

Ocular Motor Therapy Procedures

Perceptual Training Workbook

Kenneth A. Lane, O.D.

Royal Fireworks Press
Unionville, New York

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.

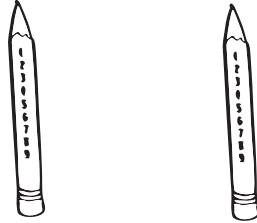
Note that not every activity has five levels, and some of them do not begin at Level 1. Children ages five and younger should start with Level 1. Children ages six and older should start with Level 2. If an activity is too difficult for the child, go down one level. If there is no lower level, have the 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.

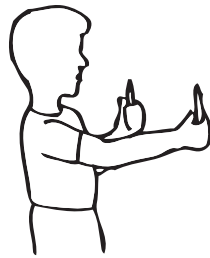
Note: Some of the activities in this workbook involve using a chalkboard and chalk. If you do not have access to a chalkboard, then a large whiteboard and dry-erase markers are a good substitute.

Pencils with Numbers

Materials: Two pencils, paper, metronome. Type the numbers 1 through 9 in a column on a white piece of paper. Type two columns of the same numbers, and tape these columns on the two pencils.



Method: The child should move his eyes quickly and accurately from one pencil to the other as he holds a pencil in each hand at arm's length. He must move only his eyes, not his head.



Level 1

1. Have the child move his eyes quickly from the top of one pencil to the top of the other pencil and then back again. Have him repeat this.
2. Same as #1, but have the child vary the positions of the pencils. For example, he could hold one pencil six inches in front of him and the other at arm's length, or he could hold them six inches apart at arm's length or three feet apart at arm's length.

Level 2

1. Have the child move his eyes quickly from one pencil to the other and back again, calling out the numbers in sequence from top to bottom. He therefore will call out "1" while looking at the left pencil, then "1" while looking at the right pencil, then "2" while looking at the left pencil, and so on.
2. Same as #1, but have the child vary the positions of the pencils. For example, he could hold one pencil six inches in front of him and the other at arm's length, or he could hold them six inches apart at arm's length or three feet apart at arm's length.
3. Same as #2, but have the child call out the numbers to the beat of a metronome.

Yardstick Fixations

Materials: Wooden yardstick, colored push pins, metronome, eye patch

Method: For these activities, you will need to push the colored pins into the top edge of the yardstick at various points. Have the child sitting opposite you at a table. Hold the yardstick horizontally and centered about two feet in front of him. The child will move his eyes quickly from one pin to the next in a left-to-right sequence. Make sure he moves only his eyes, not his head or body. Have the child do the activities initially using one eye at a time (cover his other eye with the eye patch). When he can do the activities without difficulty using one eye, have him do them using both eyes together.



Level 1

1. Put the pins in the yardstick so that there is one at the beginning, one at the end, one at the 12-inch mark, and one at the 24-inch mark. Have the child move his eyes quickly and accurately from one pin to the next in a left-to-right sequence.
2. Same as #1, but vary the location of the pins.

Level 2

1. Put the pins in various locations on the yardstick. Have the child move his eyes quickly and accurately from one pin to the next in a left-to-right sequence to the beat of a metronome.
2. Same as #1, but vary the position of the yardstick. For example, hold it slightly off center to the right or left, or hold it slightly higher or lower. The child still must keep his head straight ahead and move only his eyes.

Level 3

1. Have the child hold the yardstick horizontally out in front of him. He should begin by looking at the pin that is to the far left in the yardstick. When you clap your hands, he should quickly move his eyes to the next pin. Each time you clap, he must move his eyes to the next pin. When he gets to the end of the yardstick, he starts over. He is not to move his head, only his eyes.
2. Same as #1, but this time the child is to delay his eye movement until three seconds have passed since your clap. Vary the amount of time he should delay his response, perhaps next asking for a 10-second delay.

Scrambler and Dual Scrambler Activities

Materials: Scrambler activity sheets (in this workbook); the sheets are called *targets*

Method: The child should start with Target #1. Once she is able to do that exercise without difficulty, go on to #2, and so on. Do not go on to the Dual Scrambler activities until the child has mastered the Scrambler activities.

Level 2

1. For this activity, use the targets for Scramblers #1 and #2. Sit next to the child at a table, and put target #1 in front of her slightly off center to her right. The child must find the letters in alphabetical order. When she finds each letter, she will point to it with her left hand and say its name. Time her, and see if she can improve her speed with practice. Once she has mastered target #1, have her do this with target #2.
2. For this activity, use the targets for Scramblers #3 and #4. Sit next to the child at a table, put target #3 in front of her slightly off center to her right. At your command, she is to go through the alphabet in the correct order and point to the letters with her left hand. At the same time, she is also to go through the numbers, finding and pointing to them in correct order. She must alternate between letters and numbers until she has gone completely through the alphabet and the numbers. She will say, for example, A-1, B-2, C-3, etc. Time her, and see if she can improve her speed with practice. Once she has mastered target #3, have her do this with target #4.

Scrambler #2

J W R S
M C O N B
D P L V Z
I E H K A
F X U G
Q Y T