

Visual 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.

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.

Flashlight Activities

Materials: Two flashlights

Method: For these activities, turn the lights in the room down so that it is dim but not completely dark.

Level 1

1. Name an object in the room. See how quickly the child can turn the flashlight on and aim it on the object.
2. With the flashlight on, have the child move the light in circles and other patterns on a wall. Have her do this first with her right hand and then with her left.

Level 2

1. You and the child should each be holding a flashlight. Shine your light on a wall, and slowly make different geometric shapes, numbers, or letters with it. The child must keep her light with yours. When you have finished, ask her what shape, number, or letter you drew with your light.

Imagining Shapes

Materials: Chalkboard, chalk

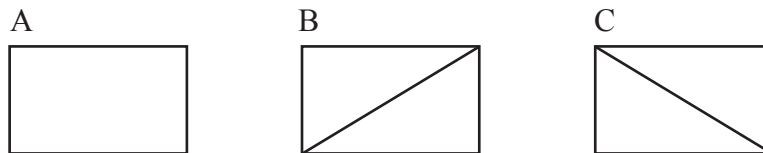
Method: Write some numbers on the chalkboard to form a pattern. Then give the child a sequence of numbers (such as 1, 4, 3, 2). She is to follow the sequence and tell you which geometric shape it is. Vary the number patterns and sequences.

1	2	1	
		4	2
4	3	3	

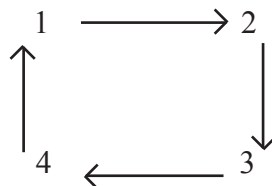
Example 1:

1	2
4	3

Using the above pattern, sequence 1, 2, 3, 4, 1 would be which shape?



The answer is A since the sequence is:



Bean Counting

Materials: Pint-size jar filled with dried beans, empty can, metronome

Level 1

1. Have the child count 50 beans out of the jar with his right hand and place them in the can. Then have him do this using his left hand.
2. Spread the beans on a table, and have the child put them in the jar using only his right hand. Repeat this with the child using only his left hand.
3. Have the child count 50 beans out of the jar and onto the table as fast as he can, alternating between using his right and left hands.

Level 2

1. Have the child take the beans out of the jar and put them on the table to the beat of a metronome, alternating between using his right and left hands. Then have him put them back to the beat of the metronome. You can increase the speed of the metronome to increase the difficulty of this activity, but make sure that the child only touches a bean when the metronome beats.