

## Go Left To Right! Card

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### Introduction

The Go Left To Right! Card is a simple device to help struggling students learn to properly read and write from left-to-right. It also prevents students from making reversal errors of letters and/or numbers, which is common for beginners. Whether diagnosed as “dyslexia” or not, these are difficulties of visual perception and directionality. The Go Left To Right! Card is a universal device that acts as a visual reminder, guiding the proper left-to-right direction when learning to read and write.



### Product Use

There is minimal instruction for The Go Left To Right! Card. The parent or teacher simply demonstrates the card before placing it on the child's slanted desk (see left), then rotates the card around while asking, “Do you know that green means go, and that red means stop?” Then, the teacher holds the card in front of the student so that he or she sees the card with the green circle on the left, the yellow arrow pointing from left to right, and the red circle on the right.

The verbal instructions may be, “Start with green and stop on red,” or “Go to stop,” or “Go left to right.” It's that simple. Repeat the phrase, “Left to right” ... “Left to right” ... “You can do it” ... “Left to right.” Then tape The Go Left To Right! Card near the top of the student's slanted desk and watch the student go left to right!

The Go Left To Right! Card is helpful for learning to read and write any language. For the student who is learning to read and write Arabic or Hebrew, simply turn the card around to “go right to left.” When learning Chinese, orient the card vertically with the green circle up and the red circle down, and “go top to bottom.” This versatile card works for any language!

#### **A Number Of Ways Exist To Maximize The Performance Of Struggling Students, Such As:**

##### *Slanted Desk*

First, the desktop should have a slant, approximately 10-degrees to 15-degrees of tilt. This slant reduces glare from overhead fluorescent lighting, which is common in most classrooms. By doing their school work on a slanted surface, students realize less fatigue, greater efficiency, and fewer reversal errors when reading and writing.

##### *Proper Posture When Seated At The Desk*

The above-mentioned slanted desktop also encourages better posture. The body must be prepared to work. Two-eyed individuals should keep their eyes level — the head should not be tilted, nor should the child lean on a hand or rest his head on a shoulder. If the head is tilted, then the visual system is much less efficient because one eye will be higher than the other and/or one eye will be closer to the work than the other. The proper visual distance from the two eyes to the near task is the length of the forearm (from knuckles to the elbow) when the extended fist is placed below an eye and beside the nose while the forearm is extended toward the slanted desktop.

When seated at a slanted surface, the student should plant both feet flat on the floor. The toes should be straight and not in a “duckfooted” or “pigeon-toed” orientation. The student should maintain equal weight on both feet, and maintain equal weight on both hips — no leaning left or right. Students should sit straight and tall, as if a string is pulling the body up toward the ceiling. Imagine a string running through the body, stretching from the toes, past the ankles, past the legs, knees and hips, stretching the vertebrae of the back up, up, and up all the way through the neck. This keeps eyes level and improves performance and efficiency.

### *Additional Suggestions For Wiggly or Fidgety Students*

Try one of our weighted lap pads like the Tote Around Turtle (item # 1-25278) or the Tote Around Hound (item # 1-25277). These provide “heavy work” input to the muscles and joints, which help to keep a child centered and on task.

### *Near Vision And Near Visual Skills*

Assess the student’s near vision and near visual skills to maximize reading and writing performance. Near vision and near visual skills are often assumed “normal” if the student possesses “20/20 vision” (20/20 means someone sees what a “normal” human being sees on an eye chart when standing 20 feet away ... or, at 20 feet away, the individual can read a size-20 letter on the chart). However, don’t assume near visual skills are normal based upon the above-described distance vision screening test. Rather, specifically assess near vision skills, because “if you don’t look for it, you won’t find it.” Students are often considerably more efficient when wearing appropriate spectacle lenses and/or ophthalmic prisms. The lenses, sometimes as a bifocal design, help the student focus and sustain vision at near objects for longer periods of time, facilitating left-to-right reading and writing. Following are visual skills necessary for efficient reading and writing. Remember, the two eyes should work as a team:

*Convergence:* the eyes need to converge and aim at the same place

*Smooth Pursuit:* each eye (singly) and both eyes (in tandem) need to move smoothly from left to right across the line of text. If the movement is jerky, then the student may skip over small words or mix letters from one word with another word.

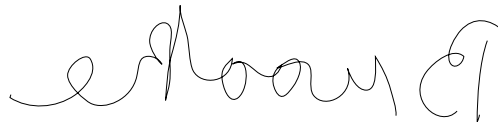
*Saccadic/Jump:* the eyes must make accurate jumps from the end of one line of text at the right to the beginning of the next line of text located lower and to the left. If the saccadic/jump eye movements are not accurate, then the student may re-read the same line of text or completely skip lines.

You can identify the presence of a vision problem by asking a struggling student to look at the eraser of a vertically held pencil. Watch the student’s eyes and reaction as they attempt to focus on the pencil’s eraser as you move the pencil toward the eyes (like moving a trombone slide), side-to-side, and “around the clock” in a 2-foot-diameter circle around the face. How does the child react when they attempt to follow the pencil eraser? Does their face turn red or white? Do their eyes water? Do they move their head back and away from the eraser? Do they close an eye? Does one eye turn outward (or inward) from the other eye while the child reports seeing the pencil as “doubled”? Do they move their head excessively while attempting to follow the pencil? The child should have sufficient eye movement, eye muscle control, and head control to follow the eraser while visually attending the target for a moderate period of time.

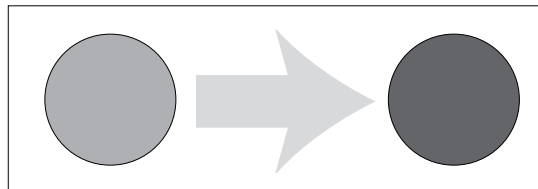
The child who struggles with the “pencil test” as noted above may have a visual challenge. They should seek the attention of – or seek a second opinion from – a behavioral/developmental optometrist. This child will not “grow out of it” and will likely continue to struggle with schoolwork. Their left-to-right reading and writing skills would likely benefit from vision therapy.

## A Success Story

Brooke incorrectly wrote her name from right to left! She started writing her name at the topright-hand corner of the page. Notice that the letters B, O, and E are correctly oriented, while the letters R and K are reversed.



Now look at her autograph, written only moments later underneath the Go Left To Right! Card. None of her letters are reversed, and they are equal in size with proper spacing. Way to go Brooke! Brooke did it, and almost any child who is learning to read and write can do the same with the Go Left to Right! Cards.



## Recommended Products

### Articles:

“The Coordinated Classroom” - Darell Boyd Harmon, Ph.D. (The American Seating Co., Grand Rapids MI 1949; rev. 1951). See [www.oepf.org](http://www.oepf.org) for a reprint of this article.

To learn more about behavioral/developmental optometrists and /or vision therapy, please consult the following Internet sites and organizations:

[www.oepf.org](http://www.oepf.org) (The Optometric Extension Program Foundation, est. 1928)

[www.covd.org](http://www.covd.org) (The College of Optometrists in Vision Development, est. 1971)

[www.nora.cc](http://www.nora.cc) (The Neuro–Optometric Rehabilitation Association, est. 1990)

[www.pavevision.org](http://www.pavevision.org) (Parents Active for Vision Education, est. 1987)

Please consult the following Internet sites for more information regarding the interrelationship between vision and performance:

[www.add-adhd.org](http://www.add-adhd.org)

[www.children-special-needs.org](http://www.children-special-needs.org)

[www.vision3d.com](http://www.vision3d.com)

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