

# Laterality Therapy Procedures

## Perceptual Training Workbook

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# General Directions

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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:** 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.

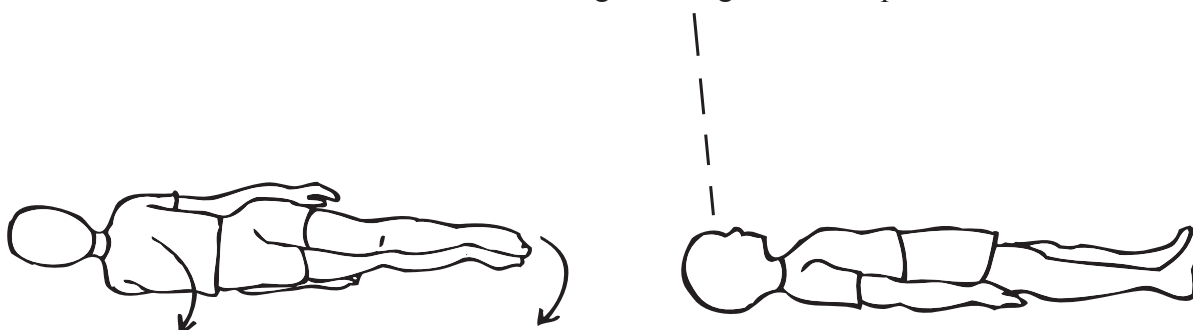
# Body Roll

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**Method:** For these activities, the child should be lying down on her back, legs together, arms at her sides. As she moves, make sure that she looks in the direction that her head is turning. You will need ample floor space for these activities.

## Level 1

1. The child begins by looking straight ahead at the ceiling. At your command, she is to push off with her left arm and roll to the right until she is again looking straight up at the ceiling. Be sure she understands that she is rolling to the right. Then repeat this on the other side.



## Level 2

1. The child begins by looking straight ahead at the ceiling. When you clap once, she is to push off with her left arm and roll to the right until she is again looking straight up at the ceiling. When you clap twice, she is to push off with her right arm and roll to the left until she is again looking straight up at the ceiling. While she is moving, she should call out the direction she is rolling. Rather than alternate back and forth between the right and left, vary your clapping. For example, you may clap for her to go right two times in a row.

## Level 3

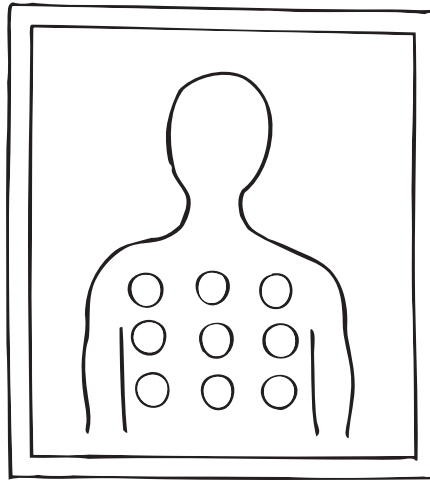
1. Same as Level 2, but give the child a sequence of claps, and have her roll in the proper sequence. For example, clap, clap-clap, clap would be roll right, roll left, roll right. You can give the child up to five commands in each sequence.

# Coding on a Chalkboard

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**Materials:** Chalkboard, chalk

**Method:** Draw an outline of a head, shoulders, and back with nine circles on it at the child's height on the chalkboard.



## Level 2

1. Touch the child's back in one of the nine places that correspond with the spots on the chalkboard. The child is to touch the corresponding spot on the chalkboard. Do this with each of the nine places until the child can locate each one accurately on the chalkboard.

## Level 3

1. Tap a pattern from one place to another on the child's back, and have him duplicate that pattern by tapping the spots on the chalkboard that correspond to those places on his back. Start with two places, and add more as the child masters this activity. Use both regular and irregular rhythms.

## Level 4

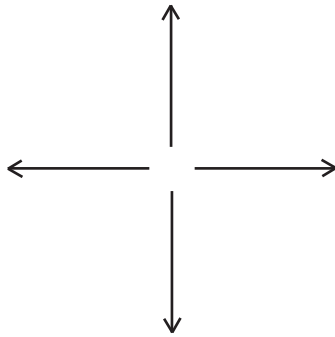
1. With your finger, draw a line from one place to another on the child's back, and have him duplicate that movement on the board using the spots that correspond to those places on his back. He must draw his line in the same direction. Repeat this using different places on the child's back.

# Arrows on the Board

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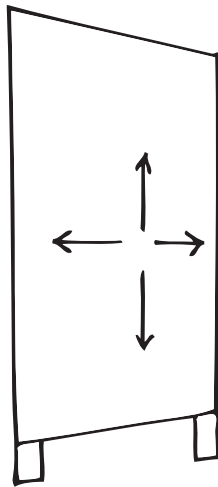
**Materials:** Chalkboard, chalk, metronome

**Method:** Draw four arrows on the chalkboard in the configuration shown below. For these activities, the child should stand about 10 feet in front of the chalkboard.



## Level 2

1. Have the child stand in front of the chalkboard holding her hands together. To the beat of a metronome, she should move her arms together so that her hands are pointing in the direction that the arrows are pointing. Have her start with the top arrow and work clockwise or counter-clockwise. Each time she moves her arms, she must call out the direction that she is pointing.



## Level 3

1. Same as Level 2, but now have the child hold both hands together when pointing up and down, as before, but have her use only her right hand when pointing to the right and only her left hand when pointing to the left.