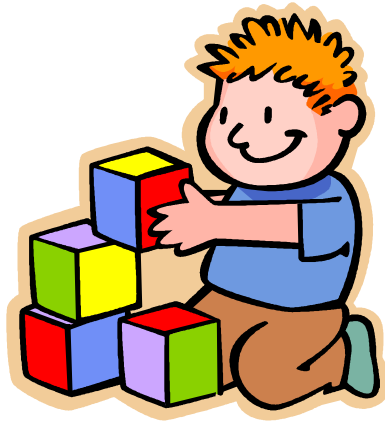


Occupational Therapy Screening Tool

Inclusion Toolkit Resource



Produced by:
Children's Physical Disability Occupational Therapy Service
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Children's Physical Disability Occupational Therapy Service

What is Occupational Therapy?

Occupational Therapy (OT) aims to enable the child to make the most of their independence in everyday activities. We help children and families adapt to the challenges of everyday life that may be a result of a child's difficulty or disability. The child's activities (which we call occupations) can be considered in three areas: self care, nursery/school and play. We endeavour to help children to maintain their skills and where possible, to develop new skills.

How can OT help?

Together we will identify the child's and families priorities to set goals so we are all working together in the same direction. Ways we may help could include:

- Individual or group treatment sessions for children, according to their needs to increase their development, skills and independence
- Providing activities for families to carry out to improve the child's skills
- Advising how to adapt activities so children can carry them out independently
- Ensuring home environments are safe and accessible through equipment/environmental adaptation
- Helping school staff to understand the impact of a child's difficulties on their education
- Providing activities for support staff to carry out with children to help develop their skills
- Helping to promote inclusion in the classroom and ensuring the school is accessible
- Recommending equipment to increase independence

The referral process - see referral form

Referrals are made on our referral form or letter by a health professional e.g. paediatrician, health visitor, school nurse, G.P or other therapist involved with the child. The referral is reviewed by the team to check it is appropriate. Referrals can only be accepted for children presenting with a primary physical need. If the referral is accepted you will be sent a letter informing you that the child has been placed on the waiting list.

How long and how often will OT be involved?

We do not stay involved indefinitely; we work in episodes of care which means that the contact may vary depending upon a child's OT needs at a particular time. When the OT goals have been achieved or when appropriate advice/equipment has been provided the episode of care will be closed. We would require contact from professional's or parent/carers to request our involvement again. We do not offer routine reviews.

Where do we work?

We work in a variety of environments depending on the needs of the child such as clinic, home or school.

Occupational Therapy Screening Assessment

How do I carry out the Occupational Therapy Assessment?

If you are concerned about how a child is developing within your setting, please use our checklist to identify any areas of difficulty and strategies/activities which may help. The checklists are based on developmental 'norms' and should be used as a guide only.

The checklists are divided into sub-sections:

- Gross Motor/ Sensory motor skills
- Fine motor skills
- Self-care skills

If you feel the child has global difficulties, you may wish to complete all 3 sections. However, if you have specific concerns, please complete the relevant section only.

The checklists are divided into 'average age expected' sections ranging from 0 months - 5 years. Please start your assessment at the chronological age of the child. If the child is unable to complete the activities within this section, work backwards until you reach a level at which they are achieving. This will inform you of the child's current functional level and where to begin with your intervention.

How do I score the Occupational Therapy Assessment?

Can do		Cannot do	
Well	Just	Almost	Not close
1	2	3	4

Section 1 - 3 has an assessment score chart for quick reference. Please score the child for each activity (score 1 - 4) based on your observations and information from parents/care givers. There is also a column for you to comment on whether you feel the child is performing age appropriately (Y/N), based on your knowledge of the child.

Section 4 is scored as either 'Always' or 'Never' (in-line with behaviours observed in same age children).

How do I use the results?

If you feel the child has difficulties within one or more of the sections, please refer to the suggested activity programmes at the end of each section.

These activities can be used within your setting and/or for parents at home. After 3 months using the resources, the assessment tool should be repeated in order to review the progress made by the child.

Please refer to the additional resources at the end of this booklet for information on useful equipment and toys and where they can be purchased.

Do I need to refer to Occupational Therapy?

A referral to OT may be appropriate if **at the review point**:

- You feel the child has made little or no improvement in the areas identified
- You feel that the child's skills have deteriorated
- You continue to have significant concerns regarding the child's physical development.

Please note if concerns continue regarding the child's gross motor skills, please make a referral to the paediatric physiotherapy team on 01670 564 173

Before recommending a referral to OT, please contact our team to discuss your concerns on Tel: (01670) 564 050.

Assessment Sections

Section 1: Gross motor/ Sensory Motor skills

Gross motor skills involve the large muscles of the body that enable activities such as walking, kicking, sitting upright, lifting, and throwing a ball. Gross Motor skills are important for major body movement such as walking, maintaining balance, coordination, jumping, and reaching. Sensory motor skills enable us to take in accurate information from our senses and the environment to allow us to organise movement efficiently. It is important for children to experience a range of movements for them to learn about themselves and their environment.

Section 2: Fine motor skills

Fine motor skills involve the small muscles of the body that enable activities such as writing, grasping small objects, and fastening clothing. Fine motor skills involve strength, coordination and dexterity. Fine motor skills are important in life in general. Weaknesses in fine motor skills can affect a child's ability to eat, write legibly, use a computer, turn pages in a book, and perform self-care tasks such as dressing and grooming.

Section 3: Self-care skills

Self-care skills include dressing, feeding, cutlery use, toileting and grooming. It is important that a child develops independence in these skills as they grow older. A child may struggle with self-care activities for a number of reasons, including difficulties with gross and fine motor coordination, organising themselves, planning the task and sensory sensitivities.

Section 1: Gross Motor/ Sensory Motor Skills

Gross Motor and Sensory Motor - 'Red Flags'

If a child is...

- Not rolling by 7 months of age
- Not pushing up on straight arms, lifting his head and shoulders, by 8 months of age
- Not sitting independently by 10 months of age
- Not crawling ("commando" crawling--moving across the floor on his belly) by 10 months of age
- Not creeping (on all fours, what is typically called "crawling") by 12 months of age
- Not sitting upright in a child-sized chair by 12 months of age
- Not pulling to stand by 12 months of age
- Not standing alone by 14 months of age
- Not walking by 18 months of age
- Not jumping by 30 months of age
- Not independent on stairs (up and down) by 30 months of age
- "Walking" their hands up their bodies to achieve a standing position
- Only walking on their toes, not the soles of their feet
- Frequently falling/tripping, for no apparent reason
- Still "toeing in" at two years of age
- Unusual creeping patterns
- Walking on tip toes
- Showing difficulty learning new activities (motor planning)
- Appearing to be constantly moving around, even while sitting
- Frequently jumping and/or purposely falling to the floor/crashing into things
- Hypotonic (floppy body)

If you observe a number of these difficulties in a child, please use our Occupational Therapy Screening Assessment Section 1: Gross Motor Skills

Occupational Therapy Screening Assessment

Child's name:	Date of assessment:
DOB:	Name of assessor:
Chronological age:	Name of setting:

Section 1: Gross Motor/ Sensory Motor Skills Assessment

Assessment score

Can do		Cannot do	
Well	Just	Almost	Not close
1	2	3	4

You will need:

- Comfortable area e.g. mat or carpet
- Age appropriate toys to gain attention e.g. rattle, teddy
- Small table or chair
- Access to stairs with banister
- Push/pull toy with wheels
- Medium size ball
- Tricycle
- Rocking horse or equivalent toy
- Climbing equipment e.g. monkey bar, climbing frame
- Bean bags
- Skipping rope

Observations (please score the child's level of ability and tick if you feel they are age appropriate)

Average age expected: 0 - 6 months

The child can...	Initial Score	12 week review Score
Sits upright with prop		
Supports own head when in a sitting position		
Lifts head and supports self on arm when on stomach		
Raises arms and legs when placed on stomach		
Rolls over		

Average age expected: 6 - 12 months

The child can...	Initial Score	12 week review Score
Sit alone		
Crawl		
Pull self from sitting to standing position		
Stand without holding onto an object or person		

Average age expected: 1 year

The child can...	Initial Score	12 week review Score
Walk unassisted		
Climb onto low furniture		
Climb stairs with assistance		
Pull or pushes toys with wheels		
Kick ball holding on to support		
Catch rolling ball between legs while sitting		

Average age expected: 2 years

The child can...	Initial Score	12 week review Score
Run very stiffly on toes		
Jump using both feet simultaneously		
Walk upstairs holding the banister		
Walk on tiptoes		
Pedal a tricycle while adult pushes		
Kick a ball forward without losing balance		
Play on a rocking horse		
Throw a ball over-handed five to seven feet		
Hang from a bar		

Average age expected: 3 years

The child can...	Initial Score	12 week review Score
Throw a ball to adult standing five feet away		
Run without falling		
Hop on alternating feet		
Stand on one foot		
Walk backward for several feet		
Move a chair to reach for an object		
Ride tricycle using pedals, unassisted by an adult		
Walk backward easily		
Walk on curb - 1 foot on floor and 1 on curb		
Bumps into things, does not notice objects in the way		
Requires more support for sitting than other children of same age		

Average age expected: 4 years

The child can...	Initial Score	12 week review Score
Walk upstairs like an adult by alternating feet		
Run smoothly with changes in speed		
Skip using alternate feet rather than galloping		
Bounce a ball		
Catch a ball with arms and body		
Jump up and down on the floor several times		
Bounce playground ball		
Catch beanbags with hands		

Average age expected: 5 years

The child can...	Initial Score	12 week review Score
Hop on one foot		
Perform jumping jacks and toe touches		
Walk up and down the stairs while carrying objects		
Catch a ball with two hands		
Bounce a ball in place		
Skip rope		
Tires easily		
Accident prone		

Following assessment, if you have any concerns with a child's gross/ sensory motor skills please refer to the hand outs at the end of this section.

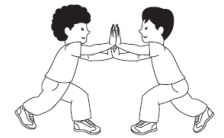
After 3 months of using the resources, the assessment tool should be repeated in order to review the progress made by the child.

If there are still concerns please contact the Paediatric Physiotherapy Service on 01670 564 173 to determine the referral route.

Motor skills development

Developing and refining motor skills is important for managing everyday functional tasks. The following activities provide the opportunity for a wide repertoire of movement experiences which will lay the foundations for better co-ordination. Use plenty of activities and games which provide "heavy work" for the muscles. Incorporate as much as you can into your child's day. Any activities which provide "push/pull" force through the arms and legs are appropriate.

Pushing and pulling- pushing open heavy doors, vacuuming, pushing supermarket trolley, carrying heavy things, digging, raking, tug-of-war, leap frog, punching a punchbag or big cushion, carrying groceries or library books in a rucksack, carrying rubbish to the dustbin, pushing hands or feet with a partner, propelling self on scooter board, pulling self along a bench or pulling along a rope whilst sitting on a mat.



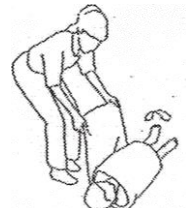
Wheel barrow games- Races around obstacles, over mats. Support the child at the hips initially until they have strength to be supported near knees and then ankles.



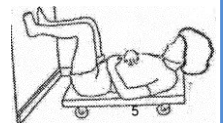
Animal walks- Encourage the child to walk like different animals incorporating lying on their tummy or walking on their hands, feet and knees. Include commando crawling like a snake. See if the child can lie on their tummy resting on their forearms to play a game.



Rolling games- Using a therapy ball, roll or pile of cushions see if the child can roll over them to throw an object into a container or to pick an object up. Play rolling games such as rolling in grass, rolling down a hill, rolling up in a blanket and then rolled out quickly, rolling over to knock down skittles.



Kid sandwiches and parcels- Have the child lie between a pile of cushions, pillows etc. and gently apply pressure all over the child's body, using a therapy ball or another pillow/cushion. Have the child sit or lie curled up on a sheet or blanket and wrap him/her up; ask how quickly the child can find a way out.



Flexion activities- using the muscles on the front of the body to curl the body up. The child lies on their back and makes themselves into a small pea. The child lies with their back on a scooter board and pushes themselves off the wall.

Ball games- Catching, throwing and kicking different sized balls.

Movement activities- Going on a trampoline (try star jumps, tuck jumps, putting feet and hands forward and swapping), having a pillow fight, going swimming, horse riding, judo, use monkey bars, trapeze or overhead bars, climbing frames, adventure playgrounds, make up obstacle courses



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Body scheme and concept

Body Scheme is the internal awareness of one's own body and the relationship of body parts to each other. Body scheme is dependent on sensory integration (proprioception, vestibular, visual systems) and perceptual skills e.g. number skills, spatial relations. Body Concept is the intellectual knowledge of one's body parts.

Helpful strategies

- Provide child with own mat to sit on during story time.
- Use activities to promote body scheme and concept on a regular basis within the home and school environment.
- Demonstrate as much as necessary and break instructions down into simple steps.
- Combine sensory input with language labels i.e. link words with movement and position.

Gross motor activities

- Sausage Roll Game - Roll child up in a blanket to occlude his vision. Touch different body parts and have child name them.
- Sticky Numbers - Pick a number between 1 and 10. For chosen number (e.g. 5) assume a position with 5 parts of body touching the ground (e.g. 2 feet, 2 hands and head). Ask child to make a different body position with 5 parts touching the ground.
- Imitation Games - Stand in front of child and ask her to imitate you e.g.: touch different body parts with right and left hands, touch different body parts with right and left hands, touch body parts with different body parts e.g. Ear to shoulder, elbow to knee, touch body parts with surroundings e.g. Shoulder to floor, mirror images where child is your reflection and must imitate all movements.
- What Is Moving? - Blindfold child while lying on the ground. Move child's arms and legs in, out, up or down and ask him to describe the movement e.g. leg up.
- Obstacle Courses - Roll, crawl, jump, hop and climb through, over, under and around boxes, barrels, chairs, tables, ropes, blankets, ladders, tyre tubes etc.
- Trampolining
- Action Songs and Games: Hokey Cokey, Pat a Cake, "Heads, Shoulders, Knees and Toes...", Twister, Simon Says



Daily activities

- In Bath - Using a washer, rub body parts and name them as you do so.
- When Drying - Give an extra rub to hands, feet and name body parts as you do so.
- When Dressing - Talk about the movements and body parts involved e.g. "Put your arm in the sleeve".
- Name My Body - Say parts of body in order from top to bottom and vice versa.
- Which Body Part? - Ask child to close his eyes and touch parts of his body as you call them out e.g.: mouth, hands, fingers, stomach, chin, back, hips etc.
- What Am I Touching? - Blindfold child and ask her to identify body parts of another person standing close by.



Drawing and craft activities

- Draw My Body - Have child lie on ground on large piece of paper and raw around her body. Child can then paint or colour in body parts on request. Left and right identification may also be incorporated.
- Complete The Person - Draw a partially completed man and ask child to finish the missing parts.
- Hand and Foot Prints - Use paint or shaving foam to make prints on paper.
- Make A Face - Cut out a large oval for a face and features out of card. Put the face together as a collage.
- Face Painting
- Make A Person- Draw and cut out a simple man. Identify each body part and ask child to identify part on them. Cut up the man and ask child to glue pieces together.
- Paper Plate Faces - Cut facial features out of magazines or card and glue onto plate to make a face.
- Modelling - Make faces and people out of playdough, clay and plasticine.
- How Do They Feel? - Collect a variety of pictures of people with different facial expressions and discuss with the child. Ask child to imitate facial expression.



Motor planning

Ability to conceive, organise and carry out a sequence of unfamiliar actions. May affect the upper limbs and hands (fine motor), body (gross motor), mouth and tongue movements (oral-motor), and/or eyes (Oculomotor). The following activities allow the opportunity to practice motor planning. Encourage the child to imagine successfully completing the task; stop and think before tasks; repeat each task lots of times; think about what worked and what went wrong. When working with a child you may need to break an activity down into smaller parts and demonstrate and explain this clearly; provide 'hands on help' to give the child the feel of an activity; provide feedback as to what the child could change in terms of speed, force of movement, timing and direction.

Walk the Line- Help the child to practice walking, walking heel to toe, or jumping along a rope or beam. Try jumping over the rope or along the rope in different patterns.



Animal walks- Encourage the child to walk like an animal or choo choo like a train. Try this following a leader, or play charades to guess the animal.



Pushing the Object Games- Use a broom to push a heavy object along a line, use a bat to push bean bags along a path.

Ping Pong Blow- Encourage the child to blow a ping pong ball (with or without a straw) along the floor whilst on all fours. Aim for a goal or follow a path, rope or maze.

Obstacle course- Practice going over, under and around obstacles, sliding and climbing or jumping between stepping stone mats.

Snake- Challenge the child to jump over a snaking or swinging rope on the floor.

Make Patterns- Use blocks or Mosaics to follow a pattern or sequence. Copy pictures to make playdough shapes.



Jigsaws- Practice making jigsaws which have increasing levels of difficulty.

String Maze- Make a maze of string and encourage the child to follow this with their eyes closed.



Jumping- Practice soilder jumps (same arm as leg) spotty dog jumps (opposite arm and leg) and star jumps.

Command games- Play twister or do the Hokey Kokey. Add new actions or challenges.

Tunnel- Practice crawling through a stretchy lycra tunnel.

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Bilateral integration

An ability to use two hands together is vital for many everyday activities such as using cutlery, getting dressed and getting washed. If your child has one hand that is weaker than the other they would benefit from playing games that help improve their strength and use of that hand as well as using activities to use two hands together. The following activity ideas will encourage your child to use two hands together.

Play-Doh- Make snakes and sausages using two hands to roll. Roll your snake up into a snail. Use cutters and ask your child to press down with two hands (one on top of the other). Roll small balls taking turns with each hand. Have a tug of war with a partner using two hands to pull the most.



Finger painting- Use two hands to paint a picture at the same time. Try and make the same picture on both sides.

Throwing and catching- Throwing and catching a large ball or batting a balloon with both hands.



Squeeze toys- Use squishy balls to squeeze toys that require gripping in 2 hands. Or give teddy's a cuddle with two hands.

Construction toys- Use toys which require two hands such as Knex, beads, Duplo and lego.

Drawing- Using felt tip pens and encouraging your child to use two hands to remove the lids rather than using mouth. Encourage your child to practice holding the paper down with the non-dominant hand whilst drawing. Try drawing on a piece of paper stuck to the wall by leaning on one hand and using the other.



Scissors- Encourage your child to practice cutting strips of paper with scissors holding the paper with their non-dominant hand.

Card Games- Play card games where you hold your cards in one hand and play them with the other (e.g. happy families, go fish).

Containers- Encourage your child to help carry objects that require two hands, use containers for pouring and scooping sand and water.



Baking- Practice mixing, holding the bowl, rolling and cutting shapes.

Musical instruments- Play instruments like the cymbals, keyboard and xylophone.

V-tech Smile- This is a computer game console which uses two hands.

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Section 2: Fine Motor Skills

Fine Motor - 'Red Flags'

If a child is...

- Frequently in a fist position with both hands after 6 months of age
- Not bringing both hands to midline (centre of body) by 10 months of age
- Not banging objects together by 10 months of age
- Not clapping their hands by 12 months of age
- Not deliberately and immediately releasing objects by 12 months of age
- Not able to tip and hold their bottle by themselves and keep it up, without lying down, by 12 months of age
- Still using a fist grasp to hold a crayon at 18 months of age
- Not using a mature pincer grasp (thumb and index finger, pad to pad) by 18 months of age
- Not imitating a drawing of a vertical line by 24 months of age
- Not able to snip with scissors by 30 months
- Using only one hand to complete tasks
- Not being able to move/open one hand/arm
- Drooling during small tasks that require intense concentration
- Displaying uncoordinated or jerky movements when doing activities
- Crayon strokes are either too heavy or too light to see

If you observe a number of these difficulties in a child, please use our Occupational Therapy Screening Assessment Section 2: Fine Motor Skills

Occupational Therapy Screening Assessment

Child's name:	Date of assessment:
DOB:	Name of assessor:
Chronological age:	Name of setting:

Section 2: Fine Motor Skills Assessment

Assessment score

Can do		Cannot do	
Well	Just	Almost	Not close
1	2	3	4

You will need:

- Range of small, medium and large size toys (age dependent)
- String activated toy
- Pegboard and pegs
- Range of small and large blocks
- Crayons & pencil
- Paper
- Scissors
- Shape sorter
- Book
- Puzzles
- Beads and thread
- Play-doh
- Ball

Observations (please score the child's level of ability and tick if you feel they are age appropriate)

Average age expected: 0 - 3 months

The child can...	Initial Score	12 week review Score
Close hand when object is placed in palm		
Moves arms in random motions		
Hold hands fistled for majority of time		
Randomly swipes at objects but unable to grasp		

Average age expected: 3 - 4 months

The child can...	Initial Score	12 week review Score
Reach for toy on purpose but inaccurately		
Demonstrate sustained grasp on toy but will release involuntarily		
Open and close hand spontaneously		
Bring hands to mouth and watches hands		

Average age expected: 4 - 8 months

The child can...	Initial Score	12 week review Score
Hold small objects in hand		
Can pass objects from one hand to another		
Can pick up medium sized object easily e.g. teddy bear		
Sometimes places objects in mouth		
Use pads of fingertips to grasp small objects e.g. small cube		
Pull objects out of a container		

Average age expected: 9 - 10 months

The child can...	Initial Score	12 week review Score
Reach forwards and sideways for a toy		
Drop or release toy intentionally		
Place small toy e.g. cube in to container		
Pull string to activate a toy		

Average age expected: 10 - 12 months

The child can...	Initial Score	12 week review Score
Pick up small toys using fingers e.g. marble, small cube		
Point with index finger		
Place one peg into a hole repeatedly		

Average age expected: 12 - 18 months

The child can...	Initial Score	12 week review Score
Hold crayon with whole hand to mark make		
Stack between 2-5 blocks		

Average age expected: 2 years

The child can...	Initial Score	12 week review Score
Hold crayon with thumb and fingers		
Draw a vertical line using a crayon		
Stack large objects e.g. blocks		
Play with shape sorters, puzzles and turn pages of a book		

Average age expected: 2.5 - 3 years

The child can...	Initial Score	12 week review Score
String large beads onto thread		
'Snip' using scissors		
Roll play-doh into a 'sausage'		
Draw and copy a horizontal line using a crayon		
Throw a ball		

Average age expected: 3 - 3.5 years

The child can...	Initial Score	12 week review Score
Complete simple puzzles		
Build tower of 9 small blocks or more		

Average age expected: 3.5 - 4 years

The child can...	Initial Score	12 week review Score
String small beads on to thread		
Hold a pencil with 3 fingers, but moves forearm and wrist to write/draw/colour		
Place small pegs into small holes		

Average age expected: 4 - 4.5 years

The child can...	Initial Score	12 week review Score
Fold paper in half, making sure the ends meet		
Use scissors to follow and cut both straight and curved lines		
Draw and copy a cross (intersecting vertical and horizontal line)		
Can't sit still, constantly fidgeting		

Average age expected: 4.5 - 5 years

The child can...	Initial Score	12 week review Score
Cut square, triangle, circle and other simple pictures with scissors		
Grip pencil with thumb and tips of 1 st two fingers to write/draw/colour		
Copy simple shapes e.g. diagonal line, square, diagonal cross		

Following assessment, if you have any concerns with a child's fine motor skills, please refer to the hand outs at the end of this section.

After 3 months of using the resources, the assessment tool should be repeated in order to review the progress made by the child.

If there are still on-going concerns following this time period please contact the Children's Physical Disability Occupational Therapy Service for more advice.

Telephone 01670 564 050

Hand dominance

Development of hand preference or dominance can occur from an early age and is usually established between 3-4yrs. This means one hand consistently acts as the 'doer' hand while the other hand acts as the 'helper' hand. Some children may not demonstrate hand dominance until about 7yrs, and may swap hands during school tasks e.g. writing, drawing, using scissors.

Why is hand dominance important?

- Children need a more skilled 'doer' hand and a supporting 'helping' hand.
- The 'doer' hand becomes better at fine finger and hand movements, co-ordination and at using scissors, pencils etc.
- The 'helping' hand becomes stronger and develops skills for stabilising or holding objects so that the 'doer' hand can work more efficiently.
- This leads to better co-ordination between hands.
- If the child does not establish a consistent hand dominance they may; get confused about which hand to use for activities, take longer, and have messier drawing, writing, and cutting skills.

When should be concerned about hand dominance?

- Some children will show a hand preference for one hand in some activities and a preference for another hand in a different activity e.g. writing with left hand and cutting with the right. This does not necessarily indicate a problem as long as they consistently use the same hand for the same activity.

Activities to practice and promote hand dominance

- Opening jars/lids
- Scissor activities, one hand on scissors.
- Colouring on small pieces of paper encourages one hand to hold the paper.
- Tracing around objects, stencils.
- Using a ruler to draw lines
- Using a pencil sharpener
- Sewing cards, treading games.
- Construction toys e.g. Lego, Duplo.
- Throwing and catching and rolling large balls
- Star jumps
- Hand action games
- Using rolling pin with play dough or for baking
- Throwing bean bags, small toys or balls into a container placed on their left side if they are throwing with the right hand or their right if throwing with left hand.



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Pincer grasp

Pincer grasp is important for many activities of daily living that include fine motor tasks such as doing up buttons, tying shoe laces, turning keys in a lock, opening packets and playing with small toys. Its good to practice these activities with both hands to try and build up their strength.

Activities to help improve pincer grasp:



- Picking up smarties, m&m's, jelly beans or similar using thumb and forefinger (pincer grip). Picking them out of an egg box makes this even harder.



- Use a small clear plastic bottle, washed, with the label removed. Using tweezers, or just thumb and forefinger the child places items such as glitter, confetti or sequins into an empty bottle. Fill the bottle with water and tape the lid on to make a shaker.

- Place stickers lightly on the sleeve or top of the child's hand. The child then uses the other hand to take the sticker off.



- Popping bubbles in bubble wrap.

- Playing board games where pieces must be picked up and released, e.g Frustration, Draughts, Chess, Monopoly, Kerplunk etc. Most games can be played incorporating both hands.

- If one hand is more difficult to use than the other the child could practice picking up pieces and passing these to the hand that's easier to use. Try alternating hands on each turn or every 5 minutes.



- Practice eating finger foods, e.g. small chunks of cheese, apple, grapes, raisins, or small pieces of favourite foods.

- Playing with PlayDoh – form 'pea' shapes and ask your child to squash them using thumb and index finger.



- Playing with construction toys such as Lego, Knex, Meccano and trying to use both hands as much as possible.

- Play with clothes pegs and help put the washing on the line.

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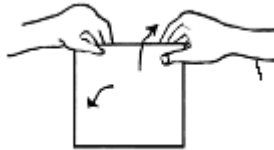
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Hand strengthening

Developing good hand strength is vital for many everyday activities. The following activities can be carried out with children in order to develop strength in their hands.

Tearing

Tear up paper only using the tips of your fingers. Make it more difficult by using more than one piece of paper at once. Once you've ripped the paper see if you can crunch it up into a ball. Or make something with paper mache.



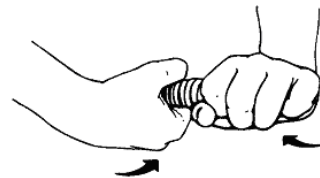
Squeezing

Practice squeezing sponges. Do some sponge painting with runny paint and squeeze out the sponge before putting it onto the paper. Try squeezing an old washing up liquid bottle and make patterns on the pavement.



Wringing

Practice wringing out flannels at bath time.



Pulling

Have a tug of war with playdough or theraputty and see who gets the biggest piece. Do thumb wrestling with a partner or try and clasp your hands together and then pull them apart.



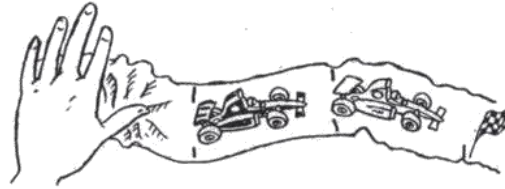
Stretching

Stretch out fingers in sand or under water.



Creepy Crawlies

Use toilet roll and creep your fingers or thumb along to try and get to the small toy at the end.



Triggers

For practice at isolating index fingers practice squeezing the triggers of small water pistols in the bath or into the sink. Squeeze the trigger of a spray bottle.



Eye dropper

Use an eye dropper to squeeze watery paint onto a piece of kitchen towel and make a picture



Rice

Dip a hand in water and then in rice. Using the fingers of the same hand get all of the rice off. Use a timer and see if you can beat your time.



Clothes Pegs

Help to peg up the washing or see how many pegs you can hide on your partner when their eyes are closed.



Tongs

Practice picking up objects with tongs and see if you can move them from the start to the finish line.

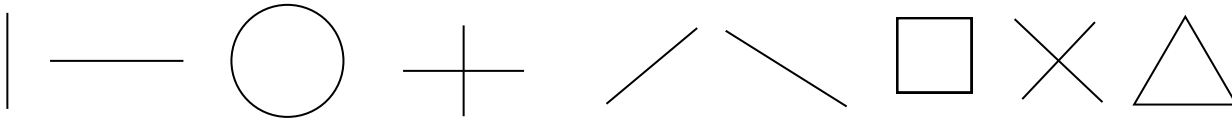


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Pre-writing skills

Before being able to form letters and write effectively research has suggested that children need to be able to form pre-writing shapes. The following activity ideas will help children to develop their pre-writing skills in lots of different ways. The following shapes are those that children should develop prior to learning to write:



Preparation for writing

- Play-doh, plasticene and theraputty activities, try hiding small objects in clay and asking your child to find them.
 - Use a trigger spray bottle to water plants, clean shaving foam off a balloon or spray a wall
 - Play with water pistols
 - Play with tongs, pincers or tweezers to pick up small items such as cotton wool balls or sweets
 - Play with clothes pegs, try pegging them onto a friend's sleeve
 - Try posting coins into a piggy bank or playing games such as Connect 4 which requires the same movement.
 - Play threading and lacing games, lacing cotton reels, beads, buttons, pasta tubes. If this is difficult try using pipe cleaner instead of laces.
 - Play with a hole punch- try punching holes into cardboard
 - Play tight rope walking, try walking along rope or string in the shapes above. Once your child has mastered walking try running, crawling or rolling.
 - Provide an easel and chalkboard to allow the child to stand whilst writing.
 - Improve awareness of the hands by pushing palms together or pulling hands apart.
- Wheelbarrow games, hand over hand pulling along a rope. Push ups.
- Play games where your child uses their helping (non-dominant) hand to support an activity such as opening a jar, pouring, stirring a cake, threading, using a wind up toy.
- Play games where two hands are needed to be used together such as using a rolling pin.
- Play games with hands doing the same but opposite action such as squeezing out a cloth, or tearing paper.



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Multisensory approach

Activities that stimulate children through, vision, touch, smell, hearing, joint & muscle feedback are an excellent way of re-enforcing pre writing skills. Activity ideas are as follows:

- Write on aluminium foil.
- Write on cardboard.
- Write on different types of paper (e.g. wax paper, paper bag)
- Write on normal paper or colouring books.
- Write in special colouring books (e.g. colour appears when painted with water)
- Use chalk, markers, crayons, pencils, pens and paints-different colours.
- Sandpaper, different crayons, paintbrushes and chalk.
- Draw around sandpaper or wooden stencils.
- Draw in sand/mud.
- Draw using finger paints, lotions, pudding gelatine, oatmeal, whipped cream, cornflour and water, chocolate spread, shaving foam, sand and any other texture you can think of
- Try changing the temperature of materials.
- Try using scented markers.
- Add bubble bath/scented oil to home made finger-paint.
- Add vanilla, mint, cherry flavouring to finger paints.
- Try scented lotions for finger painting.
- Use a musical toothbrush to paint, attach bells to the end of paintbrush.
- Use a weighted paintbrush.
- Use a paper towel roll to make as a “wand” and draw in the air with both hands.
- Use a scarf to make lines or circles in the air.



Positioning

Try practicing pre-writing shapes in a variety of positions which will help develop your child's core and shoulder stability.



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Grasp and release

An ability to grasp toys and release them helps to develop strength and control in the hands which is necessary for function. The activities below can be used to promote a child's ability to grasp and release.

Lacing Toys

Lacing activities improve grasping abilities and also help build bilateral coordination by using both hands to manipulate a fabric piece to insert laces. One hand firmly grasps the material and the other aligns the lace to insert into the openings. Lacing helps develop fine motor coordination and also provides a visual focus. The nature of lacing activity also spurs motivation to complete a basic task.



Pegboards

Pegboards have a variety of uses for children, including counting activities, color sorting and sequencing. The use of pegs inserted into the boards with holes also helps toddlers practice grasping activities using both the palm of the hand and the fingers. Picking up the pegs from a container or a flat surface works the fingers and improves tactile skills.



Tweezer Games

Games involving a large set of plastic tongs resembling adult tweezers develop pincer skills. Activities using the oversize set of tweezers encourage the toddler to pick up beads or small toys and deposit the toys into a separate container. The child must master manipulating the tweezers by squeezing with the appropriate pressure to hold the toy without dropping it before reaching its destination.



Stringing Items

Activities that ask toddlers to string plastic beads or wooden objects on shoelaces, strings or ribbons help build grasping skills. Beads or wooden objects smaller than 1/4 inch provide a large enough object so the child doesn't experience frustration, but an object that still provides a challenge to pick up and move along a string, lace or ribbon.



Chalk and Crayon Use

Drawing projects incorporating the use of specially designed chalk and crayons, measuring more than 1/4-inch in diameter, help toddlers practice the basic pincer grasp. They also recruit motor skills to manipulate the chalk in an



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Section 3: Self-care Skills

Self-care - 'Red Flags'

If a child is...

- Not feeding him/herself finger foods by 14 months of age
- Not attempting to use a spoon by 15 months of age
- Not picking up and drinking from a regular open cup by 15 months of age
- Not able to pull off hat, socks or mittens on request by 15 months of age
- Not attempting to wash own hands or face by 19 months
- Not assisting with dressing tasks (excluding clothes fasteners) by 22 months
- Not able to deliberately undo large buttons, press studs, zips and shoelaces by 36 months

If you observe a number of these difficulties in a child, please use our Occupational Therapy Screening Assessment Section 3: Self-care Skills

Occupational Therapy Screening Assessment

Child's name:	Date of assessment:
DOB:	Name of assessor:
Chronological age:	Name of setting:

Section 3: Self-care Skills Assessment

Assessment score

Can do		Cannot do	
Well	Just	Almost	Not close
1	2	3	4

You will need:

- Information obtained from parents/care givers
- Finger foods
- Spoon, knife and fork
- Dressing up clothes
- Cup and juice
- Yoghurt
- Shoes with laces

Observations (please score the child's level of ability and tick if you feel they are age appropriate)

Average age expected: 9 - 10 months

The child can...	Initial Score	12 week review Score
Engage in finger feeding		

Average age expected: 10 - 12 months

The child can...	Initial Score	12 week review Score
Hold a spoon		

Average age expected: 12 - 18 months

The child can...	Initial Score	12 week review Score
Tell parents that nappy is soiled		
'Cooperate' with dressing		
Engage in bath time by helping to wash a few body parts		
Remove socks		

Average age expected: 2 years

The child can...	Initial Score	12 week review Score
Put on shorts, socks and shoes		
Take off shorts, socks and shoes		
Load spoon and bring to mouth with minimal spilling		

Average age expected: 2.5 - 3 years

The child can...	Initial Score	12 week review Score
Has occasional accidents during the day and can indicate when they need to go to the bathroom		

Average age expected: 3 - 3.5 years

The child can...	Initial Score	12 week review Score
Get themselves dressed and undressed independently, except for buttons and zips (may still confuse front/back for clothes and right/left for shoes)		
Feed themselves with little or no spilling		
Drink from a cup with one hand		

Average age expected: 3.5 - 4 years

The child can...	Initial Score	12 week review Score
Pour drink from a jug (if not too heavy)		
Control bladder and bowel and inform parents consistently when they need the bathroom		

Average age expected: 4 - 4.5 years

The child can...	Initial Score	12 week review Score
Hold fork using fingers		
Feed themselves soup/yogurt with little spilling independently		
(Un)fasten buttons and zips independently		

Average age expected: 4.5 - 5 years

The child can...	Initial Score	12 week review Score
Get dressed completely by themselves		
Use a knife and fork to cut soft foods		

Following assessment, if you have any concerns with a child's fine motor skills, please refer to the hand outs at the end of this section.

After 3 months using the resources, the assessment tool should be repeated in order to review the progress made by the child.

If there are on going concerns following 3 months of working on the recommended activities, please contact the Children's Physical Disability Occupational Therapy Service for further advice. Telephone Number: 01670 564050

Meal time positioning

It is vitally important that children are correctly positioned when sat down to eat a meal. They need to feel stable and secure whilst sitting on a chair and need the table to be at the correct height for them when possible. Following the basic principles of good positioning will not only make facilitate good cutlery skills but will also promote good concentration skills when eating.



The Chair

It is important that the chair is a suitable size, to provide stability when eating:

- Hips flexed at 90°.
- Feet flat on floor and hip width apart.
- Bottom and back supported.
- Chair tucked in under the table.
- Elbows supported on the table.
- Work out a simple physical reminder such as a slight stroke down the back or tap on the shoulder when posture is poor.
- If children are in specialist seating, ensure that they are firmly held in the chair with the lap and chest straps and if they have a waistcoat on make sure it is reasonably tight fitting over their shoulders.
- Some children in wheelchairs should be encouraged to sit on a standard chair during mealtimes.

The Table

- Ensure that the child is sat close to the table – make sure that the table is at the right height, e.g. elbows rest comfortably on the table.
- Keep the table space clear from clutter this will encourage them to concentrate on the task in hand.
- Set the table with knives and forks, where possible encourage the child to help you whilst they wait for their food.

Facilitating Feeding

- If you are assisting a child to feed, ensure that you sit next to them on their preferred side, e.g. if they are right handed sit on their right side.
- Initially try hand over hand with them. Support their hand whilst they hold the utensil, when taking the food towards the child's mouth hold their elbow with your other hand to guide their hand up to their mouth.
- Take your time, it can be a slow process but is important for them to learn the sequence and movements required for feeding so they can learn to become independent.

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Cutlery

The following activities use some of the same skills necessary for using cutlery. They will give your child opportunity to practice the skills, other than at mealtimes. Any games or activities that encourage the child to hold one hand still whilst moving the other hand will help with the foundation skills for using cutlery.

Activities

- Using a dustpan and brush – emphasise keeping the dustpan still and moving the brush. Your child may be tempted to move both together at the same time.
- Using scissors – start with easy patterns and progress to more complex designs.
- Using playdough – practice cutting using cutlery.
- Playing with clay (or other modelling material).
- Cooking / Baking – holding a bowl while mixing with a spoon or spooning the mixture out of the bowl.
- Colouring – ensure the paper is held with one hand whilst the other hand does the colouring.
- Opening screw top bottles and jars. Construction games – e.g. meccano, kennex.

Sitting position

- Ensure the child is sitting at a suitable table and chair (with feet supported on the floor or a box). Arms should be able to rest supported on the table.
- Ensure the plate does not slip by using a tablecloth, dycem or blue tac.
- Encourage the child to practice cutting in other situations first, and let them decide when they are ready to try at mealtimes.
- Ensure the cutlery is held appropriately (this does not have to be perfect in the first instance, but it does need to be effective, e.g. knife the correct way up).
- Try “junior kura care cutlery” available online from www.amazon.co.uk or www.nrshealthcare.co.uk/ . This has a resting grip to identify where to place index fingers.

Cutting

- At mealtimes, do not expect the child to practice more than two or three cuts.
- Encourage the child to slow down and think about each stage of cutting separately, (e.g. stab with the fork and then cut with the knife).
- If the child will accept physical help, stand behind them and help the hand holding the fork to stay still whilst the knife moves back and forth across the food. Expect untidy cutting and some tearing of the food to continue initially.
- To increase the pressure being used, encourage placing the first finger on top of the cutlery, rather than wrapping the whole hand around the handle.
- When adults demonstrate cutting, a child will often copy trying to cut in the same direction. We cut food in a diagonal stroke.
- Children can find it difficult to monitor the appropriate amount of force to exert when cutting. When applying too much force, it may be difficult to cut and press at the same time. To help, experiment with different food textures ranging from very hard to soft. Talk about different textures of food and how difficult it is to cut and how hard you need to press. This will increase awareness and hopefully encourage how to exert appropriate pressure and movement relevant to the food.
- When cutting food, we adjust the knife with our hands several times. Children tend to hold the knife very tightly and do not adjust it. Encourage movement of the knife with her hand. This will encourage better control and the ability to monitor grip.

Purchase

Junior Kura Care Cutlery can be purchased from:

- www.amazon.co.uk
- Nottingham Rehab Supplies Tel: 0845 606 0911 www.nrshealthcare.co.uk



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Dressing skills

Methods of Learning How to Dress

- **Backward chaining** - This is where the adult begins a task and the child completes the last step. As the child gets better the adult then does less of the task. E.g. child may initially just pull t-shirt down at front once parent has placed this over their head.
- **Forward chaining** - This is where the child starts the task (e.g. putting t-shirt over head) and the adult helps with the later stages.
- Always demonstrate the correct dressing technique first and talk through what you are doing when you are helping a child.

Backward Chaining Examples

1. Child removes last half of arm from sleeve
 2. Child removes whole arm from sleeve
 3. Child removes shirt with one arm in and one half in
 4. Child removes shirt once its pulled of shoulders
 5. Child removes shirt independently.
-
1. Child removes t-shirt from arms in air
 2. Child removes t-shirt from head
 3. Child removes t-shirt with arms crossed over head
 4. Child grasps bottom of t-shirt with crossed arms and brings towards head
 5. Child removes t-shirt

Socks

- Place socks partly over your child's foot, then encourage them to perform the last part.
- Sport tubular socks are easier than those with a heel.
- Socks with coloured heels and toes make it easier to work out the correct way around. Alternatively mark the back of the sock with thread on the inside top edge.
- Make sure the elastic is not too tight, avoid tight fitting socks.
- Prompt your child to use their thumbs to help pull the socks on. e.g. ask the child to make 'thumbs up' sign with both hands then get them to place thumbs inside the socks to help pull them up.
- Roll down the top of the sock to make it easier to get the foot in. Use a loop on the back of the sock for the child to hold and pull up.



Shoes and Shoelaces

- On your child's shoes mark the inside border of each piece of footwear with indelible ink. The child can then place these two marks together to ensure that the correct foot is inserted into each shoe.
- Flat laces are easier to tie than round ones. Ensure that the laces are long enough to comfortably tie a bow. Practice with two different coloured laces to make following the shoelace tying instructions easier.

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- When making the first knot, make an extra twist in the lace so that the laces are twisted twice around each other. This will help to hold the lace firm so that the bow can be tied more tightly.
- Alternatives to needing to tie laces include – using Velcro fastenings, elastic laces, springy spiral laces, slip on shoes.

Coat



There are many different strategies, but this one is quite effective. Drape the coat over the back of a chair with the lining facing outwards and the sleeves freely hanging. The child stands with their back to the lining and puts each arm in turn into the sleeves. The child bends down to get the coat onto the shoulders and then moves up and away to release the coat.

Fastenings

- Start practicing with larger, flat buttons and then progress to smaller ones. Ensure that the button hole is large enough for the button.
- Only undo the top few buttons when taking off a shirt/blouse, and then remove the garment over the head. It can be put on over the head and only a few buttons will need to be done up.
- Choose trousers or skirts with elastic waist bands if buttons and buckles are difficult.
- Velcro can be used instead of buttons, e.g. on a coat/shirt use Velcro and sew buttons on to top flap.
- Try leaving the cuff buttons done up. Alternatively sew a piece of elastic or a button attached with elastic thread across the cuffs so that it can be stretched open when the hand is pushed through.
- Allow your child to do up the buttons which they can see (e.g. at the bottom of a shirt). Start the task if necessary but then allow your child to finish e.g. pull the button through. Replace frequently used buttons with smaller ones (e.g. on coat or cardigan) as these will be easier to do up and a good place to start.
- Buttons are easier to grasp if they are flat, large, textured or sewn slightly above the surface of the garment. Be sure buttonholes are large enough for buttoning ease.
- When buying a coat with an open ended zip, test the zip thoroughly as the ease of fastening can vary a lot.
- Attach a key ring or curtain ring to the zip to aid grip.



Developmental checklist for Occupational Therapy

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
0-2 months		Will close hand when object is placed in palm(grasp reflex)	By 6 weeks of age, a child has developed consistent sleep/wake cycles	Primarily engage in exploratory and sensorimotor play-such as grasping, mouthing hands and by listening and watching people
		Moves arms in random motions	Demonstrates little to no negative reactions in response to being moved	Children are bonding with and forming attachment through caregiver interactions
		Holds hands fisted majority of the time	Parents able to determine child's likes or preferences, such as favourite songs, finger games	Can only engage in play for 10-15 minutes
2-3 months		When the back of the hand is rubbed, he/she will open his/her hand		
		Randomly swipes at objects, but unable to grasp		
		Child often bring hands to mouth and to the middle of the body		

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
3-4 months		Demonstrates sustained grasp on toys, but involuntary releases objects		Demonstrates interest in things around him or her
		Able to spontaneously open and close their hands		
		Attempts to reach for items, but with a bent arm		
		Brings hands to mouth and watches hands		
4-6 months	At 5 1/2 months a child is able to independently hold bottle	Swipes for items with both arms with poor control		Engage in sensorimotor and exploratory play by touching, grasping, transferring and mouthing toys
		Plays with hands when positioned in middle of body		Enjoys playing with simple cause and effect toys
		When lying on stomach, child is able to reach for toys by shifting weight		Displays stranger anxiety

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
		Grasps items with fingers and thumb but does not wrap thumb around item		Becomes happy when a they see a familiar person
		Transfers toys from hand to hand		
6-8 months		Able to reach for items with straight arms	Able to simultaneously attend to various stimuli in environment	Primarily engage in play with caregivers. Begin to notice other children but do not directly engage with them
		Attempt to pick up small items off play surface using finger raking motion		
		Grasps toys with thumb opposed to index and middle finger		
		Unable to voluntarily release objects without placing against a surface to assist		
8-9 months	Engages in finger feeding	Grasps small items with thumb against side of pointed finger		Able to show what they want by reaching/pointing or reaching out to be picked up

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
		Demonstrates playing with toys		Responds to people talking to them by making noises or reaching
		Release of medium sized toy into large container clumsily		
9-12 months	Holds a spoon	Able to accurately release medium sized objects into larger container and starts to scribble		Begins to play with toys according to their functional purpose and interact with others
		Attempts to reach into container to remove objects		Enjoys playing with simple shape sorters, dolls, activity centres
12-18 months	Notifies parent that nappies are soiled	Demonstrates turning arms towards the ceiling when playing	Able to play with various textured toys with little or no negative reactions	Engage in simple pretend play
	"Cooperates" with dressing	Able to imitate and scribble with fistful grasp	Actively explores all aspects of a toy	Enjoys gross motor play but has little safety awareness
	Engages in bath time by helping to wash a few body parts	Able to stack between 2 and 5 blocks	Able to make eye contact, listen, and follow simple directions	Enjoys simple fine motor/manipulative play (puzzles, stacking, picture books)

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
	Removes socks			Begin to participate in play along side children
				Should be able to imitate your sounds, gestures, or words.
18-24 months	Able to hold and drink from cup with minimal spilling	Grasps small items between tips of thumb and index finger		Continue to engage in functional play and simple pretend play
	Able to load spoon and bring to mouth with moderate spilling	Able to play with shape sorters, puzzles, scribble, and turn pages of book		Engage in parallel play and small group play and begin learning how to take turns
	Gives up bottle	Imitates vertical then horizontal strokes		Continues to enjoy gross motor play
2-3 years	Has few accidents during the day and can indicate when they need to go to the bathroom	Snips with scissors	Able to modify his/her play to the environment	Able to imitate familiar pretend actions such as hugging a doll
	Able to take off pants, coat, socks and shoes without fasteners. Able to unzip and unbutton large buttons	Imitates drawing a cross	Can tolerate changes in routine or trying new things	Able to meet basic needs with one or few words such as juice and open

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
	Able to feed self with little to no spilling	Matches circle, triangle or square	Able to maintain focus on play/activity even with moderate levels of different stimuli	Can follow one step directions from a caregiver
	Requires assistance to manage pullover clothing	Inserts pegs into a round hole and can screw and unscrew lids	Engages in group activities and is able to follow group rules	Able to engage in interactive play
3-4 years	Independent with toilet control and notification.	Able to copy a circle at 3 years		Can engage in pretend play with other children where the story makes sense
	Able to dress self independently, but may need help with fasteners	Able to thread a medium sized bead at 3 years old		Able to begin to explain wishes or needs
	Able to bathe self with the exception of washing own hair	Colours mostly within the lines. Able to cut out a circle		Able to make a logical conversation with three or more give and take sequences.
4-5 years	Able to hold fork	Able to use scissors to follow and cut both straight and curved lines		Able to bounce a ball
	Able to feed themselves soup/yogurt with little spilling independently	Draw and copy a cross (intersecting vertical and horizontal line)		Can catch bean bags with hands
	Use a knife and fork to cut soft food	Fold paper in half, making sure the ends meet		Able to hop on one foot

	Self Care Skills	Fine Motor Skills	Gross/ Sensory Motor Skills	Social/Play Skills
5-6 years	Independent with all toileting care	Able to cut out a square		Begins to play games with other children with a shared aim.
	Independent with all dressing tasks; including tying shoes	Draws a person with 6 or more parts		Able to take turns with other children during play
	Supervision for all grooming and bathing cares to ensure safety and quality of performance	Can copy a triangle and write alphabet and name		Begins to understand simple rules in games

Useful Resources

Equipment

Much of the below recommended equipment or similar is available from high street retailers or on the internet from several online retailers including:

- www.tts-group.co.uk/primary/sen-special-direct/
- www.amazon.co.uk
- www.ldlearning.com
- www.ebay.co.uk
- www.anythinglefthanded.co.uk
- www.hope-education.co.uk/
- www.nrs-uk.co.uk
- www.rompa.com
- www.sensorydirect.com








Useful resources for handwriting difficulties e.g. 'Write From The Start' by Lois Addy (available from Amazon) and 'Handwriting Without Tears' by Jan Olsen (www.hwtears.com)







Reading Material





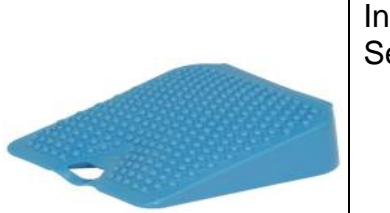
- www.cot.org.uk




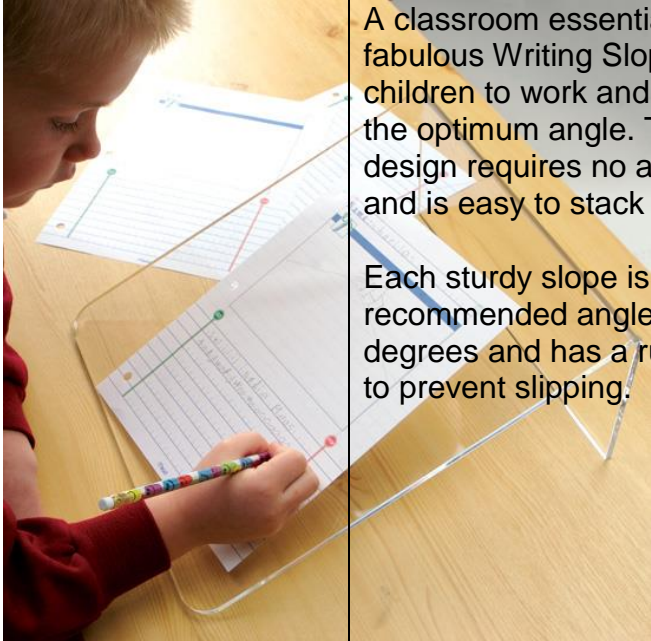
Provides information on Occupational Therapy as a profession




Equipment & Resources

<p>Zoo Sticks</p>		<p>Developing isolated finger movements Finger strength Co-ordination</p>
<p>Typhoon 'Rookie' Stix The Kitchen Shop</p>		<p>Isolated finger movements Finger strength</p>
<p>Easy Grip Tweezers Special Direct TTS- Group</p>		<p>Pincer grip Finger strength Isolated finger movements</p>
<p>Ultra Grip</p>		<p>Reducing pressure Finger alignment Comfort</p>
<p>Kush-N-Flex Pencil Grips</p>		<p>Increase sensory feedback</p>
<p>Handwriters <u>TTS-Group</u> <u>www.anythingleftanded.co.uk</u> - Available in purple with a dolphin charm or black with a football charm.</p>		<p>Helps maintain proper position of the pencil in the hand.</p>
<p>Tran-Quille Pen Set Special Direct</p>		<p>Sensory Input (vibration and chewing)</p>




<p>Hand Huggers</p>		<p>Promotes tripod grasp</p>
<p>Handled Rulers Hope Education www.hope-education.co.uk</p>		<p>Assists with grasping ruler</p>
<p>Mini Easi-Grip Scissors Peta www.peta-uk.com Product Code: MEG-1</p>		<p>Reduced grip strength Difficulty isolating fingers</p>
<p>Easy Grip Scissors Peta www.peta-uk.com Right Product Code: PEG-1 Left Product Code: PEG-1L</p>		<p>Reduced grip strength Difficulty isolating fingers</p>
<p>Long Loop Easy Grip Scissors Peta www.peta-uk.com Right Product Code: LEG-1 Left Product Code: LEG-1L</p>		<p>Reduced grip strength Difficulty isolating fingers Assisting to maintain grip position</p>
<p>Self-Opening Scissors Peta www.peta-uk.com Right Product Code: PR-1/SO Left Product Code: PL-1/SO Product Code: Right-AA6740R Left-AA6740L</p>		<p>Reduced grip strength</p>






<p>Dual Control Training Scissors Peta www.peta-uk.com Right Product Code: PTR-1 Left Product Code: PTL-1</p>		<p>Reduced grip strength Assisting to maintain grip position Visual perceptual difficulties Tremor</p>
<p>Long Loop Scissors Peta www.peta-uk.com Right Product Code: LPR-1 Left Product Code: LPL-1 Self Opening Available Right Product Code: LPR-1/SO Left Product Code: LPL-1/SO</p>		<p>Reduced grip strength Assisting to maintain grip position Difficulty in isolating fingers</p>
<p>Push Down Table Top Scissors Peta www.peta-uk.com Product Code: CTT-1</p>		<p>Reduced grip strength Assisting to maintain grip position Difficulty isolating fingers Restricted hand/arm movements Tremor</p>
<p>Table Top Scissors (Wooden Mounted) Peta www.peta-uk.com Product Code: PTT-1/WB</p>		<p>Reduced grip strength Assisting to maintain grip position Difficulty isolating fingers Restricted hand/arm movements Tremor</p>
<p>Move 'n' Sit Cushion/Sit on Wedge</p>		<p>Increasing upright posture Sensory feedback</p>


<p>Circle Air Cushion</p>		<p>Prompting correct posture Sensory Feedback</p>
<p>School Chair Footrest</p>		<p>Correct positioning</p>
<p>Posture Pack Back in Action www.backinaction.co.uk</p>		<p>Correct positioning/posture Increase visual field</p>
<p>Writing Slope</p>	 <p>A classroom essential! This fabulous Writing Slope enables children to work and write at the optimum angle. The simple design requires no assembly and is easy to stack and store.</p> <p>Each sturdy slope is set at the recommended angle of 20 degrees and has a rubber grip to prevent slipping.</p>	

<p>Southpaw puppy hugs Rompa www.rompa.com Product code R029145 Dog R029144 Cat</p>		
<p>Chew'lery</p>		<p>Chew'lery is a great way to keep kids from chewing on their clothes, while letting them work through their chewing tendencies.</p> <p>It's also great for oral-motor stimulating activities.</p> <p>Use with adult supervision. Non-toxic, colourful, plastic jewellery that 'stretches'.</p>
<p>Good Grips Cutlery 35mm (1 3/8") diameter built up handle Angled fork/Spoon</p>		<p>Forks/spoons have a special twist built into the metal shaft that allows them to be bent in any angle for either left or right handed use.</p>

<p>Caring Cutlery – Paediatric Junior Fork Product Code: 09-109-8714 Junior Knife Product Code: 09-109-8706 Junior Spoon Product Code: 09-109-8722</p>		<p>Promotes correct hand positioning Easy grip</p>
<p>EASIEATERS LIGHTWEIGHT CURVED UTENSILS</p> <p>Right handed utensils (fork and spoon): Right handed with shield (fork and spoon):</p> <p>Left handed utensils (fork and spoon): Left handed with shield (fork and spoon):</p>		<p>Lightweight and easy to grip plastic utensils that are angled to promote greater success with hand to mouth feeding. Built up handles make them easier to hold and a safety shield prevents utensils from entering the mouth too deeply. Set includes fork and spoon. Dishwasher safe. Handle 76mm (3") long.</p>
<p>Dycem Nottingham Rehab Supplies www.nrs-uk.co.uk</p>		<p>Non-slip surface</p>
<p>Theraputty</p> <p>Soft Yellow 57g 85g 113g 454g</p> <p>Medium Soft Red 57g 85g 113g 454g</p> <p>Medium Green</p>		

<p>57g 85g 113g 454g</p>		
<p>Shoe lace Coiler</p>		<p>These elastic based laces do not require tying. Lace the shoes up and release the laces at the required pressure and the lace will coil to keep in place. Ideal for those who find it painful to bend and tie traditional laces. Supplied in pairs.</p>
<p>Elastic Shoelaces</p>		
<p>Shoe Buttons</p>		<p>You no longer have the need to untie laces, Push the plastic shoe button through the top hole and wrap the lace around the button to maintain the tightness.</p>

<p>Lace Locks</p>		
<p>Greepers</p>		<p>Greepers® Laces are an amazing new invention that enables the user to loosen and tighten laces with ease and they never come undone! Perfect for almost any footwear with laces – trainers, school shoes, casual shoes etc.</p>
<p>Physio-Rolls</p> <p>Nottingham Rehab Supplies www.nrs-uk.co.uk</p>		
<p>Physio roll sens'o'roll</p>		<p>This orange double physio roll has a textured bumpy surface to provide additional sensory and tactile stimulation. The double ball provides additional stability making it ideal for children or adults who have problems with balance and co-ordination.</p> <p>Can be used for postural relaxation or developing co-ordination and balance</p>
<p>Donut Ball</p> <p>www.rompa.com Product code: Small-R020083 Price Large-R020086 Price</p>		

<p>Multi-purpose Ball www.rompa.com Product code: 42cm Diameter -14571 53cm Diameter - 14572 65cm Diameter - 14573 95cm Diameter - 14574 120cm Diameter - 14575</p>		<p>Soft PVC multi-purpose balls for play, co-ordination and balance. The lightly ribbed surface is comfortable to the touch and provides a sure grip. Supplied deflated. Inflate with pump/Hitachi Blower. Made from soft PVC.</p>
<p>Vibrating Cushion</p>		<p>Apply pressure to the pillow to start the vibrations and release to stop.</p>
<p>Square Scooter Rompa www.rompa.com</p>		
<p>Hedgehog Ball www.rompa.com Hedgehog Ball Small (55Mm)</p>		<p>Great for massage, hand and finger exercises and throwing and catching. Also sensory work.</p>