

Visual Motor Skills

Perceptual Training Workbook

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Introduction

The activities in this book were developed for children ages five and older. They are designed to help children in their early school years by improving the following skills:

1. Visual Motor Planning: The ability to reproduce a geometric shape in its proper orientation
2. Visual Motor Sequencing: Developing the proper stroke sequences when drawing geometric shapes
3. Visual Concentration: The ability to concentrate and pay attention visually to a task
4. Spatial Organization: The ability to print letters in a neat spatial order

General Directions

There are four levels of activities in this workbook, ranging from least to most difficult. Children who are five years old should do Level 1. Children who are six years old should do Levels 1 and 2. Children who are seven years old should do Levels 1, 2, and 3. Children who are eight years old and older should do all four levels.

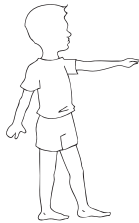
The exercises involve drawing or preparing to draw. The child is not allowed to turn the paper while drawing, is not allowed to erase what he or she has drawn, and cannot draw the same line more than once. In addition, the child may not pick up his or her pencil when crossing over a line. For example:



All levels are divided into three stages, and the child should do all three stages.

The first stage involves air writing. The child must practice making geometric shapes by holding his or her arm and wrist straight and drawing the shapes in the air. Have him or her do this in one-minute intervals for a total of five minutes (allowing for rest periods in between). After the child can do this moving an arm, have him or her repeat it with just the wrist.

For example:



In the second stage, the child will attempt to recreate the drawings. First is motor planning with clues. For these activities, the child must copy a geometric shape below the example given by filling in the incomplete drawing.

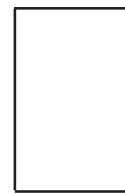
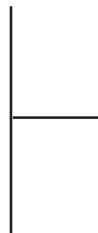
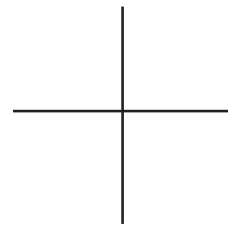
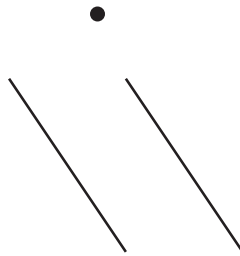
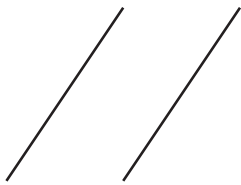
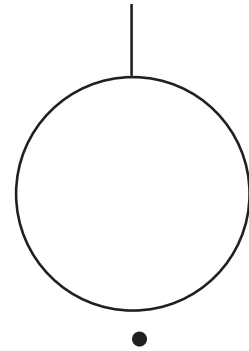
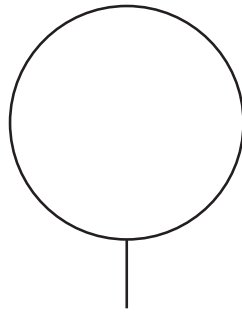
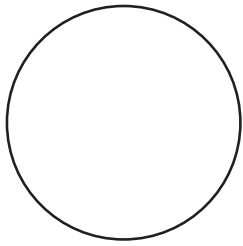
For example: • •



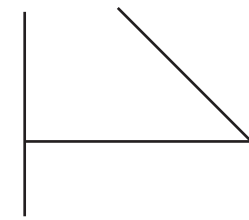
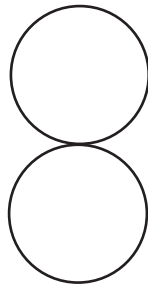
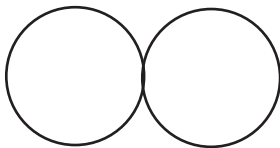
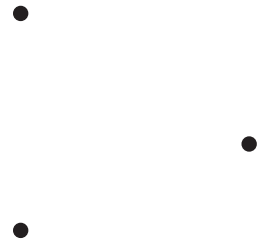
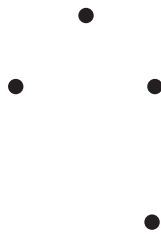
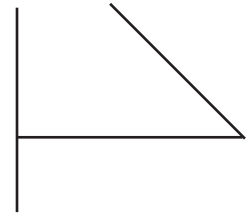
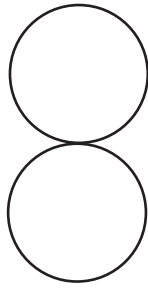
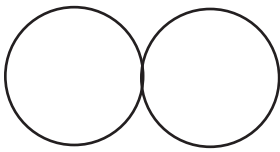
Each activity in this stage is presented first with multiple clues and then a second time with far fewer clues. Additionally, each activity page is duplicated so that the child can practice drawing the shapes a second time.

The final stage is motor planning with no clues. For these activities, the child must draw the shapes correctly on a blank piece of paper. If the child has difficulty with this stage, have him or her repeat the second stage. Do not go on to another level until the child can complete all of the drawings correctly in the current level.

Level 1 – Stage B



Level 2 – Stage B



Level 3 – Stage B

