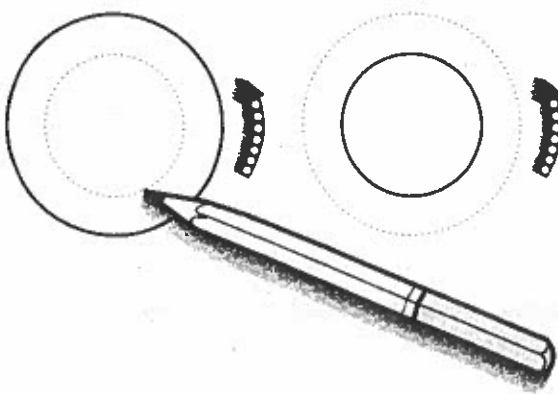
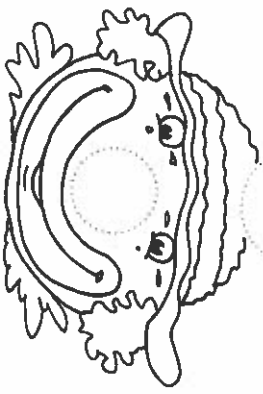
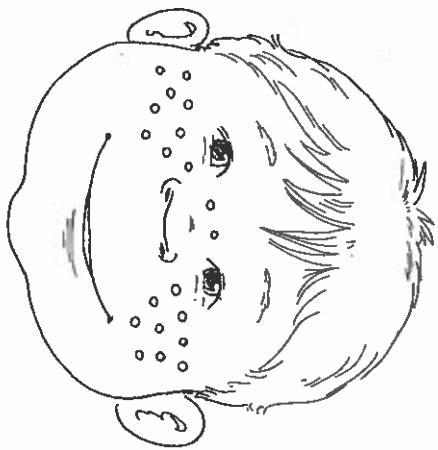


Name

The Teodorescu Perceptuo-Motor Programme

Ion Teodorescu and Lois M. Addy • A Perceptuo-Motor approach to handwriting

Handwriting booklet



Booklet 1

Booklet pages

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B. Form constancy 1	4-6
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A. Hand-eye co-ordination

Booklet pages 1-3

This is the first stage of the Perceptuo-Motor handwriting programme. It aims to develop the earliest skill in laying foundations for handwriting: hand-eye co-ordination.

Manual control does not simply occur as a result of automatic maturation. Pencil control requires careful practice and experimentation within the various contexts such as colouring, tracking and drawing. Skilled control over movement, as with many other skills requires not only muscle strength, but also an awareness of and sensitivity to various kinds of external feedback, namely proprioception, (awareness of joint position sense) sensory information and the reciprocal balance of muscle tone.

To control a pencil in order to write effectively, a careful balance is needed between muscle tone, co-ordination, proprioception and sensation.

This first exercise serves to develop the control required for exact placement of the pencil on a specified point. It also requires controlled pressure so that the child learns how much to apply in order to make a mark. Alongside this the

child learns when to place their hand down onto the page and when to lift it again, thus creating the mark desired.

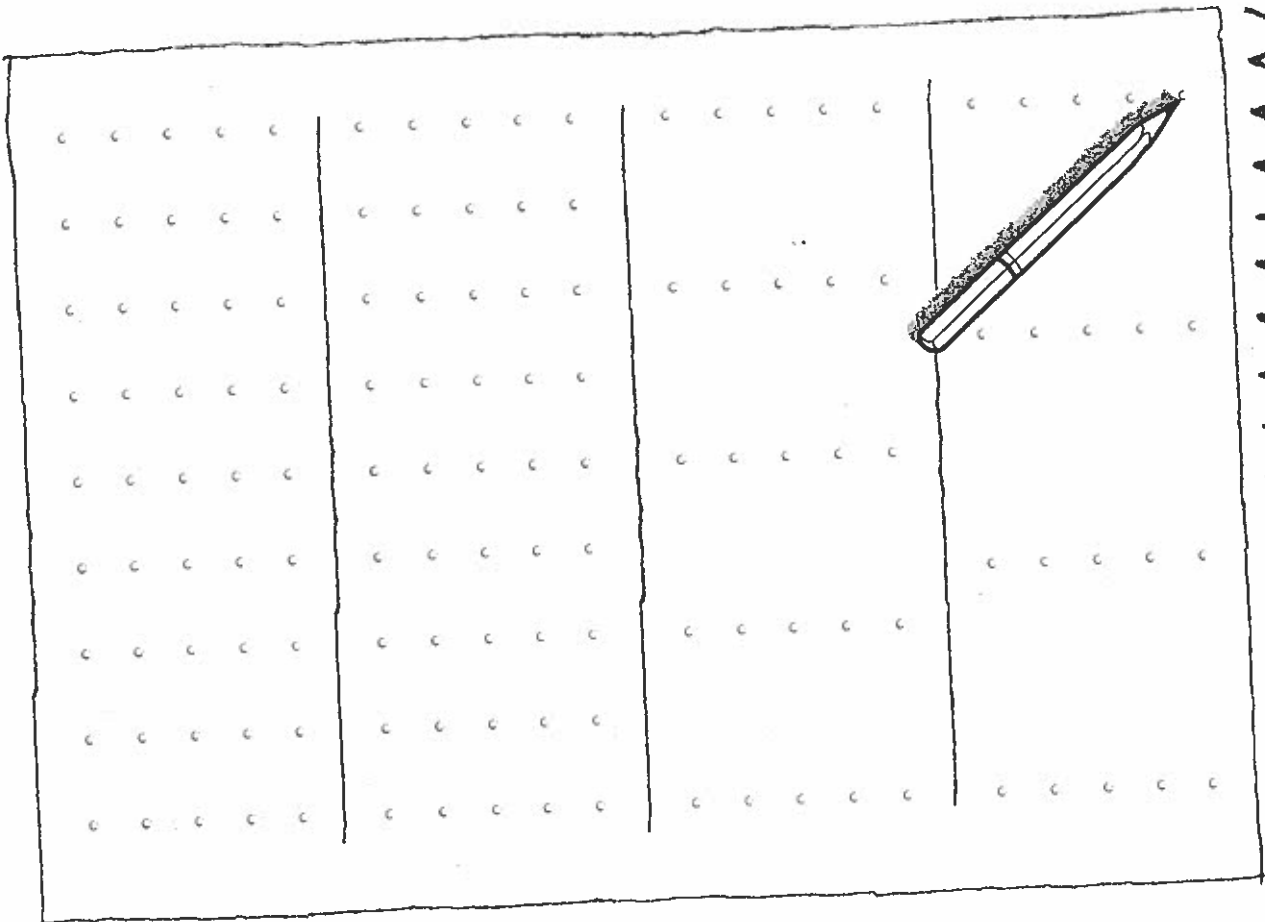
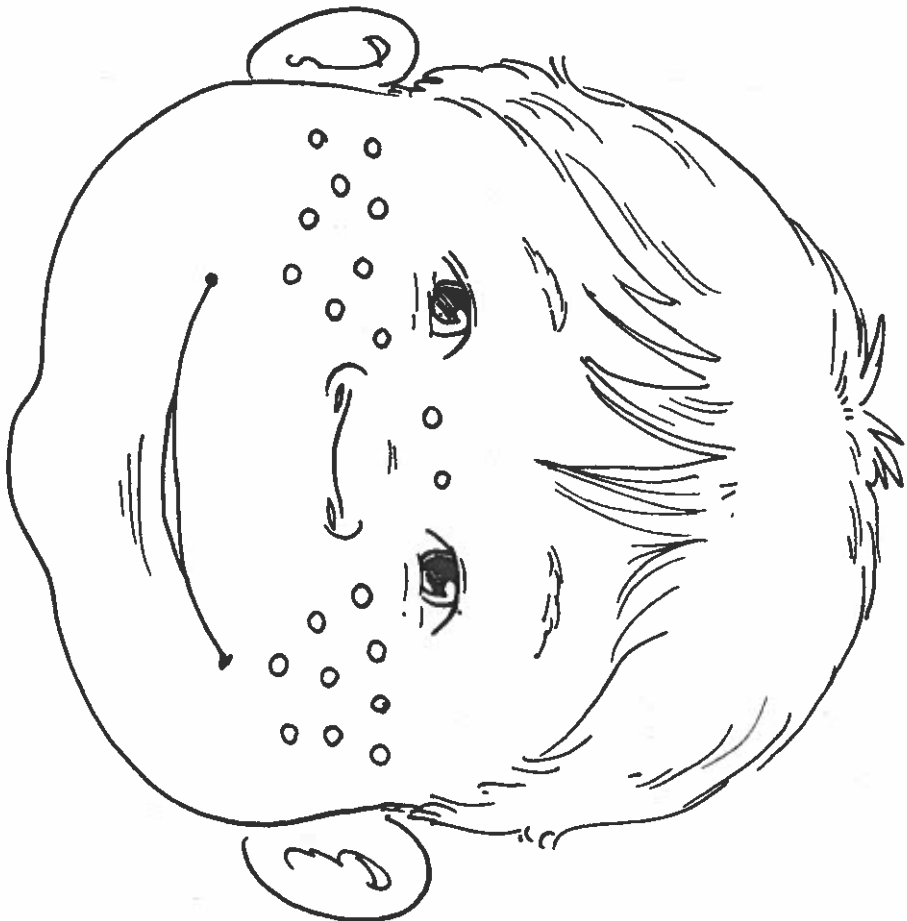
The natural tendency in this exercise is to join the dots, but this is not the aim; rather it is the precise control of pencil placement.

If a child experiences difficulties in this activity they may prefer to begin this task by using finger paints on the tips of their index fingers, to develop the exact finger-point location. Some children may also find black print on a white background too confusing or distracting and may prefer coloured points on which to focus.

Additional activities have been provided to supplement the exercises.

Booklet 1A

Can you put the freckles on Tom's face?



Booklet 1

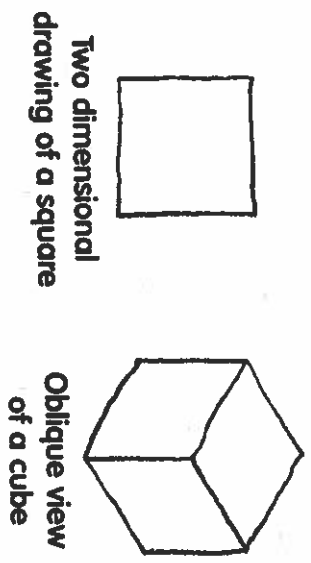
B. Form constancy 1

Booklet pages 4-6

These exercises develop an area of perception known as form constancy.

Form constancy is the ability to recognise an object despite changes in size, colour, or position. It is because of this area of visual interpretation that we can recognise two and three dimensional forms as being from the same category of shape. For example, a drawing of a square and a cube both belong to the square category of shape.

A person whose perception of form has developed will recognise a cube as a member of the square category even if it is viewed from an oblique angle, as shown here.



A child whose form constancy is dysfunctional may perceive a cube as being a completely different shape to a square. These children will have extreme difficulty matching three dimensional shapes to complete a posting box activity.

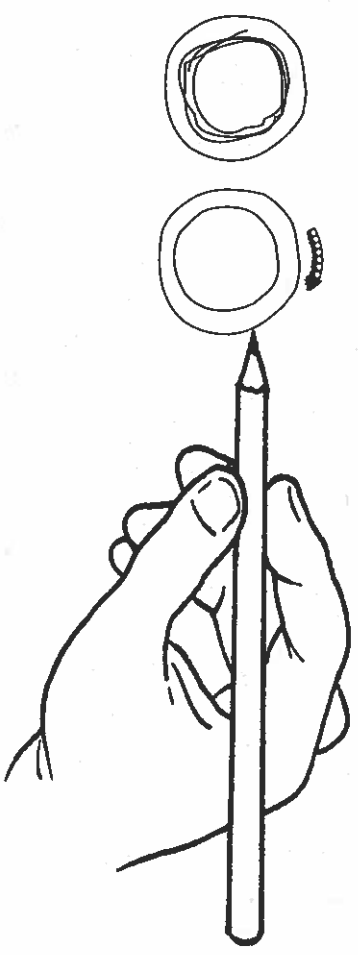
Dysfunction in this area will reap serious consequences when learning to write. For example, if a shape of a letter is drawn on the blackboard, the child may perceive this differently when attempting to reproduce the same shape on paper.

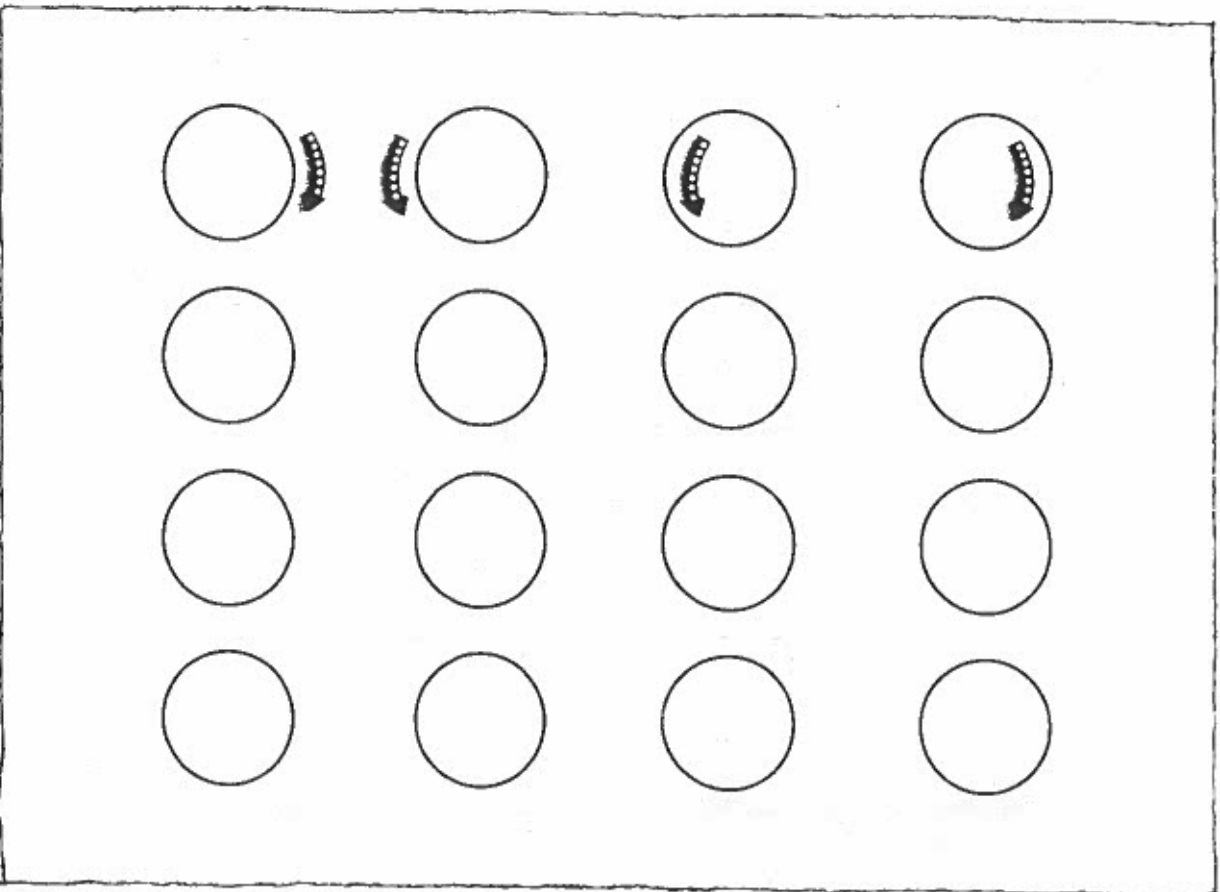
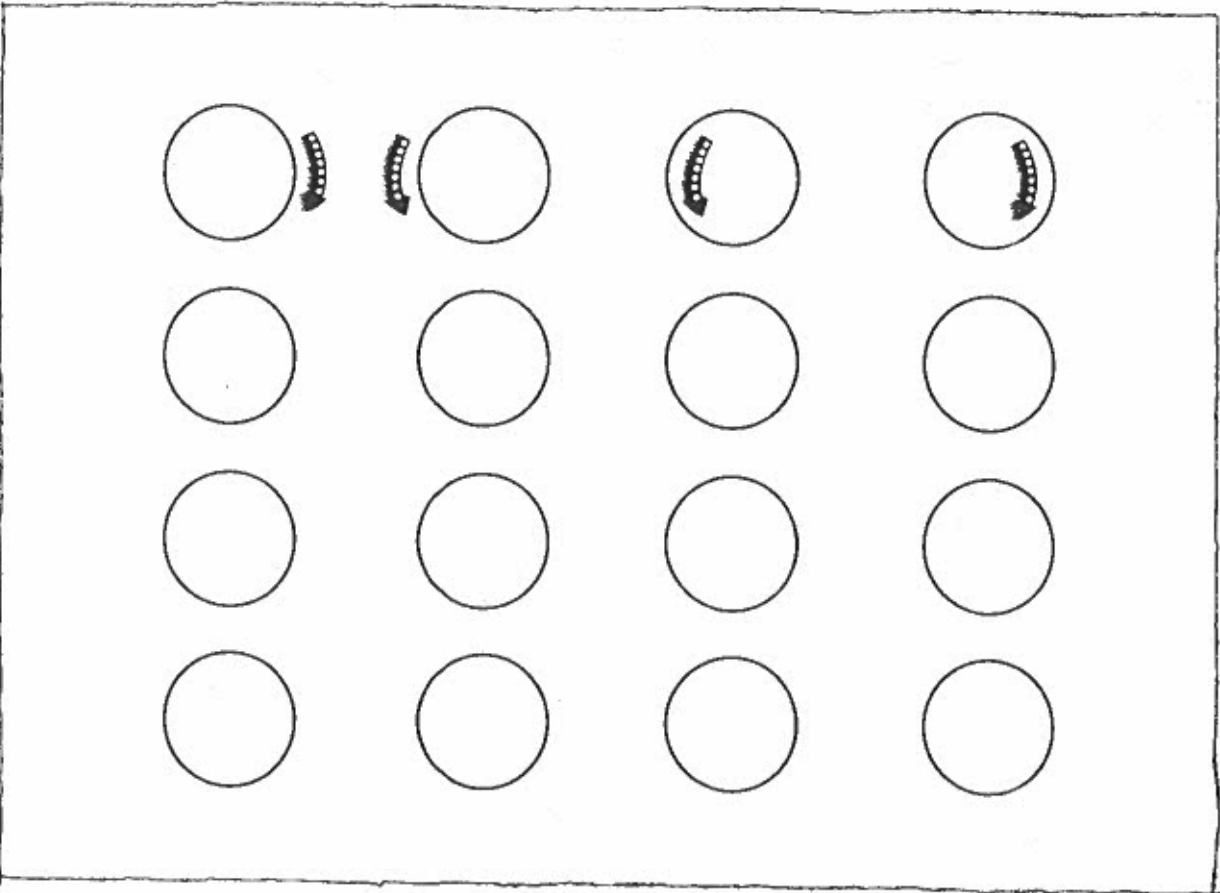
The exercises which follow will assist the child to experience the form of a circle, but additional activities involving touch and movement are necessary to establish the understanding of form, for example: feeling the shape of a plate, or the outline of a ball or steering wheel.

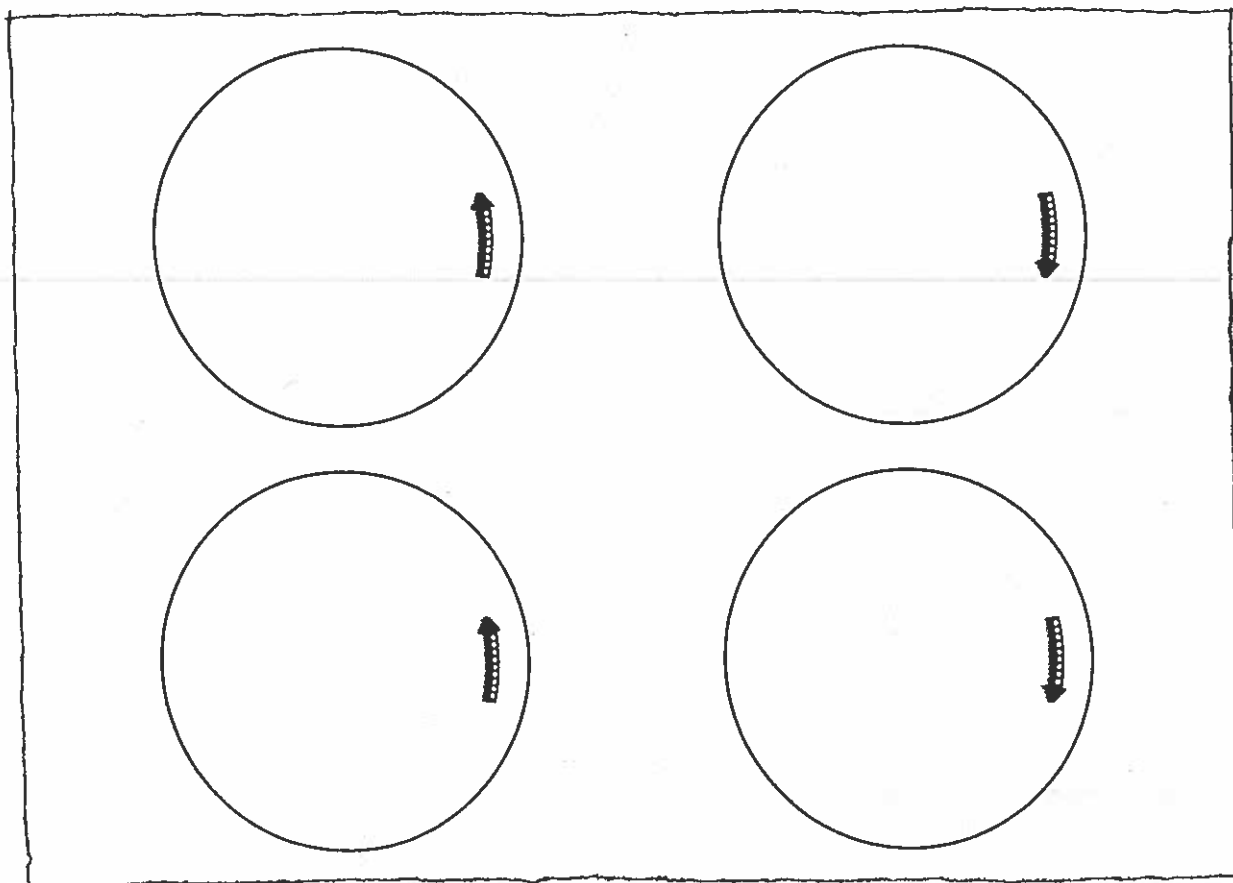
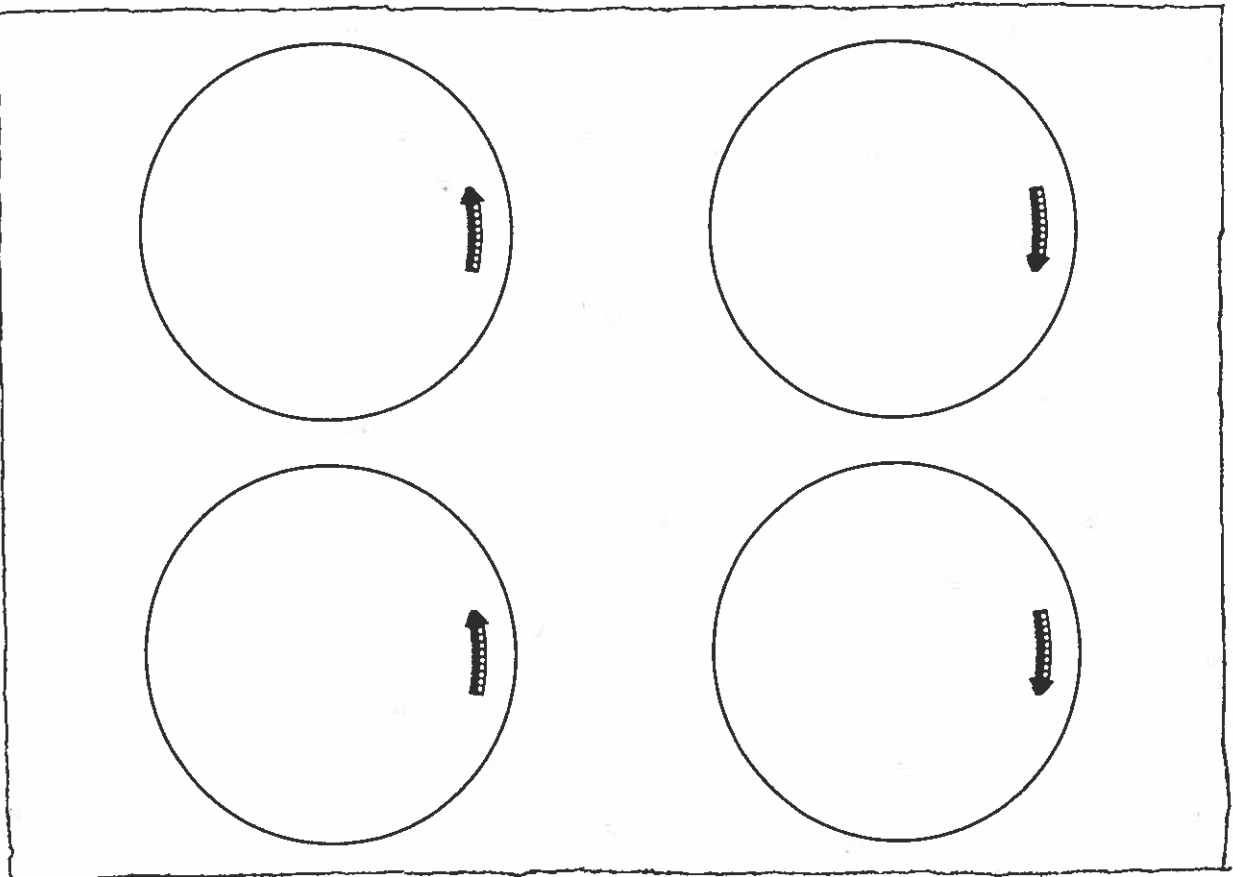
These exercises help the child to feel the movement required to produce a circle.

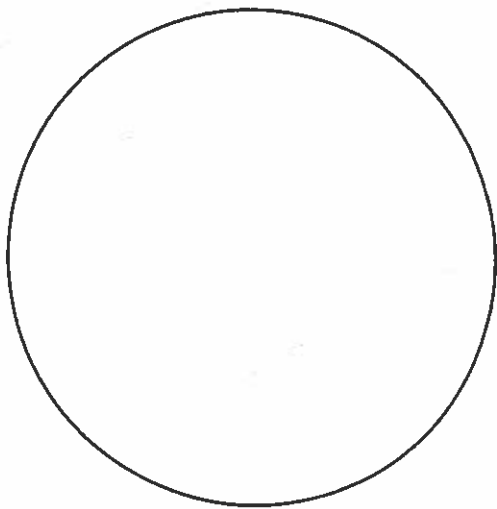
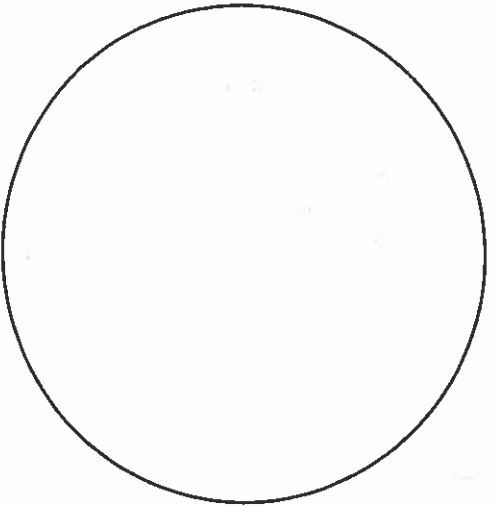
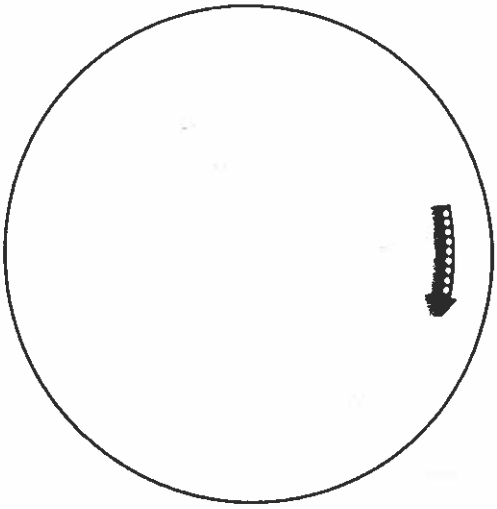
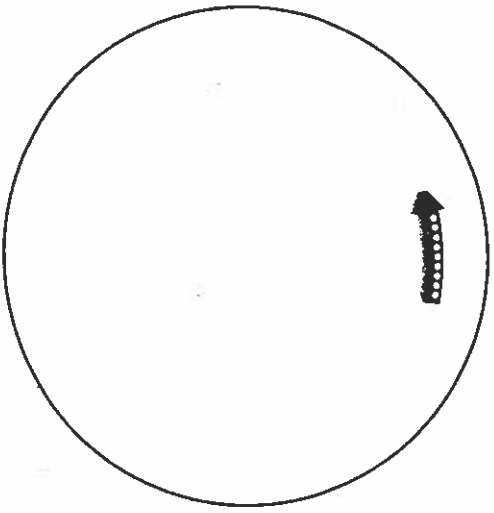
The child is taught to create a circle by repeatedly following an outline. Initially they form what looks like circular scribbles, but gradually by the fluent movements required, and using the circular boundary given, the shape is organised to resemble a clear circle.

As the child progresses through the circles they should begin to see that the beginning of the circle should join with the end, ultimately without being able to see the join.









Booklet 1

C. Form constancy 2

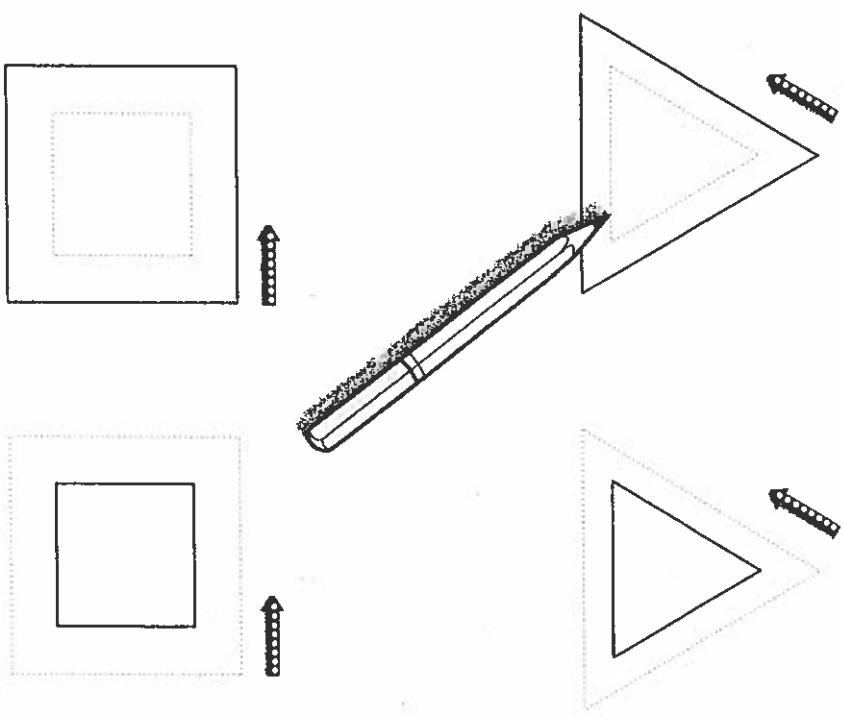
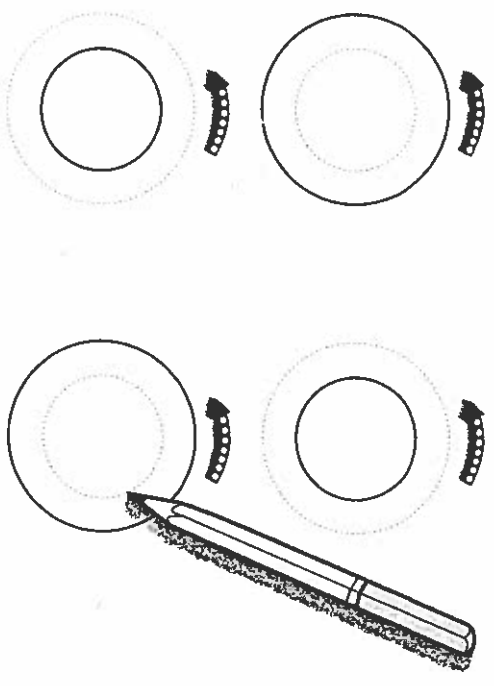
Booklet pages 7-9

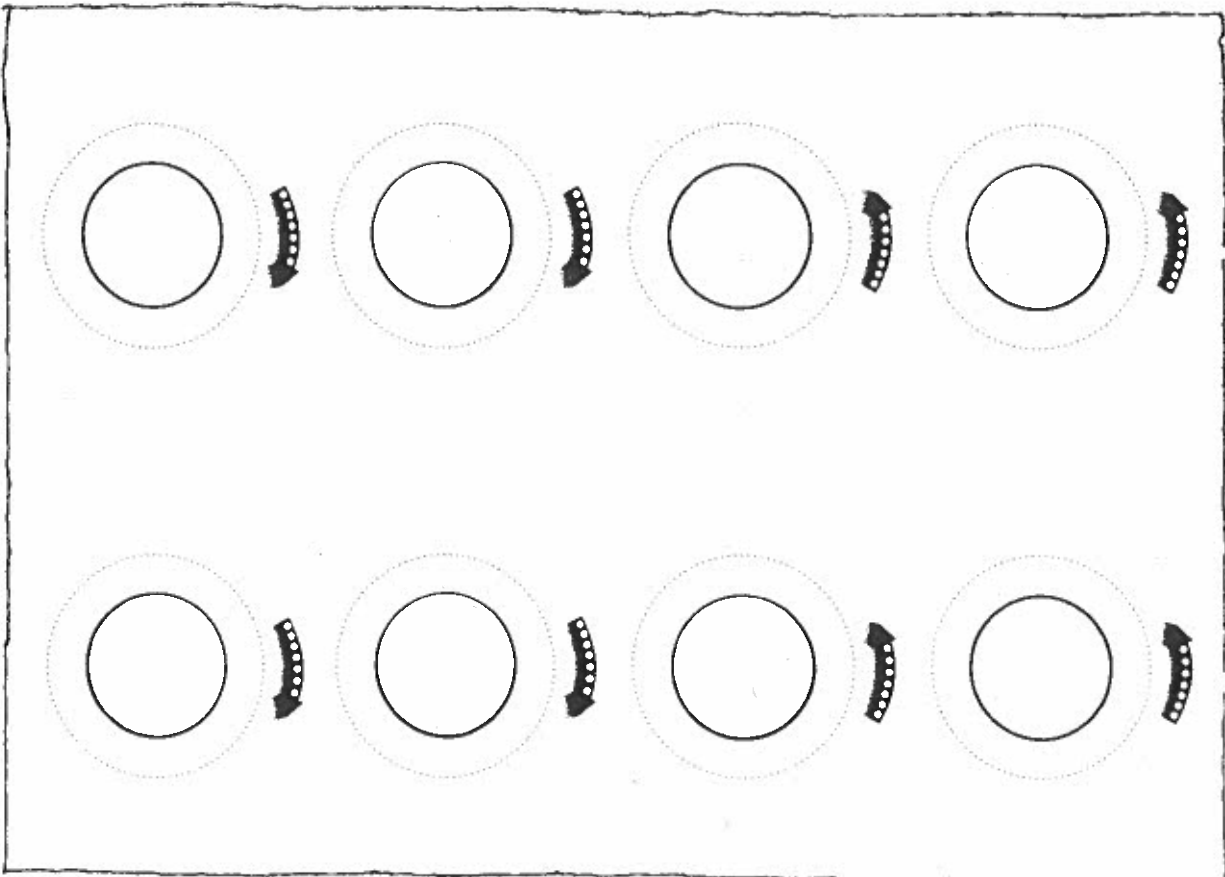
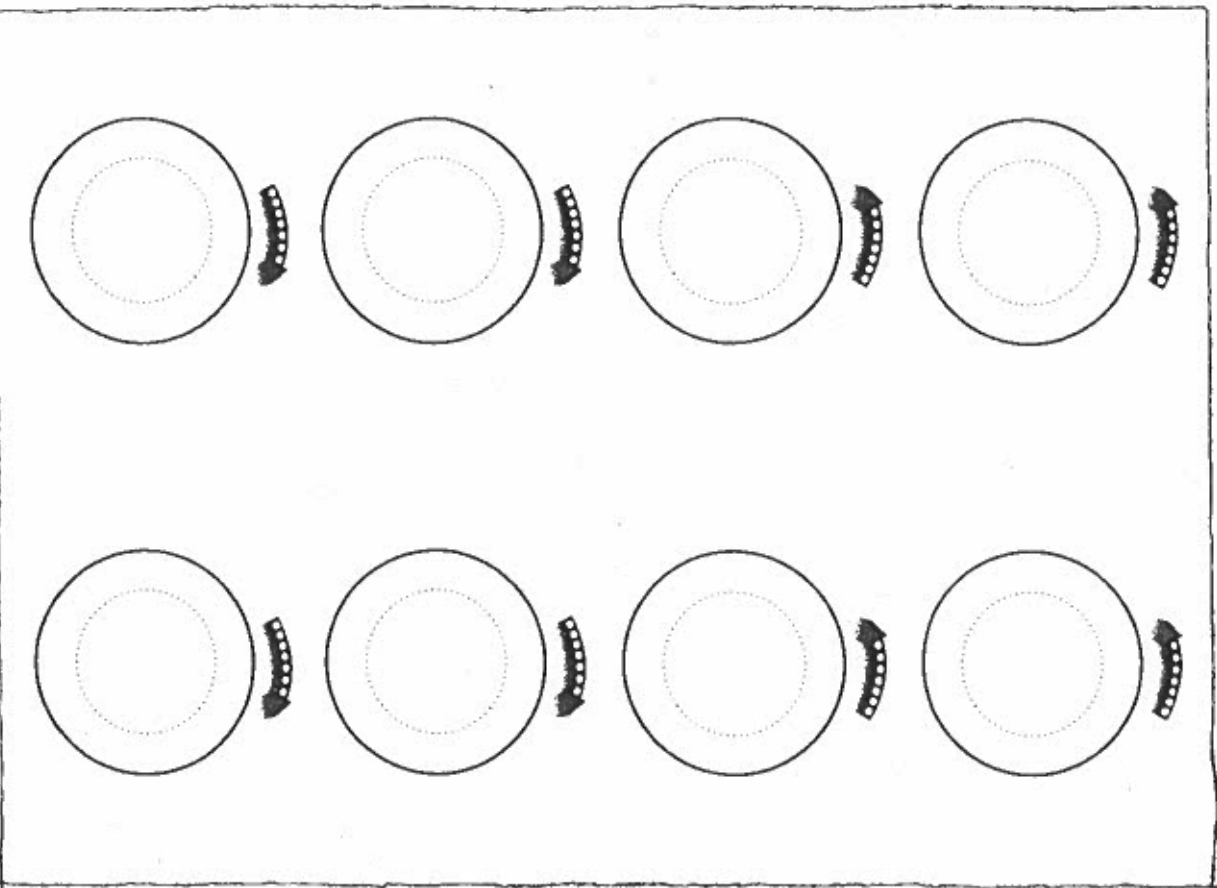
Additional worksheets 10-13

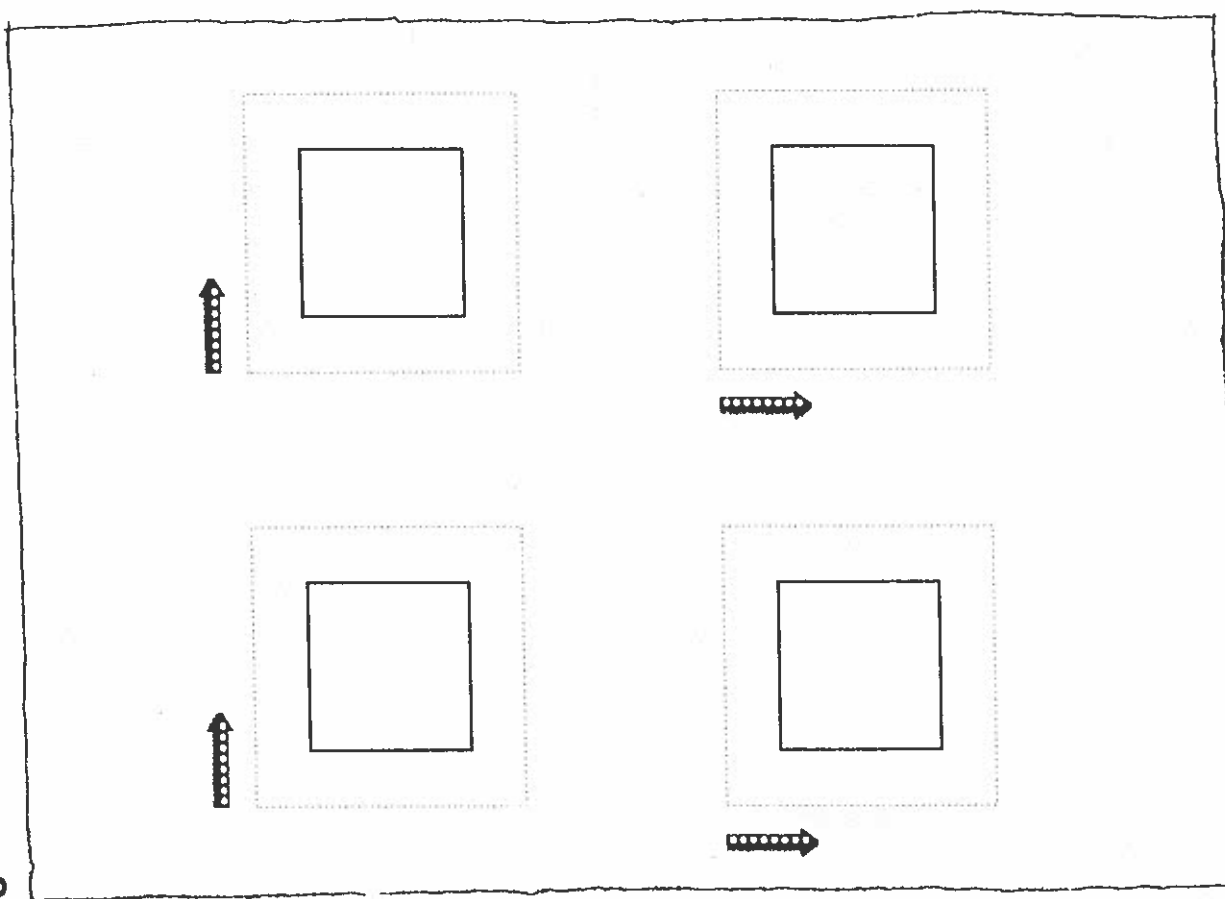
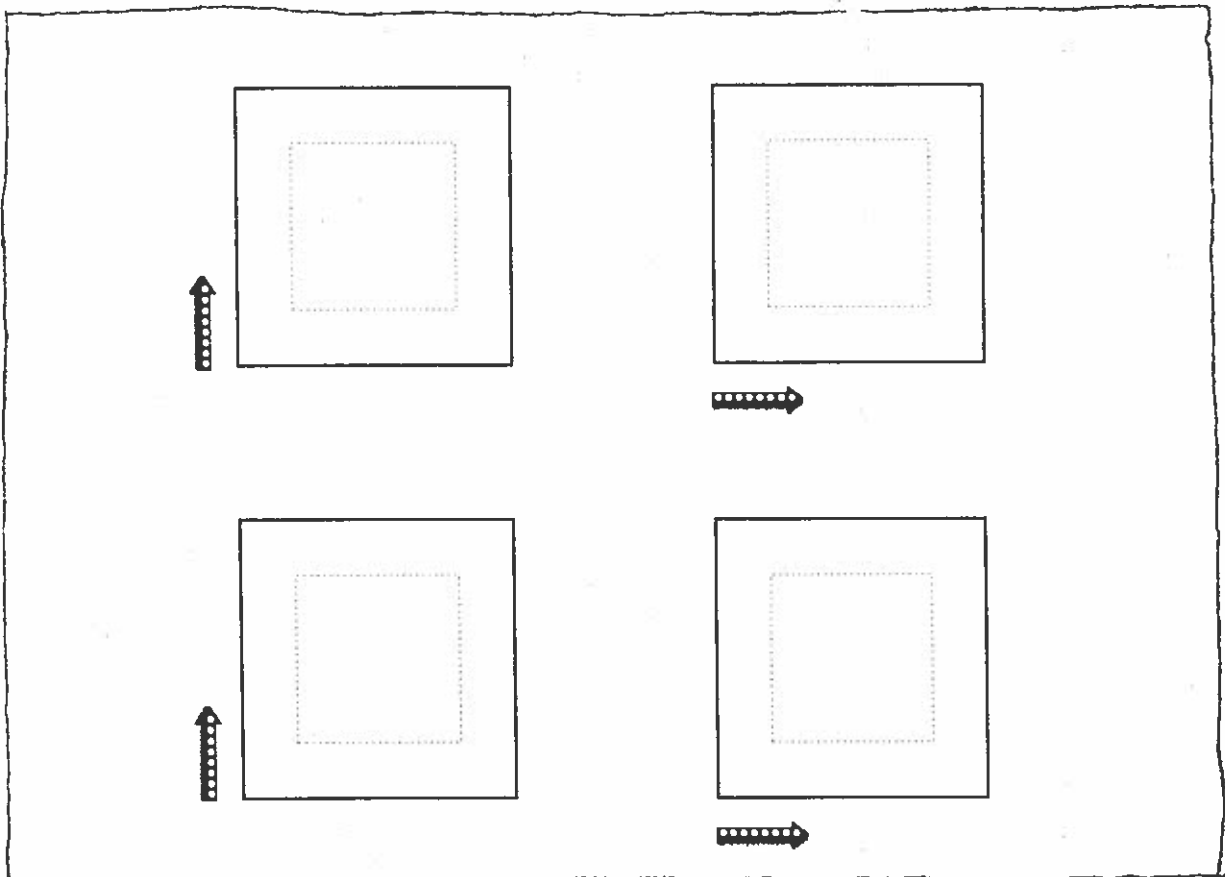
Progressing from the previous exercise which involved the creation of circles using bold guidelines, the next series of tasks involves the creation of circular movements when given punctuated lines to guide the pencil. Once this has been mastered in both clockwise and anticlockwise directions, the size of the circle is decreased.

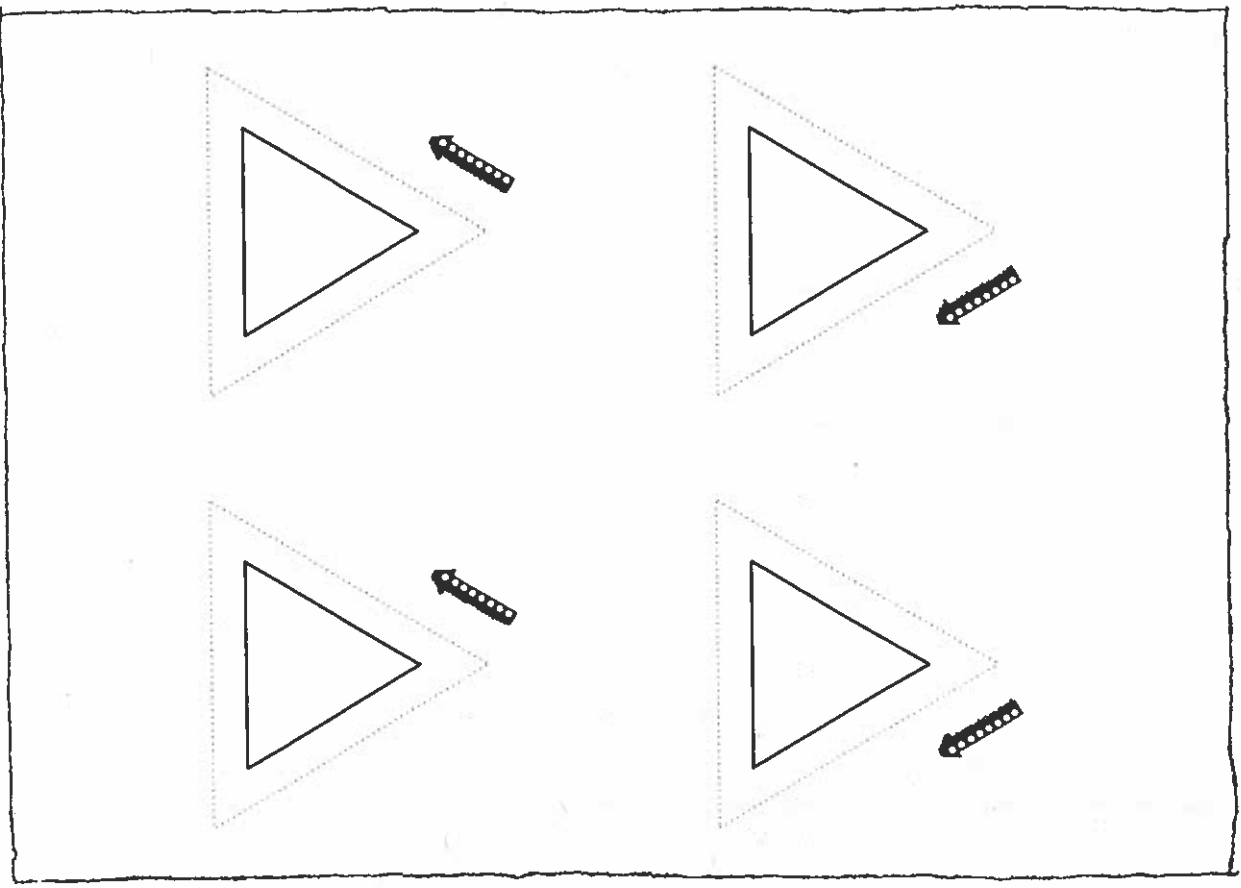
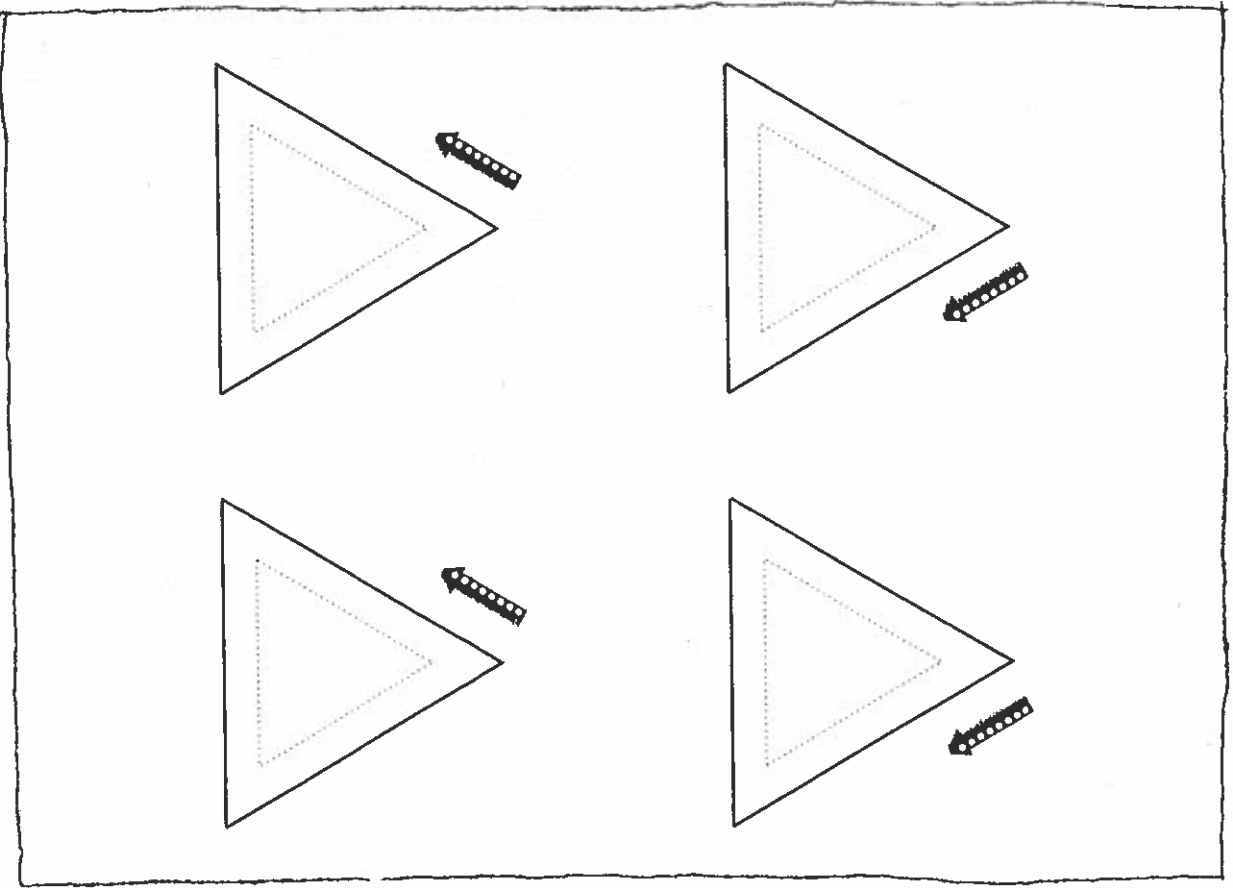
The aim of this task is to further the child's understanding of form. It also promotes experimentation with orientation.

Further forms are then introduced to develop an awareness of other shapes such as triangles and squares. These are produced both inside and outside the stencil of the shape provided, as shown here.

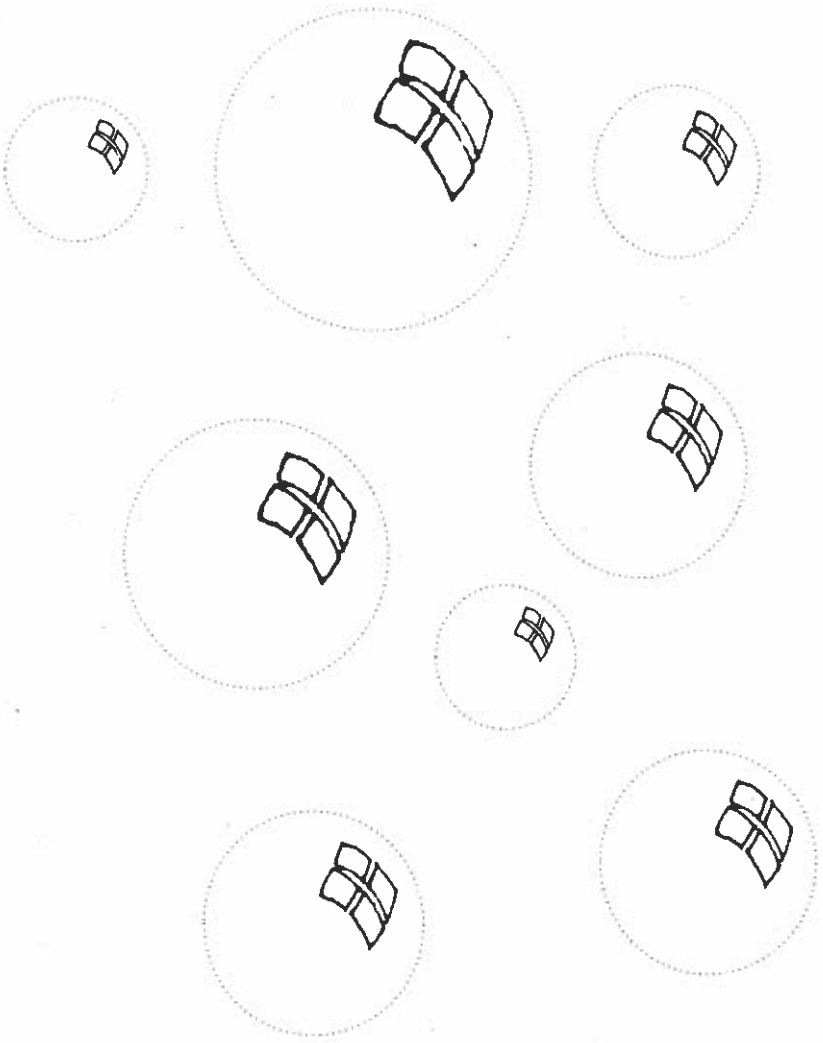






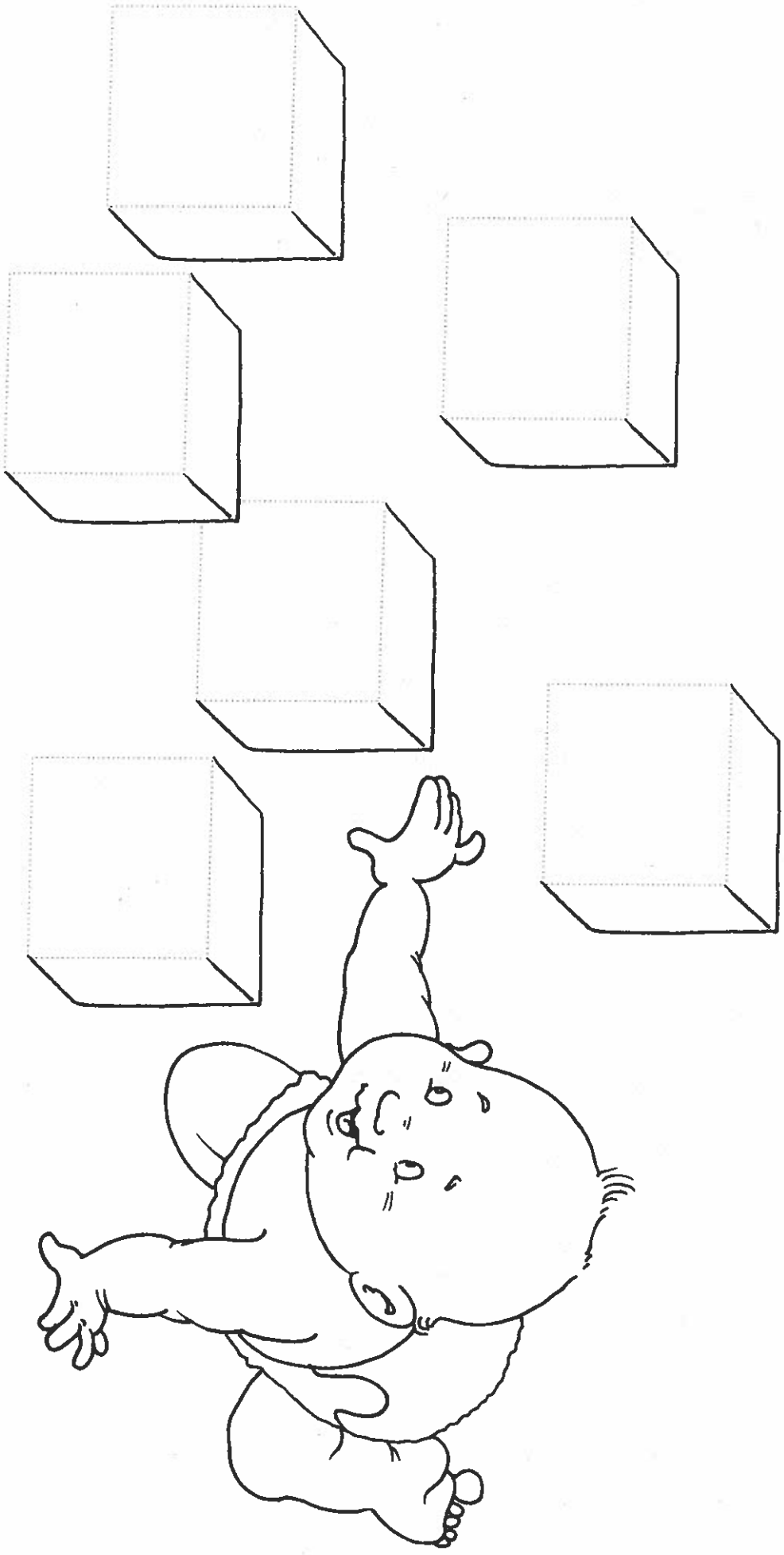


Can you draw around the bubbles?

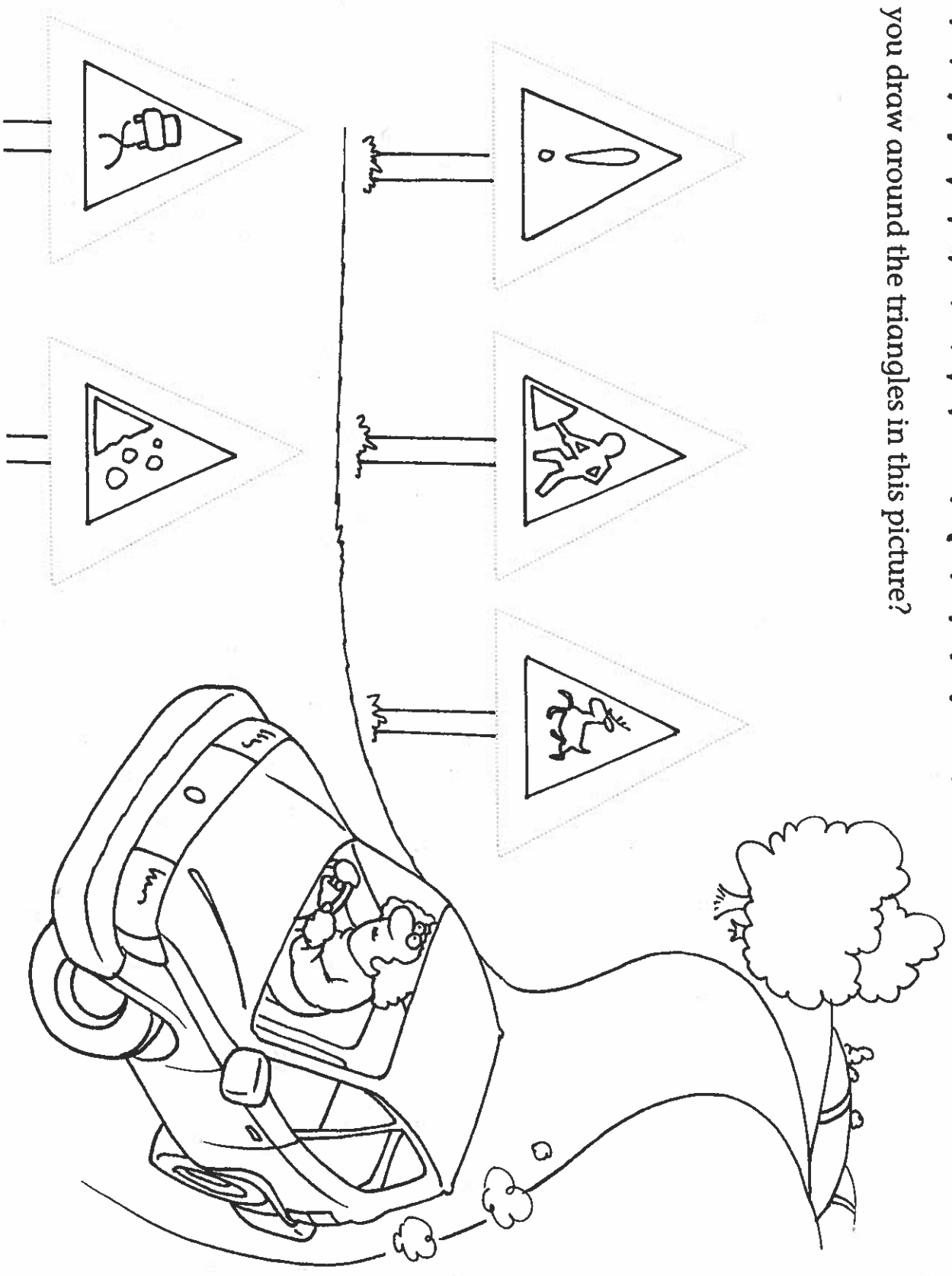


~~~~~ Booklet 1C

Can you draw around the baby's building blocks?



Can you draw around the triangles in this picture?



Booklet 1C

Can you draw around the circles, squares and triangles in this picture?

Can you draw yourself watching the circus?

