

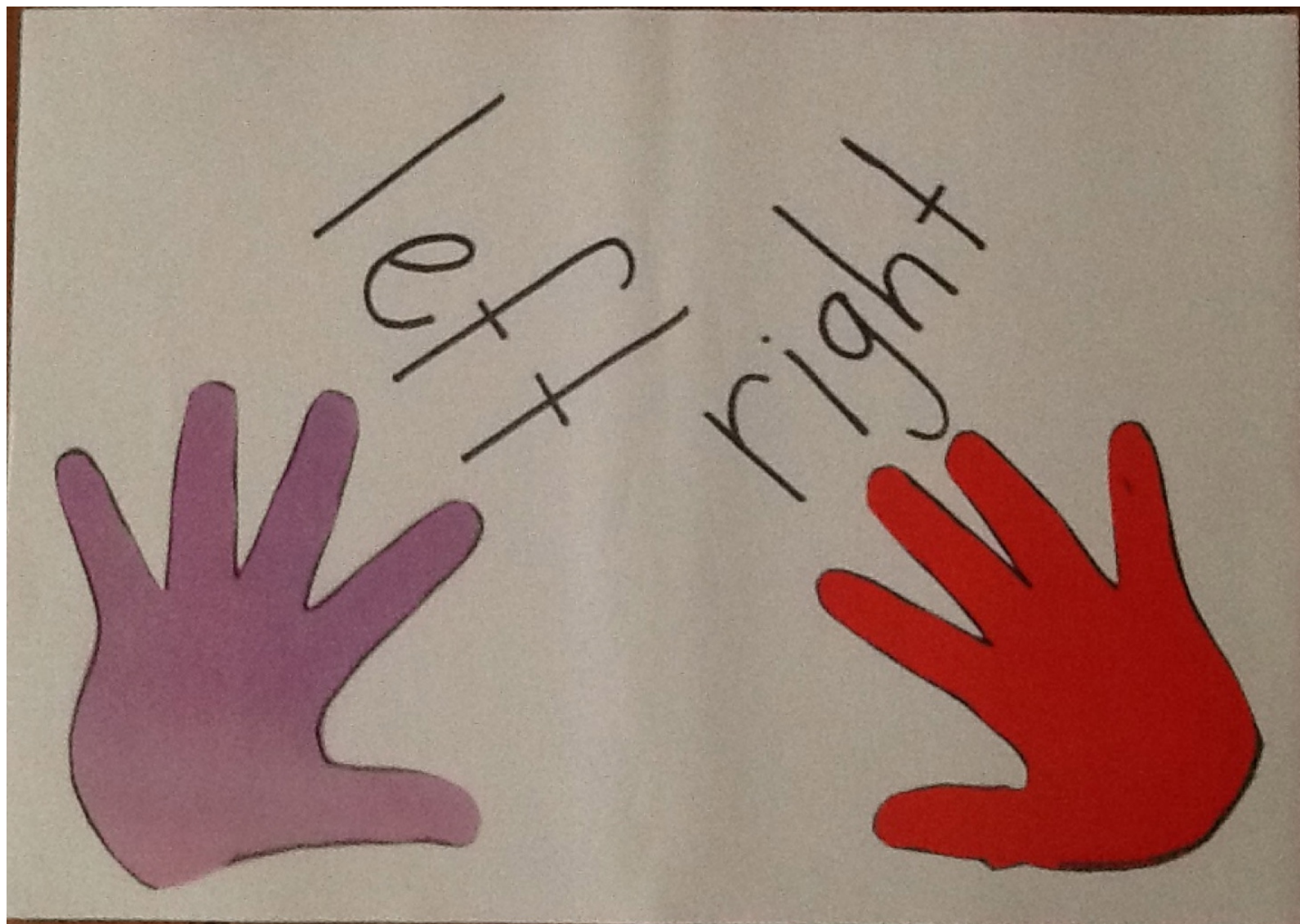
+ HOW CAN I LEARN
TO BE DEXTEROUS
AND DEFT,


IF I ALWAYS MIX
UP MY RIGHT
FROM MY LEFT?



Lauren Fountain & Skye Jones
South Australian School for Vision Impaired

+





Practical activities to help students develop left/right body awareness in order to remediate reading and writing reversals.

+ Who are we?

Lauren Fountain

Primary Teacher at SA School for
Vision Impaired

Bachelor of Early Childhood
Education, University of South
Australia

Graduate Certificate of
Education/Vision Impairment

Skye Jones



Junior Primary Teacher at SA School
for Vision Impaired

Bachelor of Arts/Education Junior
Primary/Primary, Flinders University

School Services Officer

Braille Transcriber

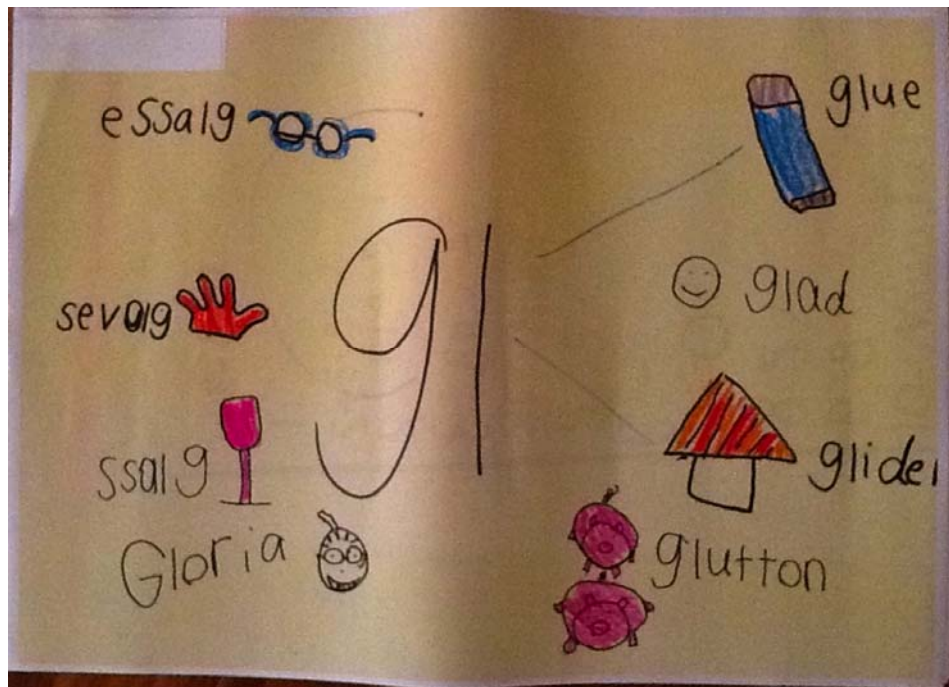


DECD
School for
students
who are
legally blind

Small
composite
year level
classes

Australian
Curriculum
& Expanded
Core
Curriculum

+ This is why we wanted to share this workshop with you.



8-5-12

- 1:
- $S+6=8$ ✓
- $S. E+4=5$ 7
- E. EP ✓ 39
4. May ✓
5. 5 ✓
6. -
7. 0 ✓
8. 5 ✓
- P. 8 ✓
10. Munday ✓

+

2-11-21
 in hat yes wed mix jog
 mud van from step clock
 qis Spring skrag lama hint
 shift think small wich chork high
 pick three darn to term persin
 morning soon float float udaw
 flawr cream game dort fo
 focall dorn hat hope lif choon
 slis chraye clor Schoow
 driye

Dictation 2012 week 1 Tem 3

tumping lack lumped ep times.
 lack had a friend called sac he was p
 years old.
 jelly beans are my favourite I eat them
 7 days a week.
 sigzag lump ep
 sigzag lump ep
 teny in a car went to the zoo.

22 reversals

+ *“A Practical Guide for Remedial Approaches to LEFT/RIGHT Confusion and Reversals”*

Charles W. McMonnies

Published by the Australasian College of Behavioural Optometrists, 1991.


ISBN 0 646 06132 1

“For most people, identifying left and right sides of the body is a reflex or automatic process that does not require any reasoning. These people are simply confidently aware of their right and left hand sides because they have a reflex (internal) sense of left/right body awareness.”

Charles W McMonnies, 1991

“In contrast, those people who are confused about left and right find it is necessary to either guess or to use one or more of a great variety of reasoning processes to achieve some confidence.”

Charles W McMonnies, 1990



Some daily tasks can be
onerous if you do not have an
intrinsic understanding of left
and right.



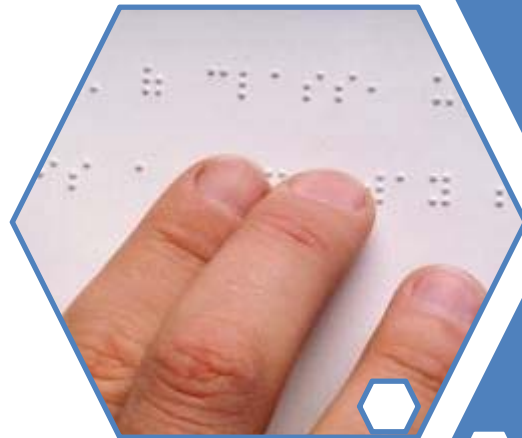
Putting shoes
on the correct
foot



Eating with a
knife and fork



Knowing
where to start
reading from
in a book



Following
directions,
reading a
map, staying
orientated



Confusion
with reading
and writing
some letters
and numbers

Reading and
writing in
Braille without
reversals





Student Profiles

Student C

- 11 year old boy
- Bilateral Congenital Retinal Folds
- Nystagmus
- Myopic Astigmatism
- Poor central vision
- Glaucoma
- No useful vision out of right eye
- Left eye less than 3/60
- Dual media learner

Student M

- 9 year old girl
- Optic Atrophy
- Photophobic
- Poor peripheral vision
- Distance vision 6/48
- Prefers N32 Bold Print

+ Letters and number students had difficulty with a the beginning of 2012

Student C

Print

- Letters b d p q
- Capital N
- Numbers 2 3 7 9

Braille

- l/e
- ar/gh/s/wh
- d/f/h/j and punctuation marks

Student M

Print

- Letters b d p q s
- ?
- Numbers 2 3 5 7 9

- + At the end of 2013, after participating in remedial activities

27.11.12

1. Jumping Jack jumped 39 times.
2. Jack had a friend called Zac, he was 9 years old.

Jelly beans are my favourite,
I eat them 7 days a week.

Zigzag jump 793
Zig Zag jump 397

Jenny in a jar went to the zoo.
Ned nearly went nutty.
Now stop, I nearly nipped Nelson.

Some simple but important tools and rules you will need to implement this program

Tools

Squeaky ball or toy

Clothes peg

Left / Right Body Awareness Card

Pack of playing cards

Rules

The colour red always represents the right side.

The left and right sides of your body remain the same, regardless of your orientation.



+ Body Awareness Activity



+ Card Sorting



+ Trampoline exercises to help establish left / right body awareness



Aim:

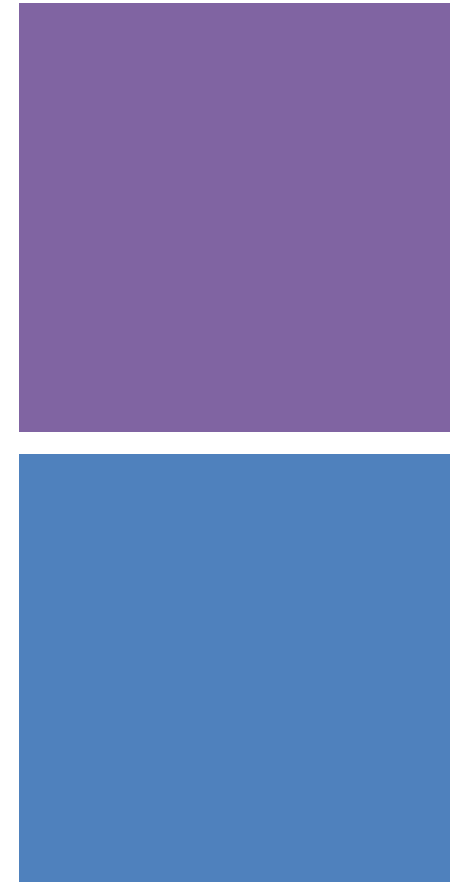
Whilst singing/saying the song, students make head and body rotations which give them a greater sense of 'leftness' and 'rightness'.

When using the Left/Right Body Awareness Card (LRBAC) in conjunction with the song they integrate visuals with vocals and body rotations.

Equipment:

Copy of the song lyrics

Left/Right Body Awareness card



Activity 1

Left and Right Song

Aim:

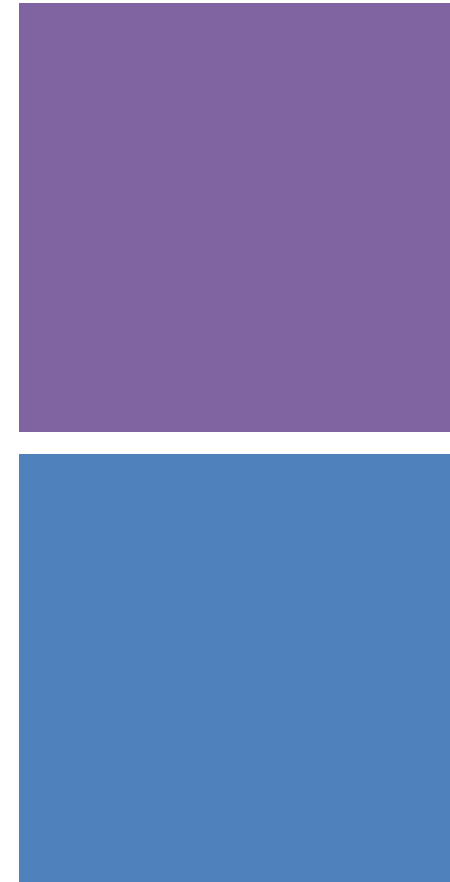
The aim is to kick the balloon using a sequence of 10 kicks with the left foot and 10 kicks with the right.

The student must say 'left foot' and 'right foot' on the appropriate kick. This activity will aid in the brain and body learning the automatic use of right/left when needed/asked.

Equipment:

A bright coloured balloon OR

A ball with a bell inside



Activity 3

Balloon Tap & Kick

Some students do not have a complete awareness of the left and right sides of their bodies. The purpose of this exercise is to provide very specific body awareness experiences and emphasise differentiation between the left and right sides of the body.

Equipment:

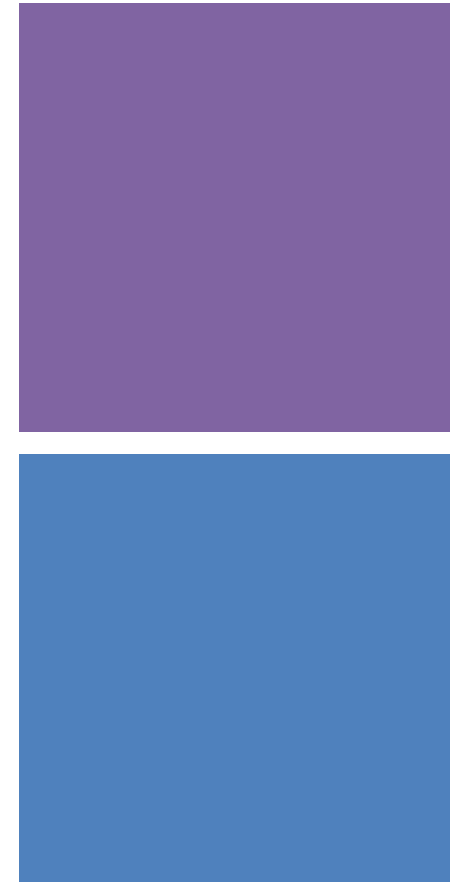
Squeeze toy

CD player/music player

Peg

Blindfold

+



Activity 2

Body Part Identification

Aim:

To develop the idea of 'Red Right'.

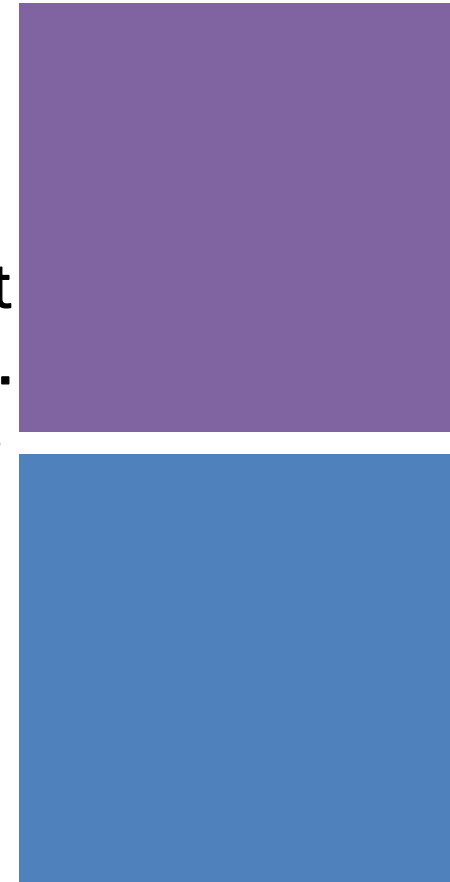
To encourage students to cross their midline.

Students must verbalise and identify left and right sides of the body as they place cards on the table.

The object of the game is to separate a single pile of cards into 2 separate piles of cards (one black and one red).

Equipment:

A deck of playing cards (large print if necessary, however only the colour needs to be seen)



+

Activity 4

Card Sorting



Thank you

Mr. Charles W. McMonnies for writing “A Practical Guide to Remedial Approaches to Left/Right Confusion & Reversals”, 1991.

Mrs. Janine Land, Mrs. Michelle Glazbrook & Mrs. Antonia Blakeborough – SASVI School Services Officers who helped implement this program with our students.

Mrs. Carolyn Bawden and Mr. Mark Battista – SASVI Specialist Teachers who supported our students with this program.





If you have any questions or want to know more, please contact us.

Lauren Fountain

lauren.fountain973@schools.sa.edu.au

Skye Jones

skye.jones207@schools.sa.edu.au

