

by Jennifer Wester

ARTb

Artistic Refinement Therapy Book Series

Welcome to the introduction packet to my series of activities based on advice and observation of fine motor skill, visual motor, visual perceptual, sequencing, order and logic skill educators and therapists.

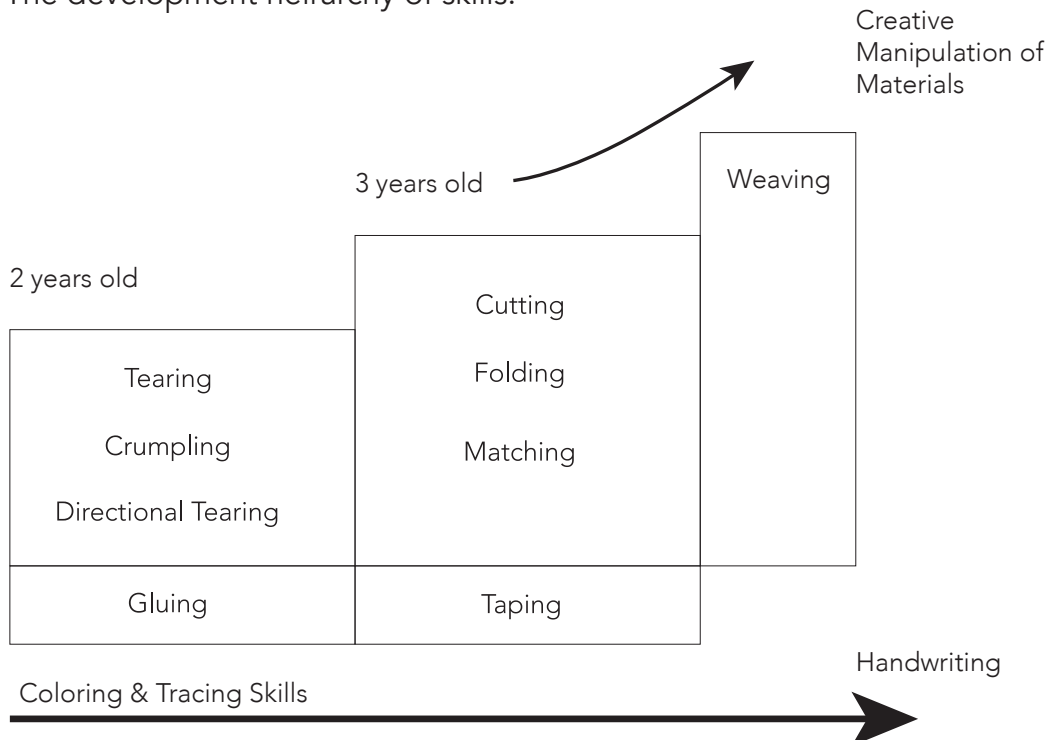
I'm a mom and artist and former professional figure skater and coach with a passion for education. I provide this document to you today as an introduction to guiding your child effectively into learning new skill sets. The result of this exercise should be your child capably understanding two diverse instructions on the paper and being able to practice those activities independently.

I hope you enjoy this micro-tutorial and share your experience with friends!

WHAT TO EXPECT

Ages for each skill development vary greatly. Below are the earliest ages at which it is considered appropriate to introduce each skill.

The development hierarchy of skills:



Try out this technique

When you complete these instructions you should find your child able to identify and follow to a reasonable ability exercises with the instructions taught here.

For this tutorial we'll use just 2 linear instructions.

TEAR on a wavy line

CRUMPLE the zig-zag lines.

These exercises work a child's:

- Visual Perception
- Visual Motor Integration
- Fine Motor Skills

Timeline:

Expect to work with your child 3-4 times, 5-10 minutes each before they are fully independent with identifying and performing this instruction set independently. Future instructions will require less time for them to learn and remember but since this is the first introduction of this system, give yourself and them the time to work into the process.

Getting started:

The 1st 5 minute introduction:

Present the work to your child, sitting with them and expressing your interest in understanding the work (look interested).

Look with your child at the instruction page and calmly and slowly read the first instruction, pointing to the linear version of the instruction.

“Okay, it says we're going to TEAR on the wavy lines”
(pointing to the wavy line) “Wavy lines look like this”

“What is this again?”

(You are looking for your child to confirm “Wavy line”; if they don't repeat the it for them and ask again.)

“What am I supposed to do on the Wavy line?”

(You are looking for a response that you will TEAR the wavy line — “TEAR it!” Or “Tear the wavy line”; again, if you do not receive this response, give the child the answer and then repeat the question again.)

“THEN, it says we will CRUMPLE the zig-zag lines”

(pointing to the crumple lines) “What are these?”

(You are looking for a response, as with the first instruction: “Zig-zag!” Or “zig-zag lines!”)

“And what am I supposed to do when I see them?”

(You want to hear “Crumple!” Or “Crumple the zig-zag lines!”)

While moving to the first exercise repeat for your child verbally again:

“So we're going to TEAR on the wavy lines and CRUMPLE the zig-zag lines. Let's try!!”

Have a goal of only doing 1 exercise with your child on this first try.

Act like you are a person without a memory while you point out the first wavy line.

Ask slow and clearly, “Is this a wavy line?”
(You want your child to say yes or nod)

After confirmation of some sort (repeat the question if they have not confirmed that you are pointing at a wavy line) say,

“OK, I think I remember that we are going to TEAR the wavy line, right?”

(again, look for confirmation and re-ask the question if you have not received confirmation. If needed, ask them if they want to look back at the instruction page to confirm what you need to do on a wavy line.)

After you are both in agreement that you must TEAR the wavy line, begin the tear for your child and then ask,

“Do you want to try?” Or “Let’s do this together; will you help me now and do some?”

“We only want to tear where the wavy line is so let’s make sure we look for where it stops!”

Your pace of speech and action will influence how fast your child moves so GO SLOW. You are only trying to get that first exercise done. Take your time.

After the tearing is completed, say,

“Great! Do you remember the other instruction we were supposed to look for?”

(Zig Zags — go back and look at instruction page if they don’t remember)

Now look on the page with your child (search even if you’re faking it) and say “Do you see any zig-zag lines?”

When they find them ask your child to take the CRUMPLE action.

Celebrate their memory of the instruction.

You’ve done it! And the attention span is probably up for this round so propose the idea to put the activity book away and come back to see if you can still remember the instructions tomorrow. (propose it almost as a fun challenge for later to see if you’ll remember what to do.)

SESSION TWO:

Again, 5 minutes. Get through 1 exercise — two if the child is particularly interested.

Bring the same curiosity and energy to the second session as you did to the first. This time however, ask the child to remind you what to do while simply pointing to the instructional lines on the instruction page.

Turn to the 2nd exercise and say,

“okay! Let’s see what happens on this page! Where do we start?”

(you are looking for your child to say something like “wavy lines” or “tear!”)

After the child identifies the first instruction, ask them to show you where they see that instructional line with their finger. Then prompt them to take the action.

Repeat this process with the second instruction (crumple on the zigzag lines)

Celebrate the completion of this activity and ask if they want to do a second one or put it away and see if they can remember the instructions again tomorrow. (either option is okay)

SESSION THREE:

This time open directly to the next exercise, skipping the instructional page. Ask the child if they remember what to do with these lines. (If they don't, repeat the practice of session two; otherwise prompt them to show you how it works because "you need to help recalling" — let the child lead you to understanding the exercises essentially.)

Similar to session 2, at the completion of each exercise give the option of putting the work away (to challenge your memories again another day) or continuing with an additional exercise.

SESSION FOUR:

YAY! You're at the completion of this introductory package and your child should be able to instruct you on what to do when you see that wavy line. Your only job this lesson is to be there to let your child lead you through an exercise. Once they have done so for one exercise, suggest that they try one all by themselves — you are now the observer and cheerleader to their self-guided exercise.

These exercises have 2 linear instructions.

TEAR on wavy lines



CRUMPLE zig-zag lines





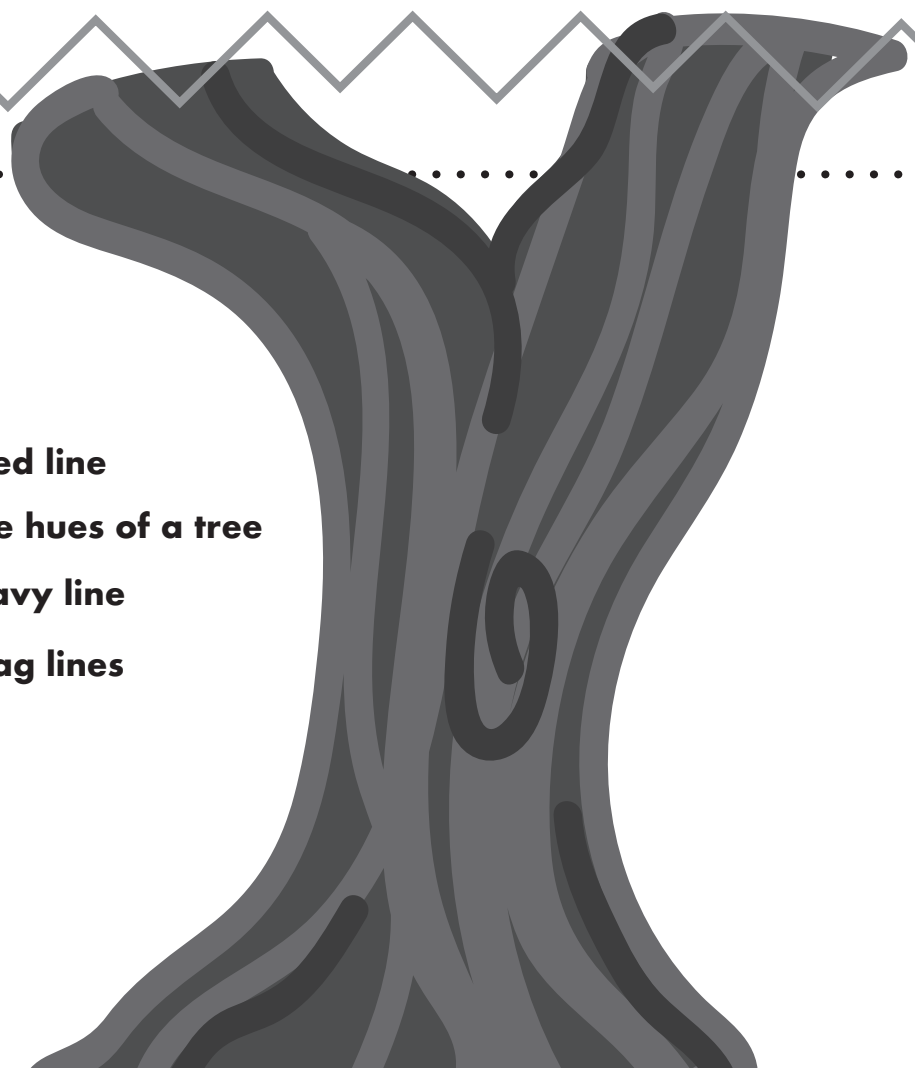
TEAR on wavy line
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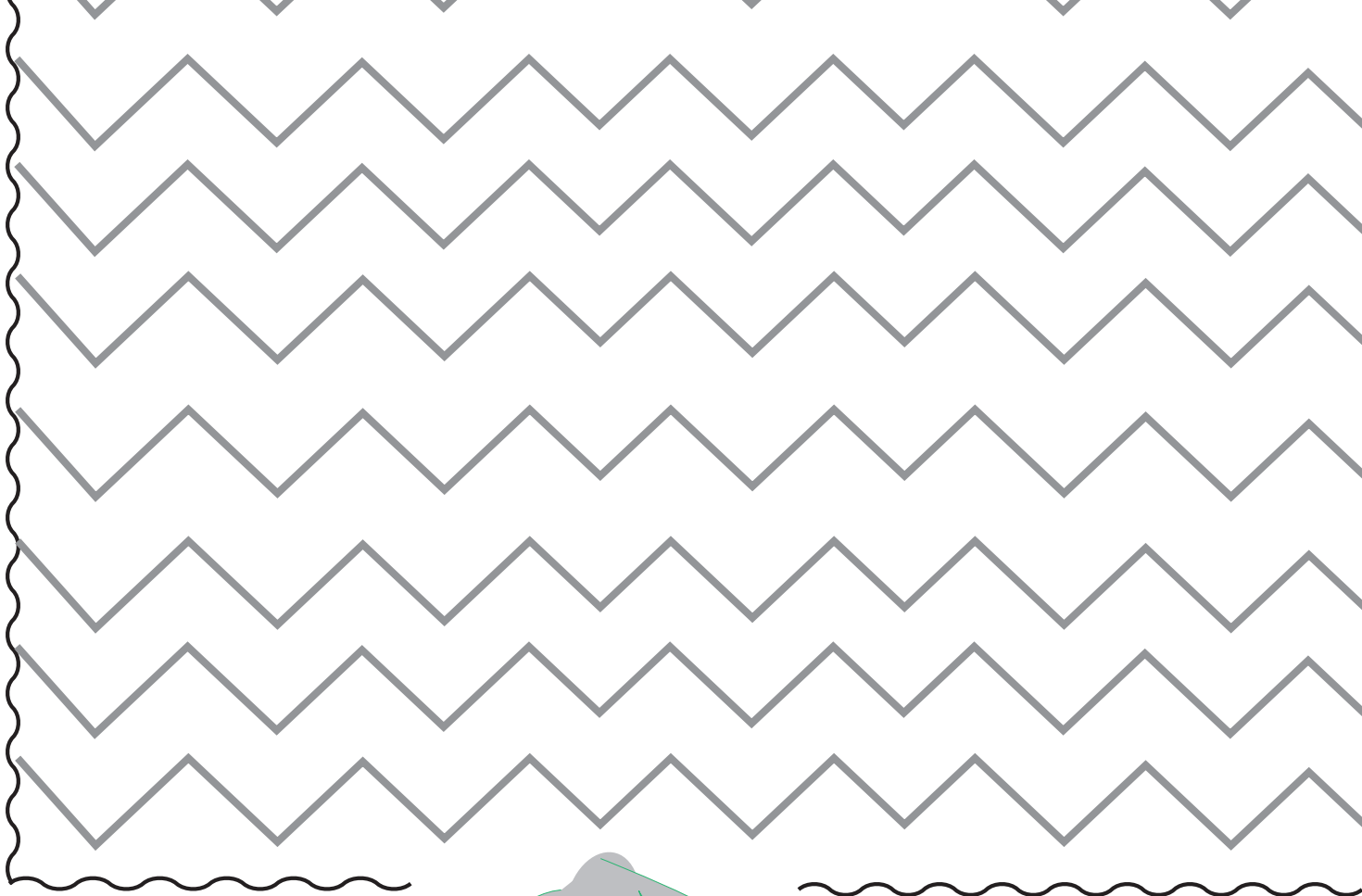


TEAR on wavy line
CRUMPLE zig-zag lines

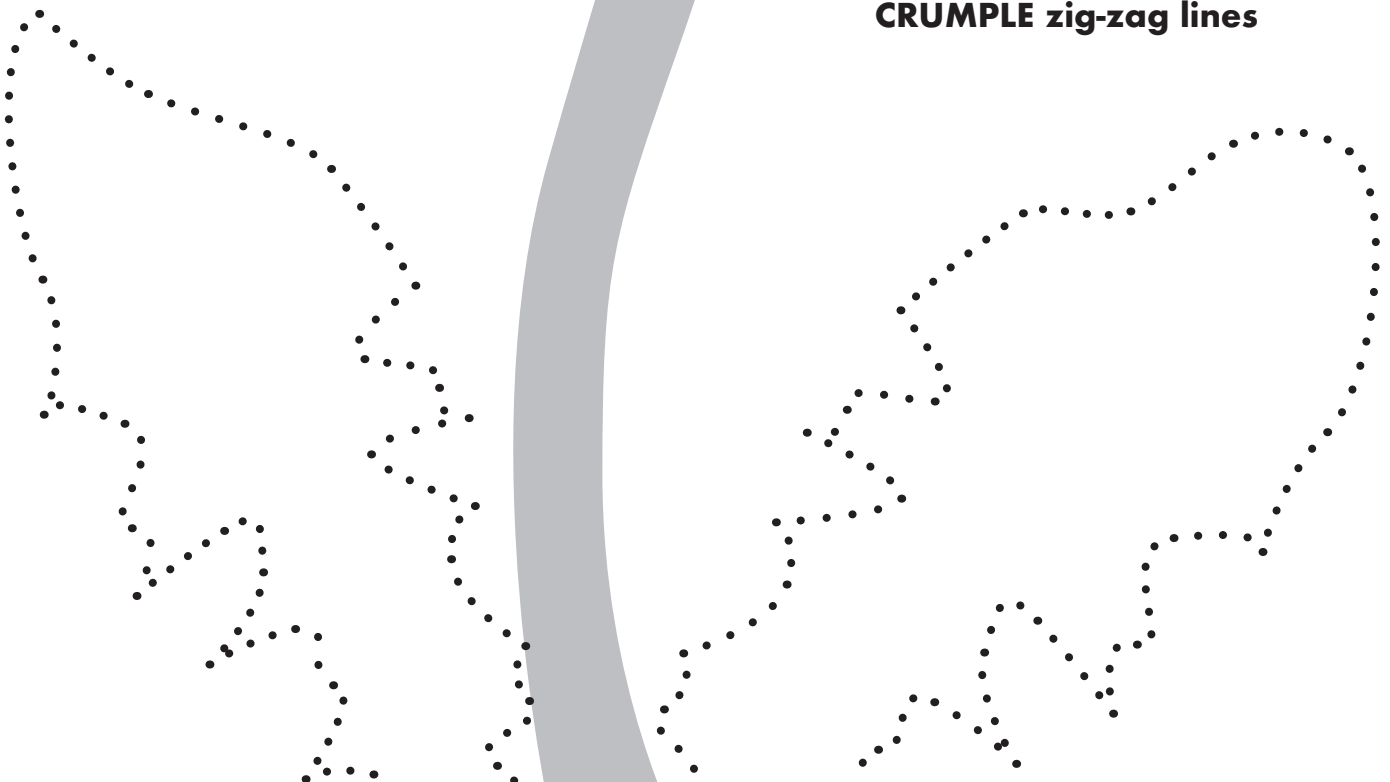


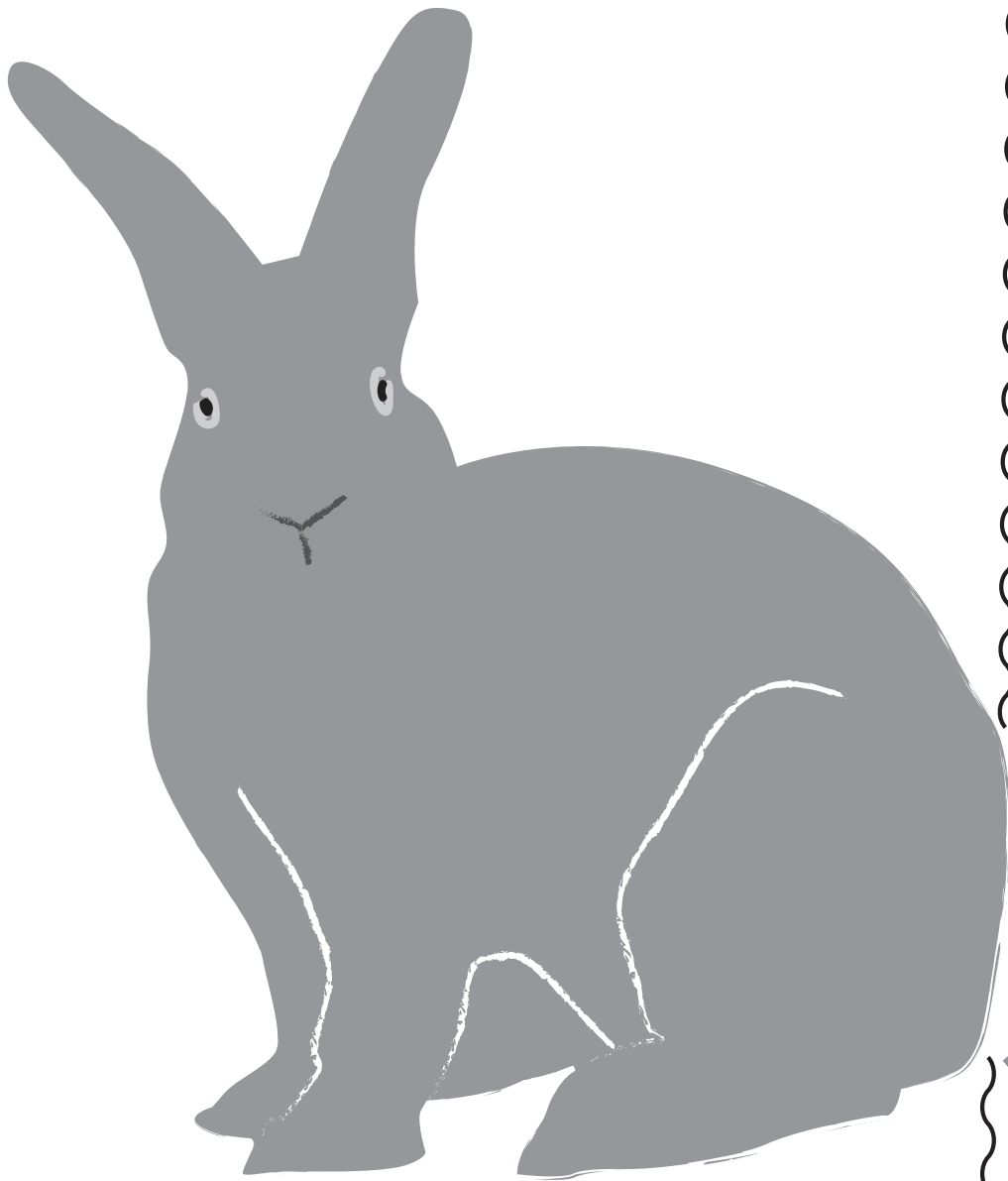
TRACE the dotted line
COLOR with the hues of a tree
TEAR on the wavy line
CRUMPLE zig-zag lines





TRACE the dotted lines
COLOR with the hue of a leaf
TEAR on the wavy lines
CRUMPLE zig-zag lines





TEAR on wavy lines
CRUMPLE zig-zag lines

