



PERCEPTUAL MOTOR PROGRAM

Year One

WHAT IS IT?

- **Perceptual** = relating to the ability to interpret or become aware of something through the senses
- **Motor** = using the body as the source of action



“Before he can learn that “p” is down and “b” is up, he must learn when he is down and when he is up. Directionality must become a part of the body scheme before any child can have a real appreciation of the directionality of letters, numbers and words.” (Capon, 1975)



- Develops perceptions through practice and doing
- Motor skills become almost “automatic” or 2nd nature - freeing the brain to concentrate on new information
- Problem solving
- Fun & sequential activities
- Preventative not curative
- Cross-curricular links/language development



WE LEARN BY

○ OUR SENSES (7)



○ PROCESSING

develops language and memory

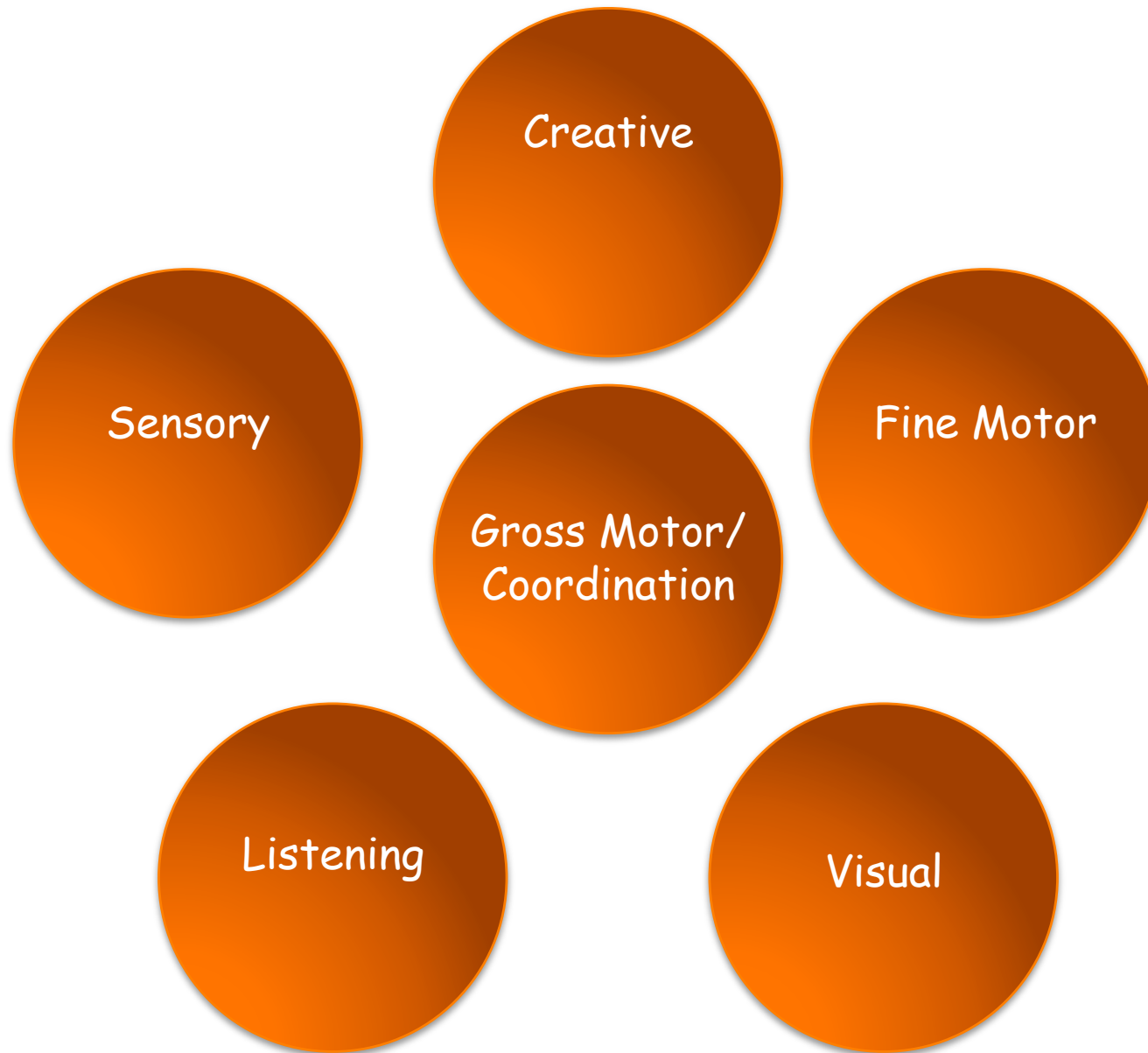


○ MAKING JUDGEMENTS

develops social skills



MAIN ELEMENTS OF THE PMP



PURPOSE OF THE ELEMENTS....

- **Gross Motor/Coordination**- The hands and feet do what the eyes tell them to do - essential for motor development e.g. writing, cutting, pasting and ball games. Remaining balanced in whatever position the body is placed.
- **Listening**- Attending to specific sounds, process what they mean and then respond accordingly. Most of our schooling is based on listening.
- **Sensory**-Fulfilling the needs of the nervous system through appropriate tasks i.e. gives the body feedback and stimulation.
- **Fine Motor**- Using and strengthening the fine muscles of the fingers, hands and wrists. Essential for developing good handwriting and computer skills.
- **Visual**- As reading and writing require eye muscle control, it is an imperative part of the PMP programme.
- **Creative** -Allowing the students to think in an unstructured manner. Opportunities to negotiate with peers.



ACHIEVED THROUGH.....

- *Location*
 - Self-space
 - General space
- *Directions*
 - Up/down
 - Forward/backward
 - Right/left
- *Levels*
 - Low-Middle-High
- *Pathways*
 - Straight
 - Curved
 - zigzag
- *Extensions*
 - Far/near
 - Large/Small
- *Effort*
 - Fast/slow
 - Strong/Light



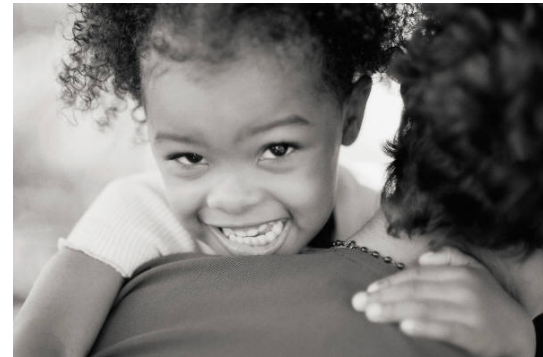
TYPES OF ACTIVITIES

- Locomotor - running, leaping, dodging, jumping, rolling, spinning, throwing, kicking, bouncing
- Non locomotor - stretching, pushing, pulling, catching, twisting, rolling, bending
- All done uni-, bi-, and cross laterally



IN SUMMARY PMP CAN HELP DEVELOP

- motor coordination
- cognitive development
- self-esteem
- social skills



...thus hopefully leading to a confident, happy child who can cope well in the classroom!

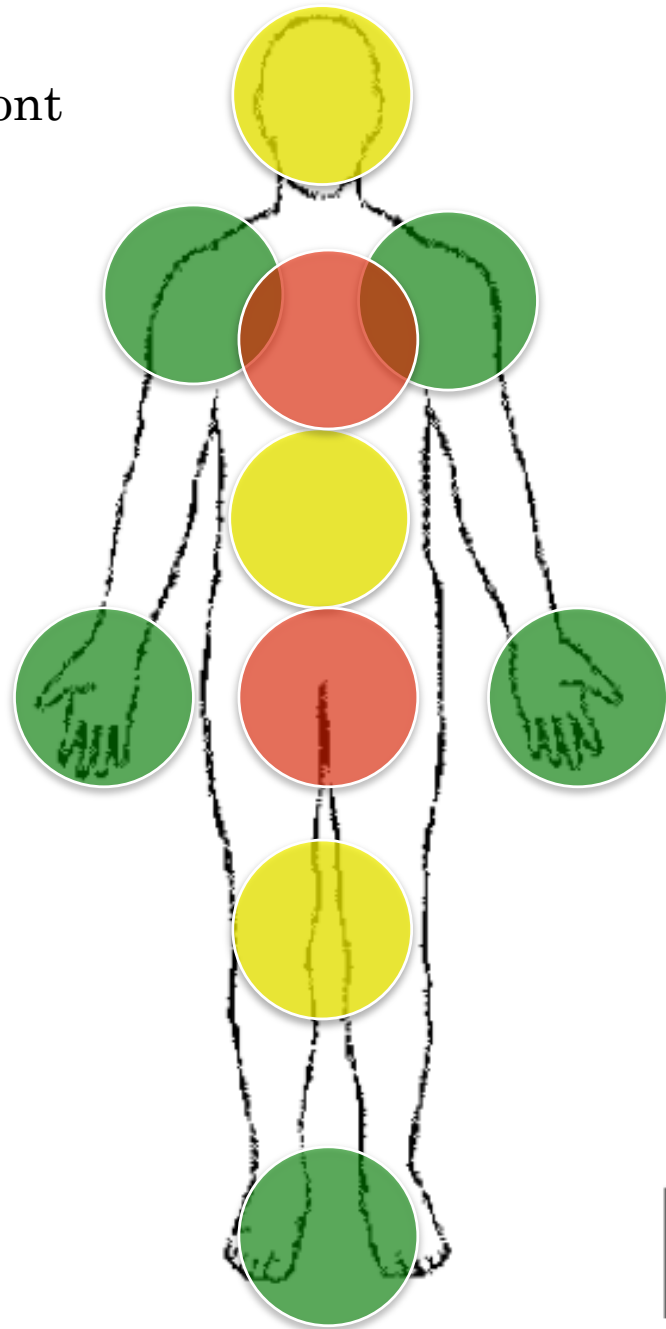


GUIDELINES FOR ASSISTING...

- Mondays 1:30 - 3:00
- Equipment
- Confidentiality
- Encouragement
- Student independence
- Communication with Teachers
- Student injury/sickness
- Observation
- Physical contact



Front



Back

