



INFORMATION

OCCUPATIONAL THERAPY ADVICE

Handwriting

Scissor Skills

Using a Ruler

Cutlery

Attention

Paediatric Occupational Therapists
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PURPOSE OF THIS PACK

We have developed a resource pack for those working with children in schools. The aim is to help identify why the child is having difficulty with a particular activity and to provide some ideas on how to deal with them.

The pack has been set out so you can find the area of difficulty (e.g. handwriting) and look at the questions to find the most relevant sheets (e.g. child is unable to form letters correctly).

If after using the advice provided in the pack the child still continues to find tasks hard, it may be appropriate for the child to be referred to the occupational therapy department. The strategies you try can then be used as part of the referral.

Please feel free to contact us if you have any questions, comments or suggestions about the pack at:

Trafford Children's Therapy Service
2nd Floor, Waterside House, Sale Waterside,
Sale, Manchester, M33 7ZF
Tel: 0161 912 4335 / 4495

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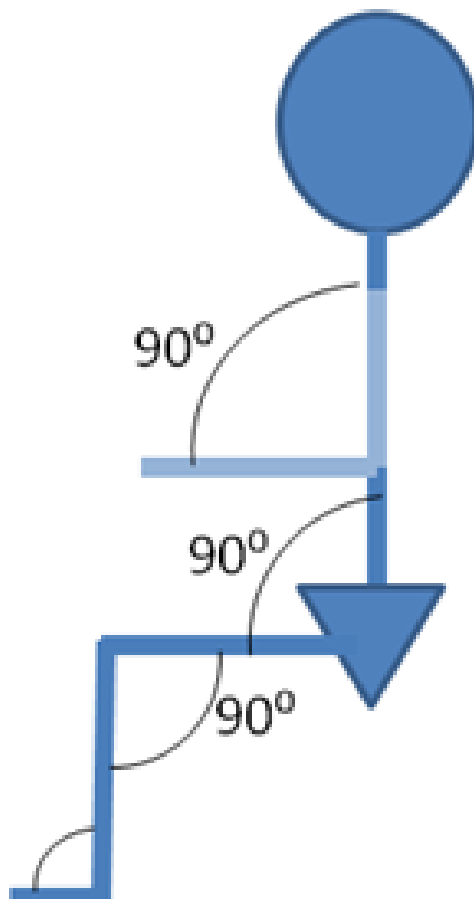
POSITIONING AT THE TABLE

Whatever chair the child is using ensure that:

- Feet are placed flat on the floor or appropriate support (e.g. foot block or phone book)
- Pelvis is at the back of the seat
- Hips and knees are bent approximately at 90°
- Arms are forward and elbows able to be rested on the table
- The work surface is high enough to stabilise the shoulders with arms at approximately 90 degrees
- A slanted work surface can help
- Make sure the child is directly facing the board
- It may also be useful to check if the child has had a recent eye test and gain information on their reading age.

Teach the children to take responsibility to learn how to position themselves at the table.

This is that their head is above their shoulders, shoulders above their hips, their hips and knees at 90 degrees and that their feet are below their knees.



PINCER GRIP

Before you start with handwriting encourage the child to develop a good pincer grip. This is the ability to hold an object between your thumb and index finger.

While doing pincer grip activities place a small object (e.g. rubber) in the child's palm to be held in place by the middle and little fingers.

- Encourage the child to pick up small objects with their thumb and first finger rather than their whole hand
- Encourage the child to form these fingers into a 'beak' and pretend they are a bird pick up seed to encourage and promote the idea of tucking the other fingers away.
- ❖ Encourage the child to complete the following activities using their index finger and thumb:
 - Playing with clothes pegs on a line or to pick objects up with.
 - Playing with pegboard, Lego or mosaics
 - Tearing paper into pieces for use in a collage
 - Pinching play dough – make it into pinch pot, eggs in a nest, etc.
 - Eating or filling a container of raisins
 - Picking up coins and posting them into a money box
 - Threading beads, macaroni, cotton reels, play dough or pieces of straws
 - Picking up marbles and posting them down a shoot
 - Using wind up toys
 - Pop plastic bubble wrap
 - Making pictures by pin pricking along design

FINGER ISOLATION

- Pointing songs or games – e.g. twinkle, twinkle little star.
- Pop plastic bubble wrap with index finger and thumb
- Using fingers like ‘tweezers’ to pick up objects such as cotton wool, small blocks, pasta, raisins, frozen peas or berries
- Play with toys that have holes that need poking or probing
- Play with telephones, dialling with auditory feedback, using the index finger when dialling
- Finger painting – encourage the child to use each finger but only one at a time
- Encourage the child to point to things in books e.g. find the...
- Encourage the child to turn the page in the book by using their fingers rather than their whole hand
- Finger puppets – move each finger independently.

PENCIL GRIP

- Use a short, wide pencil to encourage the child to hold the pencil correctly.
- Encourage the child to hold the pencil between the thumb pad and the index finger pad (like a bird beak). The pencil then rests on the middle finger.
- Put a sticker or band around the bottom of the pencil to show where to hold it (near the tip).
- Place a pencil grip onto the pencil to encourage a dynamic tripod grip (introduce this gradually over two weeks), or try using a triangular pencil.

Details for Pencil Grips and Triangular Pencils

Asco Educational Supplies Ltd,

19 Lockwood Way, Leeds, LS11 5TH

Phone: 01132707070, Fax: 01132775585

www.ascoeducational.co.uk

TTS Group Ltd

Park Lane Business Park, Kirkby-in-Ashfield

Nottinghamshire, NG17 9LE

Phone: 0800 138 1370, Fax: 0800 137 525

www.tts-group.co.uk

PENCIL CONTROL AND FLUENCY

- Practice with activities such as:
 - Dot to dots
 - Mazes
 - Connecting lines from one object to another
 - Drawing along roads
- Start with drawing between two wide lines rather than along a single thin line
- Drawing shapes that encourage fluency such as making a snail or tornado – going round and round but keeping the wrist on the table and moving only the fingers
- Fluency can also be developed through practising letter patterns (it is easier to start large and gradually get smaller)
- **“Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting”** book is very effective in improving pencil control and fluency.
 - In this book structured activities develop the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organise letters and words.
 - It has been extensively used in British schools, where it has proved highly successful with: Mainstream children aged 4-6 years; Children with developmental co-ordination disorders (dyspraxia) Older children with mild/moderate learning difficulties.
 - This cumulative programme is structured into 8 booklets. At each stage, the photocopiable exercise sheets can be made into an attractive booklet so that pupil and teacher can monitor progress and achievement. Over 400 carefully graded exercises and activities develop hand-eye co-ordination, form constancy, spatial organisation and figure-ground discrimination, as well as orientation and laterality.

The book **“Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting (3 volumes)”** price – £26-£32 can be purchased from www.amazon.co.uk or <http://www.ldlearning.com/> (Learning Development Aids).

LEFT HANDEDNESS

- Try not to sit a lefthander on the right of a right-hander during writing activities as their arms will bump into each other and restrict their movement.
- Place paper to the left of the body midline and tilt the paper with the left hand corner higher than the right to avoid the child's hand obscuring the view of the lines. It may be useful to place tape on the table to outline where it should be positioned until the child gets used to it.
- Encourage the child to steady the paper with their right hand in the middle or towards the right edge of the paper, but not under the line they are writing on.
- The left forearm should remain parallel with the sides of the paper to prevent development of a hooked hand.
- Check the child has left handed scissors for cutting

Left handed products and advice are available on:

www.anythinglefthanded.co.uk

HAND DOMINANCE

Children develop hand dominance at around 3-5 years of age (sometimes later). Having hand dominance allows one hand to become the stabiliser and one to be active, this is required to complete many tasks. To work out which hand is dominant observe the child doing many daily activities. You could also ask the child to pick up a pencil from the middle of their body, open a jar, or ask what hand they would brush their teeth with.

Hand dominance cannot be forced but we can encourage a child to develop one hand as their dominant hand.

- Encourage the child to use one hand as the stabiliser and the other as the lead hand
- If the child does not hold the paper still with one hand when writing, cut out a picture of a hand and place it on their desk as a reminder for them
- Opening jars and containers – remind your child to hold the jar very still with one hand while turning with the other hand
- Use stencils or rubbings, which the child has to hold very still with one hand
- When using scissors encourage the child to rotate the paper with one hand while cutting with the other hand
- Tasks that involve mixing so the child has to use one hand to stabilise the bowl and the other to mix
- Musical activities – e.g. hold the drum with one hand and beating with the other hand
- Threading beads – hold the string with one hand and pick up the bead and thread with the other hand.

ARM AND SHOULDER STRENGTHENING

Children need to have stability at the trunk and shoulders so they can use their hands effectively. Think of a crane or a large digger – your hand is the end part of the crane or digger – the grasp is dependent on all the other parts being secure and firmly under control. If this is not so then it would be very hard to control what your hand was doing.

Following are some suggestions on how to strengthen the arms and shoulders to support a strong and stable trunk.

Sports:

- Any climbing activities will be good for those children who can physically do this. For example adventure playgrounds, climbing walls.
- Any sport or activity that involves the whole body and shoulder movements. For example swimming, judo, tennis, cricket, basketball etc.

Games and exercises:

- Wheelbarrow walking – walk forward on straight arms while support is given at the lower part of the body from another person, gradually move support down from the thigh to the knee. This could be done with races or obstacle courses.
- Wall presses – stand a short distance away from the wall. Place hands flat at shoulder height on the wall. Lean toward the wall, keeping your feet in place. Stop just before your nose touches the wall. Hold for 10 seconds. See how many you can do – try 10 first and then see if you can do 20.
- Chair presses – while seated, putting your hands on the side of the chair and try to push yourself up off the chair. Hold for 5 seconds.

Animal walks:

- Bear walks – walking on all fours with legs as straight as possible. Put your bottom in the air.
- Crab walks – move from flat on your back, lift your arms above your head and push against the floor till your body is up in the air and you look like a crab.
- Walrus walk – lie on your stomach on the floor and push your body weight onto straight arms, keeping your legs straight and on the floor. See if you can move forward walking on your hands with your legs dragging behind you.

Everyday school activities:

- Moving heavy items such as stacking chairs, moving PE equipment, wiping the board, holding the door open etc.
- Complete activities where you have to reach up. For example putting books away on a high shelf.

ACTIVITIES TO IMPROVE STRENGTH IN HAND MUSCLES:

- Tearing paper, especially stronger paper like sugar paper is good.
- Playing with dough – rolling, squeezing, smashing. Hide small objects in the dough for the child to find. The dough is harder to work with when it has been in the fridge.
- Rinsing and squeezing out a wet cloth.
- Games played with clothes pegs. A variety of “pegs” can be found. Think of different ways of opening and closing the pegs – thumb and index finger, thumb and little finger etc.
- Scrunching up paper.

CROSSING THE MIDLINE

The midline is an imaginarily line drawn vertically dividing the body into two equal parts. Children need to be able to use their arms, legs and eyes across their body (midline) e.g. to write across the page, read or use cutlery.

At the table:

- Encourage the child to use the same hand when drawing across the page / board rather than swapping hands
- Position equipment or objects so the child has to cross the midline when reaching
- Encourage the child to sit straight and not to twist when drawing
- On a board, easel or large pieces of paper tacked to the wall stand in one place and draw across the paper in large strokes. Do this also with diagonal lines
- Large dot to dot games on the wall
- Figure of eight drawing in the air or on the wall

Activities in PE:

- Touching hands on knees on the same side of the body and then on the opposite knee as quickly as possible
- Throwing objects diagonally e.g. with the right hand aiming to a target on the left
- Stepping stones – walk across the room on stepping stones that have been placed so the child has to cross their legs

TWO HANDED ACTIVITIES

Following are some activities that encourage the child to develop the use of both hands at the same time. This is important for many activities within daily life.

- Tearing paper and pasting it with glue to make a collage
- Play with toys that need two hands e.g. stickle bricks, Velcro, Duplo blocks
- Use big toys that require two hands e.g. balls, balloons, big teddy bears
- Use both hands during action songs e.g. head shoulders knees and toes

PRE-WRITING SKILLS

If a child is unable to draw the basic shapes then they will have a lot of difficulties with forming letters and numbers. It is essential for the children to be able to draw these shapes before expecting them to write the alphabet.

- Children need to be able to draw the pre-writing shapes before they are able to form letters correctly. We first learn to draw up / down, the side to side, then circles and lastly diagonals.



- Start with the child imitating your movement so they can learn how to make the movement
- Start with large shapes e.g. in the air, on the white boards, floor, or on large pieces of paper. Once they are able to form the shapes correctly then it will be easier for them to make the shapes smaller
- Learning the pre-writing shapes is often best learnt through a **MULTISENSORY APPROACH.**

MULTISENSORY APPROACH

- To use a multi-sensory approach is to use different senses to learn an activity.
- An advantage of using a multi-sensory techniques is that the children often do not feel that it is “work”
- Various sensory media can be used in different combinations.

Visual:

- Write or scribble on different kinds of paper
- Use different tools e.g. paintbrush, chalk, crayons
- Use special colouring books in which the colour appears when children paint with water
- Our demonstrations of how to make the shape or letter is a visual prompt, ensure you have your back to the child otherwise they might write in mirror image.
- Place a starting dot on the page if having difficulty with direction

Tactile:

- Finger painting
- Using paint or crayons on sandpaper
- Write in sand, shaving foam, mud, cornflower mix
- Trace finger around shapes made of yarn, sandpaper cut outs
- Vibrating pens

Auditory:

- Use a musical toothbrush to paint with
- Attach bells to the paintbrush
- Keep our description of how to form the shape consistent so not to confuse the child.

Olfactory (Smell):

- Drawing with scented markers
- Add vanilla, mint or cherry flavourings to finger paints (just ensure that the paint is edible in case they want to eat it)
- Use scented lotions to draw in

Gustatory (Taste):

- Draw on frosting on a cup cake
- Try finger painting in whipped cream
- Draw with cheese spread, chocolate or jam
- Use liquorice to form letters
- Make the shape out of cookie dough and then cook it
-

Proprioception:

Proprioception media are those that stimulate joint muscle feedback. They include activities in which there is increased weight or resistance.

- Weighted pen
- Vibrating pen
- Write on the child's back and ask them to guess what letter you have drawn
- Use rolled up paper as a wand to write in the air with both hands
- Use a scarf as a streamer to make lines or circles in the air
- Make the shape out of their body on the floor

Vestibular:

These are activities where the child has to move or change position challenging their balance system.

- Walk, run, skip, jump, knee walk the shapes on the floor, over string. These can be done with or without shoes on
- Follow the leader to form the letters or shapes Imitate shapes with the body
- Draw the shape in the air with your finger

LETTER FORMATION

- Provide a visual cue to help with the size and spacing of letters e.g. lined paper, a margin to show where to start writing
- Use a multi-sensory approach when learning letter shapes and try to encourage the child to draw the letter with their eyes closed
- Children often find it easier to learn letters and shapes in letter families. This is a technique of teaching the letters by similarity of formation. Handwriting Without Tears resource books provide information regarding this.

Handwriting Without Tears
Website – www.hwtears.com

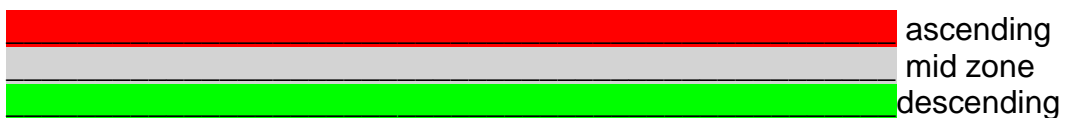
- Ask the children to write the shape or letter within a square, provide them with a starting dot and this could assist them learn the formation.
- Ask the child to describe how the letter is formed before they draw it
- You could ask the child to correct a piece of work that you have written with errors in it e.g. letters formed incorrectly, not on the line or with incorrect use of capitals.

WRITING ON THE LINE

- Use visual and verbal cues e.g. coloured lines to encourage the child to place the letter in the correct place (see below) or remind the child to place the letters on the lines.
- Use different colours to provide a visual prompt. For example colour the lines so that blue symbolises the sky, green for the grass and brown for the earth.
- As the child improves with writing on the line you can remove some of the visual prompt.
- If the child is having difficulty with letter formation it may be hard for them to also think about where the letter should be placed. You could use pictures to make learning more fun e.g. drawing a car or train with the wheel along the road or track.

In general, letters have three definable spaces which relate to the horizontal line. Letters and words can be more easily differentiated and read if, within the three definable spaces, size is consistent. This is important for handwriting to be efficient. For example, the following letter parts need to be of consistent size:

1. Midzone letters and letter parts such as a, c, a, e, d, g
2. ascending letter part such as top part of b, l, k
3. descending letter parts such as bottom part of g, y, p



WORD SPACING

- Encourage the child to leave a finger space between words
- You could provide stickers for the child to place in between words.
- Use an ice cream stick between words – the child could decorate their ice cream stick to individualise it.
- Ask the child to try and read a sentence where there are no spaces left between the words to show why spaces are needed.
- When the child has completed a body of work, ask them to look through and mark where they could have used more space between words.

INCREASING HANDWRITING SPEED FOR CHILDREN OVER 8 YEARS OLD

Speed Up!: A Kinaesthetic Programme to Develop Fluent Handwriting

by Lois Addy

Using a tried and tested programme designed specifically for children aged 8 - 13 years whose handwriting is slow, illegible and lacking in fluency. This guide provides an effective source of help and guidance for teachers, teaching assistants and therapists.

Available from www.amazon.co.uk

It can be run as an individual programme or as a small group programme.

REDUCING PRESSURE

The following activities are to encourage the child to understand how hard to press on the paper. If they press too hard during these activities they will have a negative result and will have immediate feedback of how hard to press on the paper.

- Play dough writing – flatten play dough on the desk and use a pencil to write in it. For those children who press too hard, the letters and lines will be torn up.
- Writing on corrugated cardboard – encourage the child not to flatten the bumps on the cardboard.
- Writing on tin foil backed with cardboard – encourage the child not to rip the foil when they write.
- Painting – using a soft brush, have the child paint lines of various colours from left to right across the paper. Encourage the child to use consistent pressure so that each line is the same width across the page.
- Crayon rubbings – use a template under the paper, rub crayon over it, if the pressure is too great the paper will often rip.
- Writing on baking paper or tissue paper – if the child presses too hard the paper will rip.

INCREASING PRESSURE

The following activities are to encourage the child to understand how hard to press on the paper. If they press too lightly during these activities they will have a negative result and will have immediate feedback of how hard to press on the paper.

- Use crayon rubbings – if too little pressure is used the image does not come through clearly onto the paper. After achieving the ‘perfect’ pressure ask the child to maintain the same amount of pressure with their eyes closed
- Rub wax over a square of paper and then turn it over onto another piece of paper. Ask the child to press hard onto the paper and draw shapes so the wax leaves marks on the other piece of paper
- Use tracing or carbon paper – if child does not press hard enough the image will not show on the paper.
- Use a softer pencil – the softer lead pencils are B and the harder are H. You can purchase these pencils from any art supply store.

ATTENTION

When a child has difficulty with attending to an activity there are several strategies to try.

- Reduce distraction:
 - Visual: remove all items that are not required off the desk. Remove any items hanging down from the ceiling or extra writing on the board. If the child is getting distracted by other things on a page try using a ruler to guide what line they are reading from.
 - Noise: check to see if the radio is on or if there is noises coming in through the window. If this is the case then it may be worthwhile changing where the child is positioned.
 - Place: look at where the child is sitting – are they next to a notice board with a lot of posters on it, or next to a window or door where people walk past. Could they be at the front of the class so they are facing forward and not looking at what the other children are doing?

- Providing feedback as to whether the child has or has not been concentrating will help them monitor themselves e.g. a star chart. This can also assist in developing their self esteem.

- Give short and clear instructions and give them once the child is concentrating on you. You could get the child to repeat back instructions so you know they understood what you said.

- Help the child to work out which part of the task they are finding difficulty and then how to work through it – allow extra time for this.

- Have regular breaks e.g. handing out textbooks or collecting work

- Use a multi-sensory approach

SCISSOR GRIP ACTIVITIES

- Practice grasp and release, use tongs or tweezers to sort objects
- Shooting with water from a spray bottle
- When cutting with the scissors the thumb should always be up so that the child can see it (not pointing down towards the table). You can put a small sticker on the top of their thumb and tell them they always need to be able to see the sticker
- Remember to keep both elbows on the table when cutting
- The child should open the scissors widely and close them fully when cutting, and not to use small snips in a tearing fashion.
- Try using children scissors that have a long handle at the bottom for the fingers and a small circle at the top for the thumb. These scissors allow the child to use more than two –three fingers when controlling the scissors.
- Try different scissors depending on the problem:
 - Self opening: open automatically after being squeezed
 - Easy grip: automatically open when pressure is released
 - Long Loop: Fit whole hand in bottom on scissors
 - Pushdown: For children with use of only one side the body

Don't forget to use left-handed scissors for left handed children.

Easi-Grip® Scissors are available from:

Peta UK

Telephone: 01245 231 118

www.peta-uk.com

SCISSOR SKILLS

Following are some activities to try with children who have difficulty with controlling scissors.

- Start with simple thick straight lines
- Start with smaller pieces of card as this is easier to manipulate
- In order to help cutting accuracy PVA glue can be drizzled either side of the line to be cut to provide sensory feedback
- Start by getting the child to snip rather than cut e.g. make a pretend comb with a piece of card
- While starting to use scissors the child may find it easier if you hold the paper / card while they cut
- Punch a hole or a cluster of holes at the top and bottom of a sheet of paper and ask the child to cut from one hole toward the other holes
- Ask the child to stick craft sticks parallel on card paper and then cut the paper between the sticks
- Make a scrapbook or a collage of things cut out from magazines
- Make snowflakes from folded paper, using small cuts to create a design
- Make paper chains

If the child is having difficulty with cutting around curves, following are some activity ideas.

Curves:

- Start with wavy thick lines before moving onto harder shapes
- Draw a circle on a sheet of paper and lines for sunbeams, asks the child to cut off the sunbeams by cutting the curved segments.

RULER

- Encourage the child to hold the ruler very still with their stabilising hand
- Sometimes a ruler with a handle can help the child learn how to stabilise it more effectively.

Details for rulers with handles

Alligator Easy Grip Ruler – approx £20 for a pack of 6
Hope Education, Hyde Buildings, Aston Road, Hyde, Cheshire, SK14
4SH

Telephone: 08451 20 20 55

Fax: 0161 366 b2909

www.hope-education.co.uk

DYCEM NON SLIP MAT

If the ruler tends to move a lot you could try putting a piece of Dycem® non slip mat under the ruler as this will prevent it from slipping.

Details for Dycem non-slip roll

Patterson Medical Ltd
Nunn Brook Road, Huthwaite
Sutton-in-Ashfield
Nottinghamshire, NG17 2HU

Tel: 03448 730 035

Fax: 03448 730 100

www.pattersonmedical.co.uk

CUTLERY

Encourage the child to hold the knife and fork in the correct hands with the index finger pointing out towards the front of the utensil. Sometimes 'Junior Caring Cutlery' can help develop the correct grip as it has indents to guide where the index fingers should go. This specially designed easy-grip plastic range of children's cutlery is specifically designed for smaller hands.

Details for Junior Caring Cutlery

Junior caring cutlery approx £6.90 (excl VAT) each
Nottingham Rehab Supplies

Telephone: 0345 121 8111

Fax: 01530419150

www.nrshealthcare.co.uk

- Encourage the child to stab the food with the fork and then to cut with the knife
- You could practice on a plate of play dough or just cut one separate item on a plate
- Start with just the fork if it is too difficult to hold both at the same time.

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Trafford Council and Pennine Care NHS Foundation Trust accept no liability with regards to any purchases from the companies list. The list of companies provided is not exhaustive.

REFERENCES

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Olsen, J. (2001). Handwriting Without Tears. MacArtheur Blvd Cabin John: MD 20818

Appendices / Referral documents checklist

Please ensure all of the listed paperwork is completed and enclosed with each referral and sent by post to –

**Occupational Therapy Department
Trafford Children's Therapy Service
1st Floor Waterside House
Sale Waterside
Sale
M33 7ZF**

Incomplete referrals will not be accepted and it would be recommended that you take a copy for your records.

Referral documentation list:

- Motor Skills Checklist: 32 – 37
 - Motor Skills Progress Record Form: 39
 - Referral Form: page 40 – 41
 - PRIMARY School Questionnaires (Parent & Teacher): 42 – 48
- or**
- SECONDARY School Questionnaires (Parent & Teacher): 49 – 56



TRAFFORD CHILDREN’S THERAPY SERVICE

Motor Skills Checklist and Advice for Children in PRIMARY & SECONDARY Schools

Child’s Name**Dob** **Age**
.....

Class / year

School **Tel No**
.....

Date screening checklist completed:.....

Screening completed by :.....

What is this checklist:?

This checklist consists of a set of screening questions devised to help you establish which of the advice sheets, equipment or strategies are appropriate for the child.

How do I use this checklist?

1. A child is identified as having functional difficulties.
2. Decide which areas the child is having difficulties in.
3. Note down the appropriate activity sheet, equipment or strategy in which the child is having difficulty
4. Refer to the appropriate strategies in the [FINE MOTOR PACK](#), and carry out the recommended activities. Trial recommended equipment and implement strategies for a minimum of two terms (12 weeks)
5. Additional strategies to address overall functional difficulties such as organisation, ball skills, dressing, scissor skills and general handwriting and pre-writing activity ideas can also be found on our [WEBSITE](#).
6. In addition to the activity sheets, equipment and strategy sheets, the child should have regular practice of the task they are finding difficult

We recommend that you print on both sides of the page to save paper. This can be done by clicking File →Print→(under settings) print on both sides.

In comparison with his / her peers does this child have difficulty with any of the following?-

DIFFICULTIES WITH HANDWRITING

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Is the child left-handed				Left handedness	13
Can the child hold the pencil using a tripod grip				Pincer Grip	9
				Finger Isolation	10
				Pencil Grip	11
Can the child copy the 8 pre-writing shapes neatly -, l, O, \, / , +, X, □				Pencil Control	12
				Pre-writing skills	19
				Multi-sensory Approach	20
Does the child have difficulty in copying from the board				Visual perceptual skills advice on website	
Does the child reverse letters and numbers				Letter Formation	22
				Multi-sensory Approach	20
Is the child starting the letter in the correct place				Letter Formation	22
Can the child stay on the line				Writing on the line	23
				Pencil control	12
Can the child space words correctly				Word Spacing	24
Does the child press the pencil too hard on paper				Reducing pressure	25
Does the child press too softly on paper				Increasing pressure	26
				Arm shoulder & hand strengthening	15
Does the child swap hands when holding a Pencil or when drawing				Hand dominance	14
				Two handed activities	18
				Crossing midline activities	17
Does the child's writing look "jerky"				Pencil control and fluency	12
Does the child complete their work in the time allowed				Increasing handwriting speed for children over 8 years old	24
Does the child complain about sore hands after a short period of writing				Reducing pressure	25

Please also refer to the advice on improving handwriting skills for primary school children on our advice sheets webpage

DIFFICULTIES USING SCISSORS

(yes / no)

Is the child left handed? Do they have left handed scissors? (page number 38)					
Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Can the child consistently hold the paper and the scissors correctly				Scissor grip activities	28
Can the child open and close the scissors				Scissor skills	29
Can the child rotate the paper while cutting				Hand dominance	14
				Crossing the midline	17
				Two handed activities	18

Please also refer to the advice on improving scissor skills for primary school children on our advice sheets webpage

DIFFICULTIES USING A RULER

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Can the child stabilise the ruler?				Ruler	30
Can the child hold the ruler while using the other hand to draw the line?				Hand dominance	14
				Arm shoulder & hand strengthening	15
				Two handed activities	18

**DIFFICULTIES WITH PLANNING, ORGANISATION, ATTENTION
& CONCENTRATION**

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Do noises, people, or objects distract them a lot?				Attention Please also refer to our advice sheets web page: getting ready to look, listen and play getting ready to pay attention getting ready to sit organisation skills & task breakdown motor planning attention	27
Does the child struggle to initiate task on their own?					
Does the child struggle to stay on the task?					
Does the child start before instructions are complete					
Can the child organise themselves for classwork ie., correct books and equipment					
Does the child bump into people/ things a lot					
Does the child have difficulties with copying actions					
Listening to your instructions / carrying them Out					
Find a space in the room					
Apparatus work					
Remembering the rules of a game					
Participating within a team					

DIFFICULTIES WITH BALL SKILLS

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Can the child catch a ball using a two handed catch				Please refer to our advice sheets webpage for strategies to improve ball skills	
Can the child throw a ball so other child can catch it					
Can the child kick a ball in specified direction					
Can the child stop a ball by his feet which has been rolled in his direction					
Can the child bounce a ball with hands					

DIFFICULTIES WITH BALANCE SKILLS

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Does the child appear clumsy in moving and positioning self				Please refer to our advice sheets webpage for strategies to improve balance skills	
Can the child stand on one leg for 10 seconds without swaying wildly					
Can the child walk along a straight line					
Can the child jump forward on both feet 4-5 times in a straight line					
Can the child hop forward on one leg 4-5 times in a straight line					
Can the child do star jumps correctly					
Does the child appear to lose balance easily					

DIFFICULTIES WITH DRESSING SKILLS

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Can the child organise their clothes and put them on correctly				Please refer to the advice sheets webpage for strategies to improve dressing skills	
Can the child do up buttons, zips and fastenings					
Can the child concentrate on dressing if any other distractions are in the room					
Is the child able to tie laces and in the correct sequence					
Can the child dress undress / dress in time and in sequence for PE					

DIFFICULTIES USING CUTLERY

(yes / no)

Area of difficulty	No difficulty	Some difficulty	A lot of difficulty	suggested intervention programme	PAGE NO.
Can the child hold the knife and fork correctly?				Cutlery	31
				Finger Isolation	10
Can they put adequate pressure through the utensils?				Arm, shoulder & hand strengthening	15
Can the child spear food with a fork					
Can the child cut food up with knife					
Can the child open packet of crisps/ yogurt pots					
Controlling both knife and fork together				Two handed activities	18
Can the child manipulate small objects in hand				In-hand manipulation skills advice on webpage	
Staying on the chair and / or at the table				Arm and shoulder strengthening	

Motor Skills Progress Record Form

(please photocopy if more needed for long term monitoring)

This form has been developed to assist you in reviewing the progress of children following screening and during the implementation of activity and strategy sheets. Following the strategies and practicing the tasks for a minimum of 12 weeks should show improvement in their participation in the area of difficulty identified.

Identify the main difficulties following screening with the checklist. List the difficulty areas in the first column. Implement the relevant activity sheets and review every 6 weeks for 12 school weeks.

School can make their own daily record sheet is to record details of progress made.

If no progress is made please seek further advice from the Occupational Therapy service.

Motor skills Progress Record Form

(please photocopy if more needed for long term monitoring)

Childs Name:

Date of screening:

Area of difficulty:	
Initial performance	Activity / Strategy identified
6 week review performance: date:	
Progress: Yes / No (describe progress)	
12 week review performance: date:	
Progress: Yes / No (describe progress)	



Referral for Trafford Children's Therapy Service

PLEASE COMPLETE ALL SECTIONS IN BLOCK CAPITALS

NOTE: Incomplete referrals cannot be processed and will be rejected.

Family Name		Child's first name(s)	
NHS Number:			
Gender	M	F	Date of birth
Address			
Postcode		Telephone:	
		Mobile:	
		Email address:	
Ethnicity	If other please specify:		
<input type="checkbox"/> White British	<input type="checkbox"/> White Irish	<input type="checkbox"/> Any other White background	
<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> Traveller of Irish Heritage	<input type="checkbox"/> Black Caribbean	
<input type="checkbox"/> Black African	<input type="checkbox"/> Any other Black background	<input type="checkbox"/> Indian	
<input type="checkbox"/> Pakistani	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Chinese	
<input type="checkbox"/> Any other Asian background	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Any other ethnic background	
<input type="checkbox"/> White & Asian	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Any other Mixed background	
<input type="checkbox"/> Info not obtained	<input type="checkbox"/> Refused		
Child's first language		Parent/Carer's first language	
Is an interpreter required?	Yes	No	Religion
Trafford GP		School/ Nursery	
Who else is involved with the child?			
Please attach any relevant forms, observations, programmes of work.			
Educational Psychologist <input type="checkbox"/>	Teaching Assistant <input type="checkbox"/>	Clinical Psychologist <input type="checkbox"/>	
Psychiatrist <input type="checkbox"/>	Paediatrician <input type="checkbox"/>	Orthopaedic Consultant <input type="checkbox"/>	
Social Services <input type="checkbox"/>	Consultant (Other) <input type="checkbox"/>	Other (AHP) <input type="checkbox"/>	
Name and telephone number of Social Worker _____			
Others: _____			
Stage of SEND Code of Practice: _____			



Motor Skills Questionnaire for PARENTS of children in PRIMARY SCHOOL

Name & Designation of Medical referrer:

Please note that the referral will not be progressed to appointment unless the parent questionnaire is received within 4 weeks of medical appointment.

Date of questionnaire completion.....

Child's name Dob Age

Address

Post Code Tel No

Mob No

Work No

School

GP Name and Address

Tel No

Parents full name:

Relationship to child:

Does your child have a social worker? Yes / No. If yes please give details of social worker:

1. Please give the name and ages of any brothers and sisters

2. Please give a brief history, below are some points to prompt you e.g. weeks gestation, type of delivery, any complications, special care baby unit, low birth weight, feeding difficulties

3. Give details of past medical history and any current medical problems e.g. vision, hearing, glue ear, recurrent infections, speech difficulties, hospital admissions, current medication

4. Please give approximate ages your child achieved these milestones

Sitting

Crawling

Standing

Walking

5. Does your child have any difficulty with:-

Organising his / her clothes and putting them on correctly	Yes / No
Doing up buttons, zips and fastenings	Yes /No
Concentrating on dressing if any other distractions in the room	Yes /No
Able to tie laces tightly and in the correct sequence	Yes /No

Please comment on any of the above if appropriate

6. When sat at the table to eat his / her dinner does your child have any difficulty with the following:-

Stabbing food with a fork	Yes / No
Controlling the cutlery to cut food, stab food	Yes / No
Taking the food to his / her mouth	Yes / No
Drinking from a cup	Yes /No
Sucking through a straw	Yes /No
Controlling food once in the mouth	Yes / No
Staying on the chair and / or at the table	Yes / No

Please comment on any of the above if appropriate

7 Does your child have difficulty with any of the following?

Climbing up and down stairs (one foot per step)	Yes / No
Walking at a quick pace for 10 minutes	Yes / No
Stepping on / off pavement	Yes / No
Negotiating his / her way past other pedestrians on a busy street or playground	Yes / No
Using equipment in the park or soft play centre	Yes / No
Riding a bicycle (with / without stabilisers depending on age)	Yes / No

Please comment on any of the above, if appropriate

8. What are your child's hobbies and interests out of school, throughout the week e.g. football, T.V., computer, drawing?

9. Does your child have difficulty with throwing, catching, kicking and co-ordinating themselves during ball games?

10. Does your child have difficulty with the following?

Colouring neatly	Yes / No
Writing neatly for others to read	Yes / No
Copying from the board	Yes / No
Leaving spaces between words	Yes / No
Reversing letters / numbers	Yes / No
Beginning letters from the wrong starting point	Yes / No
Correctly sizing his / her letters	Yes / No
Complaining his / her hand hurts after writing for 5 – 10 minutes	Yes / No

Please comment on any of the above, if appropriate

11. Do you feel that your child avoids activities, which he /she has difficulty with?

12. Do you feel that your child has improved skills with practise?

13. What do you feel your child's main strengths are?

14. What are your child's main difficulties, which cause you most concern?

15. Have school raised any concerns regarding your child?

16. If so, has school discussed any extra activities that would help your child, both at home and in school?

17. Any other comments?

Motor Skills Questionnaire for PARENTS of children in SECONDARY SCHOOL

Name & Designation of Medical referrer:

Please note that the referral will not be progressed to appointment unless the parent questionnaire is received within 4 weeks of medical appointment.

Date of questionnaire completion.....

Child's name Dob Age

Address

Post Code

Tel No

Mob No

Work No

School

GP Name and Address

Tel No

Parents full name:

Relationship to child:

Does your child have a social worker? Yes / No. If yes please give details of social worker:

.....

1. Please give the name and ages of any brothers and sisters

2. Please give a brief history, below are some points to prompt you e.g. weeks gestation, type of delivery, any complications, special care baby unit, low birth weight, feeding difficulties

3. Give details of past medical history and any current medical problems e.g. vision, hearing, glue ear, recurrent infections, speech difficulties, hospital admissions, current medication

4. Please give approximate ages your child achieved these milestones

- a. Sitting
- b. Crawling
- c. Standing
- d. Walking

5. When using a computer is your child any quicker at recording work than writing?

6. Has your child received extra handwriting practise in the past and did this help?

7. Are you concerned that your child's examination grades will be affected due to his / her handwriting? Please explain why?

8. Does your child have any difficulty with the following?

- | | |
|---|----------|
| a. Writing neatly for others to read | Yes / No |
| b. Copying from the blackboard | Yes / No |
| c. Writing from dictation | Yes / No |
| d. Leaving spaces between words | Yes / No |
| e. Reversing letters / numbers | Yes / No |
| f. Beginning letters from the wrong starting point | Yes / No |
| g. Correctly sizing his / her letters | Yes / No |
| h. Complaining hand hurts after 30 minutes of writing | Yes / No |
| i. Writing at speed and keeping writing neat | Yes / No |

Please comment on any of the above, if appropriate

9. Does your child have difficulty organising himself / herself for school?

- | | |
|---|----------|
| a. Remembering homework | Yes / No |
| b. Correct equipment – books, PE kit etc. | Yes / No |
| c. Getting ready in time for school | Yes / No |
| d. Organising homework to get it in on time | Yes / No |

10. Do you need to assist your child for them to achieve the above or are they independent?

11. Does your child have difficulty in the following areas?

a. Dressing

At the appropriate speed	Yes / No
Selection appropriate clothes	Yes / No
Managing all fastenings	Yes / No

b. Eating and drinking

Managing to hold cutlery	Yes / No
To cut with a knife	Yes / No
Messy at eating	Yes / No
Fussy eater	Yes / No

12. What are your child's hobbies and interests? Out of school, throughout the week e.g. football, TV, computer, music etc.

13. What do you feel your child's main strengths are?

14. Is there any specific area in which your child wishes to improve?

15. Have school raised any concerns regarding your child?

16. If so, has school discussed any extra activities that would help your child, both at home and in school

17. What are your concerns

18. Any other comments?

9. What are your main concerns?

10. Any other comments?