

Simultaneous 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 4 being the most difficult. Multiple activities at the same level are differentiated with letters. For example, two activities at the third level will be labeled Level 3A and Level 3B.

Note that not every activity has four levels, and some of them do not begin at Level 1. 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.

Note: Some of the activities in this workbook involve using a chalkboard and chalk. If you do not have access to a chalkboard, then a large whiteboard and dry-erase markers are a good substitute.

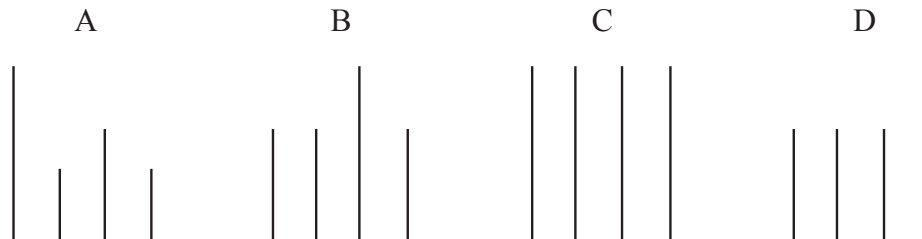
Lines and Shapes

Materials: Chalkboard, chalk, paper, pencil

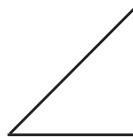
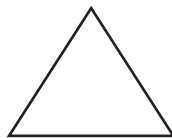
Method: On the chalkboard, draw a geometric shape as accurately as you can.



Then draw four groups of lines for the child to choose from. He is to determine which group of lines can make the shape. For example, D below will make the shape above.



Vary the shapes you use and the lines in the groups.



Level 2

1. Do this activity using the basic shapes shown above. Once the child has mastered those, think up some new shapes.

Level 3

1. Same as Level 2, but after you show the child the shape, hide it from view, and have him identify the correct group of lines from memory.

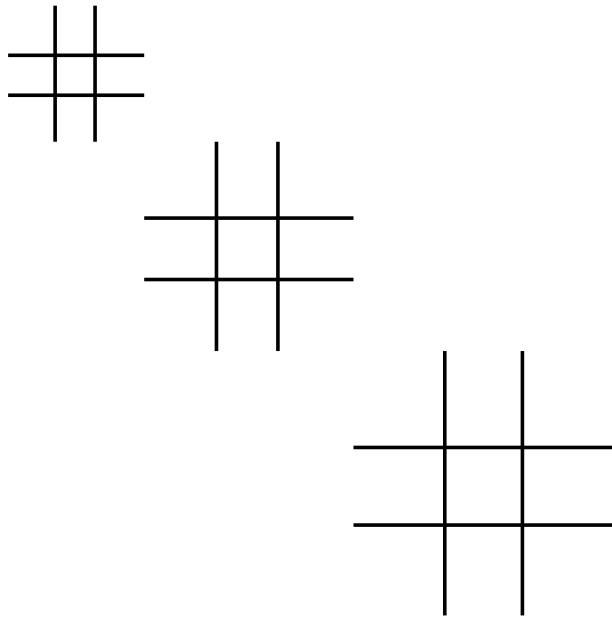
Level 4

1. Same as Level 3, but after the child has correctly identified the group of lines used to make the shape, have him draw the shape as accurately as he can on a piece of paper.

3-D Tic-Tac-Toe

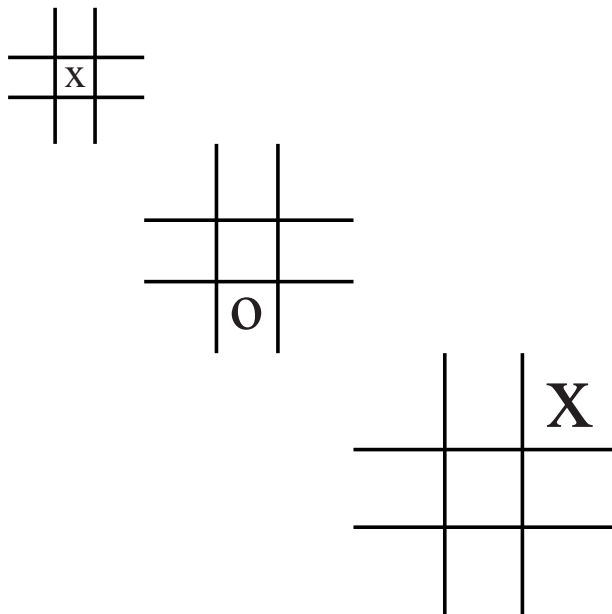
Materials: Paper, pencil

Method: For these activities, draw three tic-tac-toe grids at descending heights. They should increase in size so that they give the appearance of depth, one in front of the other.



Level 4

1. Play tic-tac-toe with the child using all of the grids at the same time, rotating between them. For example, the child marks an X on the first grid, you mark an O on the second grid, the child marks an X on the third grid, and so on. With the three grids, there are three dimensions in which to win: horizontal, vertical (and diagonal, as a result of those two dimensions), and also through the three grids. For example, an X in the bottom left corner of all three grids constitutes three in a row.



Letter Size Spelling

Materials: Index cards, pencil

Method: For these activities, you will need to prepare three index cards. On one, you will write all of the lowercase letters that are “short” letters. On the second, write all of the lowercase letters that are “tall” letters. On the third, write all of the lowercase letters that are “long” letters.

“short” letters = a, c, e, i, m, n, o, r, s, u, v, w, x, z

“tall” letters = b, d, f, h, k, l, t

“long” letters = g, j, p, q, y

Examples of letter spelling:

The word *read* = short, short, short, tall

The word *pony* = long, short, short, long

The word *yard* = long, short, short, tall

Level 3

1. Ask the child questions about colors based on what kinds of letters (long, tall, or short) make up the word. For example, ask him what color has three letters and is spelled short, short, tall. The child should answer that the color is *red*. Or ask him what color has four letters and is spelled tall, tall, short, short? The child should answer *blue*. Continue asking other similar questions about colors.

Level 4

1. Same as Level 3, but use other categories, such as animals, food, etc.