

Gross Motor/Sensory Motor

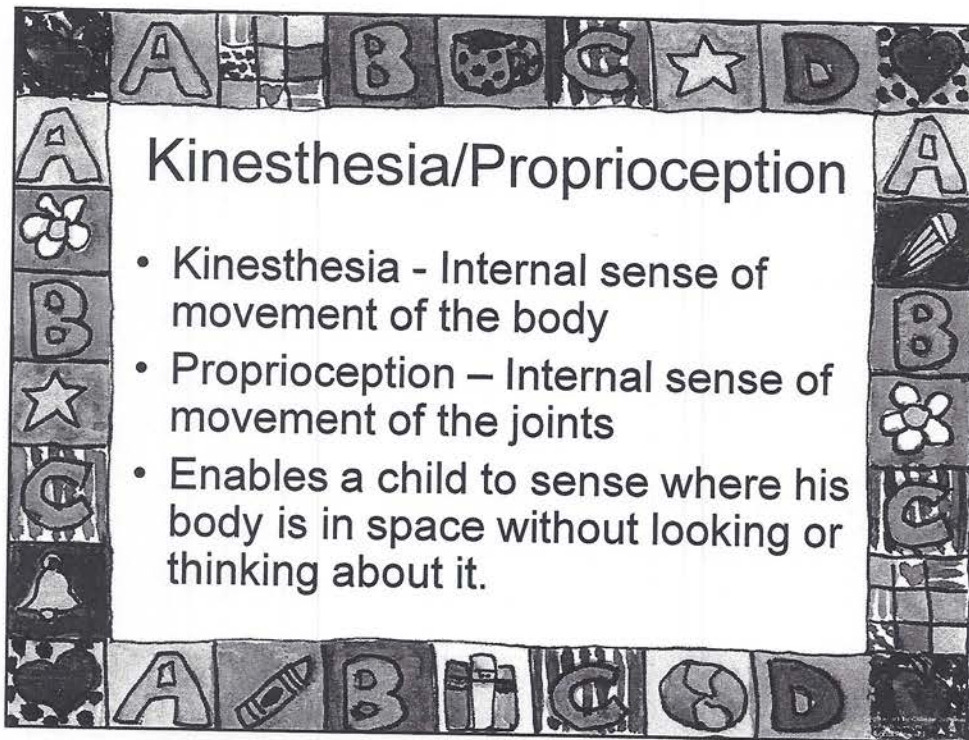
Gross motor activities involve large muscle groups and include sitting, running, walking, and jumping

Efficient motor development requires adequate postural tone and strength and stability to promote bilateral coordination, equilibrium/balance, and motor control

- Postural Control/Strength
- Kinesthesia/Proprioception
- Bilateral Coordination
- Motor Planning/Sequential Processing *-De Ana*


Motor Activities to Help the Kids Attend and Focus

- Pushing and pulling games
- Lifting and Carrying heavy objects
- Tug of War
- Parachute
- Playing in the Snow
- Playing on Rocking Toys
- Playground – Swinging
- Playground - Sliding
- Playground - Climbing
- Kid Yoga Activities
- Playdoh Activities
- Bean Bag Chairs
- Climbing in Tunnels
- Scooters
- Sit and Spin
- Eating crunchy foods
- Drink Using Straws



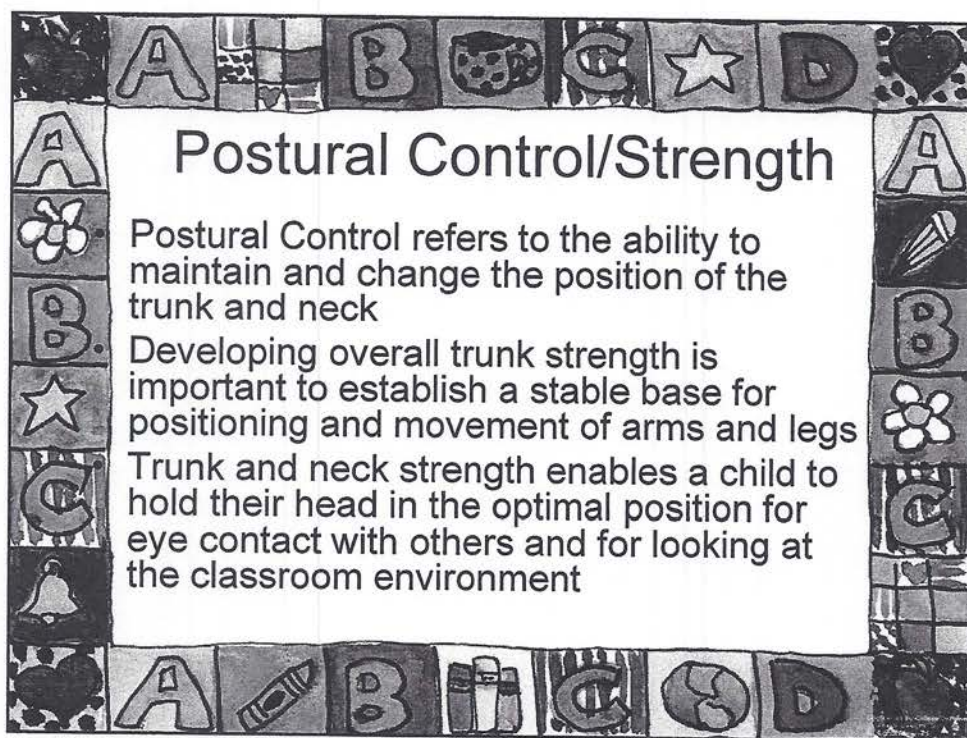
Kinesthesia/Proprioception

- Kinesthesia - Internal sense of movement of the body
- Proprioception – Internal sense of movement of the joints
- Enables a child to sense where his body is in space without looking or thinking about it.



Introduction to Motor Skill Development

- Gross Motor Skills/Sensory Motor Skills
- Fine Motor Skills
- Pre-Writing/Visual Motor Skills

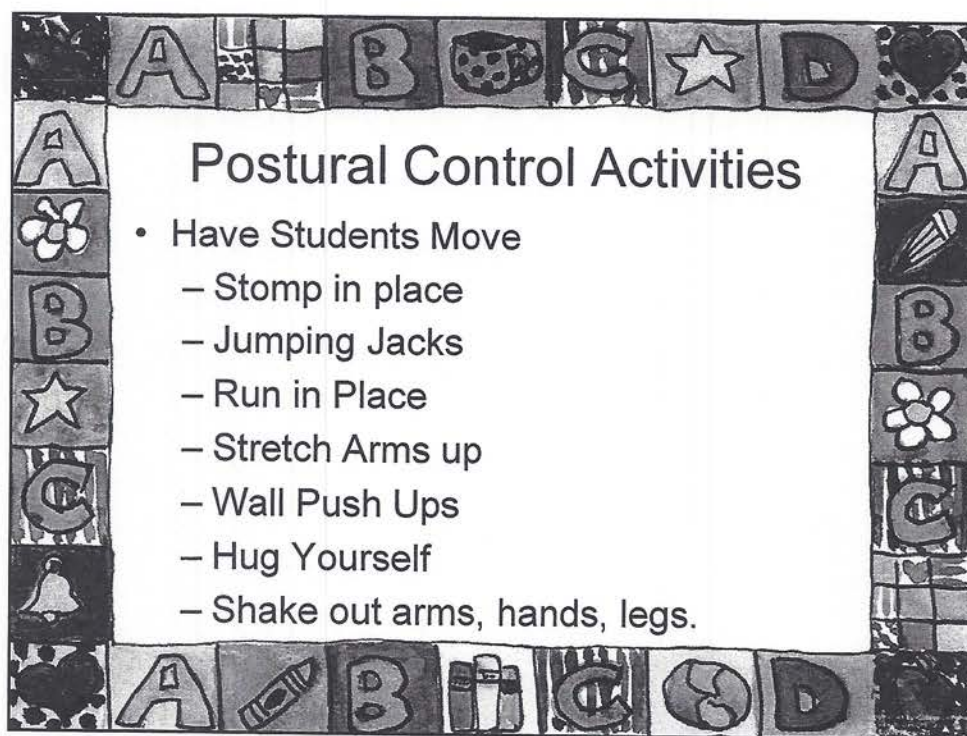


Postural Control/Strength

Postural Control refers to the ability to maintain and change the position of the trunk and neck

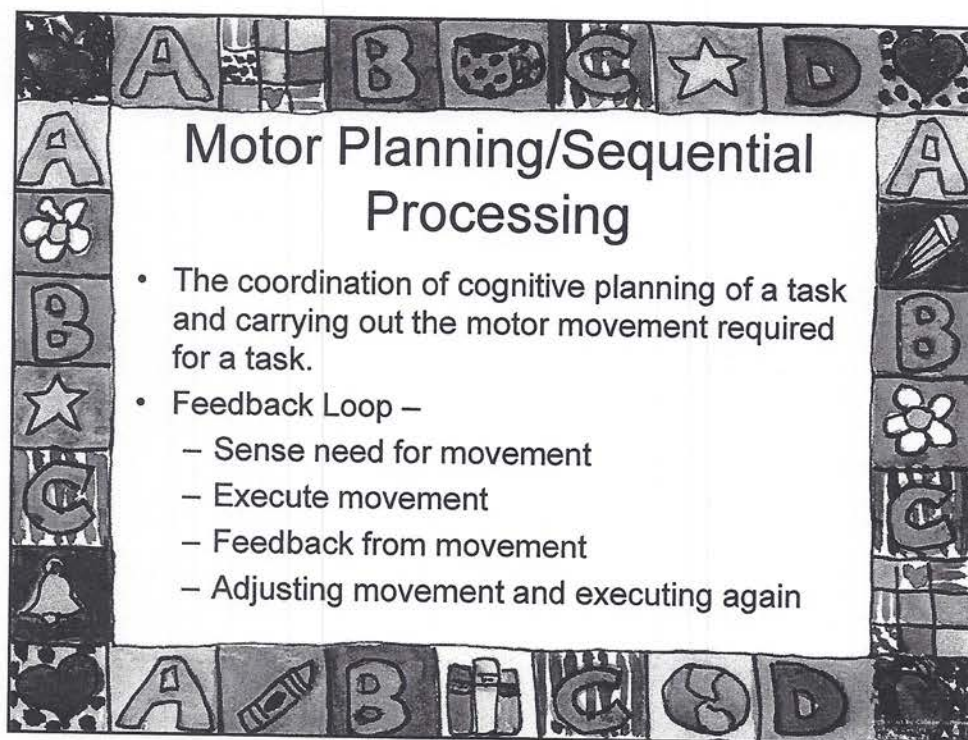
Developing overall trunk strength is important to establish a stable base for positioning and movement of arms and legs

Trunk and neck strength enables a child to hold their head in the optimal position for eye contact with others and for looking at the classroom environment



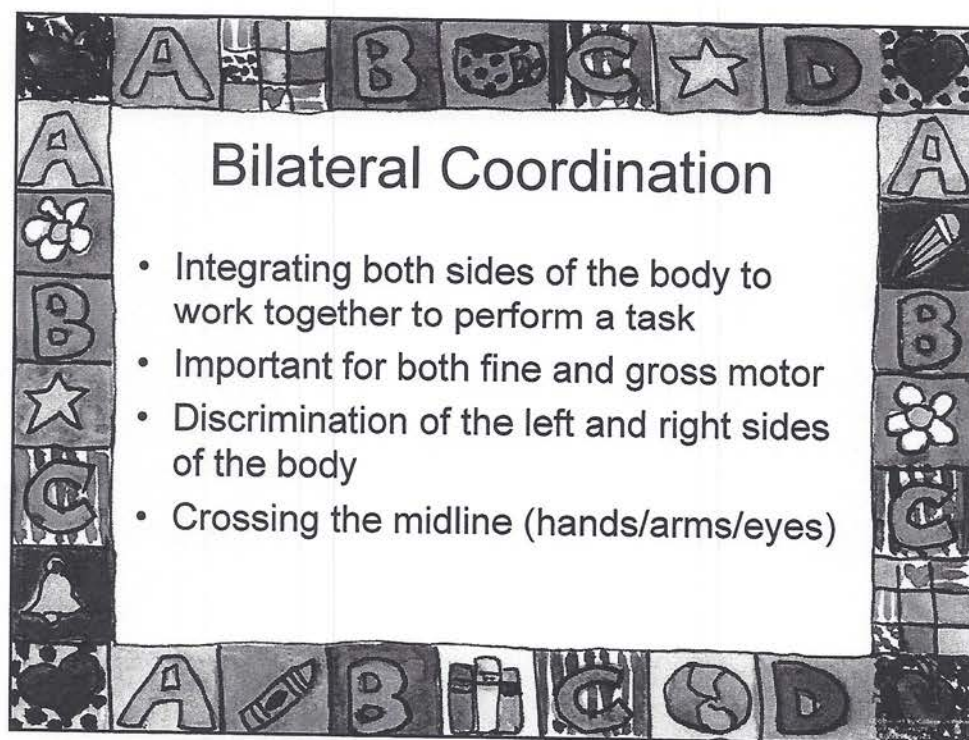
Postural Control Activities

- Have Students Move
 - Stomp in place
 - Jumping Jacks
 - Run in Place
 - Stretch Arms up
 - Wall Push Ups
 - Hug Yourself
 - Shake out arms, hands, legs.



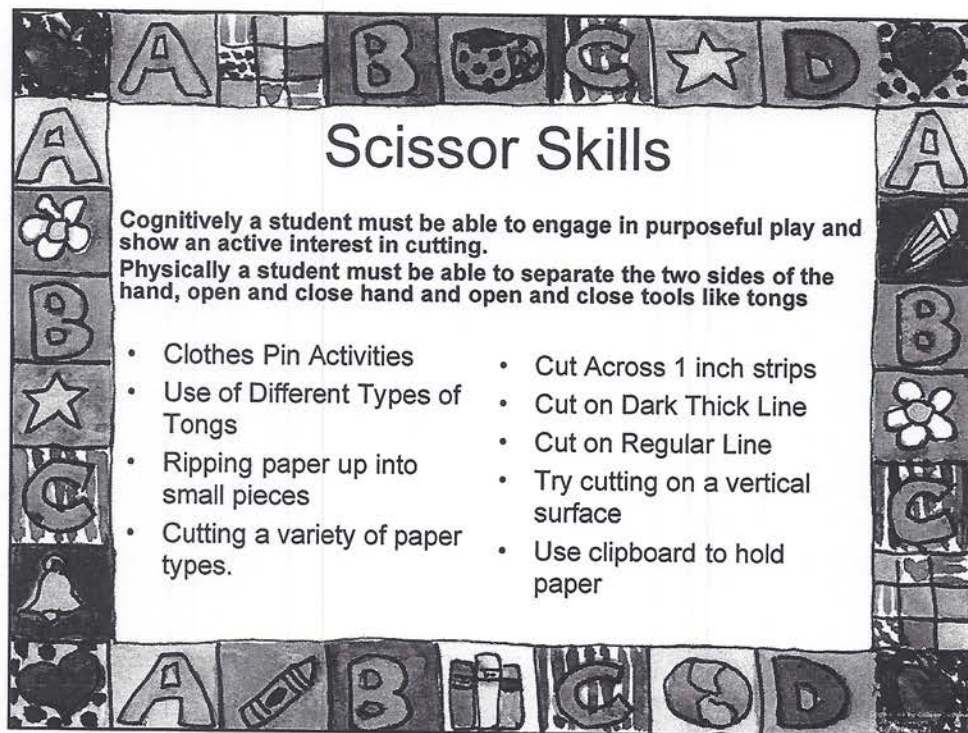
Motor Planning/Sequential Processing

- The coordination of cognitive planning of a task and carrying out the motor movement required for a task.
- Feedback Loop –
 - Sense need for movement
 - Execute movement
 - Feedback from movement
 - Adjusting movement and executing again



Bilateral Coordination

- Integrating both sides of the body to work together to perform a task
- Important for both fine and gross motor
- Discrimination of the left and right sides of the body
- Crossing the midline (hands/arms/eyes)

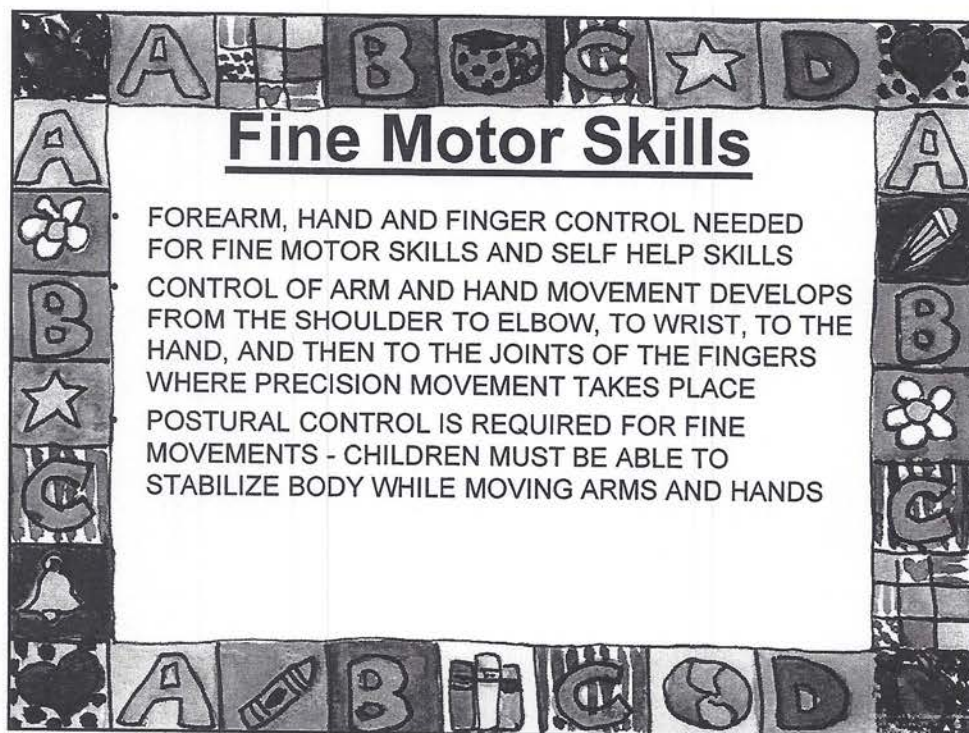


Scissor Skills

Cognitively a student must be able to engage in purposeful play and show an active interest in cutting.

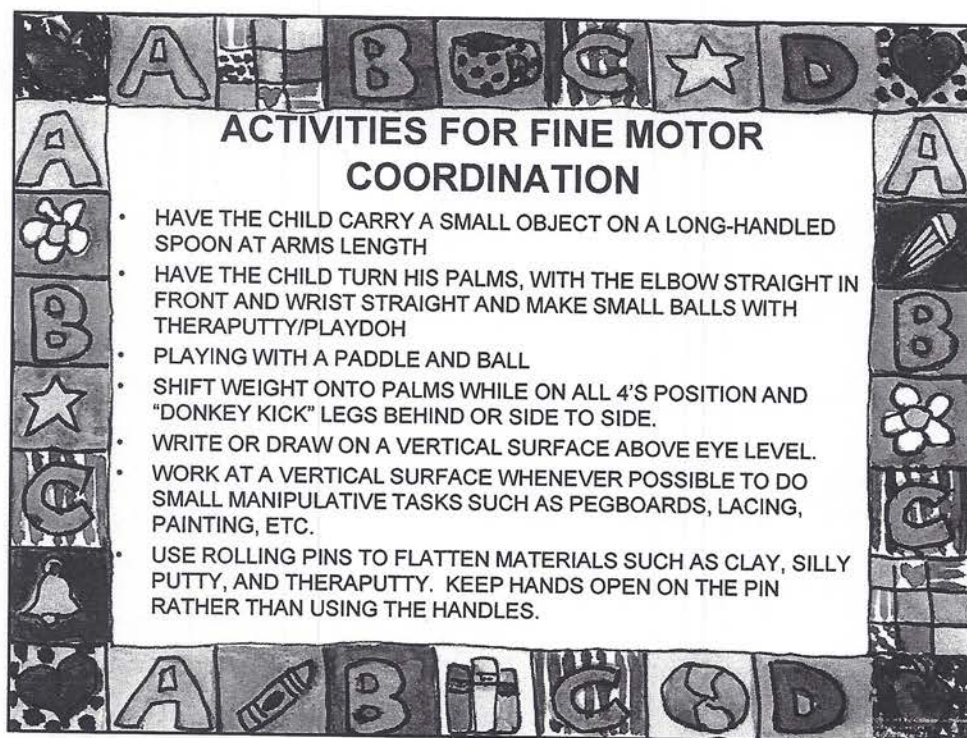
Physically a student must be able to separate the two sides of the hand, open and close hand and open and close tools like tongs

- Clothes Pin Activities
- Use of Different Types of Tongs
- Ripping paper up into small pieces
- Cutting a variety of paper types.
- Cut Across 1 inch strips
- Cut on Dark Thick Line
- Cut on Regular Line
- Try cutting on a vertical surface
- Use clipboard to hold paper



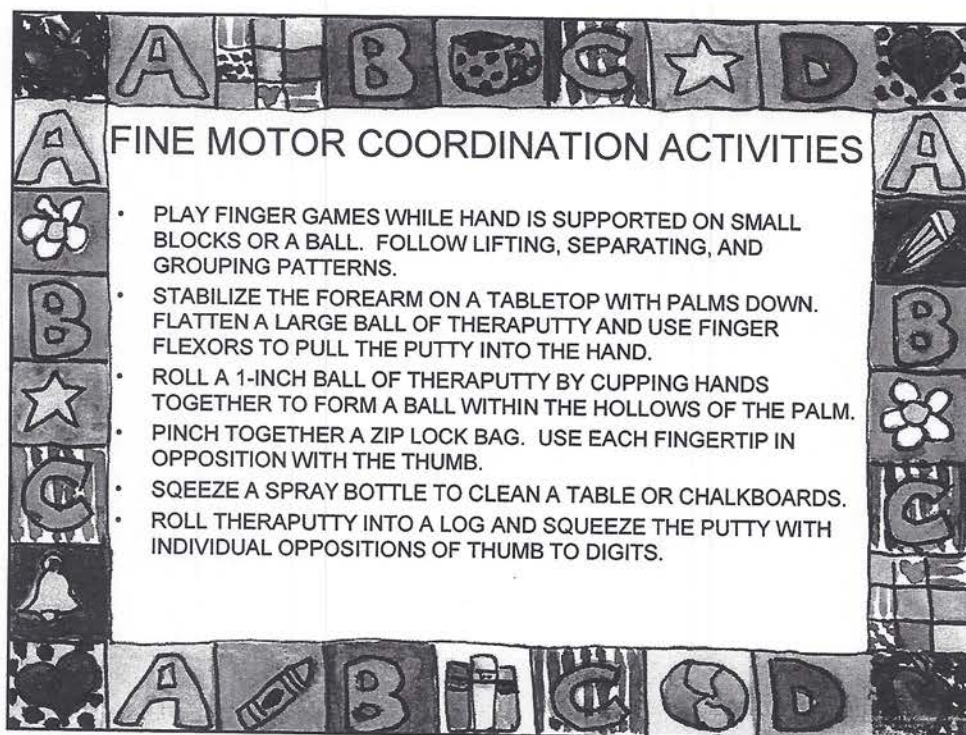
Fine Motor Skills

- FOREARM, HAND AND FINGER CONTROL NEEDED FOR FINE MOTOR SKILLS AND SELF HELP SKILLS
- CONTROL OF ARM AND HAND MOVEMENT DEVELOPS FROM THE SHOULDER TO ELBOW, TO WRIST, TO THE HAND, AND THEN TO THE JOINTS OF THE FINGERS WHERE PRECISION MOVEMENT TAKES PLACE
- POSTURAL CONTROL IS REQUIRED FOR FINE MOVEMENTS - CHILDREN MUST BE ABLE TO STABILIZE BODY WHILE MOVING ARMS AND HANDS



ACTIVITIES FOR FINE MOTOR COORDINATION

- HAVE THE CHILD CARRY A SMALL OBJECT ON A LONG-HANDLED SPOON AT ARMS LENGTH
- HAVE THE CHILD TURN HIS PALMS, WITH THE ELBOW STRAIGHT IN FRONT AND WRIST STRAIGHT AND MAKE SMALL BALLS WITH THERAPUTTY/PLAYDOH
- PLAYING WITH A PADDLE AND BALL
- SHIFT WEIGHT ONTO PALMS WHILE ON ALL 4'S POSITION AND "DONKEY KICK" LEGS BEHIND OR SIDE TO SIDE.
- WRITE OR DRAW ON A VERTICAL SURFACE ABOVE EYE LEVEL.
- WORK AT A VERTICAL SURFACE WHENEVER POSSIBLE TO DO SMALL MANIPULATIVE TASKS SUCH AS PEGBOARDS, LACING, PAINTING, ETC.
- USE ROLLING PINS TO FLATTEN MATERIALS SUCH AS CLAY, SILLY PUTTY, AND THERAPUTTY. KEEP HANDS OPEN ON THE PIN RATHER THAN USING THE HANDLES.



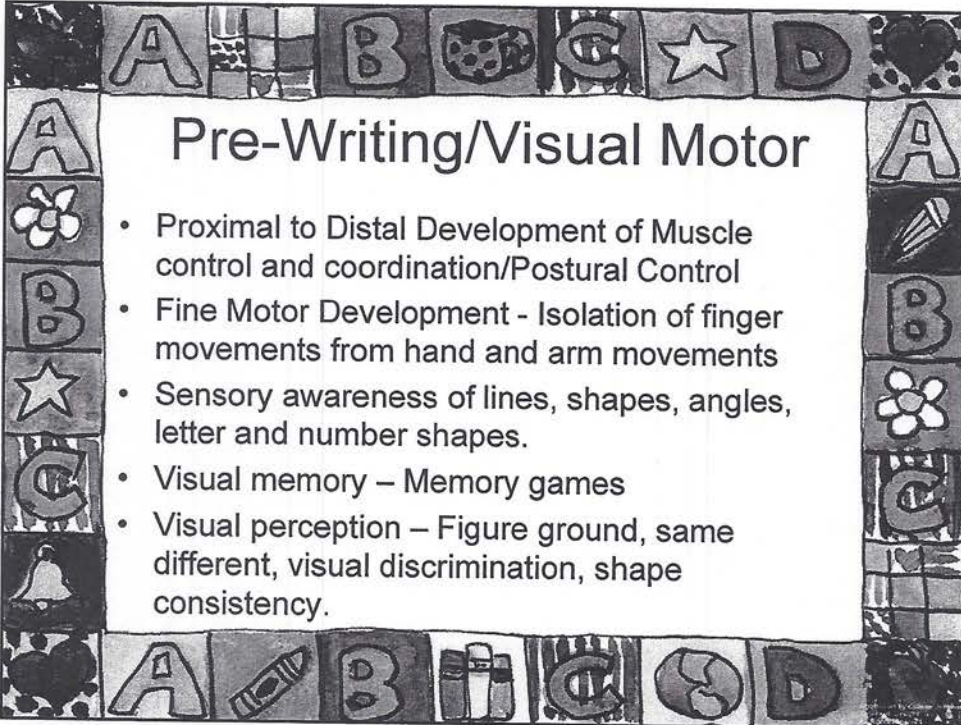
FINE MOTOR COORDINATION ACTIVITIES

- PLAY FINGER GAMES WHILE HAND IS SUPPORTED ON SMALL BLOCKS OR A BALL. FOLLOW LIFTING, SEPARATING, AND GROUPING PATTERNS.
- STABILIZE THE FOREARM ON A TABLETOP WITH PALMS DOWN. FLATTEN A LARGE BALL OF THERAPUTTY AND USE FINGER FLEXORS TO PULL THE PUTTY INTO THE HAND.
- ROLL A 1-INCH BALL OF THERAPUTTY BY CUPPING HANDS TOGETHER TO FORM A BALL WITHIN THE HOLLOW OF THE PALM.
- PINCH TOGETHER A ZIP LOCK BAG. USE EACH FINGERTIP IN OPPOSITION WITH THE THUMB.
- SQUEEZE A SPRAY BOTTLE TO CLEAN A TABLE OR CHALKBOARDS.
- ROLL THERAPUTTY INTO A LOG AND SQUEEZE THE PUTTY WITH INDIVIDUAL OPPOSITIONS OF THUMB TO DIGITS.



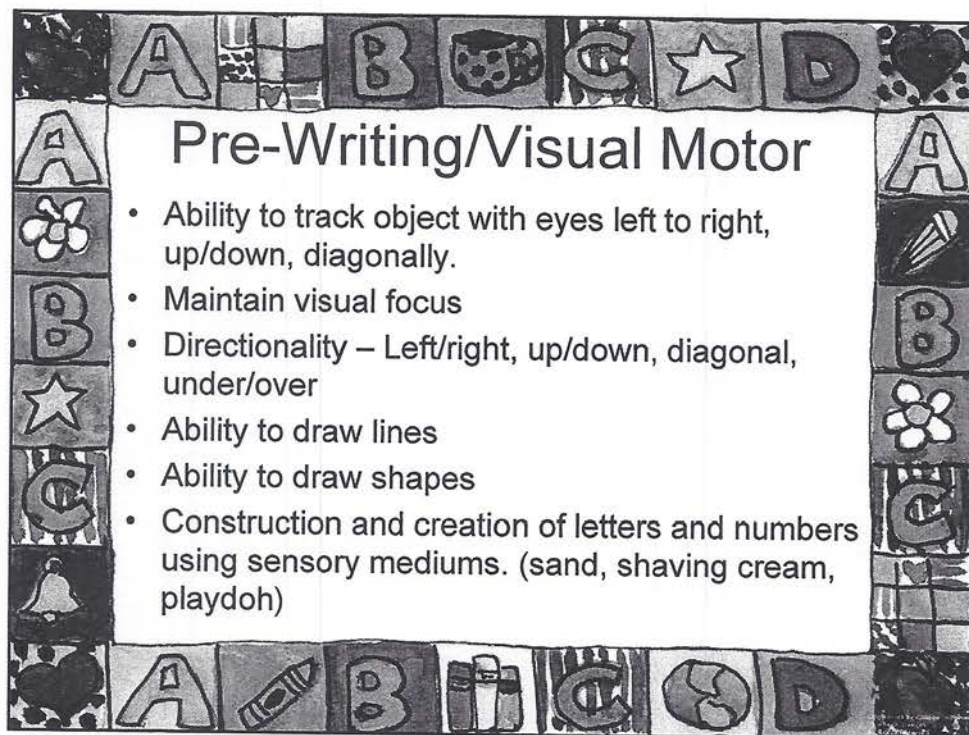
FINE MOTOR COORDINATION ACTIVITIES

- PLAY FINGER PATTERN GAMES.
- PLACE A COTTON BALL IN PALM ON ULNAR SIDE AND HOLD IN PLACE WITH RING AND LITTLE FINGER AS THE THUMB, INDEX, AND MIDDLE FINGER PICK UP OBJECTS FROM THE TABLE.
- Construction and creation of letters and numbers using sensory mediums. (sand, shaving cream, playdoh)



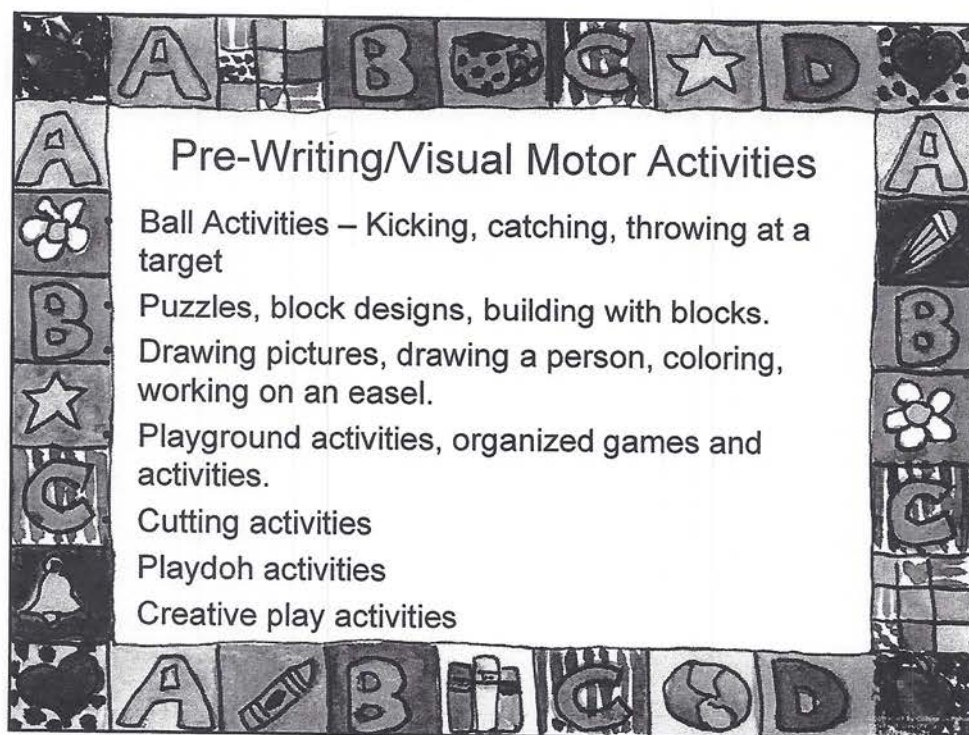
Pre-Writing/Visual Motor

- Proximal to Distal Development of Muscle control and coordination/Postural Control
- Fine Motor Development - Isolation of finger movements from hand and arm movements
- Sensory awareness of lines, shapes, angles, letter and number shapes.
- Visual memory – Memory games
- Visual perception – Figure ground, same different, visual discrimination, shape consistency.



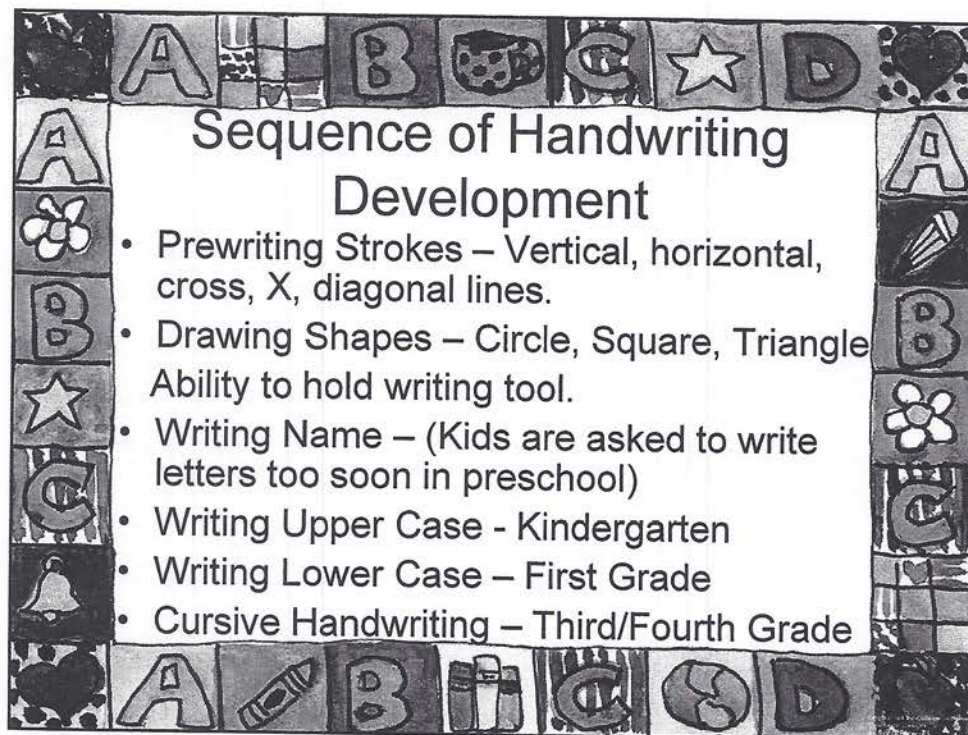
Pre-Writing/Visual Motor

- Ability to track object with eyes left to right, up/down, diagonally.
- Maintain visual focus
- Directionality – Left/right, up/down, diagonal, under/over
- Ability to draw lines
- Ability to draw shapes
- Construction and creation of letters and numbers using sensory mediums. (sand, shaving cream, playdoh)



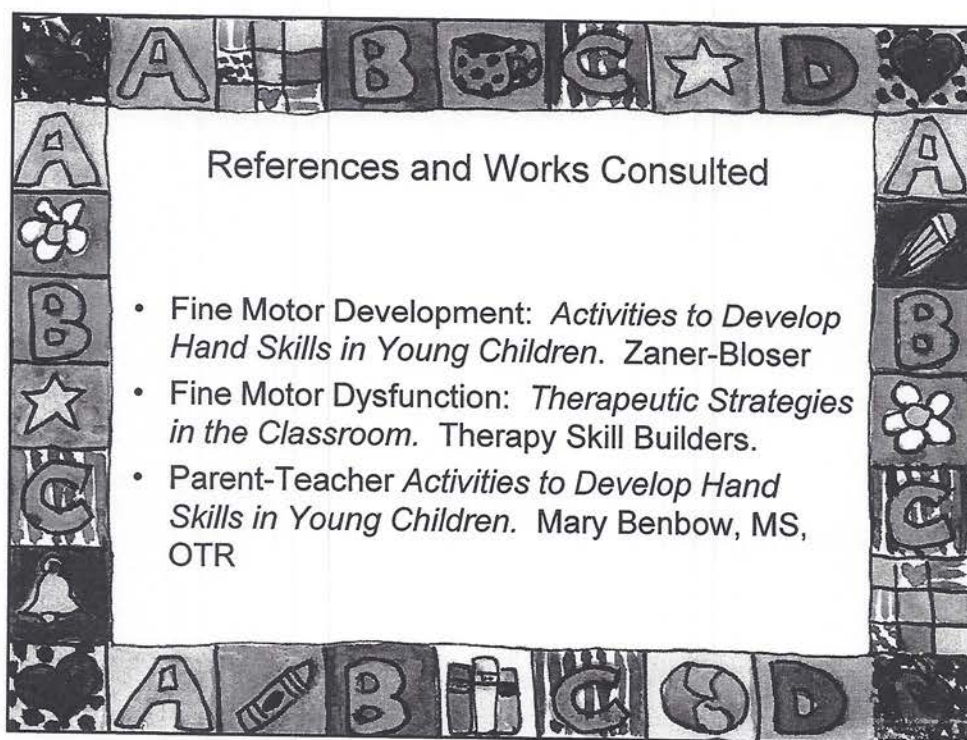
Pre-Writing/Visual Motor Activities

- Ball Activities – Kicking, catching, throwing at a target
- Puzzles, block designs, building with blocks.
- Drawing pictures, drawing a person, coloring, working on an easel.
- Playground activities, organized games and activities.
- Cutting activities
- Playdoh activities
- Creative play activities



Sequence of Handwriting Development

- Prewriting Strokes – Vertical, horizontal, cross, X, diagonal lines.
- Drawing Shapes – Circle, Square, Triangle
Ability to hold writing tool.
- Writing Name – (Kids are asked to write letters too soon in preschool)
- Writing Upper Case - Kindergarten
- Writing Lower Case – First Grade
- Cursive Handwriting – Third/Fourth Grade



References and Works Consulted

- Fine Motor Development: *Activities to Develop Hand Skills in Young Children*. Zaner-Bloser
- Fine Motor Dysfunction: *Therapeutic Strategies in the Classroom*. Therapy Skill Builders.
- Parent-Teacher *Activities to Develop Hand Skills in Young Children*. Mary Benbow, MS, OTR

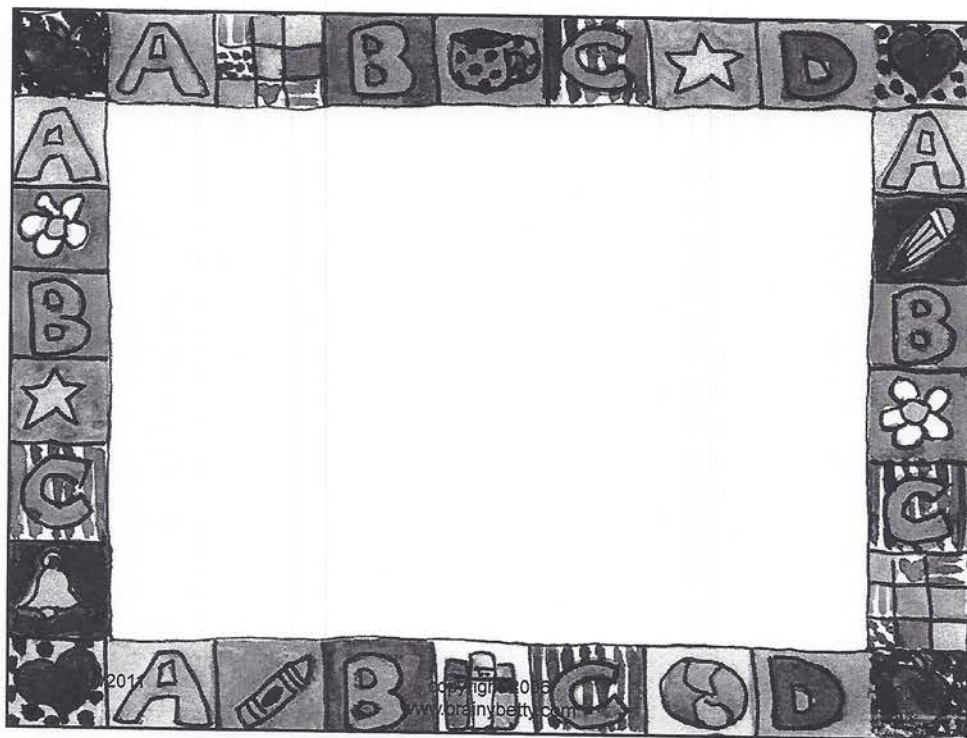


Small Group Sessions

Group 1 - Sensory Motor/Gross Motor

Group 2 - Pre/Writing and Handwriting Without Tears

Group 3 - Fine Motor Activities



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