

Sequential Processing Therapy Procedures

Perceptual Training Workbook

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General Directions

The activities that appear in this workbook are not in any particular order; they are all of equal importance. Each activity is divided into several different levels, with Level 1 being the easiest and Level 5 being the most difficult.

Note that not every activity has five levels. Children ages five and younger should start with Level 1. Children ages six and older should start with Level 2. If an activity is too difficult for the child, go down one level. If there is no lower level, have the child try another activity from that level. If an activity is too easy, have the child do a different activity at the same level. Always stay at a particular level for all of the activities before moving on to the next level. For example, do not progress to Level 3 until the child can do all of the Level 2 activities.

Many of the activities do not specify how long the child should do them. This is deliberate. If the child performs the exercise easily, feel free to stop and move on to the next exercise or the next activity. However, if the child is having difficulty with the exercise, spend some time on it, and let the child work at it for a while. End the session if the child becomes overly frustrated or upset, but allow enough time for him or her to practice it and improve.

Auditory Span

Materials: Paper, pencil

Method: For these activities, the child should be seated at a table. The activities require giving the child a series of numbers. For children ages five and under, do not use more than four numbers in a series; for children ages six and older, you may use up to seven numbers.

Level 1

1. Call out a series of numbers—for example, 5, 7, 6, 8—and have the child repeat them back to you.

Level 2

1. Call out a series of numbers—for example, 3, 5, 7, 6, 4—and have the child close her eyes for a few seconds, visualize them, and then repeat them back to you.
2. Same as #1, but if the child can print her numbers, have her write them down on a piece of paper after she says them.

Level 3

1. Call out a series of numbers, and have the child repeat them back to you and then write them down on a piece of paper. However, before she does this, tell her to leave out one of the numbers. For example, call out 4, 7, 8, 9, 6, and tell the child to leave out the 7. The child should both say and write 4, 8, 9, 6.

Level 4

1. For this activity, begin with three numbers, and progress to no more than five. Call out a series of numbers, and have the child write them in reverse order. However, before she does this, tell her to leave out one of the numbers. For example, call out 4, 7, 6, 5, and tell the child to leave out the 6. The child should write 5, 7, 4.

Tapping Rhythms

Materials: Metronome

Method: For these activities, you will need to sit opposite the child at a table.

Level 1

1. Tap out a two-beat rhythm on the table using one of your hands. The child should watch you and then repeat that rhythm using one of her hands.

Level 2

1. Same as Level 1, but have the child close her eyes when she taps out the rhythm.
2. Same as #1, but use a three-beat rhythm.
3. Tap out a rhythm on the table, alternating between hands. The child should watch you and then repeat that rhythm using the same hands—for example, R-L-R-L. Once the child has mastered this, do double alternations—for example, R-R-L-L-R-R. Then move to triple alternations—for example, R-R-R-L-L-L-R-R-R. Finally, tap your hands in an irregular sequence—for example, R-R-L-R-L-L. Repeat this using various sequences.

Level 3

1. Have the child close her eyes. Then tap out a rhythm with your hands. The child must figure out which hands you are using and then copy your rhythm using the same hands. Start with double alternations—for example, R-R-L-L-R-R. Then do triple alternations—for example, R-R-R-L-L-L-R-R-R. Finally, tap your hands in an irregular sequence—for example, R-R-R-L L-R-R. Repeat this using various sequences.