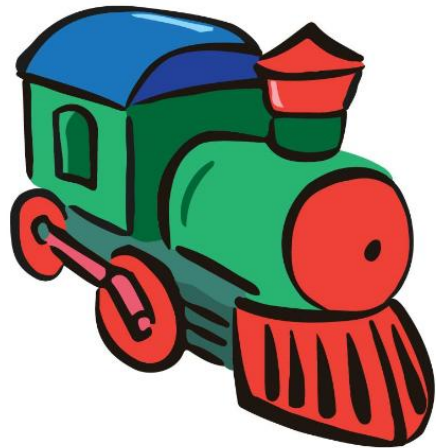


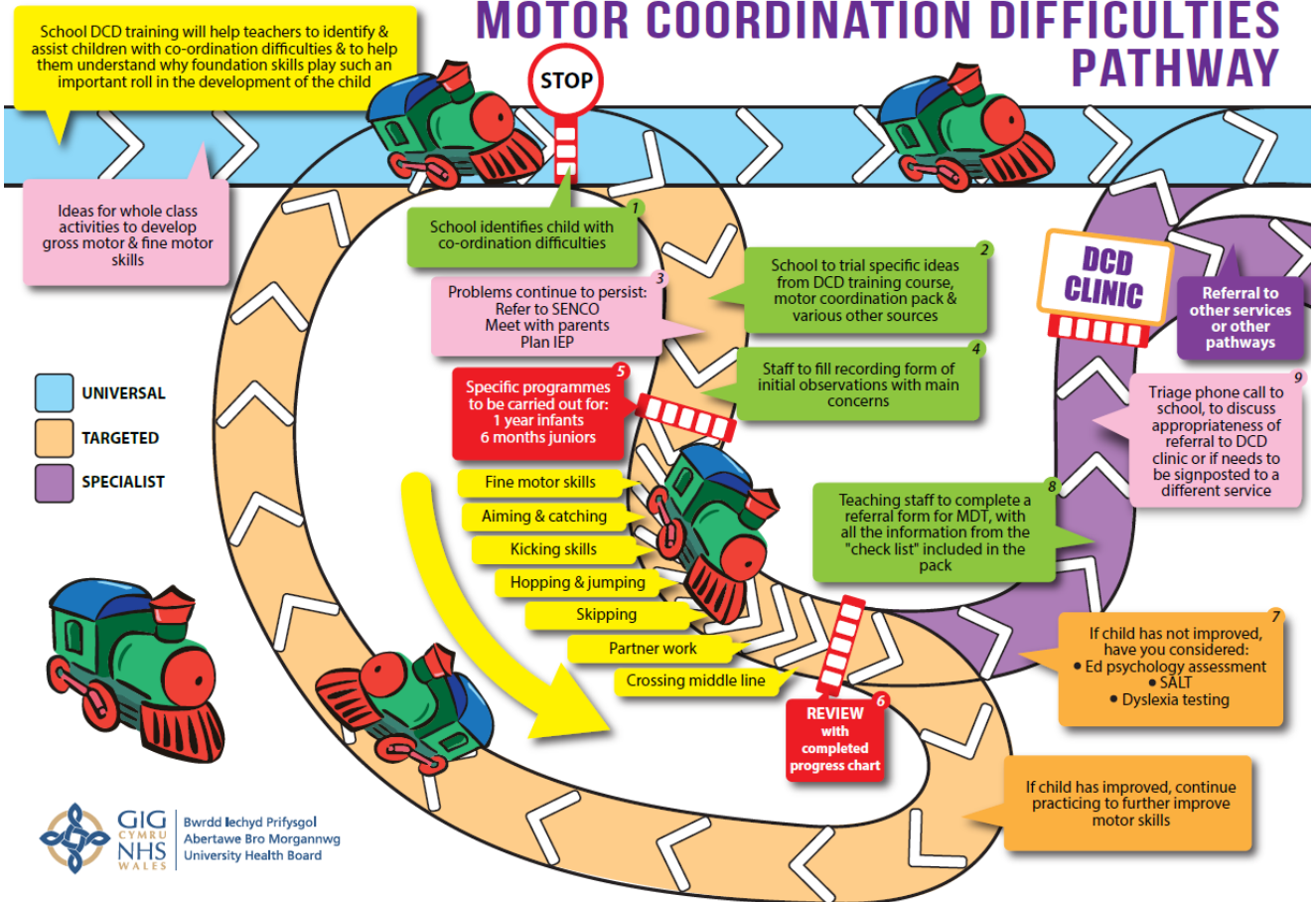
# MOTOR COORDINATION DIFFICULTIES

INFORMATION, PROGRAMMES  
& REFERRAL PACK

**FOR PRIMARY SCHOOLS**



# MOTOR COORDINATION DIFFICULTIES PATHWAY





For News and Articles on Specific Learning Difficulties, visit the Swainclusion Blog  
[swainclusion.wordpress.com](http://swainclusion.wordpress.com)



# INTRODUCTION



This resource pack is designed to provide information and strategies for teachers and parents to support the development of co-ordination skills.

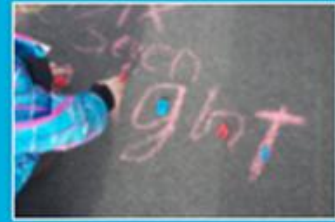
It includes sensory and motor components which are crucial in influencing both learning and behaviour. The strategies can be used in everyday classroom activities and all aspects of the curriculum, using equipment already available and adaptable within school.

Also included is advice and strategies for parents and carers.

This work has been produced as part of the DCD working group, a multi-agency group of professionals in Health and Education.

## DCD Pack Contents

- Information for teachers and parents
- Main concerns school/parental questionnaire
- Guidelines for programme use –with pre/post recording forms
- Task orientated activity programmes
- Motor coordination difficulties pathway
- Additional Evidence forms
- Check list
- Community links



Photographs with thanks to Brynmill Primary, Sketty Primary, Gowerton Primary and Pen Y Fro Primary Schools in Swansea

# Information for Teachers

## ***Contents:***

What do we mean by Co-ordination Skills?

Possible Indicators of Co-ordination Difficulties

The Importance of Talking

The Development of Gross Motor Skills

Activities to Develop Fine Motor Skills

Improving Scissor Skills

Games in the Yard

Setting Out work

Handwriting Skills



# What do we mean by Co-ordination Skills

## Definition

The ability to move body parts such as legs, arms, hands, fingers and eyes in a skilful way.

There are enormous variations in development across the various age groups and in addition, the degree of difficulty of the task needs to be taken into account.

Difficulties may be due to other factors such as lack of experience and opportunity to practise and develop some of the skills. There may also be problems such as low tone and hyper mobility of joints or specific visual difficulties.

## DEFINITION OF DCD DSM V

Performance in daily living activities that require motor coordination is substantially below that expected, given a child's chronological age and measured intelligence

It significantly interferes with academic achievements and activities of daily living.

## Incidences

- Co-ordination difficulties affect 6-13% of the population
- More boys than girls are affected, approximately 75% to 25%
- The average age of diagnosis is 7-8 years
- This is a live long condition
- Intervention and support at an early age is vital

## Impact on Learning and Behaviour

The child may have

- Low self esteem
- Emotional and behavioural problems
- Social isolation
- Poor attention
- Variable performance eg good days, bad days
- Tendency to fidget



# Possible Indicators of Co-ordination Difficulties

## Gross Motor Skills

*The child may....*

- move awkwardly, bumping into objects and falling
- have difficulty pedalling a tricycle or a similar toy
- be awkward when running and climbing
- have difficulty hopping and skipping
- have difficulty with balance
- have difficulty catching and throwing a ball



## Fine Motor Skills

*The child may have....*

- difficulty with pencil grip
- difficulty using scissors
- immature drawing and copying skills
- difficulty with fastenings e.g.. tying laces
- difficulties using a knife and fork
- difficulties with handwriting



# The Importance of talking

Whatever the activity *talk* through the stages of movements required using the appropriate language



*For example:*

- when forming letters, talk through the movements required from the pencil – around, up, back down, flick, etc
- Obstacle courses - through, around, on top, to the left, to the right etc....
- When dressing - push (arms through), pull (button through hole), pull (zip up)

Keep instructions simple and straightforward

Allow the child extra time to process information

*Make sure any physical exercises are carried out in a controlled and focussed manner, to ensure good quality movements, Children with coordination difficulties often rush through tasks as this masks their inability to move with control.*

# The Development of Gross Motor Skills

Gross motor skills underpin the development of skilled and coordinated movement.

Development can be assessed through the quality of body control, posture, balance and co-ordination of movement



The development of effective gross motor skill is influenced by:

- **Muscle tone** - the range of movement in the joint muscle strength
- **Sensory processing** - response to sensory information
- **Sensori-motor experience** - experiences of sensation and movement

*A child may have either low tone in the trunk (floppy in the middle) hyper mobility of joints (too much movement) or limb girdle instability (wobbly in hips and shoulders) and will often not have experienced all stages of motor development such as rolling and crawling.*

## **Always....**

- Make sure the starting position is correct.
- Ask children to open their mouths slightly and breathe out slowly before attempting the activity too prevent tension and strain
- Ask children to count aloud during the activity to ensure they don't hold their breath.

Encourage children to maintain correct posture and avoid excessive swaying or unwanted movement throughout the activity

# The Development of Fine Motor Skills

The effective use of hands to engage in activities of daily living depends on a complex interaction of:



- *hand skills*
- *postural mechanisms*
- *cognition*
- *visual perception*
- *sensory processing*
- *strength*

For example, using scissors requires effective **bi-manual skills** (using two hands in co-operation) with the preferred hand leading and the other assisting.

The activity requires and promotes use of the **small muscles** in the hand which are required for manipulating pencils and pens for writing skills.

Cutting out shapes or pictures from various thickness of card or paper also requires and promotes **effective postural control, hand-eye co-ordination** and **hand strength**.

To ensure continued development and refinement of the fine motor skills all children should be provided with plenty of opportunities to experience **multisensory activities**, not only in early years but throughout primary school.

## Children, for whom difficulties persist, will benefit from strategies such as:

- **Hand over hand assistance** from an adult when cutting, writing, or making finger rhyme actions.
- **Adding resistance to movements** e.g.. writing with chalk on carpet tiles, opening and closing spring pegs when moving number or letter cards on a washing line.



Older children who lack refined dexterity would benefit from taking responsibility for group collage work or an art project ensuring they have **increased opportunity to practise and develop skills.**

Some children may develop their own strategies to compensate for a difficulty. With older children, the emphasis should be placed on **outcome and effort rather than technique.**

## Activities to Develop Fine Motor Control

*The Activities suggested here may stand alone, or for older children should be incorporated into curriculum areas as appropriate*

- **Finger Rhymes and finger puppets (especially parallel movement patterns)** *These provide opportunities for isolation of fingers for development of dexterity. Older children may be encouraged to do finger puppet shows or play musical instruments*

- **Finger and hand painting in any medium (try adding texture e.g. sand in paint).** *This will help the child to recognise the different forces required to refine their co-ordination skill.*



- **Finger games and exercises, such as touching each finger in turn with the thumb. Start very slowly and then turn this game into a race.** *This improves dexterity and strength for older children and can be used as a general class 'warm-up' activity prior to writing tasks.*



- **Writing in sand or shaving foam with fingers or other tools.** *This can assist in the development of letter formation and allows children to practise letter formation without worrying about making errors.*



- **Drawing shapes, patterns or letters onto a whiteboard or easel using whole arm movements.** *Working on a vertical surface can help improve core stability, shoulder stability and positions the wrist into slight extension which is a good position for writing.*



- **Palm and finger activities with dough, plasticine or clay.** *This is an excellent activity for the development of dexterity. Adding textures and grading e.g, moist, wet, sticky, will encourage tactile tolerance and discrimination essential for the exploration and recognition of a tactile environment.*



- **Construction toys of varying sizes such as duplo, lego and k-nex.** *Effectively develops dexterity skills including the use of in-hand small muscles and using two hands in co-operation. These are important for the development of writing skills. For older children, this type of activity can be used in the context of a maths or science project.*



- **Drawing lines through mazes and pathways using a range of movements such as circular or wavy. Include sudden changes of direction. Decrease the width of the pathways as the skills develop.** *This assists in developing pencil or pen control and directionality. The use of different media encourages awareness of the force required for good pencil skills.*
- **Computer keyboard skills.** *These promote finger isolation and an opportunity to develop alternative strategies for recording.*
- **Copying and designing peg board patterns.** *Older children could make symmetrical designs for maths activities. This activity contributes to developing control of pens and pencils.*



- **Lacing picture cards and sewing activities.** *It may be important to use the hand over hand strategy for children who have difficulty in manipulating a needle.*
- **Games requiring manipulation and manual dexterity such as marbles, tiddlywinks and connect 4.** *These games will help to promote a number of skills including hand eye co-ordination, dexterity and developing an awareness of the amount of force needed for different activities.*
- **Dot - to - Dot drawing from simple continuous patterns to individual shapes and pictures.** *This activity assists in the development of directionality, sequencing and visual motor integration skills. All of these skills are required for writing tasks.*
- **Bead threading. Use different sized and shaped beads with various thread such as string or wire coat hangers to make this a graded activity.** *For older children this could be incorporated into collage work in an art or design lesson.*

***General craft activities are excellent for developing fine motor skills.***

# Strategies for improving Scissor Skills

These skills help a child develop *hand preference*. They assist in the development of manipulation and dexterity skills and encourage coordination and co-operation of both sides of the body. They also contribute in the development of handwriting. Tasks and materials should be appropriate to the child's stage of development.

**There is a variety of scissors available:**

- *easy grip*
- *self opening/spring assisted*
- *left handed*
- *double handed scissors so that the teacher and child can cut together*

*The child's position whilst using scissors is important:*

- *Arms and elbows should be close to the body*
- *Encourage the child to move the paper when cutting rather than changing their body position*



***Songs which include hand-cutting actions are useful to develop the movements required to manipulate scissors,***

*e.g. Five little ducks went swimming one day.*

- **Cutting straws into small pieces** is an easy task which gives immediate success.
- **Grade the paper:** thick is easy to manipulate and cut, progress from cardboard to thin paper.

*If the child finds it hard to cut along a line, stick card onto the back of the paper to act as a scissors guide*

## **Continue to graduate tasks;**

- *simple snips at the edge of a card - make a fringe*
- *follow a line*
- *combine lines and simple curves*
- *make left and right turns (cut-stop-change direction-cut)*
- *combine line/curve/turn*
- *cut out simple shapes (This activity assists in the development of visual integration and copying skills)*
- *cut round the edge of a picture*
- *cut out shapes within a picture*

**Make scrapbooks, collages,  
etc using a variety of  
materials.**

# Strategies to Help Children Set Out Work

- A well **organised and clearly written whiteboard** will assist pupils
- Use **different coloured pens** for every line and leave larger gaps between lines when writing on the board
- Encourage children to **keep working areas as clear as possible**
- **Label/colour code equipment** so that children know where things belong
- Allow children to use **writing tools** which are most comfortable whether they are pens, pencils or felt tips.
- Use **Blu Tack, Dycem or bulldog clips** to prevent work moving or slipping (see resources)
- Use **squared or lined paper** where appropriate, this helps to organise work and keep letter and number size uniform.
- Use equipment '**place mats**' to remind children to have all the equipment they need ready on the desk.
- **Mark start and finish points.** e.g. use coloured dots, green for starting places and red for the end.
- Use **bold lines underneath plain paper** as guidelines for writing.
- Use a **prepared template** for setting out the task, e.g. Put a line where the heading, date and title should go, provide a box to draw apparatus or a picture.

# Strategies for Improving Handwriting skills



Prior to handwriting carry out 1-2 minutes of some simple hand warm up activities.

These provide the child with an increased awareness of the joints in their hands and how their joints are moving

## ***Quality can be more important than Quantity!***

- Seating should allow **both feet to be on the floor**.
- Encourage the child to sit in an **upright position** with feet and knees at 90 degree angles.
- Table should be just **below elbow height**.
- Position the child to be able to **see the teacher directly** without turning or twisting the body.
- The child should be close enough to **hear and see instructions**
- The child should sit with the **light behind** them.
- Seat the child where there are **minimal distractions** i.e.. away from doors, windows and stimulating displays.



- When a child is observed writing with a head position close to their work a **sloping desk** may be of use.
- When necessary, make **prepared recording sheets** available to reduce the amount of writing a child has to do.
- Use **lined paper** with spaces sufficiently wide to accommodate the child's writing. These can be graded over time.
- Break down the activity into smaller parts.
- Allow **extra time** to complete a task/test.
- Ensure that the child is given a great deal of encouragement and **immediate positive feedback for effort**.
- Consider **alternatives to copying from the board** such as providing individual handouts to some pupils.
- Let the child work on **photocopied sheets** for some recording tasks.



***Be sensitive to issues regarding the marking of work. Brief any temporary staff about the child's difficulties.***



# Pencil Grip

Children begin to use a pen or a pencil with a palmar grasp (in the palm of the hand). Many children will progress to using a tripod grip, making the letter patterns by moving the whole of the hand and arm. This will gradually be refined to using just the fingers and wrist with only a sliding action of the arm.

Children may use different types of grip to maintain pencil control, which might look awkward and ungainly. An unusual grip is often a compensatory measure, adopted because of other postural difficulties. Emphasis should not be placed on altering the grip, however, activities used to encourage effective co-ordination skills should help children develop more efficient grip automatically.



# Strategies to Encourage an Effective Grip

- Thicker barrelled pencils/crayons/felt tip pens
- Triangular shaped pencils (thick and thin)
- Commercially available easy grip pencil/pens (see resources)
- Blu tack placed around the pen/pencil
- Soft, plastic triangular grips which can be put on an ordinary pencil
- Moulded plastic grips that have thumb and finger positions which can be slipped over standard pens/pencils
- When children are very young encourage them to colour using crayon or chalks stubs (They will only be able to hold it with a tripod grip)

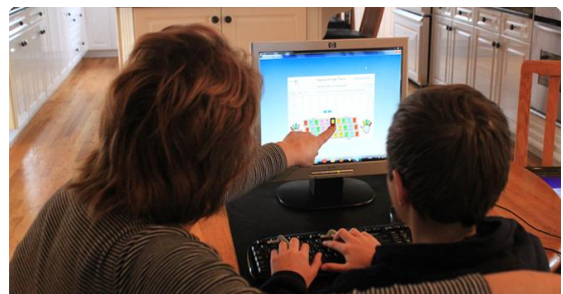


Where a child has difficulty maintaining their grip to achieve appropriate volumes of work, the strategies suggested in the sections on gross and fine motor development may be of help in addressing underlying difficulties

# Alternatives to Handwriting

- Teacher or TA acts as a scribe.
- Child uses a voice recorder and the work is later transcribed by an adult.
- Access to a word processor can be important for older pupils. Younger children may not be ready to use a keyboard without supervision.
- Keyboard skills should be taught alongside handwriting using tutoring programmes.
- Use of up to date technology such as tablets and mobile phones.
- Reduce the amount of handwriting required by using mind maps, diagrams, graphs, charts and other forms of visual representation.
- Use a cartoon grid to record a story or activity - the child draws pictures in the right order.
- Paired and group writing activities
- Alternative 'evidence' such as using video, digital cameras, presentation etc...

Make use of any  
resources the  
SENCo/ Support  
Teacher may have



# Handwriting Checklist

Provide a table and chair which are the right size, and relative in size to each other.

Encourage the child to sit up with both feet on the ground

Wrapping feet around the legs of the chair may help to maintain a good upright posture especially if core stability is poor

Try to ensure that the child sits where the light falls on their work

Can the child see the board clearly and hear what the teacher is saying?

Encourage the child to put the paper in a comfortable position

Choose paper that is an appropriate size for the writing task

Think about whether lined paper would be useful for the child

Encourage the child to select the most appropriate writing tool for the task (gel or ink pens can be messy if the child presses too hard)

Encourage the child to hold the paper steady with the hand not being used for writing

Try to encourage the child to move the paper as he/she gets to the bottom of the page

Ensure that children are not sitting with elbows touching their neighbours, especially if a left handed and a right handed child sit next to each other

At the beginning of written task pencil/pen should be placed in midline so the child will automatically chose a lead hand without bias.

## The following leaflets and additional exercises may be useful and can be found on our website

[www.abm.wales.nhs.uk/childrensdevelopment](http://www.abm.wales.nhs.uk/childrensdevelopment)

(Password is: puppy)

### *General strategies*

- Activity pacing
- Advice for parents of children with developmental co-ordination disorder
- Changing the sensory environment to help improve attention and concentration
- Organisational skills at home

### *Handwriting*

- Developing delayed hand skills
- Hand strengthening activities
- Handwriting warm up activities
- Hold the pencil
- In hand manipulation exercises
- Letter formation programme using multisensory techniques
- Pre-writing skills level 2
- Pincer grip
- Shoulder stability
- Table and chairs

### *Scissor skills*

### *General strategies for school*

- Activity pacing
- Changing the sensory environment to help improve attention and concentration

### *Play*

- Developing delayed hand skills
- Developing shared attention

## **Community Paediatric Physiotherapy / Occupational Therapy**

Hafan y Mor – Children’s Centre, Singleton Hospital

### **Guidelines for Accessing Physiotherapy and Occupational Therapy**

#### **Advice Regarding Children with Motor Co-ordination Difficulties**

If you identify a child with any level of co-ordination difficulties, please fill in the attached questionnaire. Initially, this is only for your use to guide you to think about how the child is affected and what can be put in place to help the child in the first instance. However, if a referral is to be made this will be required as part of the checklist.

If you need to contact us for advice at Hafan Y Mor – Children’s Centre we will go through the questionnaire with you and this will help us to direct appropriate strategies and advice at an early stage. You don’t need to tell us the name of the child at this stage. ( Please be aware of the monthly telephone advice clinics. These dates can be found in the ALN training menus)

If after implementing advice and strategies, for the required time (which was suggested by the physiotherapist / occupational therapist), you feel that the child has not changed and his/her motor difficulties are continuing to impact on their educational progress, the extra evidence forms found in the DCD pack need to be completed.

Please make sure this questionnaire and the extra evidence forms are both attached when referring the child to us.

## Community Paediatric Physiotherapy / Occupational Therapy

Hafan y Mor – Children’s Centre, Singleton Hospital

### Main Concerns School/Parental questionnaire

Date: \_\_\_\_\_ Child’s Name: \_\_\_\_\_

Teacher’s Name: \_\_\_\_\_

#### For the parents/carers

*In relation to your child*

1. **At present**, do you have any concerns? **No** **Yes**  
If yes, what is your **main** concern?

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2. **When** did you start noticing these differences/concerns?

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3. In order of difficulty what do think your child finds most **challenging?** e.g. activities, situations, health problems

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Is your **child** concerned?

**No** **Yes**

If yes, what is their **main** concern?

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5. What strategies have you already tried at home to help/support your child with their difficulties? e.g. swimming, karate, adapted cutlery

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**For the School teacher**

6. **When** did the school staff start noticing his/her difficulties? e.g. school year

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7. Do you feel the child has potential to respond to strategies/input? **Yes**

**No**

Please explain

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8. What other agencies / professionals are or will be involved with the child  
e.g. educational psychologist, speech and language therapist

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9. Does the child have a recognised learning difficulty?

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Has somebody from school attended one of the DCD workshop days?

**Yes**

**No**

**Thank You!!!**

*If you have any queries, please contact:*

*Cath Crosby – Paediatric Occupational Therapist*

*Jimena Rueda Hernandez – Paediatric Physiotherapist*

01792 200400



## **Guidelines for programme use**

The following programmes have being designed to support the development of specific activities that can be easy transferable when playing with other children in the play ground, during school, home or out and about in the community.

Each programme describes the aims of the programme and in some cases specific instructions to further help guide the child through each stage.

The child must be able to achieve each stage before moving on to the next stage. This ensures that basic skills are slowly built upon. If a child is taking a long time to achieve each stage just be patient and use lots of variation within that skill level. Some children may never be able to complete all the stages to achieve the complete task but it must be remembered that practising stage by stage helps to develop the child's skills to their potential

## Recording Form for Specific Programmes

To record a child's ability **Pre** Motor Skills Programme



Name of Child: \_\_\_\_\_

School: \_\_\_\_\_

<b>Task</b>	<b>Ability – Pre Inclusion in Motor Co-ordination Group</b> <i>Please circle the number at level the child achieved</i>
Aiming and Catching	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> <span>7</span> </div>
Kicking Skills	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> </div>
Skipping	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> <span>7</span> <span>8</span> <span>9</span> </div>
Jumping and Hopping	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> <span>7</span> <span>8</span> </div>
Partner Work (core stability – static balance)	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> <span>7</span> </div>
Crossing Midline (core stability – toileting skills)	Date: _____ What stage did the child achieve: <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 10px;"> <span>Standing</span> <span>1</span> <span>2</span> <span>3</span> </div> <div style="display: flex; justify-content: space-around; text-align: center; margin-top: 10px;"> <span>Sitting</span> <span>1</span> <span>2</span> <span>3</span> <span>4</span> </div>

# Aiming and Catching

## Aims

- ❖ To develop hand-eye coordination, symmetrical integration, midline integration, standing balance, core stability, spatial skills.
- ❖ To improve perceptual skills eg. weight, size, shape, depth, perception
- ❖ To improve smooth tracking of the eyes when following a moving object.
- ❖ To develop proprioceptive awareness ie. the ability to be aware of when joints are bending or extending, being pulled or compressed and when muscles are contracting and stretching. This enables the brain to know how the body is moving without the need for vision.



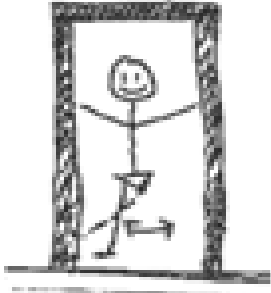

## Essential

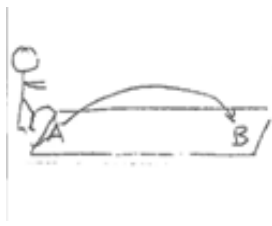
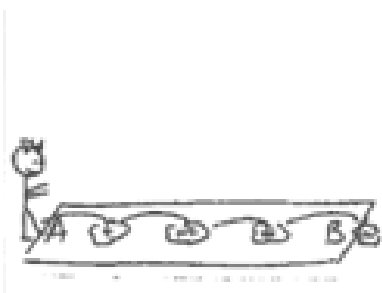
- ❖ Child must bend knees prior to throwing then straighten knees when releasing cushion upwards.
- ❖ Bend knees on catching.

Stage	Exercise	Variation
1	Child throws and catches: - A balloon. -A Beach ball. - A medium sized <b>cushion</b> up in the air.	<ul style="list-style-type: none"> <li>○ Clap once in between throwing and catching</li> <li>○ Vary weight/shape of <b>cushion</b></li> <li>○ Encourage higher throwing</li> </ul>
2	Child works with a partner throwing and catching a <b>cushion</b> alternately.	<ul style="list-style-type: none"> <li>○ Increase distance between children</li> <li>○ Use heavier cushion or large bean bag</li> <li>○ Group of three children</li> <li>○ Vary direction of throw eg. Left, right, high</li> </ul>

<p>3</p>	<p>a. Child throws and catches a <b>medium sized ball</b> up in the air. (As in stage 1)</p> <p>b. Child bounces ball and catches it using two hands in front of them.</p>	<p>○ Practice until they achieve 5 bounces and catches</p>
<p>4</p>	<p>a. As for Stage 2 but substitute a pillow for a medium sized ball.</p> <p>b. Child works with a partner bouncing a <b>medium sized ball</b> between them and their partner. Two hands must be used to bounce the ball. (Child should aim to bounce the ball on floor half way between self and partner.)</p>	
<p>5</p>	<p>a. Child stands still and individually bounces a medium sized ball repetitively and rhythmically</p> <p>b. As above but move around in a circle.</p>	<p>○ Change the texture, weight or bounciness of the ball to help the child to learn to adapt. Vary the size of the ball (larger if the child is having difficulty)</p>
<p>6</p>	<p>a. As for stage 1 but using a tennis ball, small bean bag or small sponge/foam ball</p> <p>b. As for stage 2 but using a tennis ball, small bean bag or sponge/foam ball</p>	<p>○ If the child is struggling with this, go back to stage 3a.</p>
<p>7</p>	<p>a. As for stage 4b but using a tennis ball</p> <p>b. Child throws a tennis ball against a wall, lets it bounce once then catches it in two hands (clean catch) – discourage body catch ie. using body to trap ball.</p> <p>c. As above but child catches ball straight from wall with no bounce in between</p>	<p>○ If the child finds b and c difficult, change to a medium size ball.</p>

# Kicking Skills

<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>❖ To increase balance (static/dynamic)</li> <li>❖ To increase motor planning, body and spatial awareness</li> <li>❖ To increase eye-foot coordination</li> <li>❖ To increase strength generally</li> </ul>		
Stage	Exercise	Example
1	<p>Child stands in a door frame and holds onto it with both hands either side.</p> <p>Child swings one leg at a time (pendular swing) back and forth making sure they do not touch the floor with the moving leg.</p> <p>Count to 10 with each leg</p>	
2	<p>Blow bubbles for the child encouraging them to tap them, stop them, touch them with one foot at a time before they disappear.</p>	
3	<p>Use a balloon to encourage the child to use his/her feet to kick the balloon before it reaches the floor</p>	<p>o Play with two or more children encouraging them to take turns</p>

<p>4</p>	<p>Kick a cushion from A to B with each leg</p>	
<p>5</p>	<p>Kick a cushion along the floor from A to B</p> <p>Encourage the child to constantly look where they are kicking the cushion to.</p> <p>Use the same leg to continuously kick the cushion forwards.</p> <p>Practice the same activity with the opposite leg.</p> <p>Practice kicking the cushion with alternate legs</p> <ul style="list-style-type: none"> <li>▪ Once they can do this independently, try with another sized/weighted object</li> </ul>	
<p>6</p>	<p>Another person kicks the cushion to the child and child stops it without letting the adult score a goal.</p> <ul style="list-style-type: none"> <li>▪ If the child finds this difficult while standing, start by sitting him on a bench or small chair where he is able to place his feet flat to stop the other scoring a goal.</li> </ul>	

# Jumping and Hopping

## Aims

- ❖ To improve static and dynamic balance, core stability, proprioceptive awareness, body awareness and spatial awareness, bilateral integration.
- ❖ To encourage weight bearing activities
- ❖ To develop symmetrical integration
- ❖ To coordinate jumping and counting



## Essential

- ❖ Pull in tummy muscles
- ❖ Raise arms level with shoulder for balance
- ❖ Keep head up
- ❖ Focus eyes on a non moving target at eye level to aid balance
- ❖ Give verbal instructions and visual demonstrations when required
- ❖ Child encouraged to hold onto something until confident to do it independently

Stage	Exercise	Variation
1	Child stands on one leg for 5 - 10 seconds	<ul style="list-style-type: none"> <li>○ Swap leg</li> </ul>
2	Child <b>balances</b> on one leg standing within a hoop or <i>circle drawn on the floor</i> , one leg raised in front, knee and hip at 90 using arms for balance. Count 10 seconds	<ul style="list-style-type: none"> <li>○ Increase number of seconds to hold position</li> </ul>
3	Child <b>jumps</b> on the spot within a large hoop x5 then comes to a controlled stop with knees bent	<ul style="list-style-type: none"> <li>○ Increase number of repetitions</li> <li>○ Use a smaller hoop</li> </ul>
4	Child <b>hops</b> on the spot within a large hoop x5 then comes to a controlled stop with	<ul style="list-style-type: none"> <li>○ Increase number of repetitions</li> </ul>

	knees bent. Each leg alternately	<ul style="list-style-type: none"> <li>○ Use a smaller hoop</li> </ul>
5	<ol style="list-style-type: none"> <li>1. Child <b>jumps</b> forwards out of hoop x5 with controlled stops</li> <li>2. Child <b>hops</b> forwards out of hoop x5 with controlled stops. Practise with each leg.</li> </ol>	<ul style="list-style-type: none"> <li>○ Increase number of repetitions</li> <li>○ Vary size of hoop</li> </ul>
6	<ol style="list-style-type: none"> <li>1. Child <b>jumps</b> forwards, sideways and backwards out of a hoop on command.</li> <li>2. Child <b>hops</b> forwards, sideways and backwards out of a hoop on command. Practise with each leg.</li> </ol>	
7	<ol style="list-style-type: none"> <li>1. Child <b>jumps</b> forwards and backwards out of a hoop x10 with controlled stops. Consecutive jumps in/out.</li> <li>2. Child <b>hops</b> forwards and backwards out of a hoop x10 with controlled stops. Consecutive hops in/out.</li> </ol>	
8	Hopscotch – hop on one leg into first square, two legs into the second square then one leg into the next and so on.	<ul style="list-style-type: none"> <li>○ Increase speed as the child succeeds and achieves accuracy.</li> <li>○ Increase number of jumps and hops – longer hopscotch grid.</li> </ul>



# Skipping



## Aims


- ❖ To improve spatial awareness, body awareness, balance, shoulder stability, strength and perception of movement.
- ❖ To increase proprioceptive feedback.
- ❖ To improve ability to work together with a partner in a co-ordinated way.
- ❖ To improve timing and rhythm.

## Essential

- ❖ Be patient, each stage may take longer than a week to Achieve.
- ❖ Keep rope speed slow until child has achieved
- ❖ Give verbal instructions and visual demonstrations
- ❖ Give clear concise instructions throughout

Stage	Exercise	Variation
1	<p>Each child holds the skipping rope (folded) and thinks of an object that weighs the same, before passing it to the next child.</p> <p>Each child places the rope on the floor and makes a shape (circle, oval, triangle, square line)</p>	
2	<p>Place the rope in a straight line.</p> <p>Children:</p> <ol style="list-style-type: none"> <li>a. Walk from one end to the other</li> <li>b. Step over the rope</li> <li>c. Jump over the rope (forwards, sideways, backwards)</li> </ol>	

<p>3</p>	<p>With two people holding the rope at either end, wriggle the rope along the floor</p> <p>Child looks at the rope and</p> <ol style="list-style-type: none"> <li>Steps over it – facing forward then sideways</li> <li>Jumps over it – facing forward then sideways</li> </ol> <p><b>Prompt the child not to touch the rope</b></p>	<ul style="list-style-type: none"> <li>○ The rope holders now wiggle the rope vertically to make waves</li> <li>○ Repeat activities a. and b.</li> </ul>
<p>4</p>	<p>With two people holding the rope at:</p> <ol style="list-style-type: none"> <li>Ankle height</li> <li>Calf height</li> <li>Knee height</li> </ol> <p>Encourage the child to step over the rope forwards and sideways.</p> <p>With two people holding the rope at waist height, encourage the child to:</p> <ol style="list-style-type: none"> <li>Bend under rope without touching it</li> <li>Crawl under rope</li> <li>Roll under rope</li> </ol>	<ul style="list-style-type: none"> <li>○ The rope holders can keep raising and lowering the rope (keep rope straight)</li> <li>○ The child must judge the height of the rope and walk underneath it without being touched by the rope</li> </ul> 
<p>5</p>	<p>With two people holding the rope tight while moving it up and down (child's height to the floor), encourage the child to time his movement accurately to go under the rope to the other side, while the rope is at its highest point.</p>	

6	<p>With two people turning the rope slowly over, the child is encouraged to time his/her movement accurately to go under the rope to the other side, while the rope is at its highest point.</p>	<ul style="list-style-type: none"> <li>○ Encourage the child to “listen when the rope touches the ground” to plan when to cross under</li> </ul>
7	<p>With two people holding the rope, the rope is swung back and forth</p> <p>The child:</p> <ol style="list-style-type: none"> <li>a. Step over the moving rope sideways then facing the rope</li> <li>b. Jump over the moving rope sideways then facing the rope</li> </ol>	<ul style="list-style-type: none"> <li>○ Increase speed of moving rope to add variety/increase difficulty</li> </ul>
8	<p>With two people holding the rope, swing the rope gently back and forth. The child stands in the centre of the rope and jumps up and down as rope swings slowly under their feet.</p>	
9	<p>Child stands by the side of the rope, facing one of the rope turners. The rope is slowly turned over the child’s head, the child times when to jump over the rope.</p>	
10	<p>As for stage 8 but encourage consecutive jumps</p>	<ul style="list-style-type: none"> <li>○ Children must take turns to turn rope and to jump.</li> </ul>

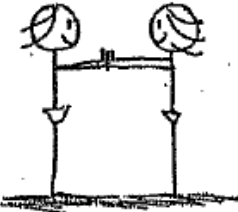

# Partner Work

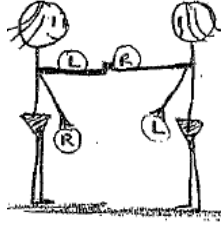
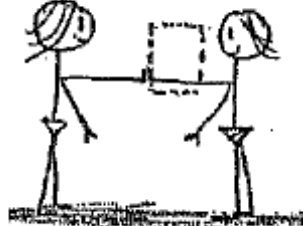
## Stage 1

## Standing

### Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

Exercise	Essential	Variation
<p>1. Two children of similar height stand facing one another. Feet should be hip width apart, toes facing forward. Children raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> <li>❖ Elbows straight</li> <li>❖ Feet straight</li> <li>❖ Pull in tummy muscles and squeeze bottom muscles</li> <li>❖ Make eye contact with partner</li> <li>❖ Keep palms with fingers facing up</li> <li>❖ Shoulders kept level</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> <li>❖ Do not twist trunk or pelvis when</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 

<p>3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<p>pushing</p> <ul style="list-style-type: none"> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>4. Position Children as in exercise 1</p> <p>Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Try drawing shapes with both arms</li> </ul> 

# Partner Work

## Stage 2

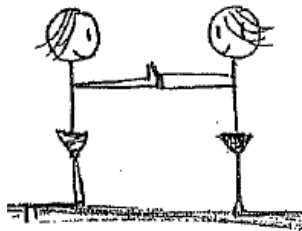
## High Kneeling

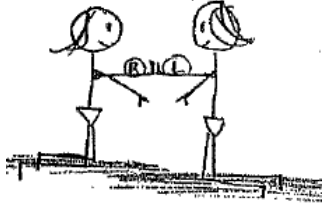
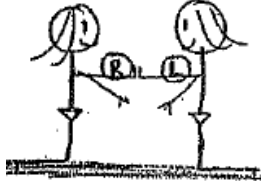
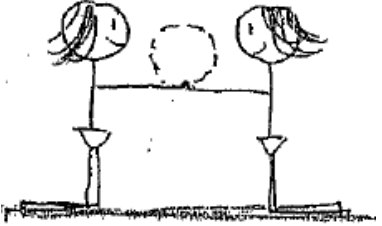
### Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

### N.B.

- ❖ Some children will struggle to maintain a high kneeling position.
- ❖ Teacher should discourage sitting back on heels or placing hands to floor to balance.
- ❖ Each week the teacher should count how many seconds the child can maintain half high kneeling without propping with hands on floor.

Exercise	Essential	Variation
<p>1. Two children high kneel opposite one another Knees should be hip width apart, toes facing forward. Children raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> <li>❖ Elbows straight</li> <li>❖ Knees stay in same position</li> <li>❖ Feet straight</li> <li>❖ Pull in tummy muscles and squeeze bottom muscles</li> <li>❖ Make eye contact with partner</li> <li>❖ Keep palms with fingers facing up</li> <li>❖ Shoulders kept level</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 

<p>2.Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>3.Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<p>As Above</p>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>4. Position Children as in exercise 1  Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<p>As Above</p>	<ul style="list-style-type: none"> <li>○ Try drawing shapes with both arm</li> </ul> 

# Partner Work

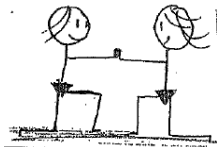
## Stage 3      Half High Kneeling

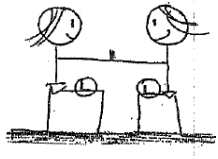
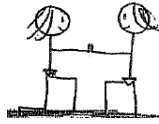
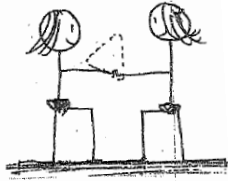
### Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

### N.B.

- ❖ Some children will struggle to maintain a half high kneeling position.
- ❖ Teacher should discourage sitting back on heels or placing hands to floor to balance.
- ❖ Each week the teacher should count how many seconds the child can maintain half high kneeling without propping with hands on floor.

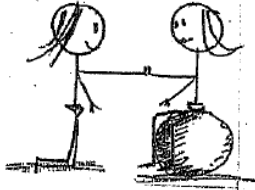
Exercise	Essential	Variation
<p>1. Two children high kneel opposite one another Knees should be hip width apart Each child then places their right leg forward to place their foot flat on the floor with knee at 90° in line with ankle. Raise both arms and place their palms on their partner's palms. Push against partners palm for 5 seconds</p>	<ul style="list-style-type: none"> <li>❖ Elbows straight</li> <li>❖ Knees stay in same position</li> <li>❖ Feet straight</li> <li>❖ Pull in tummy muscles and squeeze bottom muscles</li> <li>❖ Make eye contact with partner</li> <li>❖ Keep palms with fingers facing up</li> <li>❖ Shoulders kept level</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul> 

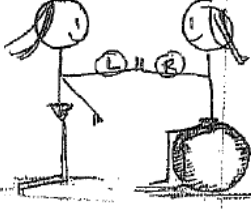
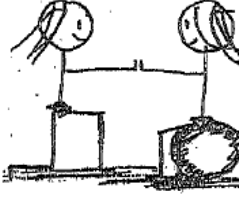
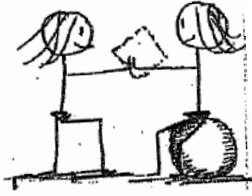
<p>2. Position children as above Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<p>As Above</p> 	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul>
<p>3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline) Push against partners palm for 5 seconds Exercise each arm alternately</p>	<p>As Above</p> 	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul>
<p>4. Position Children as in exercise 1</p> <p>Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<p>As Above</p>	<ul style="list-style-type: none"> <li>○ Try drawing shapes with both arms</li> </ul> 

# Partner Work

## Stage 4

### Gym Ball, High kneeling & Half High Kneeling

Aims		
<ul style="list-style-type: none"> <li>❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.</li> <li>❖ To improve proprioception/body awareness and perception</li> <li>❖ To increase strength/ability to judge force.</li> <li>❖ Turn Taking</li> </ul>		
Exercise	Essential	Variation
<p>1. One child high kneels on a mat, knees hip width apart. Other child sits on a medium size gym ball with feet placed on floor hip width apart. Children face each other. Raise both arms and place palms on their partners palms. Children push against their partners palms for 5 seconds. Children swap over from ball to high kneeling</p>	<ul style="list-style-type: none"> <li>❖ Feet flat on floor when sitting on the gym ball</li> <li>❖ Knees and feet should be hip width apart</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 

<p>2. Position children as above</p> <p>Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> <li>❖ Feet flat on floor when sitting on the gym ball</li> <li>❖ Knees and feet should be hip width apart</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul> 
<p>3. The child kneeling on the mat places right leg forward then raises left arm to cross midline and place their palm onto partner's left palm. Push against partner's palm for 5 seconds Next place left leg forward. Right arm to cross midline. Children swap over from ball to high kneeling.</p>	<p>As Above</p>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul> 
<p>4. Position Children as in exercise 1</p> <p>Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when</li> <li>❖ Pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Try drawing shapes with both arms</li> </ul> 

# Partner Work

## Stage 5

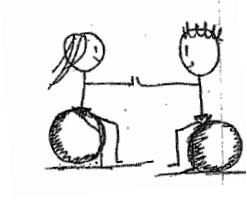
## Gym Ball

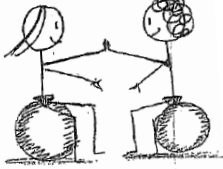
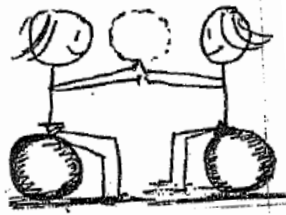
### Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking

### N.B.

- ❖ These skills will gradually improve as the weeks progress, as they may be hard to achieve initially

Exercise	Essential	Variation
<p>1. Partners each sit on a gym ball facing each other with feet flat on floor, hip width apart. Children raise both arms and place palms on partner's palms Push against partner for 5 seconds</p>	<ul style="list-style-type: none"> <li>❖ Feet flat on floor when sitting on the gym ball</li> <li>❖ Knees and feet should be hip width apart</li> <li>❖ Back straight</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>2. Position children as above  Each child raises one arm on same side (mirroring) Place palms together and push for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> <li>○ Increase number of repetitions</li> </ul>

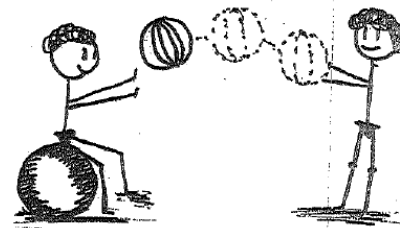
<p>4. Position children as in Exercise 1 The children then raise their right arms to cross midline and place their palm onto partner's right palm. Push against partner's palm for 5 seconds Exercise each side alternately</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase strength of push maintaining position as before</li> <li>○ Increase time pushing</li> </ul> 
<p>5. Position Children as in previous exercise. Children raise their arms on the same side (mirroring) to shoulder height and place their finger tips together One child takes the lead in drawing geometrical shapes in the air. The other child guesses the shape Swap leader and swap sides</p>	<ul style="list-style-type: none"> <li>❖ Do not twist trunk or pelvis when pushing</li> <li>❖ Keep shoulder level</li> <li>❖ Children count out loud when pushing</li> </ul>	<ul style="list-style-type: none"> <li>○ Try drawing shapes with both arms</li> </ul> 

# Partner Work

## Stage 6&7 Gym Ball, Aiming & Catching Skills

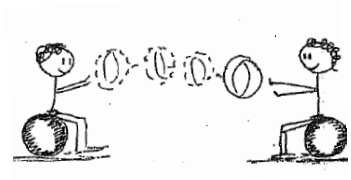
### Aims

- ❖ To improve balance in different positions, core stability, shoulder stability, eye contact, motor planning skills.
- ❖ To improve proprioception/body awareness and perception
- ❖ To increase strength/ability to judge force.
- ❖ Turn Taking



To be able to proceed with this stage, the child will need to have completed all the stages of Aiming and Catching Skills Programme so that they are at a level where they can catch a ball with a partner. This stage works on increasing balance and core stability on top of the ability to catch a ball

Exercise	Essential	Variation
<p><b>Stage 6</b></p> <p>One child sits on a gym ball, the other stands in front, throwing and catching a medium/light ball between them.</p>	<ul style="list-style-type: none"> <li>❖ Feet flat on floor when sitting on the gym ball</li> <li>❖ Knees and feet should be hip width apart</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase distance between thrower and catcher</li> <li>○ Increase speed at which ball is thrown</li> <li>○ Vary over-arm and under-arm</li> <li>○ Children swap positions</li> <li>○ Vary direction of</li> </ul>

<p><b>Stage 7</b></p> <p>Partners each sit on a gym ball and throw and catch a ball or bean bag to each other</p>		<p>throw, left, right, low down, up high</p> 
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# Crossing midline

## (Self help skills)

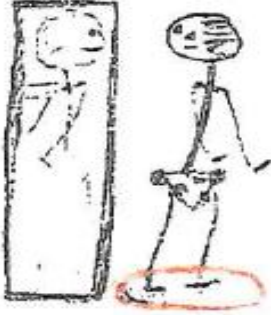
### Aims



- To improve self help skills (e.g. toileting/dressing)
- To promote independence and body awareness
- Improve self awareness
- Develop midline awareness
- To improve trunk and core stability
- Improve eye- hand coordination
- To help develop hand dominance
- Encourage weight transfers and balance in static positions


### What do you need for this activity?

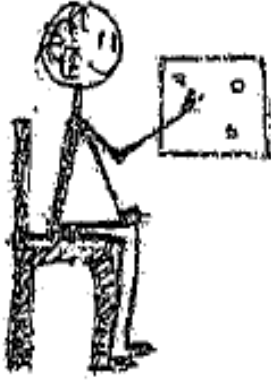
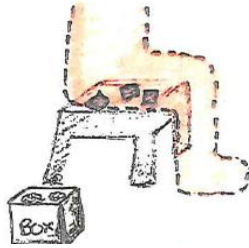

Long Mirror  
 Pieces of paper (A4)  
 Masking Tape  
 Chalk  
 Dark Trousers


School Chair  
 Stickers or Pegs (big and small)  
 Sellotape  
 Wipes

Stages	Exercise	Variation
<p><b><u>Standing</u></b></p> <p>1</p>	<ul style="list-style-type: none"> <li>- Place a small hoop on the floor to specify the area where the child should stay within while doing this activity</li> <li>- Stand child by a mirror and encourage them to use it for feedback to help them understand where they are in space</li> <li>- Increase difficulty of all these activities by removing the mirror</li> </ul>	

	<ul style="list-style-type: none"> <li>- Place pegs/stickers around the child's trousers. Start by placing them on both sides (on pocket area) of the trousers first.</li> <li>- The child will have to remove what has been placed on them one by one.</li> </ul>	<ul style="list-style-type: none"> <li>o As the child gets more confident and faster, move the pegs/stickers backwards towards the midline</li> <li>o Or make the stickers smaller.</li> </ul>
<p>2</p>	<ul style="list-style-type: none"> <li>- Place masking tape on the child's trousers as explained above, the child will need to remove the masking tape from the middle in an upward direction</li> </ul>	<ul style="list-style-type: none"> <li>o To progress use sellotape, as the child won't be able to see this as easily and will have to feel for it</li> </ul> 
<p>3</p>	<ul style="list-style-type: none"> <li>- Using chalk, draw a few lines on the child's trousers. The child is encouraged to wipe off the marks by using their hands.</li> <li>- To finish, the child should use the wipes to remove all chalk marks</li> <li>- Use the mirror so the child can check that they have cleaned themselves properly.</li> <li>- Place stickers on their trousers and encourage the child to remove them one by</li> </ul>	

	<p>one, start with big stickers and progress to small ones.</p>	
<p><b><u>Sitting on a chair</u></b></p> <p>1</p>	<p><i>(Position the chair initially with their preferred hand close to the wall/door)</i></p> <ul style="list-style-type: none"> <li>- The child should sit straight with both feet touching the floor</li> <li>- Use a roll/bench if the child finds it difficult to transfer weight on the school chair.</li> <li>- Child should not twist in the chair.</li> <li>- Instead, they should be encouraged to transfer weight from one side to the other while in sitting (e.g. lifting bottom cheeks individually)</li> <li>- Use a gym ball to make the activity more challenging.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Sit the child down on the chair, they now have to try and remove stickers that have been placed on their trousers one by one with their dominant hand and then place them on a piece of paper located on the wall on the same side (at elbow</li> </ul>	<ul style="list-style-type: none"> <li>o To progress, face the chair in the opposite direction and repeat the activity with the same (dominant) hand. This time they will have to reach over to the paper placed on the wall</li> </ul>

	<p>height)</p>	
<p>2</p>	<ul style="list-style-type: none"> <li>- Scatter small pieces of paper on the seat of the chair, now get the child to sit on the chair and ask them to shift their weight from side to side and remove each piece of paper one at a time, scrunch it up and place it in a box on the floor next to the child on the side of the dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>o To progress, move the box to the opposite side to the dominant hand.</li> </ul> 
<p>3</p>	<ul style="list-style-type: none"> <li>- Place pieces of paper on the seat of the chair; place a cushion on top of the chair.</li> <li>- Ask the child to shift weight from side to side to remove each piece of paper one at a time from between the cushion and the surface of the chair, scrunch it up and place it on the box next to the child on the side of the dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>o To progress, move the box to the opposite side to the dominant hand</li> </ul> 

4	<ul style="list-style-type: none"><li>- Child sitting on chair with back of chair against a wall, stick pieces of paper on wall and instruct child to collect the pieces of paper one at a time (keeping their legs facing forwards), scrunch up paper and put in the box placed either side of the chair.</li></ul>	
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## Recording Form for Specific Programmes

To record a child's ability **Post** Motor Skills Programme



Name of Child: \_\_\_\_\_

School: \_\_\_\_\_

Task	<b>Ability – Post Inclusion in Motor Co-ordination Group</b> <i>Please circle the number at level the child achieved</i>
Aiming and Catching	Date: _____ What stage did the child achieve: 1      2      3      4      5      6      7
Kicking Skills	Date: _____ What stage did the child achieve: 1      2      3      4      5      6
Skipping	Date: _____ What stage did the child achieve: 1      2      3      4      5      6      7      8      9
Jumping and Hopping	Date: _____ What stage did the child achieve: 1      2      3      4      5      6      7      8
Partner Work	Date: _____ What stage did the child achieve: 1      2      3      4      5      6      7
Crossing Midline	Date: _____ What stage did the child achieve: Standing      1      2      3 Sitting      1      2      3      4

## CO-ORDINATION DIFFICULTIES ASSESSMENT AND ADDITIONAL EVIDENCE FORM

This form should be used by schools when referring a pupil to a Community Paediatrician because of concerns regarding co-ordination difficulties. It should be appended to the referral form.

Name : ..... Date of Referral : .....

D.O.B. : .....Chronological Age : ..... Yrs .....Mths

School : .....

**Summary of Recent Results** (Please include as many assessments as possible and date all tests)

**Using Aston Index Vocabulary Scale (instructions enclosed):**

1. Vocabulary Score/Age (Aston Index) Score

Voc.Age

Date:.....

**Using results of standardised tests:**

2a. Reading Score/Age: .....  
\*enclose text if possible

Test used: .....

Date: .....

**Additional comments:**

.....

.....

.....

.....

2a. Spelling Score/Age: .....  
\*enclose text if possible

Test used: .....

Date: .....

**Additional comments:**

.....

.....

.....

.....

**Include a sample of pupil's writing :**

3a. Independent Writing \*Comment on sentence structure, punctuation, sequencing, use of adjectives, handwriting

text and comments enclosed  If support needed please attach checklist of assistance given.

**OR/AND**

3b. Copying

\*sample of pupil's work and actual text enclosed

**Additional Information**

**4 School Attendance**

- a. Please record all the schools attended by the child to date, with dates if possible  
.....  
.....
- b. Since reception, has the child had any significant period of absence from school YES / NO
- c. If yes, please provide full details below, including the length of absence(s)  
.....  
.....

**5 Hearing Impairment**

- a. Has the child shown any evidence of hearing difficulty, either now or in the past? YES / NO
- b. If yes, please give details below, including dates and results of any hearing assessments completed  
.....  
.....

**6 Visual Impairment**

- a. Has the child shown any evidence of visual impairment, either now or in the past? YES / NO
- b. If yes, please give details below, including a specific description of the nature and extent of the visual impairment.  
.....  
.....

**7 Language**

- a. Please indicate the child's first language
  - English
  - Welsh
  - Other ( please specify)

**8 Specific Medical Conditions**

- a. Is it recorded that the child has any specific medical conditions? YES / NO
- b. If yes, please give details below  
.....  
.....

**9 Motor Control**

- a. Does the child show any difficulty with fine motor skills e.g. handwriting, using scissors, dealing with clothes fastenings etc? YES / NO
- b. If yes, please give details below  
.....  
.....
- c. Does the child show any difficulty with gross motor skills e.g. co-ordination for walking, running, games etc? YES / NO
- d. If yes, please give details below  
.....  
.....
- e. Does the child show any difficulties with balance? YES / NO
- f. If yes, how does this rate in comparison with other children in the class?  
e.g. better, worse or about the same  
.....  
.....

### Additional information on various aspects of performance

Consider the various lists of skills and attributes. Each is accompanied by a rating scale from 1-10. It is important that the class teacher is involved in using these rating scales, 1 = least 10 = best

For each scale consider all the children in the class. The child who would perform least well would be rated at 1, and the most able would be rated at 10. Please rate the performance of the referred child by placing an X at a point on the line.

1. Reading Skills



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Spelling Skills



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Numeracy Skills



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Listening Skills



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Language Development



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Oral Competency



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Fine Motor Skills



Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. Handwriting (presentation)



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Handwriting (speed)



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Gross Motor Skills



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Self Help Skills (dressing, eating etc.)



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Ability to behave appropriately in class



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Ability to sit still when appropriate



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Ability to stay on task



Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Strengths and Needs**

Please indicate any particular strengths and needs and any other relevant information in support of the child's referral.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Check List

Child's name \_\_\_\_\_

D.O.B \_\_\_\_\_

<p><b>Please ensure the following pages from the <a href="#">Motor Co-ordination Difficulties</a> pack are sent. Once <b>all</b> information is received a triage phone call will be made to the referrer.</b></p>	Date received	Date received
<ul style="list-style-type: none"> <li>• Main concerns school/parental <b>questionnaire</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Recording form for specific programmes <b>prior</b> to the start of the Motor Skills programmes</li> </ul>		
<ul style="list-style-type: none"> <li>• Recording form for specific programmes <b>post</b> Motor skills programmes</li> </ul>		
<ul style="list-style-type: none"> <li>• Educational psychologist report (when appropriate) and <b>Additional evidence forms</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Send all of the above to Hafan Y Mor</li> </ul>		

**Thank you in advance for your cooperation.**

**The DCD team**