

Gross Motor 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. 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 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.

Gross Motor Balance Sequence

Level 1

1. The child should get down on her hands and knees on the floor. Have her raise one hand in the air. The goal is to maintain her balance for a count of ten. Then switch so that she is raising the other hand.
2. Same as #1, but have the child raise a leg instead of a hand.
3. Same as #1, but have the child raise a hand and a leg on the same side of the body.
4. Same as #1, but have the child raise a hand on one side of the body and a leg on the opposite side.

Level 2

1. Have the child balance on her tiptoes for a count of ten.
2. Have the child raise smoothly and evenly from a seated position on the floor while keeping her arms folded across her chest.
3. Have the child maintain her balance while walking forward and backward on her knees.
4. Have the child maintain her balance for a count of ten while standing on one foot. (Children ages six and under should maintain their balance for a count of five.)

Level 3

1. Have the child maintain her balance while hopping on one foot with her eyes closed. Then have her do this on the other foot.
2. Have the child maintain her balance while jumping with both feet with her eyes closed. She is to make quarter or half turns while jumping.
3. Same as #2, but the child is to use only one foot. Then have her do this with the other foot.
4. Have the child stand and maintain her balance while moving her arm and leg on the same side of her body. Her arm and leg should be kept straight and pivoted from the shoulder and hip in an arc out to the side. Then have her do this on the opposite side.
5. Same as #4, but have the child use her right arm and left leg together, then her left arm and right leg together.

Letter Tracking and Bouncing a Ball

Materials: Playground ball, Letter Chart (in this workbook)

Method: For these activities, the child must walk slowly toward a letter chart hung at eye level on the wall about 15 feet from her.

Level 1

1. As the child walks toward the Letter Chart, she calls out a letter with each step she takes. Have her call out the letters in a left-to-right sequence. If she doesn't know her letters yet, have her take a step each time you point to a letter and call it out.

Level 2

1. As the child walks toward the Letter Chart, have her call out the leg she is stepping with before she calls out the letter—for example, “right leg,” then the letter.
2. As the child walks toward the Letter Chart, have her bounce a ball and call out a letter from the chart with each step. Have her call out the letters in a left-to-right sequence. Start by having her use just her right hand to bounce the ball and then just her left.
3. Same as #2, but have the child alternate between the right and left hands to bounce the ball, and have her call out which hand she is bouncing the ball with before she calls out the letter.

Level 3

1. As the child walks toward the Letter Chart, have her bounce the ball and call out a letter from the chart with each step. Have her call out the letters in a left-to-right sequence. Vary the number of times she bounces the ball with each hand before she calls out the hand and the letter. For example, she must bounce the ball once with her right hand as she steps out with her right leg. She then calls out “right” and names the letter. Then have her bounce the ball two times with her left hand as she steps out with her left leg, after which she should call out “left” and the next letter. She should continue with this sequence until you tell her to stop.

Jump Rope Activities

Materials: Seven-foot jump rope, metronome

Method: The child should do these activities with relaxed knees, a straight but not stiff back, and his head held up. If he cannot swing the jump rope himself and jump at the same time, tie one end of the jump rope to a chair, and swing the other end for him.

Level 1

1. With the jump rope lying in a straight line on the floor, have the child straddle the rope, with a foot on either side of it, and jump forward and then backward again.
2. With the jump rope lying in a circle on the floor, have the child jump with his feet together in and out of the circle.
3. With the jump rope lying in a circle on the floor, have the child place one hand on the floor in the center of the circle and walk around the outside of it until he returns to his starting point.
4. With the jump rope lying in a circle on the floor, have the child place one foot on the inside of the circle and the other foot on the outside of it. Then have him jump around the circle until he returns to his starting point.

Level 2

1. Have the child hold the jump rope, one end in each hand, and swing it back and forth under his body, jumping with both feet together each time it goes under his body.
2. Same as #1, but have the child use only his right foot. Then do this using only his left foot.
3. Have the child jump rope, jumping with both feet at the same time.

Level 3

1. Have the child jump rope, jumping with both feet at the same time, to the beat of a metronome—one jump per beat. Set the metronome at a slow cadence for this activity, and work up to faster speeds.
2. Same as #1, but the child should alternate the foot that he is jumping on for each beat of the metronome.