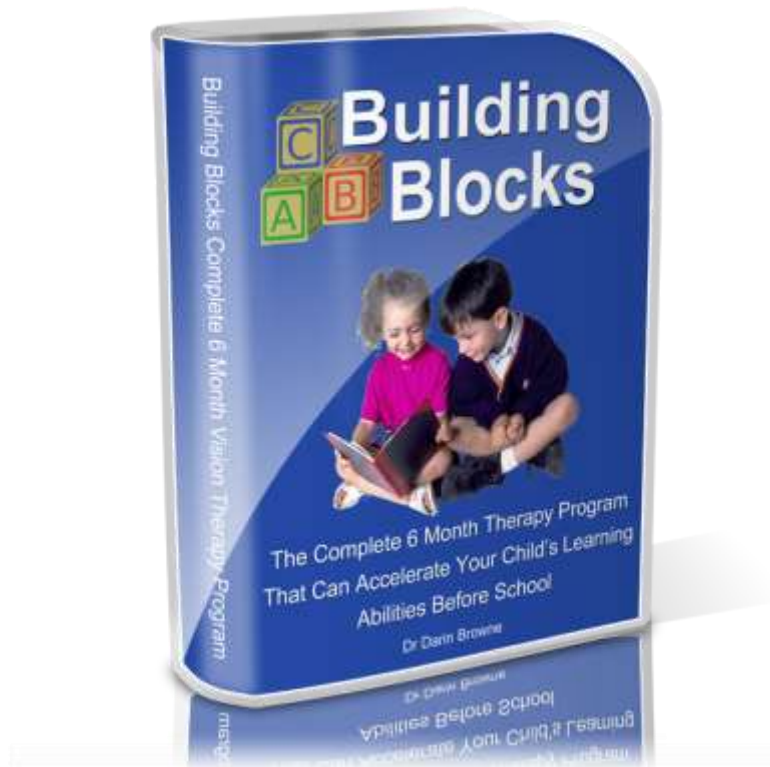


Level 5

Building Blocks



Preschool

Therapy Manual

By Behavioural Optometrist Dr Darin Browne

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Instructions for Your Therapy

Hi, welcome to the Building Blocks Preschool Therapy, the only therapy on the internet that will **SUPERCHARGE** your child's learning experience.

The Colors:

The program involves doing the following activities every day from each coloured group.

The Times:

You are to spend 2 weeks on each coloured group, doing every activity from that group daily. It does not matter what time of day you do this, and we do not want you to spend longer than 5-7 minutes on each activity, (unless your child is really enjoying it.) Total time to spend each day doing these tasks should be limited to 30 minutes maximum.

The Routine:

The whole idea is to get regular and into a routine for the exercises done, and then you will find that you can easily do these tasks as required, between 12-14 times in the two week period.

The Support:

If you run into difficulty, feel free to [email me](#), but even if you are not entirely sure of what you need to do, **please at least continue making attempts to do the exercises DAILY.**

It is better to do these activities badly than not at all!

The whole idea is to do the work, **but have fun doing it.** Your eyes may get tired, and your brain may stress out, but keep going without overdoing it too much.

Remember, there are no prizes for bringing on migraines, causing family breakdown or destroying parent-child relationships!

We want Learning @ Lightspeed to be a fun and worthwhile series of activities for you and your child. I know that, no matter what level your child's development is at, you can pursue these activities and seriously supercharge your child's learning ability, thus avoiding future learning disabilities and reading difficulties!

So, have fun and enjoy the **Building Blocks** experience!

The colored Schedule for Building Blocks is listed on the next page. You are to do EACH exercise in the color for 2 weeks, then move on.

Building Blocks Vision Therapy Program



Building Blocks Preschool Therapy Summary

Partial Picture

Body Lifts

Synchronized Bag Toss

Ball Skills Balloon

Bee Boppin'

String Walk M

Happy Face Pickup

Threading Beads

Clap Patterns

Angels

Book on Head

Flashlight Tracing

Ball Skills Bounce

Body Rolls

Listen Tap

Pie Tin

Scissor Activities

Crawling Patterning

Shape Patterning

VMA

Body Alphabet

Chalkboard Os and Lines

Body Combo

LR Foundations

Flight Plan

Dancing Chart

Flip Flops

Ball on String

Cross Rd

Hop Scotch

Template

Flash Cards

Finger Chart

Robot in Mirror

Geometric Shapes

Spelling

XO

You are to do EVERY EXERCISE in EACH COLOR for 2 WEEKS, Then move to the next color.



Body Alphabet

This should only take 10-15 minutes per session

MATERIAL:

Body Alphabet Chart

OBJECTIVE:

This is the most effective method I have ever seen for teaching letter to young children. It's fun, it's very interactive and it really makes the letter shaped "stick in their brains!"

However, even for older children who know their letters well, it can be a fun and useful activity. It is a great way of helping children to process a number of things simultaneously, and it can be used in all sorts of games later on.

So, even if your child is a bit older and knows their letters, I would encourage you to do this activity anyway. It is an "optional extra", but it's fun and will certainly not damage them, so why not give it a go! Remember, we don't want to leave ANY STONE UNTURNED when it comes to helping your child and their learning.

However, in an older child you can probably simplify the method, but only if you are sure that they know the letter. If their knowledge of letters is good, just quickly breeze through the process and teach the physical shapes.

1. The child is to imitate the movement of the demonstrator (parent) and transfer the knowledge of the form to the symbol of the alphabet. Start with the letter X.
2. After the child has made the X 5 times and repeated the name of the letter, make the X on the chalkboard or paper, saying "I want you to go to the board/paper and using your pointer finger, erase the X, starting on the top (left), and draw your finger down on the chalk mark."
3. Next, play the game of FREEZE. When the demonstrator blows the whistle and says X, the child must freeze in the form of an X. Freeze is repeated 5 times.
4. The same procedure is repeated for the y and the t. This constitutes the first lesson.

Building Blocks Vision Therapy Program

RATE OF LEARNING

1. Preschool: After the initial lesson, one new letter per day can be taught.
2. Kindergarten: Teach 3 letters per day for 3 days. Practice the 9 letters, until they are mastered for 3 days. Continue with 3 letters per lesson, until the alphabet has been mastered.
3. GRADE 1 & 2: 3 letters per day for 9 days.
4. GRADE 3 & 4: 6 letters per day for 5 days.
 1. GRADE 5+.. **26 letters can be taught in one lesson**, while the posters are hung for reference at the front of the class.

SUGGESTED SEQUENCE

- 1 x-y-t
- 2 c-l-n
- 3 o-r-s
- 4 e-i-j
- 5 k-m-z
- 6 f-g-q
- 7 p-u-w
- 8 a-b-h
- 9 a-d-v

FORMING WORDS

After 9 letters have been mastered, introduce words. For example, ask the child to form the word "cat."

For older kids, ask them to act out words to other family members, so that they can send coded message to one another.

This entire process need to be fun and interactive, so please relax and enjoy the process. This will take longer than the allotted 5 minutes, but if approached properly the child will enjoy it and benefit from it.



Darin's Body Alphabet



a



b



c



d



e



f



g



h



i



j



k



l



m



n



o



p



q



r



s



t



u



v



w



x



y



z



Chalkboard Circles

**This exercise should take 5 minutes per session
(do either Procedure 1 or 2)**

MATERIAL:

Chalkboard and chalk

OBJECTIVES:

This activity enhances: Cross Coordination, Peripheral vision

PROCEDURE 1:

Chalkboard Lines

1. Ask the child to stand in front of the chalkboard, close enough that his nose touches the board. Have the child place an "x" at that point
2. The child holds chalk in each hand and while focusing on the "x", simultaneously draws two horizontal lines outward and back to the center at eye level. Ask the child to compare the two lines. (Are they straight and equal length?). Practice this about 5 times.
3. Next have the child repeat the exercise, but this time the lines drawn about 10-12 inches above the x or the child's hair line. Practice this about 5 times.
4. Repeat as above at hip level
5. With his/her hands about 3 feet apart and focusing on the "x", have the child draw two vertical lines from over his/her head to hip level. Ask the child to compare the two lines. Practice this about 5 times.
6. Still focusing on the "x", the child moves about 18 inches to the right and again draws two vertical lines. One will be near his fixation point, the other to the right of the original right line. Practice this about 5 times.
7. Staying in position and still focusing on the "x", the child moves both hands to the left and draws two lines between the two sets of lines he has previously drawn. Practice this about 5 times.
8. Have the child erase all the lines and repeat numbers 5-7. However, this time on 6 move 18 inches to left and on 7, move hands to the right.



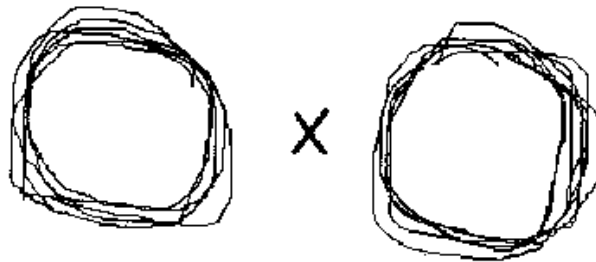
PROCEDURE 2:

Chalkboard Circles

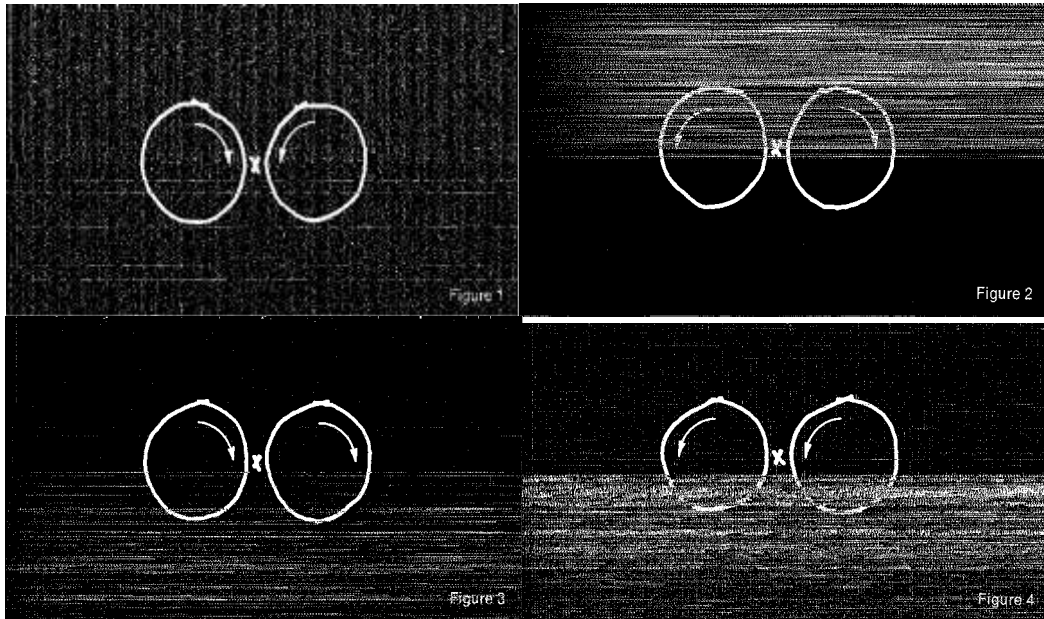
1. Ask the child to stand in front of the chalkboard, close enough that his nose touches the board. Have the child place an "x" at that point
2. The child holds chalk in each hand and while focusing on the "x", simultaneously draws two circles 12-15 inches in diameter on the board.
3. The right circle is drawn counterclockwise and the left clockwise.
4. Do the same but in opposite directions. The right drawing clockwise and the left counterclockwise.
5. Do the same with both circles drawn counterclockwise.
6. Do the same with both circles drawn clockwise.

VARIATION:

1. Have the child repeat the exercise, but this time the lines drawn about 10-12 inches above the x or the child's hair line.
2. Have the child repeat the exercise, with the lines drawn about 10-12 inches below the x.

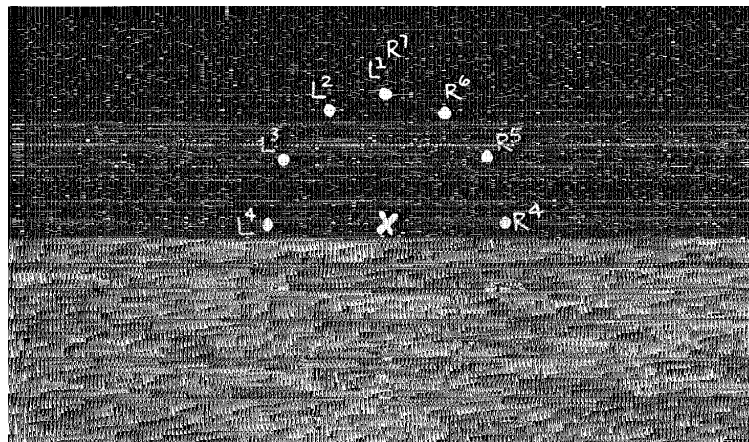


Building Blocks Vision Therapy Program



Chalkboard Stars

Also, try drawing in a star shape, starting with R1, L1, drawing vertical lines 20 times with the right and left hand. Then move to position R2, L2, and draw lines again 20 times, then R3, L3, and so on.

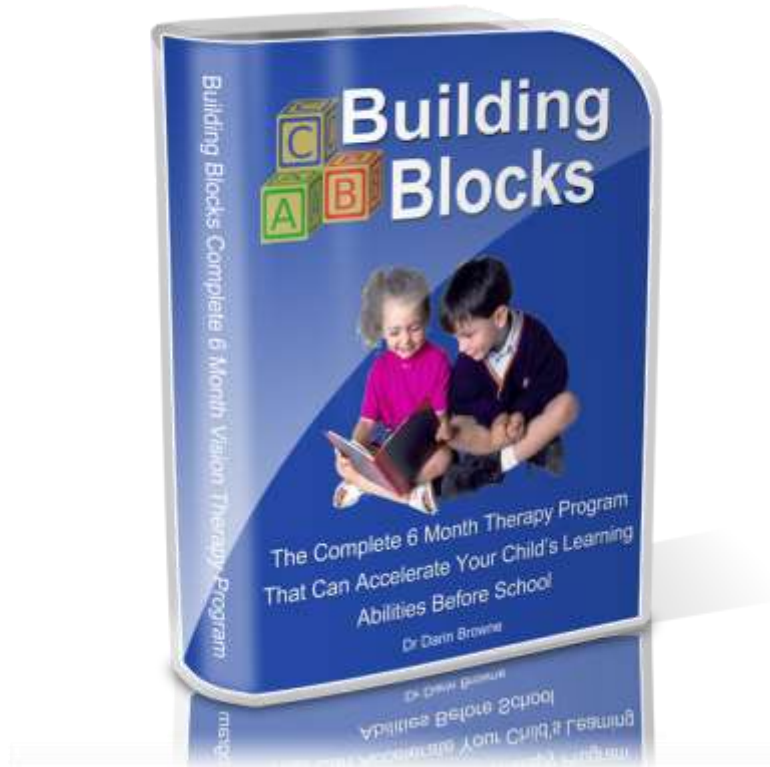


Building Blocks Vision Therapy Program

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| Body Alphabet 15 min | | | | | | | | | | | | | | |
| Chalkboard Circles 5 min | | | | | | | | | | | | | | |

Level 6

Building Blocks



Preschool

Therapy Manual

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Body Combinations

MATERIAL:

Body cards (optional)

OBJECTIVES:

This activity enhances:

1. Visual discrimination
2. Language
3. Direction stimulus
4. Sequencing
5. Auditory discrimination

ACTIVITY:

Teacher or card– One-to-one

LESSON:

1. The teacher creates a body posture using various combinations of hands, arms, legs and feet. For example standing up-right with legs apart while placing the left hand on the right elbow.
2. While standing in that position, the teacher encourages the child to verbalize the combination. The child should say for example: “the teacher’s **left** hand is on his **right** elbow”.
3. Continue to manipulate as many different body combinations.

VARIATION:

1. Have the child make a body combination and the teacher names his combination.
2. Have the child listen carefully to your verbalized combination and then have him/her perform the combination.
3. Have the child make up a combination and the teacher manipulates the verbalized combination.
Then allow the child to determine whether or not it has been done correctly.
4. Follow a combination on a card. The child observes a combination illustrated on a card and imitates it



Left Right Foundations

MATERIAL:

A heavy book.

OBJECTIVES:

This activity enhances: awareness of right and left, and hence reduces the incidence of reversals of letters and numbers in the future. This L/R awareness needs to be not just a name, or even the side of a room, but a kinesthetic awareness or a feel within his their own body.

ACTIVITY:

LESSON:

1. Firstly, we must establish which the preferred hand is for the child. If they don't seem to have developed one, try the hand on the same side as their preferred eye.

To establish the preferred eye, cut a small hole in a piece of paper and ask them to look at you through the hole. They eye they choose to see with is their preferred eye.

2. Next, ask the child to pick up a fairly large book in his preferred hand. If the child has no concept of which hand is preferred, you must establish this first. He is then asked to hold up the book in one hand directly in front of him for 20-30 seconds, so this arm becomes really tired. We are creating kinesthetic awareness of one side through muscle fatigue.
3. If the preferred hand is the right, ask these questions: "show me your tired right hand." "Using your tired right hand, touch your right knee, your left shoulder, etc." Play this game for 5 minutes or so, until the child can identify one side of his body without help.
4. After several sessions, the child should be able to differentiate the feel of each side without the need for the tiredness. This awareness will later give the basis of the small differences in performances between the two sides, and thus establish reliable laterality and directionality.



Flight Plan

This exercise should take 5 minutes per session

MATERIAL:

Coloured markers to place on the floor.

OBJECTIVES:

This game teaches space, and improves form perception and retention. The basic principle is to remember the lines drawn on a grid, and transpose them onto the floor.

METHOD:

1. Basic Flight Plan

1. Place the following coloured markers onto the floor in this pattern...

Green

Blue

Blue

Blue

Blue

Blue

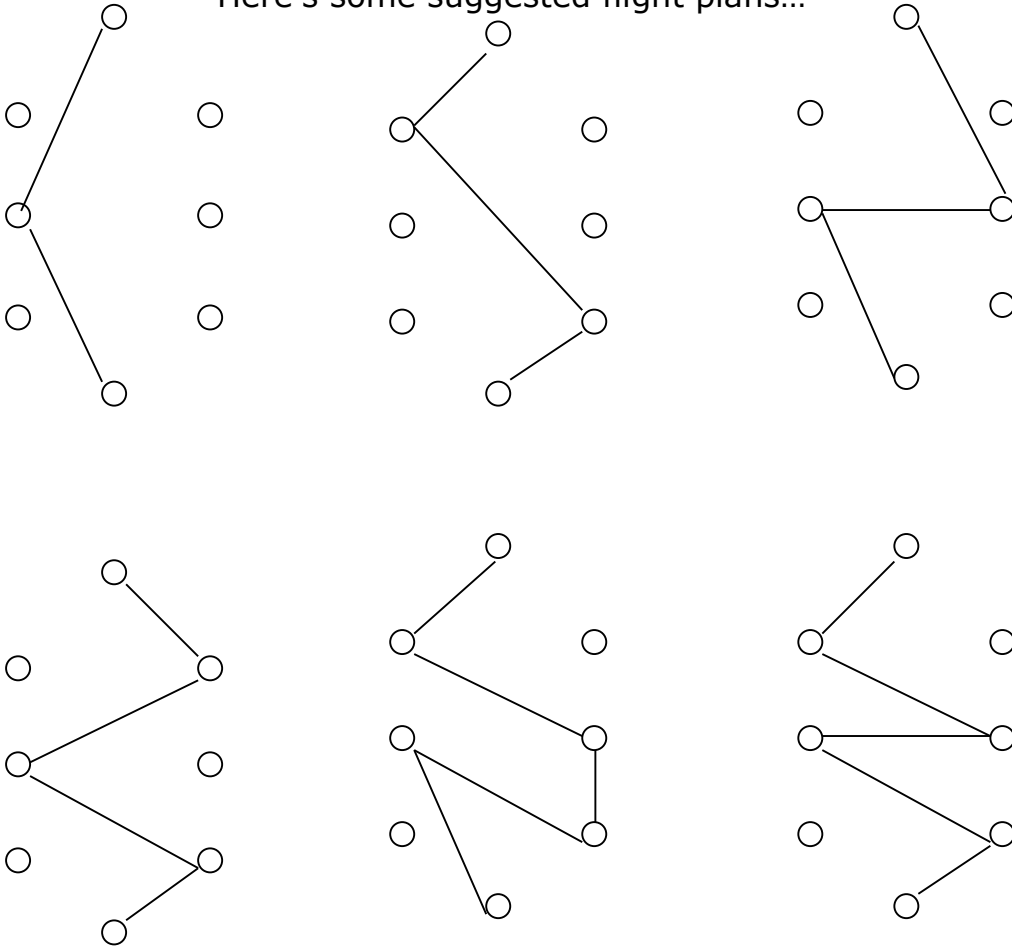
Blue

Red

2. Show the child a card with the appropriate pattern on it. Tell them that this is their "flight plan", and they have to remember it, and "fly" from the red airport to their destination according to the flight plan.
3. If the children are not familiar with air travel, you can change the scenario to a delivery truck delivering goods.
4. See below for suggested flight plans...

Building Blocks Vision Therapy Program

Here's some suggested flight plans...



Flying Blind:

Similar to the above, but this time we are trying to involve visual memory. The child looks at the card, then is blindfolded, and must fly the flight plan from memory. Try using raised tiles as the bases. Use a drum beat to indicate when they have gone the wrong way.

3. Distance Estimate:

Same as in 1. Flight Plan, but the child must estimate the number or heel-to-toe steps each leg will take, and even the entire trip.

4. Driven Flight Plan:

This involves 2 children, or the child and an assistant. The first looks at a flight plan card, while the other positions himself on the Red starting base, blindfolded. The first child must then beat the drum to direct the second child through the pattern, beating it more times if he is off course, and slowing it right down when he is on course. Try this several times so that they learn to trust one another. You can also do this with reversed signals.



Dancing Chart-Coding

MATERIAL:

The Dancing Chart (provided)

OBJECTIVES:

This activity enhances:

Gross Motor development
Coordination
Coding

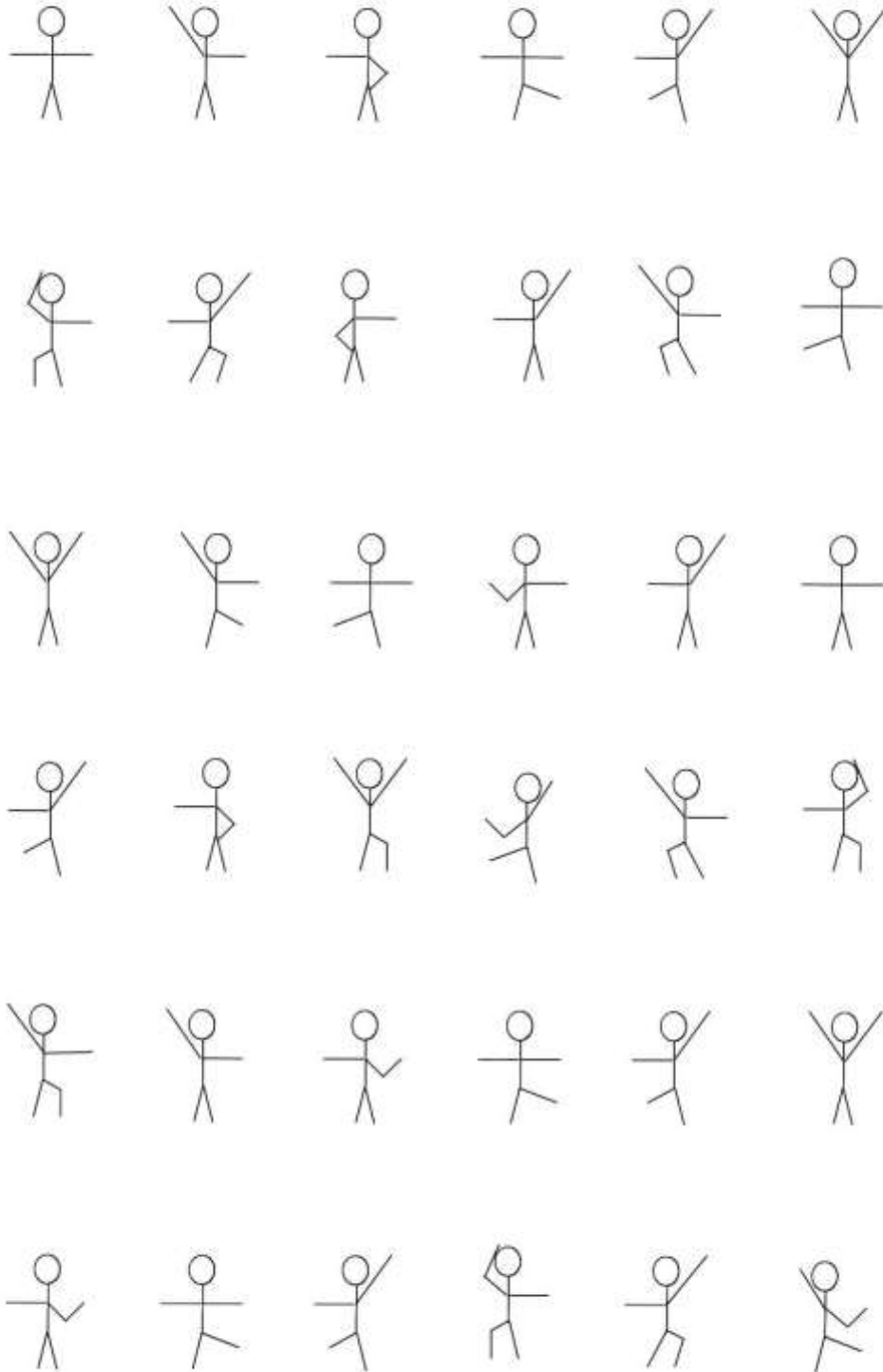
LESSON:

1. Place the Dancing Chart on the wall in front of the child.
2. Clap a beat in the background and ask the child to act out the various dancing steps shown in the chart. They may change position every, say 4 beats.
3. Change the timing of the clapping, making sure they can do the task both for a slow beat and also a fast beat.
4. Add a recorded song in the background, especially one with a strong beat (such as a rock or pop song). The child must act out the dancing for every 4 beats.
5. Next, try to get them to act out the dancing chart for EVERY 2 BEATS!

VARIATION:

The next step is designing a chart where, rather than dancing figures, we use symbols, where each symbol represents a dance position. Thus the children have to *interpret* the code before they *implement* the action.

The Dancing Chart



Building Blocks Vision Therapy Program

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| Body Combinations 5 min | | | | | | | | | | | | | | |
| Left Right Foundations 5 min | | | | | | | | | | | | | | |
| Flight Plan 5 min | | | | | | | | | | | | | | |
| Dancing Chart Coding 5 min | | | | | | | | | | | | | | |