

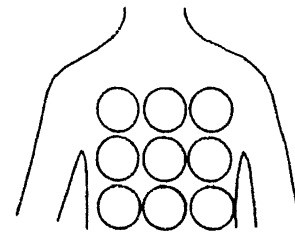
CODING AT CHALKBOARD

PURPOSE: To develop and pattern visual associations with tactile, kinesthetic and auditory information processing

APPARATUS: Chalkboard, code oscillator or buzzer, if available

METHOD:

1. The assistant should draw an outline of back and shoulder area on chalkboard at child's own height. Touch each of the nine indicated spots on his back until patient can locate each one accurately on the projection of his back on the chalkboard before him. As you touch any one of the locations on his back, he should touch appropriate spot on the chalkboard. Now tap out a pattern from one spot to another rhythmically, starting with two locations and building to three or more. Repeat in irregular rhythm.



When #1 is done easily, trace line from one spot to the next *on his back*. Have him duplicate on the chalkboard the line he felt on his back. Be sure he draws it in the **SAME** direction you traced it on his back. Start with horizontal lines first, then vertical, finally oblique. Be sure he duplicates all aspects of the line he felt--the direction, the speed, the pressure and the position. Vary these components and have child verbalize the differences as well.

3. When #2 is done readily, the assistant traces various geometric shapes on his back. Help him to recognize differences in position on back, size, pressure, speed and direction form was drawn, etc. by seeing that he traces these aspects onto the chalkboard appropriately.
4. Using a buzzer behind patient's back, assistant is to make intermittent short and long sounds. Have him draw short and long lines on chalkboard. Get him to be aware of the length of time (duration) of the sound and relate it to length of line he draws. Start with single sounds of varying length. Next, use groupings of sounds, two, three, or four at a time for him to replicate on chalkboard.
5. Have him decode from the chalkboard, using the buzzer to sound out his series of dots and dashes from step #4.
6. Draw five or six groups or patterns of dots and dashes on the chalkboard. Each group should be a different pattern or arrangement of dots and dashes. The home assistant sounds out on the buzzer a sound sequence to match one of the groups on the chalkboard. Have the child listen and match what he hears with the appropriate pattern on the chalkboard.

ASPECTS TO BE EMPHASIZED:

1. Steps 1, 2 and 3 emphasize the translation of tactile localization experiences into a visual spatial projection. Help child to think about the diagram on the chalkboard as a picture of his own back. He should try to **SEE** (visualize) **WHERE HE IS BEING TOUCHED**. Also help him see the other variables as well (speed, pressure, direction size, etc.).
2. Steps 4 and 5 emphasize the translation of auditory time and space relationships into visual patterns. Help him to see (visualize) these relationships, including varying lengths of time between sounds (the no sound duration).

MONOCULAR _____ BINOCULAR _____ SEPTUM _____ LENSES _____ TIME _____