

MORE ACTIVITY SUGGESTIONS FOR ANTI-SUPPRESSION CHART SERIES AUGUST 2004

SPEED SPELLING SCANNING:

Step 1: Select any size alphabetic letter chart, could be Single-Color or Colorful style.

Step 2: Slide chart into Non-Glare Page Protector.

Step 3: Put Anaglyphic Filters over eyes (therapist should wear the filters too!)

Step 4: Obtain a spelling list from your patient, or therapist could select random words. Try to use words of the same length.

Step 5: Get a Stopwatch and Give patient a dark colored dry erase type marker.

Step 6: Instruct patient to spell the word quickly, but at the same time he must scan the chart to find the letters that spell the word in order and color/dot them.

Step 7: On you mark, Get set, Go!

Step 8: Time patient to see how long it takes to do.

Step 9: Repeat for as many words as you wish

Variations:

- 1) Use two markers so patient must alternate hands when dotting.
- 2) Don't use a stopwatch—Use a metronome instead and have the patient dot letters to the beat.
- 3) If it is proving too difficult—decrease the size of the words.
- 4) Mount chart on the wall and have the patient stand on a balance board.
- 5) Your behavioral optometrist could prescribe lenses or prisms to enhance the training!
- 6) Use your imagination!

ANOTHER TILE IDEA:

I've mentioned previously that you could cut the charts into Tiles. If you do have them cut into tiles, you could form a word, such as **MOTHER** with the letters—while the patient is wearing R/G Anaglyphs. It is best to place the tiles on a black background of some type to help with the fusion lock of the tiles. What the patient will do is **visualize** another word he could form by rearranging some or all of the letters. He must tell you what the new word will be then, arrange the letter tiles to spell the new word. In the word, "Mother" there are about 24 words hiding. I'll give you a couple examples, then you see if you can find the rest. **THE, HE, HER, HERO, HOME, ME, TO, MOTH, ORE, MORE, etc.**

You could send the tiles home with your patient and have him choose a spelling/vocabulary word which is particularly challenging and perform the same activity. Make sure the initial word lends itself to this activity. A word such as **COW** doesn't allow you much room. You could establish a time limit of 5 minutes and tally the number of words found.

Variations

- 1) Your behavioral optometrist could prescribe lenses or prisms to enhance the training!
- 2) The therapist and the patient could alternate turns making news words.
- 3) Use your imagination!



Dedicated to bringing Vision Training Solutions to you and your patients

UNLOADING/LOADING DEMANDS OF ACTIVITIES: I thought I'd touch on this a bit. Each chart packet comes with ideas of activities that can be performed with the charts; however, it is up to the doctor and therapist to select challenge levels appropriate for their patients. You may work with an athlete at much higher demand levels than you would a 6-year-old. Therefore, you may perform the same type of activity, but alter the demand level for the patient.

For example: You may have your athlete perform a saccadic eye movement of reading specified rows or columns while wearing Red/Green Anaglyphs with a shape chart while walking on the balance beam to the beat of the metronome. With the 6-year-old child, you may have them seated at desk, wearing Red/Green Anaglyphs, holding two dry erase type markers, performing a saccadic eye movement of reading specified rows or columns on a shape chart while dotting the shapes he is reading. If you compare the two examples, they are both performing a saccadic eye movement; however, the athlete is having to maintain balance and is in motion. The 6-year-old child is in a static position and is using tactile assistance (with using the markers) to help in the eye movement.

I hope this example helps illustrate a way of performing the same type of activity, but at a different level of challenge. Just imagine all the levels there are on a particular activity. A good study group/staff meeting challenge would be to take any activity you perform in vision therapy, and discover how many ways you can decrease the challenge level. Then, try to discover ways of increasing the challenge level. It's been my experience that is easier to add challenge than reduce it. However, as therapists, we need to be good at doing both so our patients can be successful.

If I come across any other activity ideas, I'll be happy to pass them along. If you have any activity ideas you'd like to share with the charts that other therapists may like to know about, please feel free to contact me at: headlinevisionen@aol.com or by calling **408-528-9509**.

Above all – **HAVE FUN IN YOUR VISION THERAPY PROGRAMS!**

BACK TO SCHOOL IS ALMOST HERE!

Another summer has flown by, but I hope we have all had a chance to have some fun. I know you all like new ideas and I have received great feedback about my inclusion of activity suggestions in the packets, along with these periodic suggestion updates. I will be happy to continue doing this as I am able.

Also, as you embark on your Fall Vision Therapy programs, please feel free to stop by the website: www.headlinevisionenterprises.com to see what's new and which training materials may fit your patient's needs.

I look forward to serving you and your patients.

Sincerely,

Thomas C. Headline, President