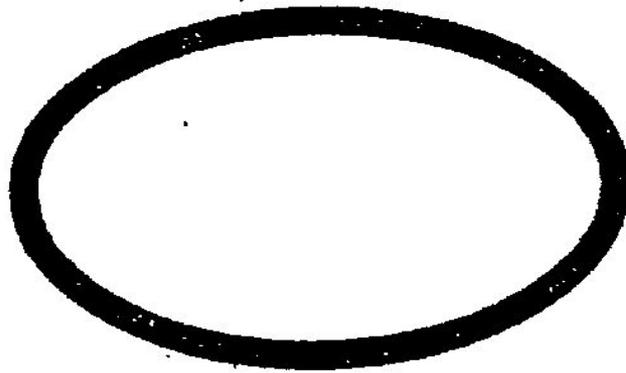
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4

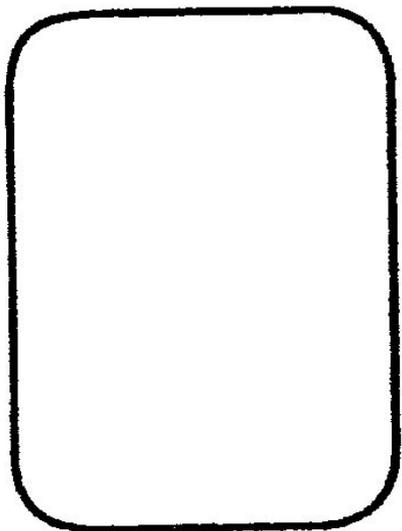
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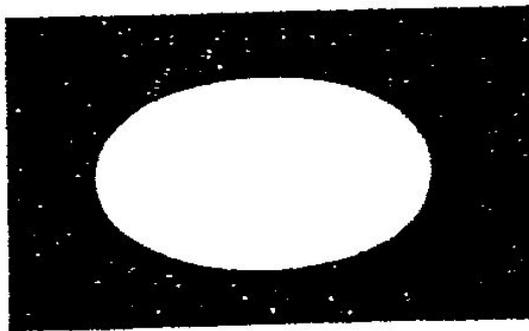
COSTANZA DI FORME



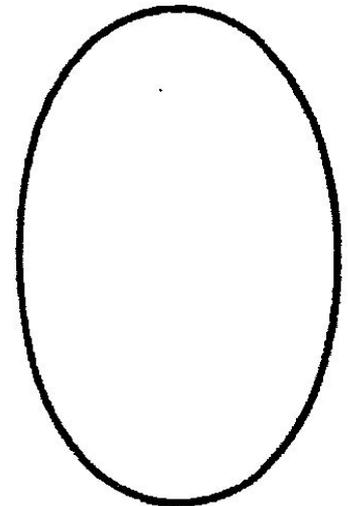
1



2



3



POSIZIONAMENTO NELLO SPAZIO

1

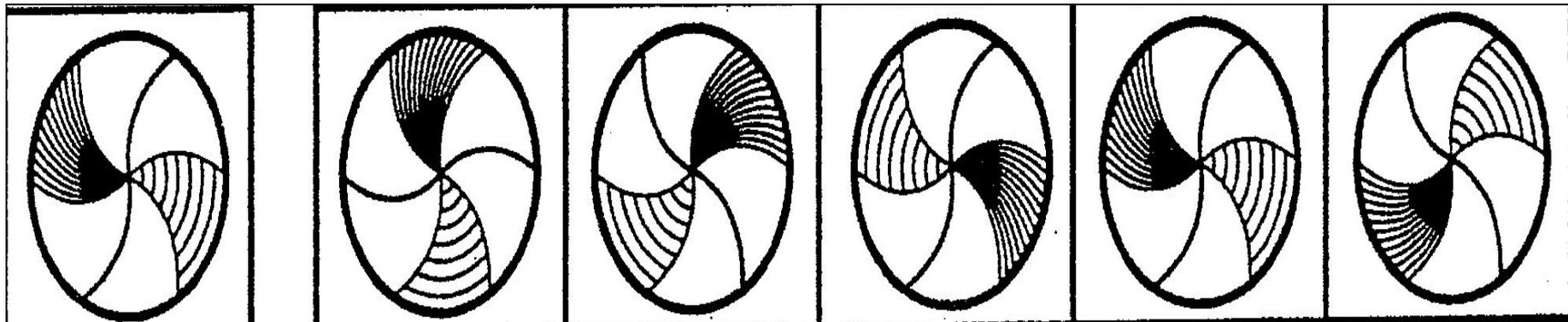
2

3

4

5

21



1

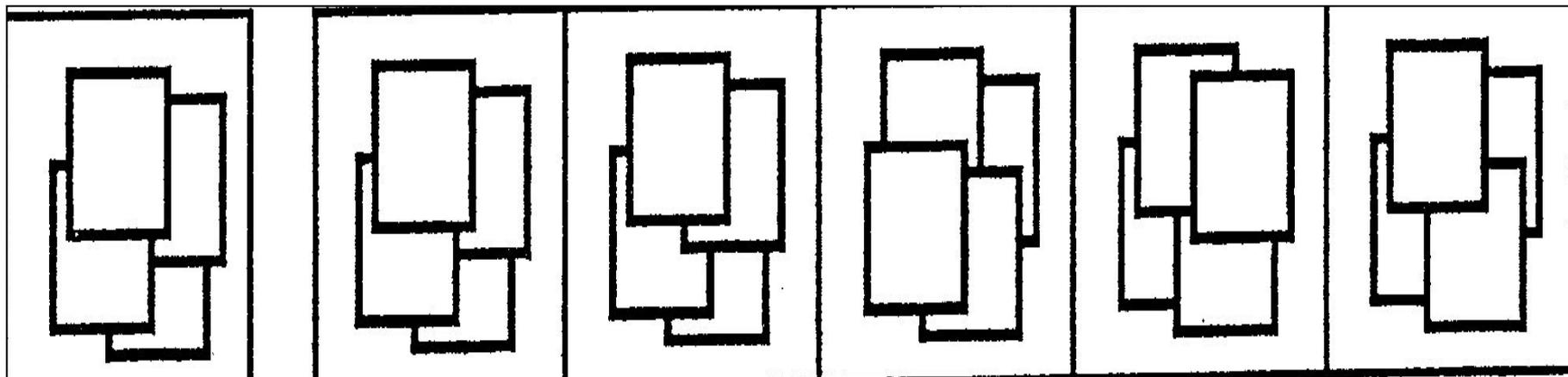
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3

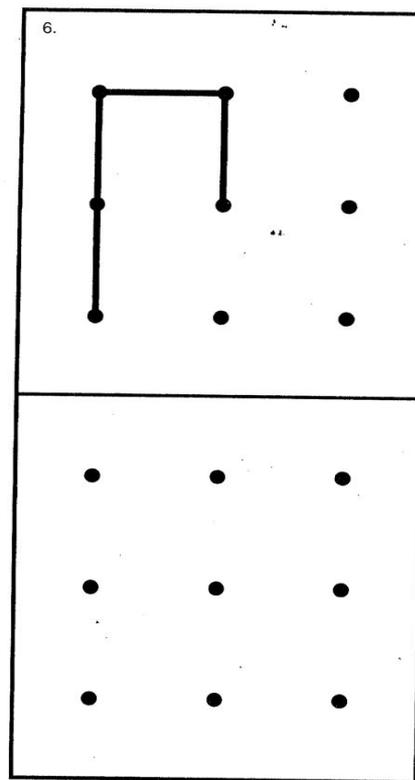
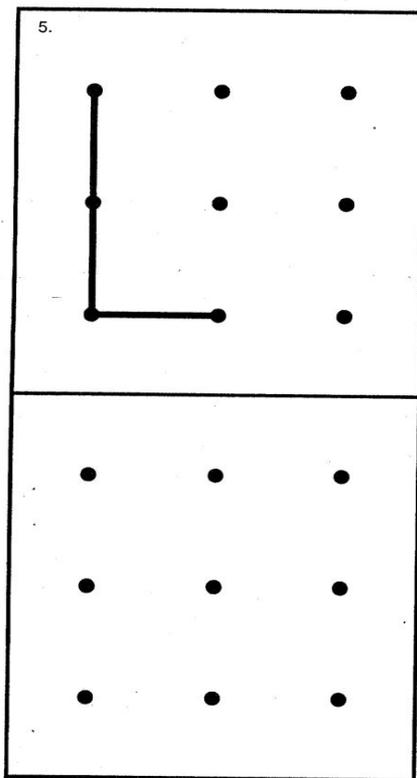
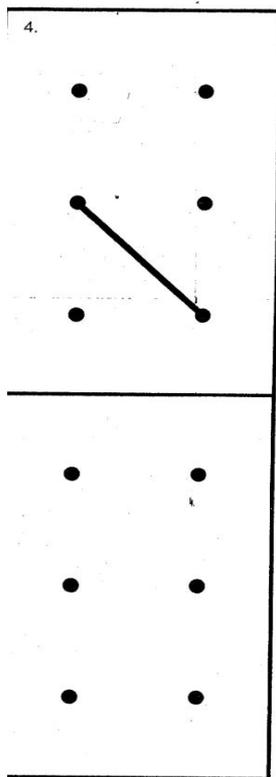
4

5

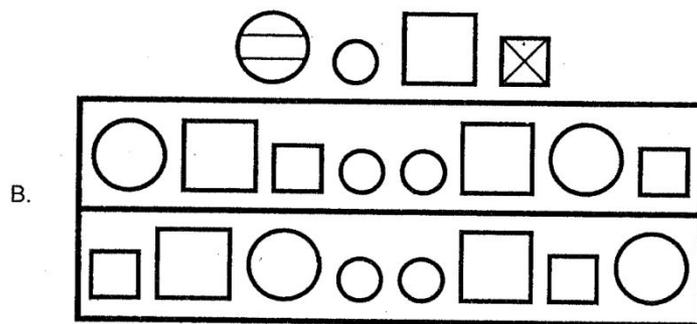
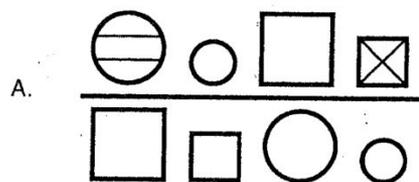
22



RELAZIONE NELLO SPAZIO



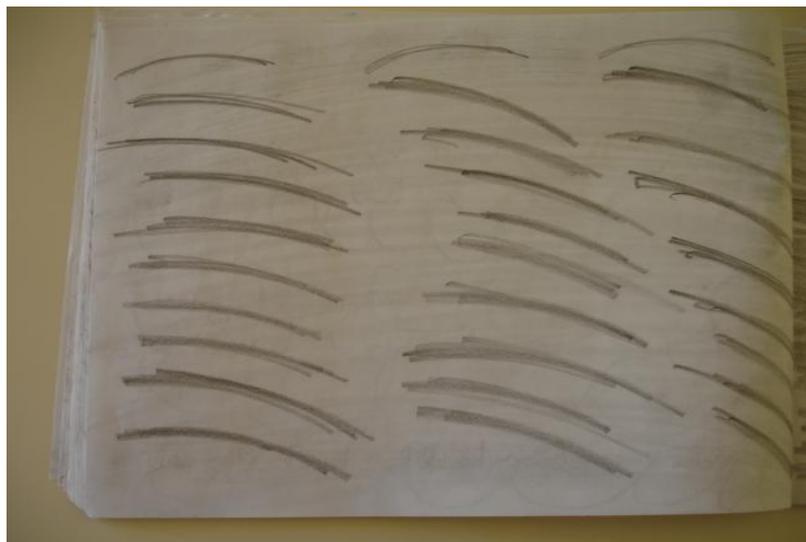
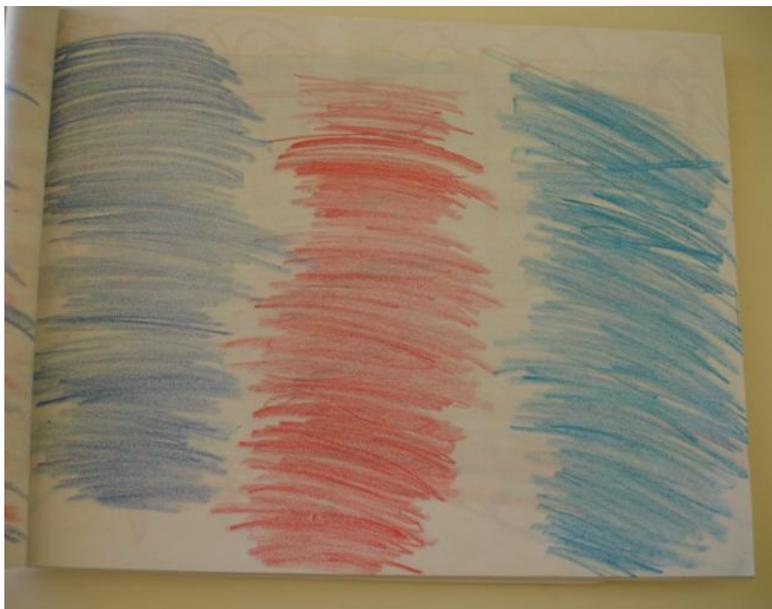
VELOCITA' VISUO-MOTORIA



MOVIMENTI DI DISSOCIAZIONE (spalla e gomito)

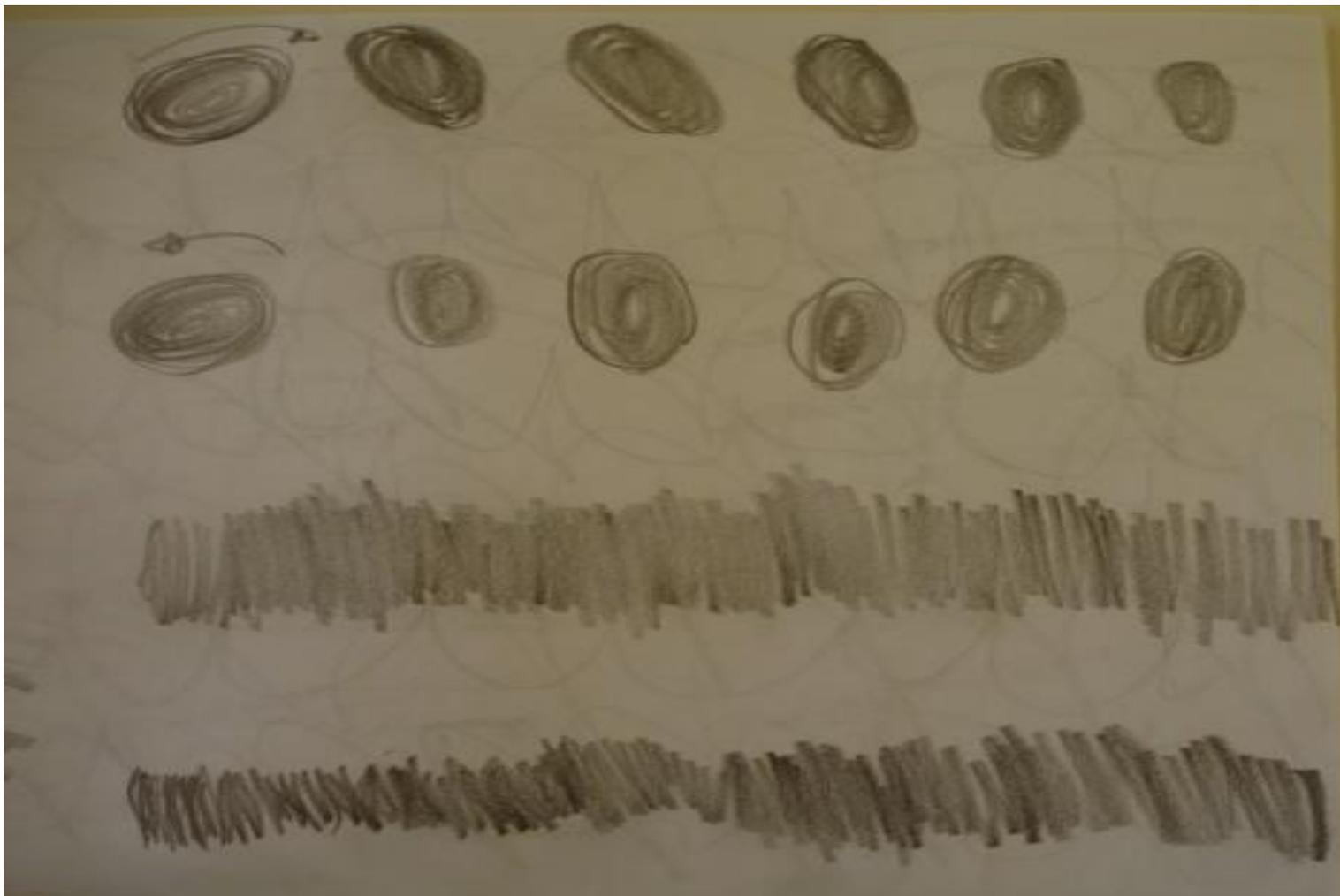


DISSOCIAZIONE (polso e tridigitale)

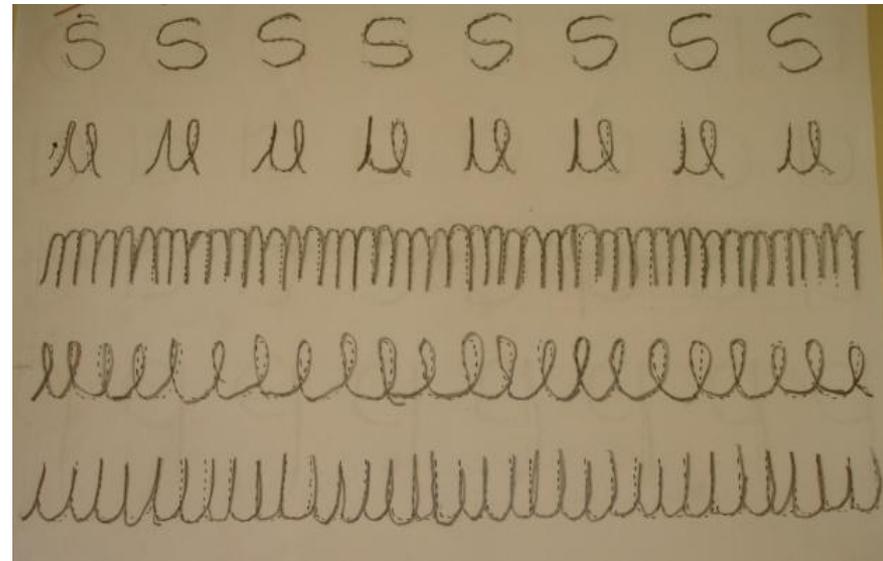
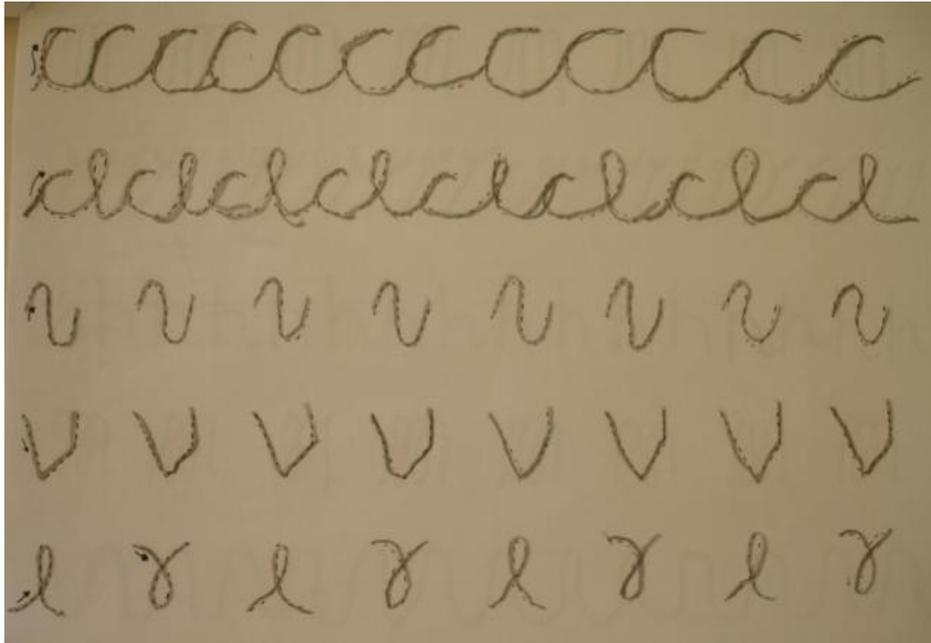


DISSOCIAZIONE – dita e tridigitale

(6B con adattore)



6B con e senza adattore

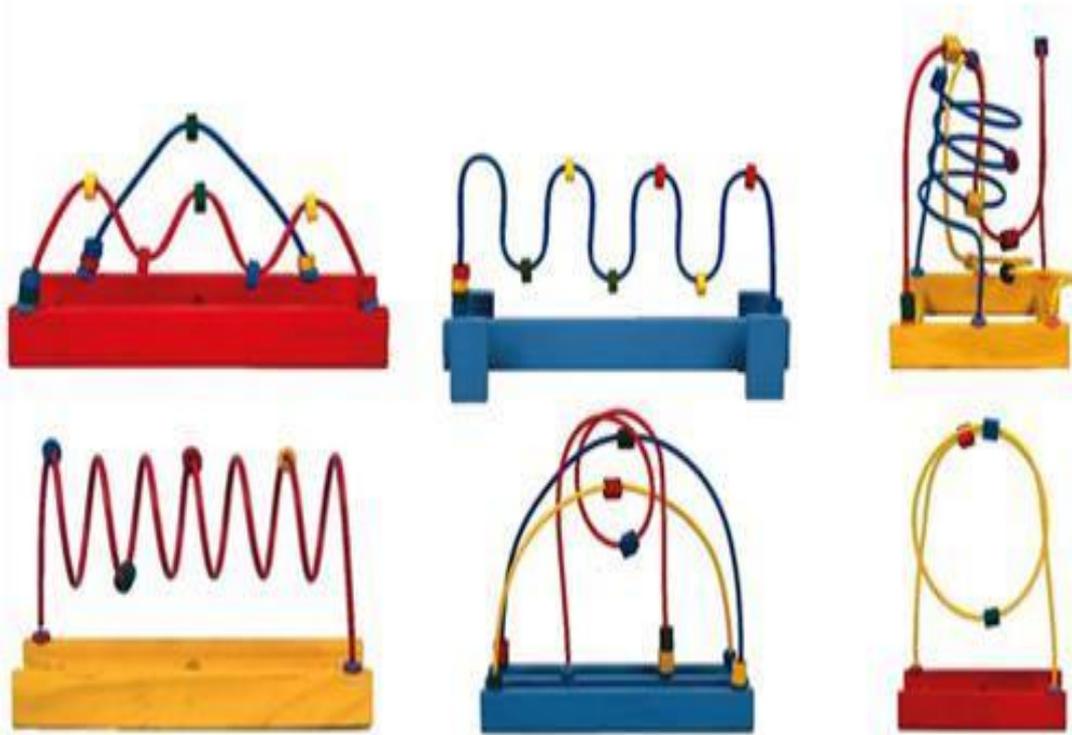




3 TWISTY TURNY CUP GAMES

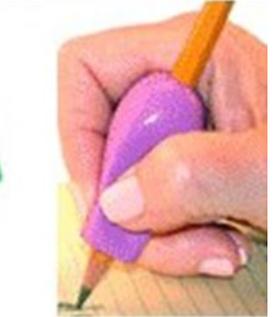
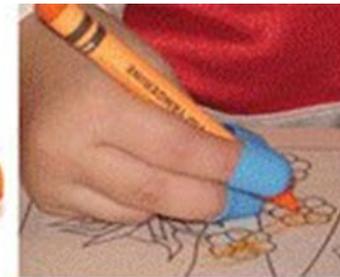
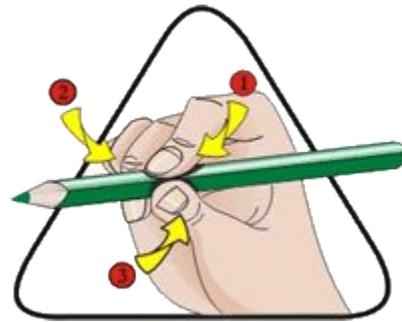


CONTROLLO FINE MOTORIO





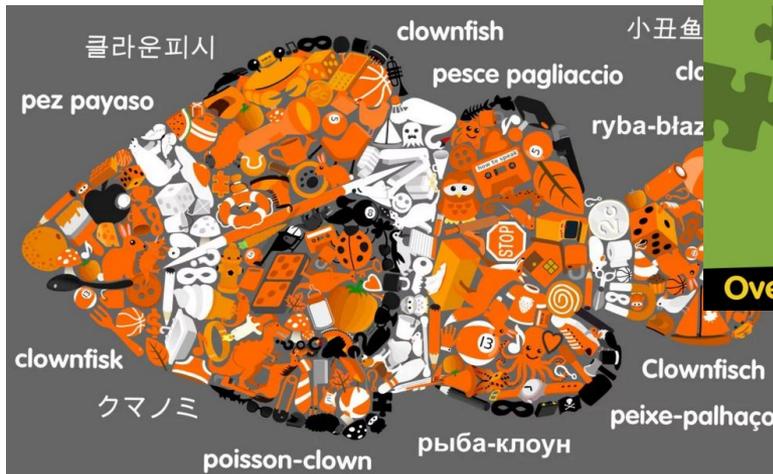






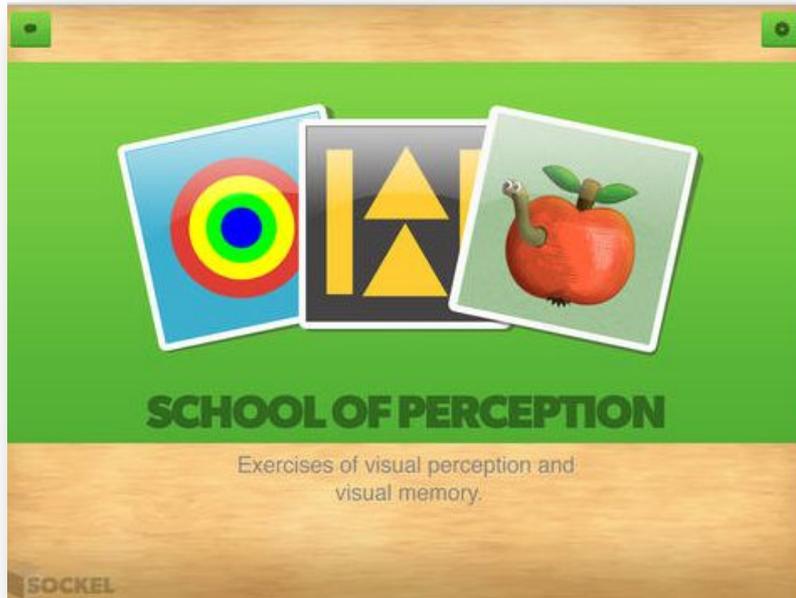


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SCHOOL OF PERCEPTION

DE MARC SOCKEL



DEXTERIA

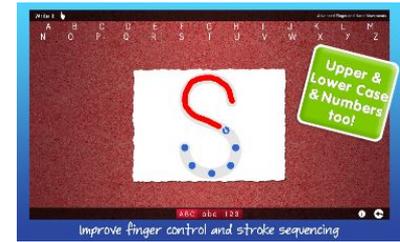


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Improve your Fine Motor Skills with daily practice

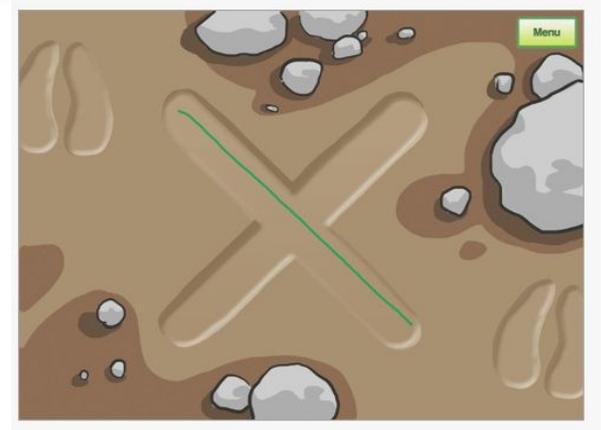
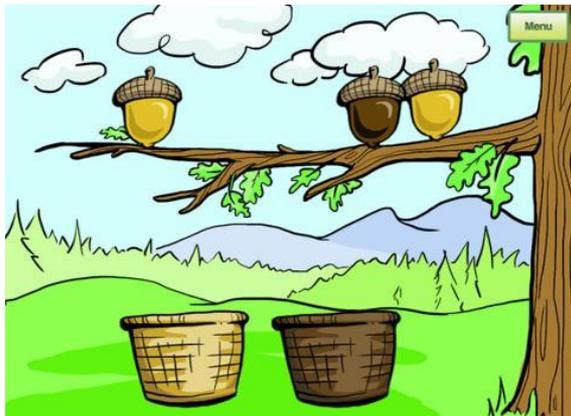
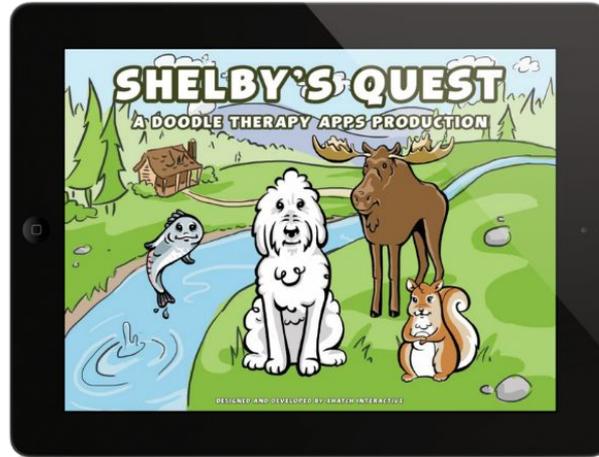
Write it 	Pinch it 	Tap it 
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[Options](#) [Report](#)

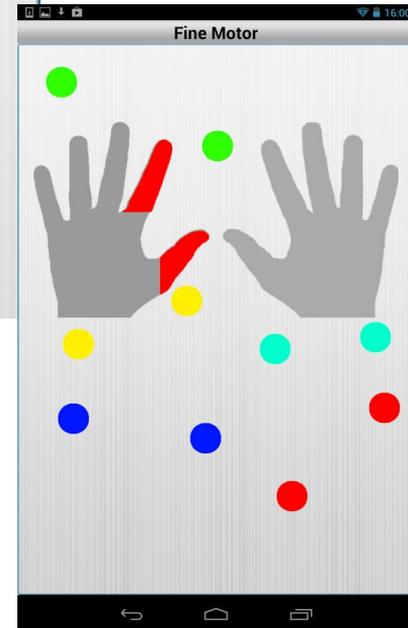
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Three activities to help develop fine motor skills



SHELBY'S QUEST



IOT SESSION





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HOME EYES CAN LEARN >> GETTING STARTED **TRACKING >>** PERCEPTION >> TEAMING >> FOCUSING >> VMI

TRACKING: FIXATION TRACKING: CENTRAL-PERIPHERAL INTEGRATION

TRACKING: SACCADES TRACKING: PURSUITS

assessment

How are parents to know if their children's attention and/or school struggles are related to poor vision skills? One way to determine if vision is playing a significant role is to evaluate their symptoms. A simple assessment tool gives you a realistic measure of the chances that your child's visual system is interfering with his/her ability to read, learn, and remain on task.

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HOME EYES CAN LEARN >> GETTING STARTED TRACKING >> **PERCEPTION >>** TEAMING >> FOCUSING >> VMI

VISUAL DISCRIMINATION
VISUAL SPATIAL RELATIONS
VISUAL CLOSURE
VISUAL MEMORY
SEQUENTIAL MEMORY
VISUAL FIGURE GROUND
VISUAL FORM CONSTANCY

concentrate on developing good tracking, focusing, eye teaming, and perceptual skills to help your child have the visual tools he or she needs in today's visually demanding world. Let's get started!

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MOST RECENT ARTICLES

EYE CAN LEARN IS GETTING A FACELIFT!

An Important Word to Parents

Eye Can Learn has enjoyed a decade of



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A **B** **C** **D** **E** **F**

1 2 3 4

5 6 7 8

9 10 11 12 13

14 15 16

Detailed description: This is a visual discrimination task. At the top, six items labeled A through F are shown. Item A is a square with a circle on its left side and a triangle on its top-right corner. Item B is a square with a circle on its top side and a triangle on its top-right corner. Item C is a square with a circle on its top side and another square on its left side. Item D is a square with a circle on its top side and another square on its right side. Item E is a crescent moon with an arrow pointing to the right. Item F is a pair of scissors. Below these, a horizontal line separates the items from a collection of 16 numbered options. Option 1 is scissors. Option 2 is a square with a circle on its top side and another square on its right side. Option 3 is a square with a circle on its left side and a triangle on its top-right corner. Option 4 is a crescent moon with an arrow pointing to the right. Option 5 is a square with a circle on its left side and a triangle on its top-right corner. Option 6 is a crescent moon with an arrow pointing to the right. Option 7 is scissors. Option 8 is a square with a circle on its top side and another square on its right side. Option 9 is scissors. Option 10 is a pair of scissors. Option 11 is a square with a circle on its top side and another square on its right side. Option 12 is a square with a circle on its left side and a triangle on its top-right corner. Option 13 is a crescent moon with an arrow pointing to the right. Option 14 is a square with a circle on its left side and a triangle on its top-right corner. Option 15 is a crescent moon with an arrow pointing to the right. Option 16 is a square with a circle on its top side and another square on its right side. Items B and D are circled in red and green respectively. Items 14 and 16 are also circled in red and green respectively.



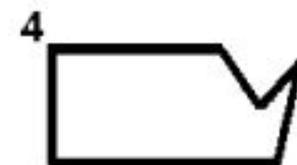
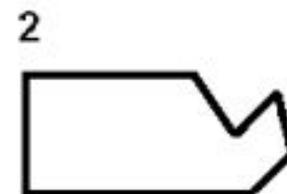
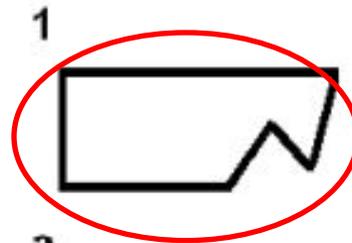
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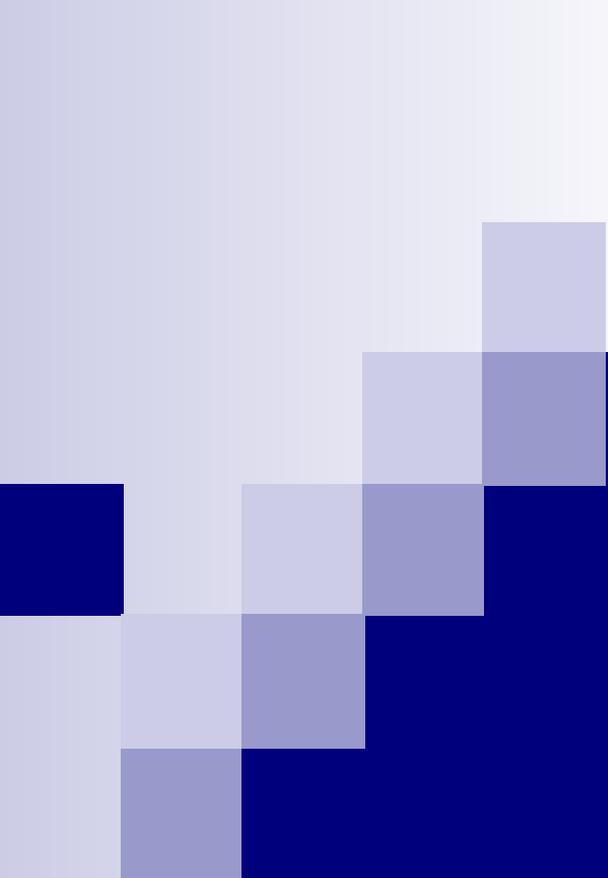




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**Which shape was cut out of the box?
The shape can be turned.**





**Grazie per la vostra
attenzione!!**

Dot.ssa Chiara Gentilozzi

Prof.ssa Simone Aparecida Capellini