

Directionality 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, 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: Many 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.

b-d-p-q Sorting

Materials: Metronome, low balance beam or balance disc, b-d-p-q Sorting Chart (in this workbook)

Method: For these activities, hang the b-d-p-q Sorting Chart on the wall at the child's eye level, and have the child stand in front of it.

Level 2

1. Have the child touch the letters in the b-d-p-q Sorting Chart, calling out each one as she touches it. She should do this going from left to right or from top to bottom.

Level 3

1. Have the child call out the letters on the b-d-p-q Sorting Chart to the beat of a metronome.
2. To the beat of a metronome, have the child touch and name every instance of any one letter on the b-d-p-q Sorting Chart—for example, all the *b*'s or all the *d*'s. She should do this first with one hand and then with the other hand.
3. Same as #2, but have the child alternate hands. She should touch the first letter with her right hand and call it out, then touch the second letter with her left hand and call it out, and so on.

Level 4

1. You will need to adjust the height of the b-d-p-q Sorting Chart for the activities in Level 4. With the child standing on a balance disc or at the end of a balance beam, still at eye level with the b-d-p-q Sorting Chart, have her call out the sounds the letters on the chart make instead of the names of the letters—for example, “buh” instead of *b*, or “duh” instead of *d*.
2. With the child standing on a balance disc or at the end of a balance beam, still eye level with the b-d-p-q Sorting Chart, have her call out the name of every other letter or every third letter on the chart. She should do this both in a left-to-right direction and a top-to-bottom direction.
3. With the child standing on a balance disc or at the end of a balance beam, still eye level with the b-d-p-q Sorting Chart, have her call out the name of every letter on the chart in a left-to-right direction, but after calling out the letter, she should also say which direction the loop is facing—for example, “*q* left,” “*b* right,” etc.
4. Have the child stand on the floor approximately 15 feet away from the b-d-p-q Sorting Chart. As she walks heel to toe, she is to keep her eyes on the chart and call out the letters in a left-to-right direction starting with the top row, one letter for each step.
5. Same as #4, but in addition to calling out a letter for each step, have the child also tell you the direction the loop in the letter is facing.

Flash Cards and Reversed Letters

Materials: Index cards, paper, pencil, Instant Words List (in this workbook)

Method: For these activities, you will need to prepare the index cards. On each card, print one word from the Instant Words List in lowercase letters. On about half of the cards, print the word so that a letter is reversed. The rest of the cards should contain words that are written correctly.

Level 2

1. Show the child the index cards one at a time. She is to study the card and tell you whether or not the word written on it contains an error. If it does contain an error, she is to circle the incorrect letter and then write the word correctly on a piece of paper.
2. Show the child each index card for about three seconds, and then hide it from view. Have the child tell you if any of the letters in the word on the index card were reversed or not. If she did notice an error in the word, have her write the word correctly on a piece of paper. Point out any words that were incorrect that she did not identify as containing an error.

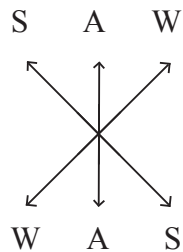
Commonly Reversed Words

Materials: Index cards, pencil, chalkboard, chalk

Method: The following are commonly reversed words: on, no, saw, was, not, ton, dam, mad, rat, tar, pot, top, bat, tab, wed, dew, mug, gum, pit, tip.

Level 4

1. Have the child write the commonly reversed words listed above on the index cards, one word per card. Then have her trace the word with her finger while saying it aloud. Next, remove the card, and have the child write the word from memory. Repeat this procedure until the child can read and write the word several times without error.
2. Have the child write the commonly reversed words listed above on the index cards, one word per card. Then use one of the words in a sentence, and have the child select the card with that word on it and hold it up. Repeat this process, using as many of the words as you can.
3. On the chalkboard, make a list of some of the commonly reversed words so that each word is written above its reverse, as in the example below. Then have the child draw lines between the corresponding letters.



4. Write the commonly reversed words on index cards, one word per card. On some of the cards, print the word so that a letter is reversed to make a different letter. For example, instead of printing “top,” print “toq.” Show the cards to the child one at a time. The child must tell you whether the word is correct or incorrect and why.