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# DCD pack contents

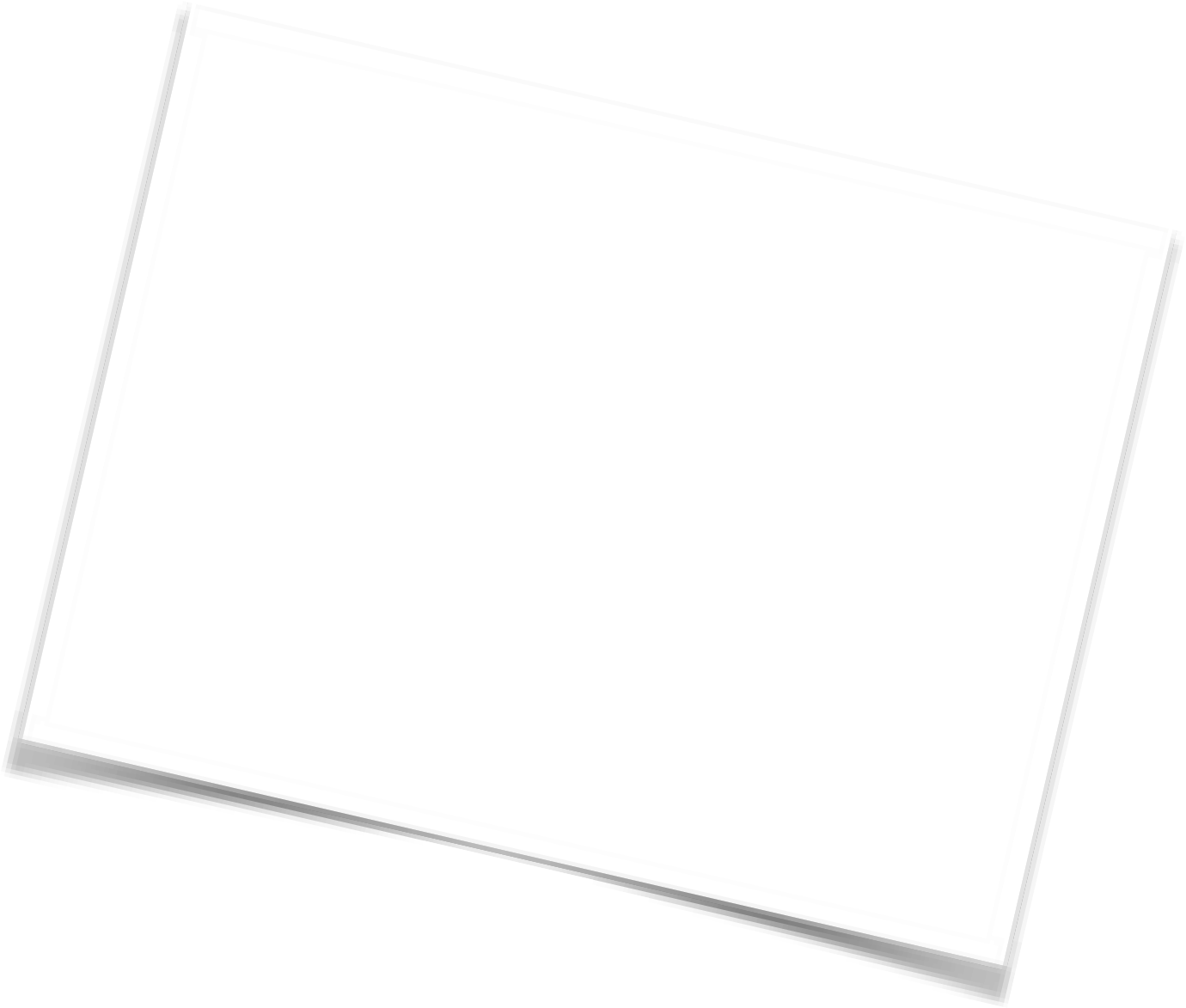
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# Information for Teachers/Parents

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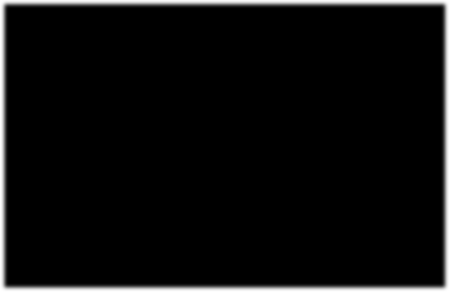


Games in the Yard Setting Out work Handwriting Skills

# 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 skillful 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 practice 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 co ordination 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

* “DCD is between 6% and 13% of all school age children”

Smits-Engelsman et al 2012

* More boys than girls are affected, approximately 75% to 25%
* The average age of diagnosis is 7-8 years
* Should not be diagnosed under the age of 5 (EACD DCD recommendations 2019).
* DCD is a life-long condition
* Intervention and support at an early age is vital to maintain the children self-esteem and for the developing of strategies to manage the condition.

# Impact on Learning and Behaviour

The child may have

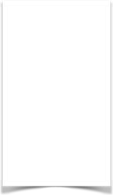
* Low self esteem
* Emotional and behavioural problems
* Social isolation
* Poor attention
* Variable performance eg good days, bad days
  + Tendency to fidget

# Possible Indicators of Co-ordination Difficulties

**Gross Motor Skill**s

### *The child may….*

* move awkwardly, bumping into objects, fall



* 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

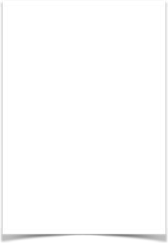
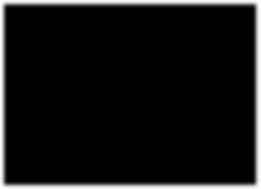


* difficulty using scissors
* immature drawing and copying skills
* difficulty with fastenings e.g.. tying laces
* difficulties using a knife and fork
* difficulties with handwriting

**Self-care activities**

* Dressing
* Brushing teeth
* Toileting

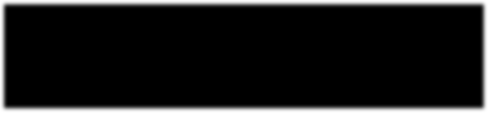
# The Importance of talking



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

*For example:*

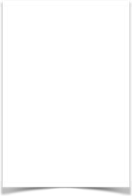
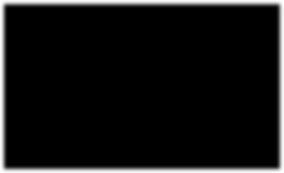
* when forming letters, talk through the movements required from the pencil – around, up, back down, flick, etc
* Obstacle courses - through, around, on top, to the left, to the right etc….
* When dressing - push (arms through), pull (button through hole), pull (zip up)



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 degree of tension in a muscle
  + **Sensory processing** - response to sensory information
  + **Sensori-motor experience** - experiences of sensation and movement

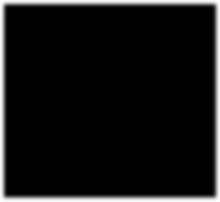
*A child may have either low tone in the trunk (floppy in the middle) hyper mobility of joints (too much movement), flat feet or limb girdle instability (wobbly in hips and shoulders) and will often not have experienced all stages of motor development such as rolling and crawling.*

***Always….***

* Encourage children to maintain the correct position.
* Ask children to open their mouths slightly and breath out slowly before attempting the activity to 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:



*•*

*•*

*•*

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*hand skills / hand/eye coordination*

*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.

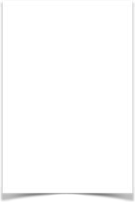
The activity requires and promotes use of the **small muscles** in the hand which are required for manipulating pencils and pens for writing skills.

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 e.g. 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.**

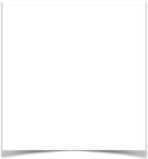
Some children may develop their own strategies to compensate for a difficulty. The emphasis should be placed on **outcome and effort rather than technique.**

# 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 play musical instruments and*

*develop typing skills.*



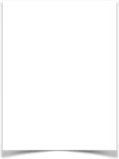
* **Using a variety of different media to write with and write on e.g. writing with chalk on the wall** *this will help the child to recognise the different forces required to refine their co-ordination skills.*

##### Finger games and exercises, such as touching each finger in turn with the thumb. Start very

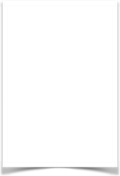


**slowly and then turn this game into a race.** *This improves dexterity and strength for older children and can be used as a general class ‘warm-up' activity prior to writing tasks.*

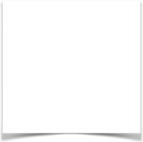
* **Writing in sand or shaving foam with fingers or other tools.** *This can assist in the development of letter formation and allows children to practise letter formation without worrying about making errors.*



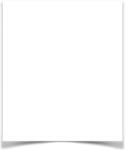
* **Drawing shapes, patterns or letters onto a whiteboard or easel using whole arm movements.** *Working on a vertical surface can help improve core stability, shoulder stability and positions the wrist into slight extension which is a good position for writing. Try this in different positions (standing,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



* **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.*

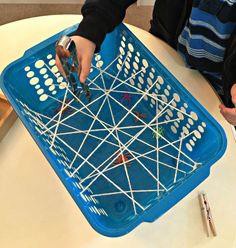


* **Construction toys of varying sizes such as Duplo, Lego and Knex.** *Effectively develops dexterity skills including the use of in- hand small muscles and using two hands in co-operation. These are important for the development of writing*

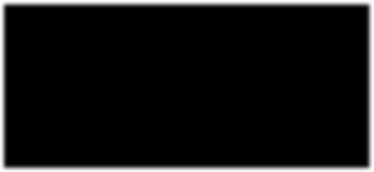


*skills. For older children, this type of activity can be used in the context of a maths or science project.*

* **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.*

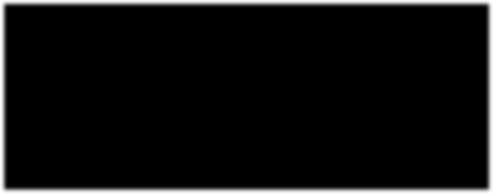


***General craft activities are excellent for developing fine motor skills.***

# Strategies for improving Scissor Skills

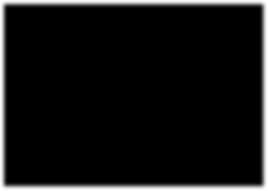
These skills help a child develop *hand preference*. They assist in the development of manipulation and dexterity skills and encourage coordination and co-operation of both sides of the body. They also contribute in the development of handwriting. Tasks and materials should be appropriate to the child's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

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



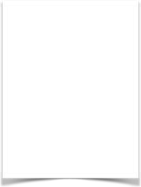
* ***easy grip***
* ***self opening/spring assisted***
* ***left handed***
* ***double handed scissors so that the teacher and child can cut together***

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



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* ***Ensure that the child holds the paper with the thumb uppermost***
* ***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;

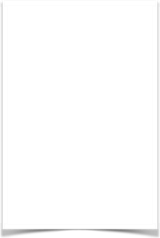
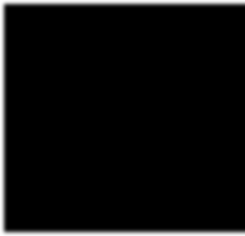
* *simple snips at the edge of a card - make a fringe*
* *follow a line*
* *combine lines and simple curves*
* *make left and right turns (cut-stop-change direction-cut)*
* *combine line/curve/turn*
* *cut out simple shapes (This activity assists in the development of visual integration and copying skills)*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

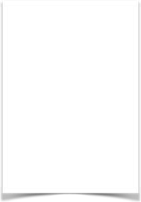
1-2 minutes of some simple hand warm up activities.

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 or use a step to support the feet.**
* 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

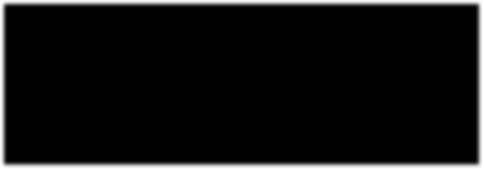
##### immediate positive feedback for effort.

* 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.
  + Set realist writing aims

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



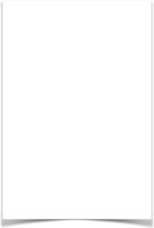
# Pencil Grip



*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.

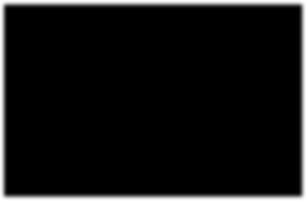


# Strategies to Encourage an Effective Grip

* 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)
* Use of crayon rocks wildly available online



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. e.g BBC bitesize typing skills programme
* 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.

|  |  |
| --- | --- |
| Make use of any resources the  ALNCo/ Teacher may have | http://www.keyboardclassroom.com/wp-content/uploads/2013/02/Learn_to_type_Slide21.png |

# 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.

**Additional exercises and leaflets may be useful and can be found on our website**

[**www.sbuhb.nhs.wales/hospitals/a-**](http://www.sbuhb.nhs.wales/hospitals/a-) **zhospitalservices/children-youngpeople/**

##### 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 pathway documentation (please follow headings on the pathway diagram).

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. At this point you won‘t need to tell us the name of the child.

If after implementing the advice and strategies (as stated on the pathway), you feel that the child has not improved and his/her motor difficulties are continuing to impact on their educational progress, please complete all the relevant paperwork and return to Hafan Y Mor.

##### Better outcomes for the child are more likely if parents and school, work together on the programmes and with the strategies detailed in the DCD pack

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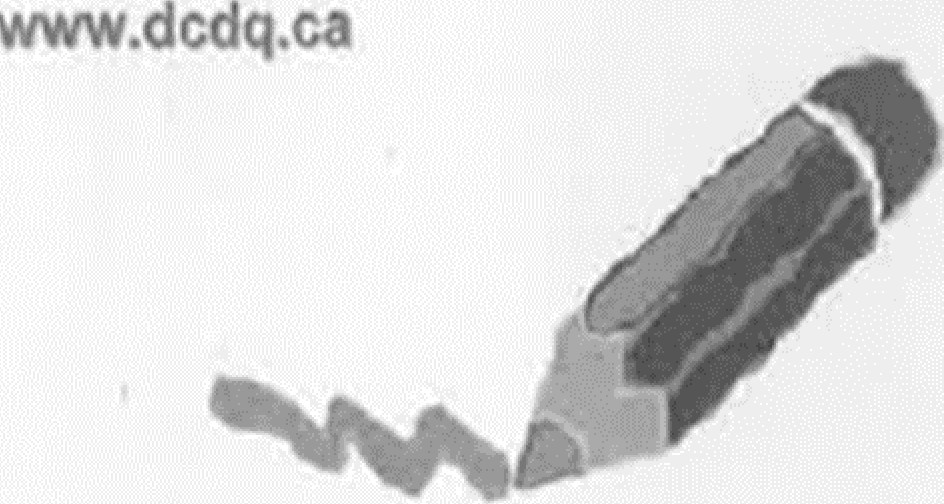


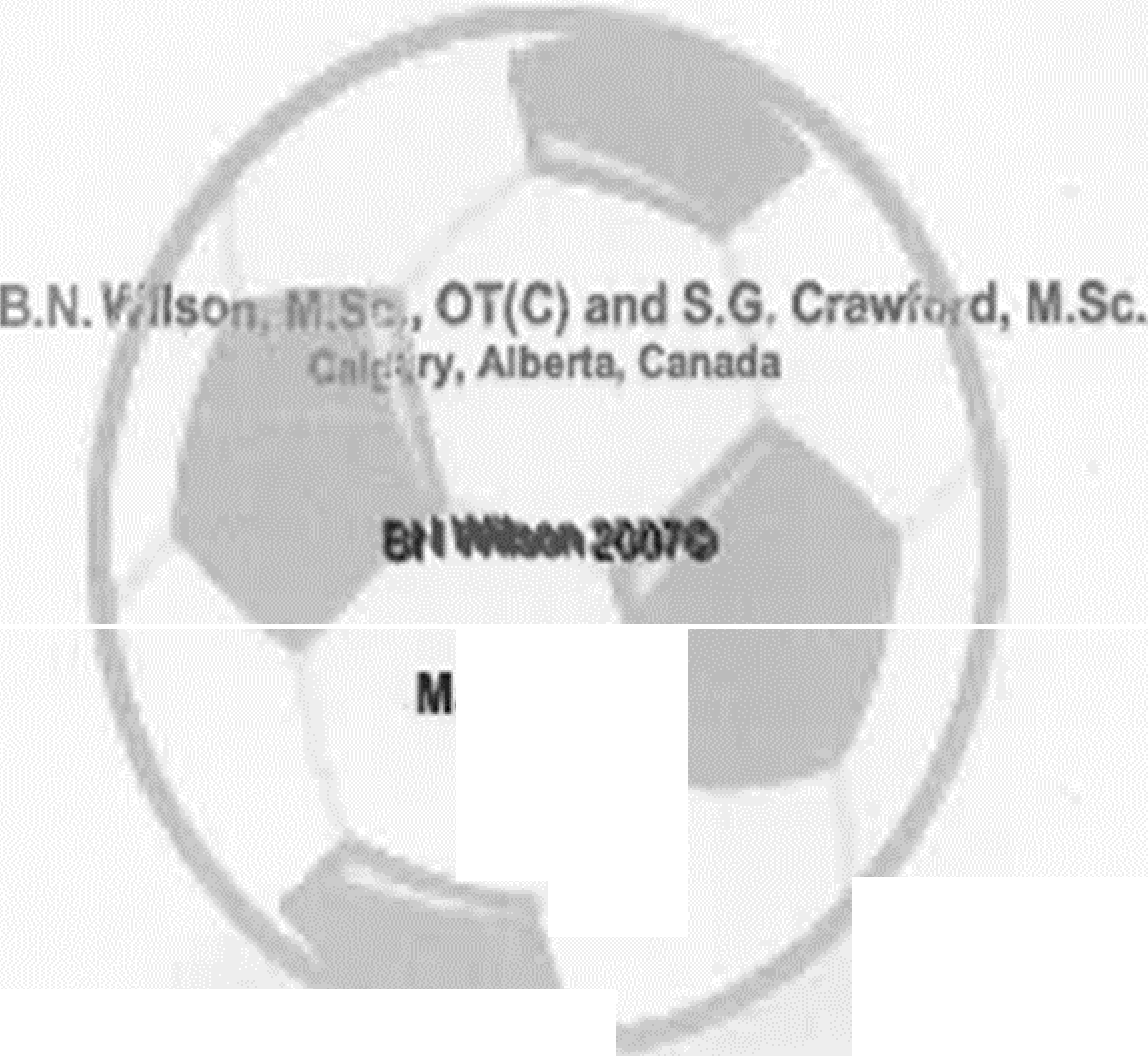
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Education Improvement Service Swansea









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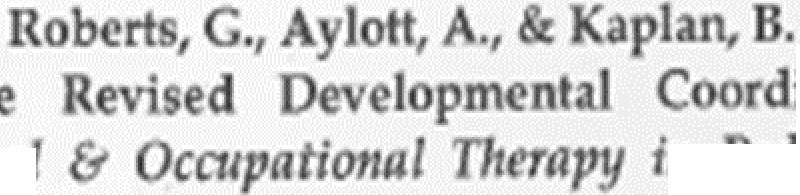


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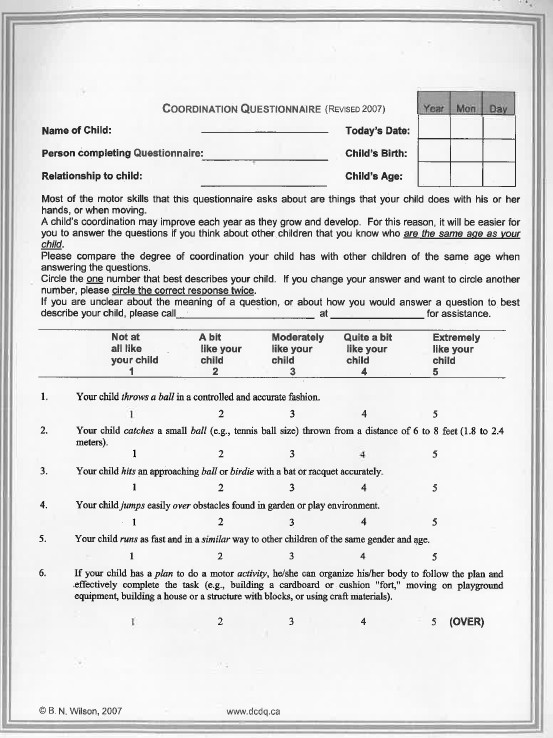
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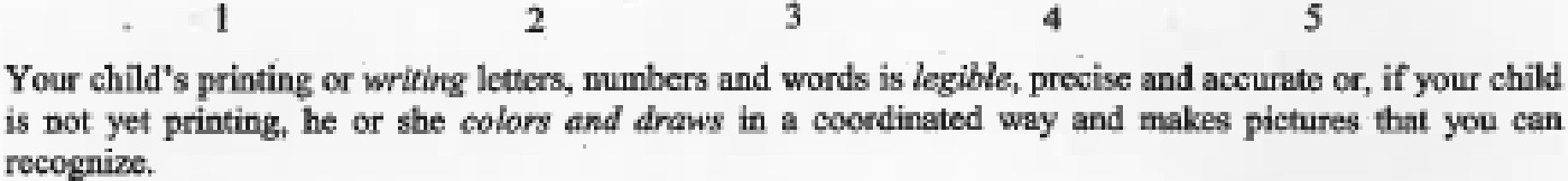
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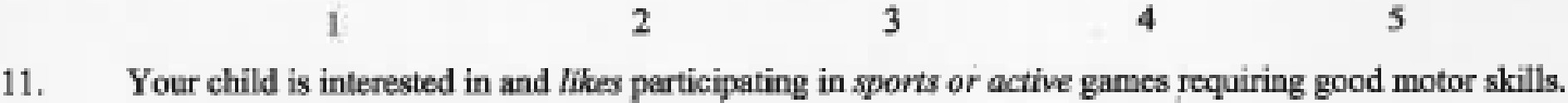


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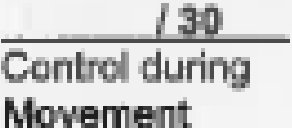
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##### Community Paediatric Physiotherapy / Occupational Therapy

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?

* + 1. **When** did you start noticing these differences/concerns?
    2. In order of difficulty what do think your child finds most **challenging?** e.g. activities, situations, health problems

* + 1. Is your **child** concerned?

No Yes

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

* + 1. What strategies have you already tried at home to help/support your child with their difficulties? e.g. swimming, karate, adapted cutlery

For the School teacher

1. **When** did the school staff start noticing his/her difficulties? e.g. school year
2. In order of difficulty what do think the child finds most **challenging?** e.g. activities, situations.
3. What strategies have you already put in place to support the child?

Yes No

Please explain

1. What other agencies / professionals are or will be involved with the child

e.g. educational psychologist, speech and language therapist

1. Does the child have a recognised learning difficulty?

**Thank You!!!**

*If you have any queries, please contact: Cath Crosby – Paediatric Occupational Therapist*

*Jimena Rueda Hernandez – Paediatric Physiotherapist*

*01792 200400 option 2 or 3*

**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 activity and in some cases, specific instructions are provided to guide the child through each stage.

The child must be able to achieve each stage before moving on to the next one. 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 practicing stage by stage helps to develop the child's skills to their potential

##### How to deliver the programmes

**School to choose 3 programmes** to work on with the child at school for a period 1year \*(if the child is in foundation or infants) and 6months (for junior age children). To ensure continuity it will be expected that **parents will work on two programmes** at home for the same period of time (school to provide a copy of the two chosen programmes from this pack with recording forms). **Working on these programmes in two different environments ensures that the child has the best opportunity to develop these skills where opportunities may not have been available and to achieve best outcomes.**

Once all documentation form the pathway has been completed and returned to Hafan Y Mor it will be screen for the appropriateness of DCD clinic.

*Please note the EACD recommendation- Developmental medicine and child neurology 2019 suggests “A formal diagnosis of DCD under the age of 5 years is only made in cases of severe impairment”.*

**Recording Form for Specific Programmes**

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



**Name of Child: School:**

What stage did the child achieve:

Date:

Crossing Midline (core stability – toileting skills)

What stage did the child achieve:

Date:

Partner Work (core stability – static balance)

What stage did the child achieve:

Date:

Jumping and Hopping

What stage did the child achieve:

Date:

Skipping

What stage did the child achieve:

Date:

Kicking Skills

What stage did the child achieve:

Date:

Aiming and Catching

**Ability – Pre Inclusion in Motor Co-ordination Group**

*Please circle the number at level the child achieved*

**Task**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

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| **1** | **2** | **3** | **4** | **5** | **6** |

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| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |

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| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |

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| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

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| --- | --- | --- | --- | --- |
| Standing | **1** | **2** | **3** |  |
| Sitting | **1** | **2** | **3** | **4** |

Home/school Comments

|  |  |
| --- | --- |
| **Task** | **Comments at start of programmes** |
| Aiming and Catching |  |
| Kicking Skills |  |
| Skipping |  |
| Jumping and Hopping |  |
| Partner Work (core stability – static balance) |  |
| Crossing Midline (core stability – toileting skills) |  |

Aiming and Catching

|  |  |  |
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| 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 cushion up in the | * Clap once in between throwing and catching * Vary weight/shape of cushion * Encourage higher throwing |

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|  | air. |  | |
| 2 | Child works with a partner throwing and catching a cushion alternately. | | * Increase distance between children * Use heavier cushion or large bean bag * Group of three children * Vary direction of throw   eg. Left, right, high |
| 3 | 1. Child throws and catches a medium sized ball up in the air. (As in stage 1) 2. Child bounces ball and catches it   using two hands in front of them. | | o Practice until they achieve 5 bounces and catches |
| 4 | 1. As for Stage 2 but substitute a pillow for a medium sized ball. 2. Child works with a partner bouncing a medium sized ball 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.) | |  |
| 5 | 1. Child stands still and individually bounces a medium sized ball repetitively and rhythmically 2. As above but move around in a circle. | | o 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) |
| 6 | 1. As for stage 1 but using a tennis ball, small bean bag or small sponge/foam ball 2. As for stage 2 but using a tennis ball, small bean bag or   sponge/foam ball | | o If the child is struggling with this, go back to stage 3a. |
| 7 | 1. As for stage 4b but using a tennis ball 2. Child throws a tennis ball against a   wall, lets it bounce once then | | o If the child finds b and c difficult, change to a medium size ball. |

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|  | catches it in two hands (clean catch) – discourage body catch ie. using body to trap ball.  c. As above but child catches ball straight from wall with no bounce  in between |  |

Kicking Skills

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|  | Aims   * To increase balance (static/dynamic) * To increase motor planning, body and spatial awareness * To increase eye-foot coordination * To increase strength generally | | |
| Stages | | Exercise | Example |
| 1 | | Child stands in a door frame and holds onto it with both hands either side.  Child swings one leg at a time (pendular swing) back and forth making sure they do not touch the floor with the moving leg.  Count to 10 with each leg |  |
| 2 | | Blow bubbles for the child encouraging them to tap them, stop them, touch them with one foot at a time before they disappear. |  |
| 3 | | Use a balloon to encourage the child to use his/her feet to kick the balloon before it reaches the floor | o Play with two or more children encouraging them to take turns |

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| 4 | Kick a cushion from A to B with each leg |  |
| 5 | Kick a cushion along the floor from A to B  Encourage the child to constantly look where they are kicking the cushion to.  Use the same leg to continuously kick the cushion forwards.  Practice the same activity with the opposite leg.  Practice kicking the cushion with alternate legs   * Once they can do this independently, try   with another sized/weighted object |  |
| 6 | Another person kicks the cushion to the child and child stops it without letting the adult score a goal.   * 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. |  |



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 | o Swap leg |
| 2 | Child balances on one leg standing within a hoop or *circle drawn on the floor*, one leg raised in front, knee and hip at 90 using arms for balance. Count 10 seconds | o Increase number of seconds to hold position |
| 3 | Child jumps on the spot within a large hoop  x5 then comes to a controlled stop with | o Increase number of repetitions |

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|  | knees bent | o Use a smaller  hoop |
| 4 | Child hops on the spot within a large hoop x5 then comes to a controlled stop with knees bent. Each leg alternately | * Increase number of repetitions * Use a smaller hoop |
| 5 | 1. Child jumps forwards out of hoop x5 with controlled stops 2. Child hops forwards out of hoop x5 with controlled stops. Practise with each leg. | * Increase number of repetitions * Vary size of hoop |
| 6 | 1. Child jumps forwards, sideways and backwards out of a hoop on command. 2. Child hops forwards, sideways and backwards out of a hoop on command. Practise with each leg. |  |
| 7 | 1. Child jumps forwards and backwards out of a hoop x10 with controlled stops. Consecutive jumps in/out. 2. Child hops forwards and backwards out of a hoop x10 with controlled stops. Consecutive hops in/out. |  |
| 8 | Hopscotch – hop on one leg into first square, two legs into the second square then one leg into the next and so on. | * Increase speed as the child succeeds and achieves accuracy. * Increase number of jumps and hops – longer hopscotch   grid. |

Skipping

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| 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 | Each child holds the skipping rope (folded) and thinks of an object that weighs the same, before passing it to the next child.  Each child places the rope on the floor and makes a shape (circle, oval, triangle, square line) |  |

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| 2 | Place the rope in a straight line. Children:   1. Walk from one end to the other 2. Step over the rope 3. Jump over the rope (forwards, sideways, backwards) |  |
| 3 | With two people holding the rope at either end, wriggle the rope along the floor  Child looks at the rope and   1. Steps over it – facing forward then sideways 2. Jumps over it – facing forward then sideways   Prompt the child not to touch the rope | * The rope holders now wiggle the rope vertically to make waves * Repeat activities a. and b. |
| 4 | With two people holding the rope at:   1. Ankle height 2. Calf height 3. Knee height Encourage the child to step over the rope forwards and sideways.   With two people holding the rope at waist height, encourage the | * The rope holders can keep raising and lowering the rope (keep rope straight) * The child must judge the height of the rope and walk underneath it without being touched by the rope |

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|  | child to:   1. Bend under rope without touching it 2. Crawl under rope 3. Roll under rope |  |
| 5 | 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. |  |
| 6 | 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. | o Encourage the child to  “listen when the rope touches the ground” to plan when to cross under |
| 7 | With two people holding the rope, the rope is swung back and forth  The child:   1. Step over the moving rope sideways then facing the rope 2. Jump over the moving rope sideways then   facing the rope | o Increase speed of moving rope to add variety/increase difficulty |

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| 8 | 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. |  |
| 9 | 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. |  |
| 10 | As for stage 8 but encourage consecutive jumps | o Children must take turns to turn rope and to jump. |

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 |
| 1. Two children of | * Elbows straight * Feet straight * Pull in tummy muscles and squeeze bottom muscles * Make eye contact with partner * Keep palms with fingers facing up * Shoulders kept level | * Increase strength of push maintaining position as before * Increase time pushing |
| 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 |
| 2. Position | * Do not twist | o Increase strength of push |
| children as above | trunk or pelvis | maintaining position as before |
| Each child raises  one arm on same | when pushing   * Keep shoulder | o Increase time pushing |
| side (mirroring) | level |  |
| Place palms | * Children count |  |
| together and push | out loud when |  |
| for 5 seconds | pushing |  |

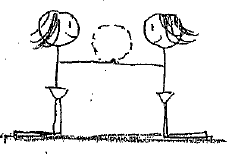
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| Exercise each side alternately  3. Position children as in exercise 1 Children raise their right arms placing palms together with their partner (thus crossing the midline)  Push against partners palm for 5 seconds Exercise each arm alternately | * Do not twist trunk or pelvis when pushing * Keep shoulder level * Children count out loud when pushing | * Increase strength of push maintaining position as before * Increase time pushing |
| 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 | * Do not twist trunk or pelvis when pushing * Keep shoulder level * Children count out loud when pushing | o Try drawing shapes with both arms |

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 |
| 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 | * Elbows straight * Knees stay in same position * Feet straight * Pull in tummy muscles and squeeze bottom muscles * Make eye contact with | * Increase strength of push maintaining position as before * Increase time pushing |

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| partners palm for 5 seconds | partner   * Keep palms with fingers facing up * Shoulders kept level |  |
| 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 | As Above | * Increase strength of push maintaining position as before * Increase time pushing |
| 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 | As Above | * Increase strength of push maintaining position as before * Increase time pushing |
| 4. Position Children as in exercise 1  Children raise their arms on the same side (mirroring) to shoulder height and  place their finger | As Above | o Try drawing shapes with both  arm |

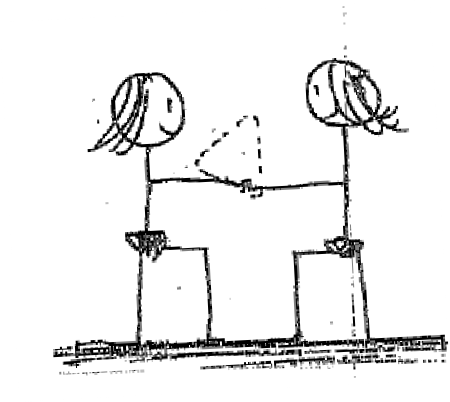


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| tips together  One child takes the lead in drawing geometrical shapes in the air.  The other child guesses the shape Swap leader and  swap sides |  | s |

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 |
| 1. Two children | * Elbows straight * Knees stay in same position * Feet straight * Pull in tummy muscles and squeeze bottom muscles * Make eye contact with partner * Keep palms with fingers facing up * Shoulders kept level | o Increase |
| high kneel opposite | strength of push |
| one another | maintaining |
| Knees should be hip | position as before |
| width apart | o Increase time |
| Each child then places | pushing |
| their right leg forward | o Increase |
| to place their foot flat | number of |
| on the floor with knee | repetitions |
| at 90° in line with  ankle. Raise both arms and place their palms on their partner's |  |
| palms. |  |



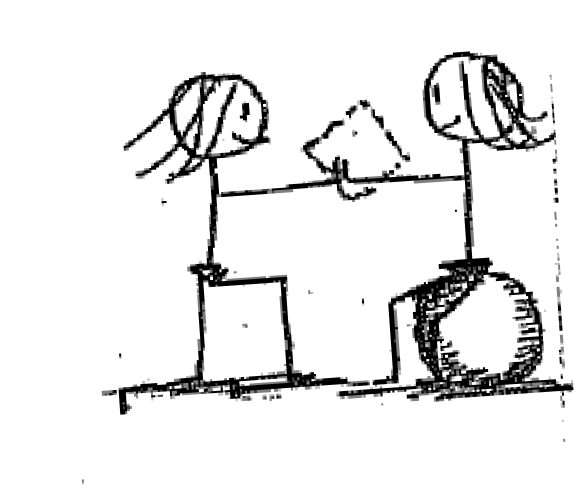
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| Push against partners  palm for 5 seconds |  |  |
| 2. Position children as above  Each child raises one arm on same side (mirroring)  Place palms together and push for 5 seconds  Exercise each side alternately | As Above | * Increase strength of push maintaining position as before * Increase time pushing * Increase number of repetitions |
| 3. Position children as in exercise 1 Children | As Above | o Increase strength of push |
| raise their right arms |  | maintaining |
| placing palms  together with their partner (thus crossing the midline)  Push against partners |  | position as before   * Increase time pushing * Increase number of |
| palm for 5 seconds |  | repetitions |
| Exercise each arm |  |  |
| alternately |  |  |
| 4. Position Children as in exercise 1 | As Above | o Try drawing shapes with both  arms |
| 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 |  |  |

Partner Work

Stage 4

Gym Ball, High kneeling &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 | | |
| Exercise | Essential | Variation |
| 1. One child high | * Feet flat on floor | * Increase strength of push maintaining position as before * Increase time pushing |
| kneels on a mat, | when sitting on the |
| knees hip width apart.  Other child sits on a | gym ball   * Knees and feet |
| medium size gym ball | should be hip width |
| with feet placed on | apart |
| 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 |  |  |
| 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 | * Feet flat on floor when sitting on the gym ball * Knees and feet should be hip width apart | * Increase strength of push maintaining position as before * Increase time pushing * Increase number of repetitions |
| 3. The child kneeling on | As Above | * Increase strength of push maintaining position as before * Increase time pushing * Increase number of repetitions |
| 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. |  |
| 4. Position Children as | * Do not twist trunk or pelvis when pushing * Keep shoulder level * Children count out loud when * Pushing | o Try drawing |
| in exercise 1 | shapes with both |
| Children raise their | arms |
| arms on the same side |  |
| (mirroring) to |  |
| shoulder height and |  |
| place their finger tips |  |
| together |  |

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| One child takes the lead in drawing geometrical shapes in  the air.  The other child guesses the shape  Swap leader and swap  sides |  |  |

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 |
| 1. Partners each sit | * Feet flat on floor | * Increase strength of push maintaining position as before * Increase time pushing |
| on a gym ball facing each | when sitting on the |
| other with feet flat on  floor, hip width apart. | gym ball   * Knees and feet |
| Children raise both | should be hip width |
| arms and place  palms on partner's | apart   * Back straight |
| palms |  |
| Push against partner |  |
| for 5 seconds |  |
| 2. Position children as | * Do not twist | o Increase strength of |
| above | trunk or pelvis | push maintaining |
| Each child raises one | when pushing   * Keep shoulder | position as before  o Increase time |
| arm on same side  (mirroring) | level   * Children count | pushing  o Increase number of |
| Place palms together | out loud when | repetitions |
| and push for 5 | pushing |  |
| seconds |  |  |

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| Exercise each side alternatey |  |  |
| 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 | * Do not twist trunk or pelvis when pushing * Keep shoulder level * Children count out loud when pushing | * Increase strength of push maintaining position as before * Increase time pushing |
| 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 side | * Do not twist trunk or pelvis when pushing * Keep shoulder level * Children count out loud when pushing | o Try drawing shapes with both arms |

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 |
| Stage 6  One child sits on a gym ball, the other stands in front, throwing and catching a medium/light | * Feet flat on floor when sitting on the gym ball * Knees and feet should be hip width apart | * Increase distance between thrower and catcher * Increase speed at which ball is thrown * Vary over-arm and |

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| ball between them.  Stage 7  Partners each sit on a gym ball and throw and catch a ball or bean bag to each other |  | under-arm   * Children swap positions * Vary direction of throw, left, right, low down, up high |

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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 School Chair  Pieces of paper (A4) Stickers or Pegs (big and small)  Masking Tape Sellotape  Chalk Wipes  Dark Trousers | | |
| Stages | Exercise | Variation |
| *Standing*  1 | * Place a small hoop on the floor to specify the area where the child should stay within while doing this activity * Stand child by a mirror and encourage them to use it for feedback to help them understand where they are in space * Increase difficulty of all these activities by removing the mirror | 68 |

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|  | * Place   pegs/stickers around the child's trousers. Start by placing them on both sides (on pocket area) of the trousers first.   * The child will have to remove what has been placed on them one by one. | * As the child gets more confident and faster, move the pegs/stickers backwards towards the midline * Or make the stickers smaller. |
| 2 | - 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 | o To progress use sellotape, as the child won't be able to see this as easily and will have to feel for it |
| 3 | * Using chalk, draw a few lines on the child's trousers. The child is encouraged to wipe off the marks by using their hands. * To finish, the child should use the wipes to remove all chalk marks * Use the mirror |  |

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|  | so the child can check that they have cleaned themselves properly.  - Place stickers on their trousers and encourage the child to remove them one by one, start with big  stickers and progress to small ones. |  |
| *Sitting on a*  *chair* | *(Position the chair initially with their preferred hand close to the wall/door)* |  |
| 1 | - The child  should sit straight with both feet touching the floor |
|  | - Use a  roll/bench if the child finds it difficult to transfer weight on the school chair. |
|  | - Child should |
|  | not twist in the chair. |
|  | - Instead, they should be encouraged to transfer weight from one side to the other while in sitting  (e.g. lifting bottom |
|  | cheeks individually) |
|  | - Use a gym ball to make the activity more challenging. |

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|  | - Sit the child | 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 |
| 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 |
| height) |
| 2 | - Scatter small  pieces of paper on the | o To progress, move the box to the opposite side to the dominant hand. |
|  | 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. |
| 3 | - Place pieces of paper on the seat of the chair; place a cushion on top of the chair. | o To progress, move the box to the opposite side to the dominant hand |
|  | - Ask the child to shift weight from side to side to remove each piece of paper one at a  time from between |  |



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|  | 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. |  |
| 4 | - 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. |  |

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



**Name of Child: School:**

What stage did the child achieve:

Date:

Crossing Midline

What stage did the child achieve:

Date:

Partner Work

What stage did the child achieve:

Date:

Jumping and Hopping

What stage did the child achieve:

Date:

Skipping

What stage did the child achieve:

Date:

Kicking Skills

What stage did the child achieve:

Date:

Aiming and Catching

**Ability – Post Inclusion in Motor Co-ordination Group**

*Please circle the number at level the child achieved*

**Task**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |

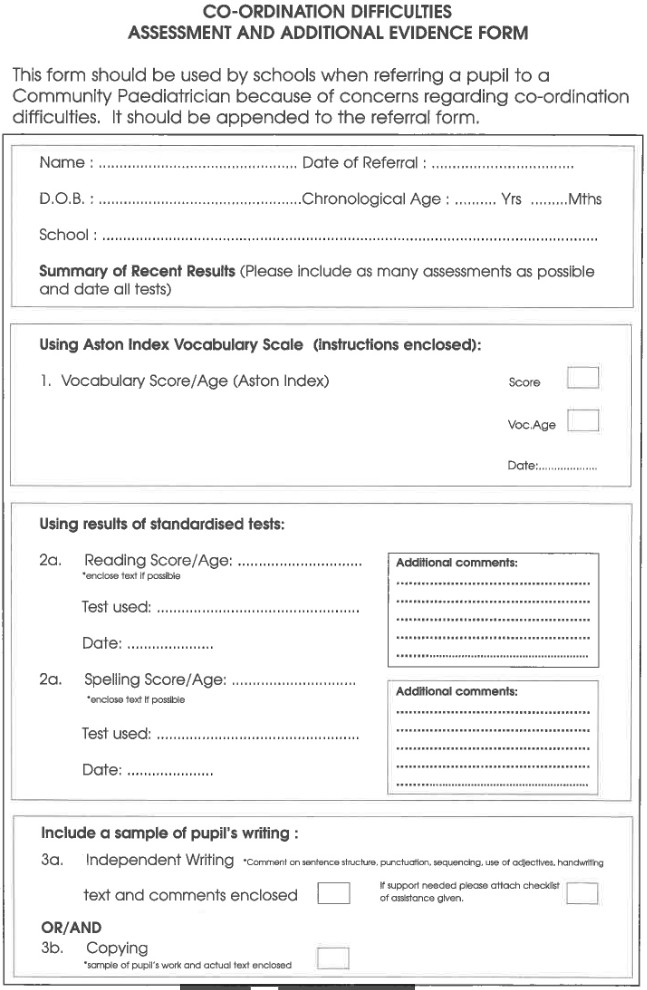
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| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |

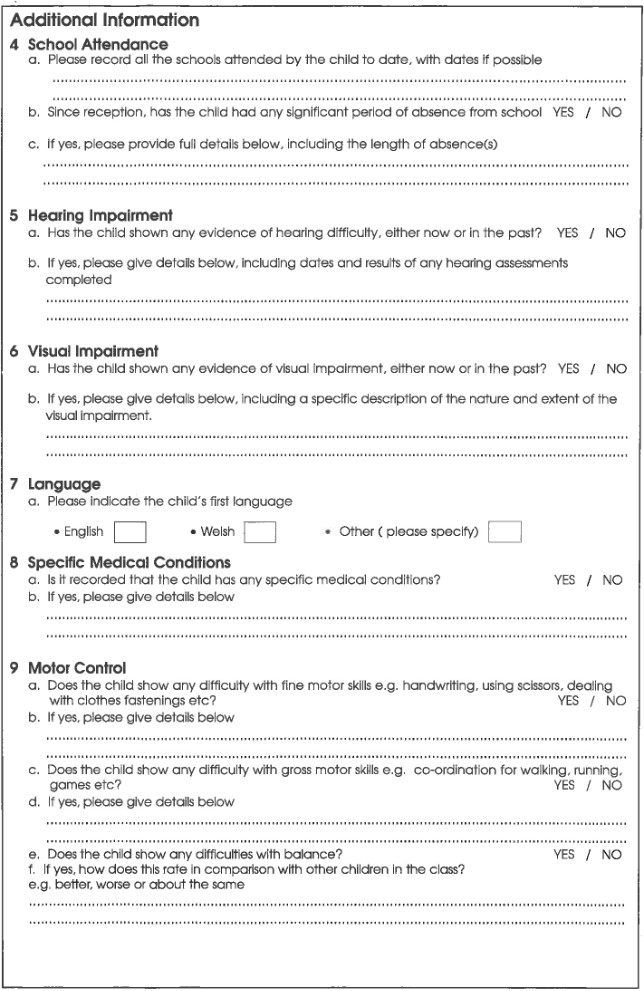
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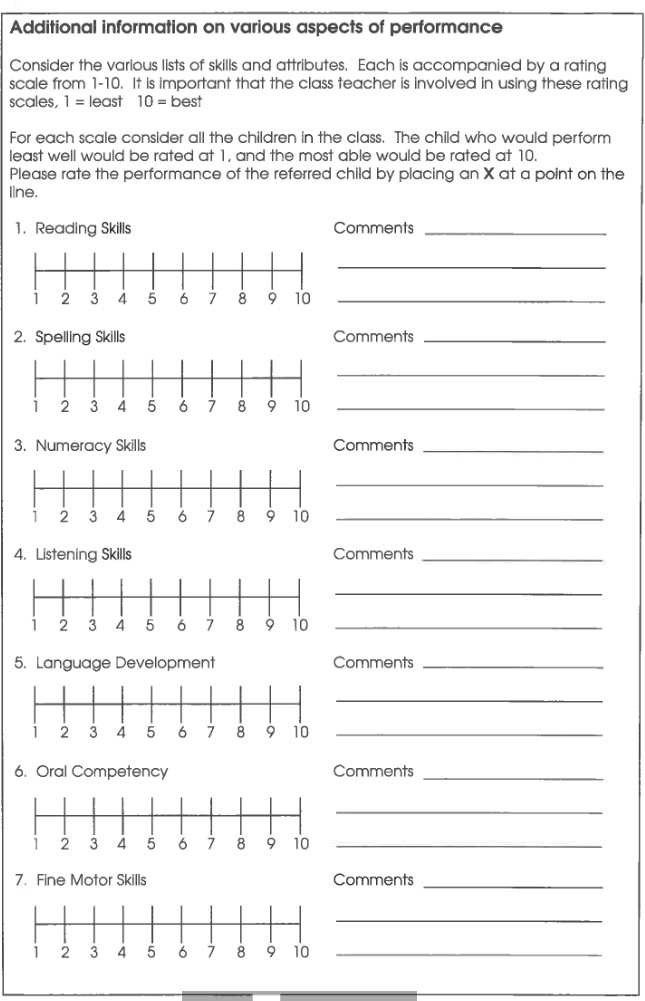
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| --- | --- | --- | --- | --- |
| Standing | **1** | **2** | **3** |  |
| Sitting | **1** | **2** | **3** | **4** |

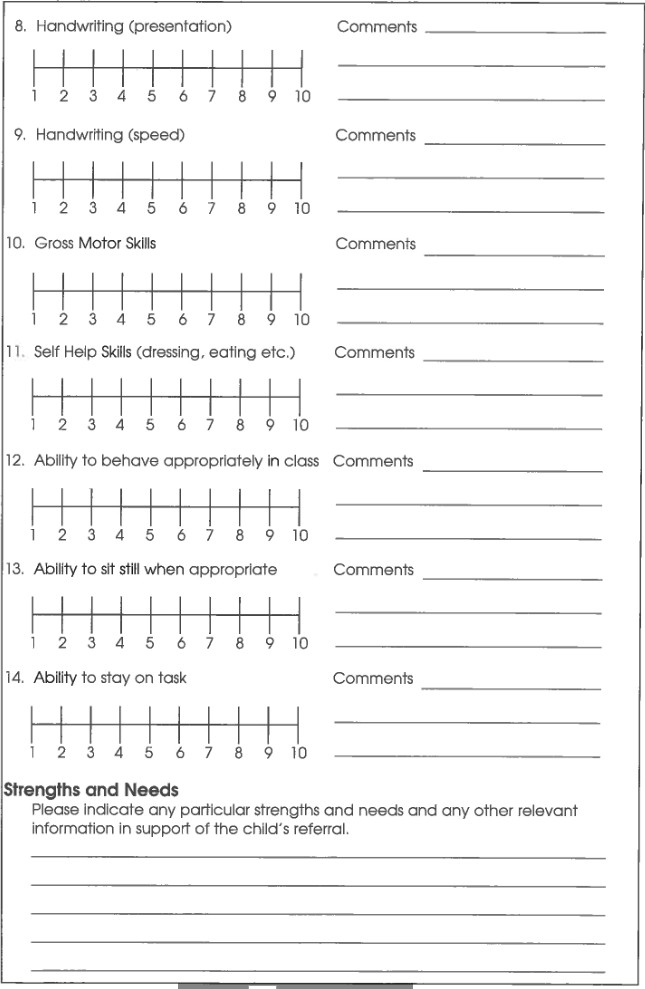
Home/school Comments

|  |  |
| --- | --- |
| **Task** | **Comments at end of programmes** |
| Aiming and Catching |  |
| Kicking Skills |  |
| Skipping |  |
| Jumping and Hopping |  |
| Partner Work (core stability – static balance) |  |
| Crossing Midline (core stability – toileting skills) |  |









**Motor coordination pathway referral form to accompany the DCD referral pack**

School’s Name:

School’ telephone number

ALNCo name

ALNCo’s email address

Name of child

D.O.B.: \_

Home

Address \_ Name of parents

Parents email address

Telephone number

Year group

Language spoken

Any other diagnosis:

-

-

Parental guardian consent for referral

Parent name

Signature:

Date:

**Glossary**

* **Active trunk extension-** this relates to the strength of back muscles and is required for trunk control which, together with shoulder and pelvic control, directly relates to balance.
* **Advice for left-handers-** soft pencils, thick nibs on pens may be easier for left handers to use, as left handers tend to push rather than pull when writing. where possible sit left handed person on left side of right hander, or sit two left handers together. paper position should be to the left of body mid-line, tilted in a clockwise direction. holding the pen slightly higher up the shaft may help the left hander to see what is written. ensure lighting does not throw shadows across the work.
* **Base skills-** basic co-ordination and balance may not have been achieved at an appropriate age during early years.
* **Bilateral integration-** this is the ability to move both sides of the body simultaneously in opposing patterns of movement such as stride jumps or jumping jacks.
* **Bimanual skills-** the ability to use two hands together effectively.
* **Body awareness (perceptual skill)-** knowledge of one’s movement in space without the use of vision.
* **Body scheme (perceptual skill)-** sensory awareness of oneself. e.g. if eyes are closed you are aware of the position of your body/limbs.
* **Core stability-** the ability to use stomach and back muscles together to stabilize the trunk. a stable posture ensures control and accuracy of upper and lower limbs.
* this is in conjunction with pelvic and shoulder girdle stability, which facilitates proximal stability, and therefore core stability.
* **Crossing midline-** this is the ability for hands and feet to cross the body from one side to the other and is needed for activities such as rolling and writing.
* **Directional awareness (perceptual skill)-** this is the ability to move in different directions, such as forwards, backwards and sideways, on command and to distinguish the difference between right and left.
* **Fine motor skills-** the precise use of the hands and fingers in a skilled activity.
* **Foot/eye co-ordination-** this is the ability of the eyes and feet to work together and is needed for activities such as kicking balls and walking/running over rough and uneven surfaces.
* **Good sitting posture-** back up tall, feet flat on floor, forearms should rest comfortably on desk. hips and knees at 90°.
* **Gross motor skills-** skills required for physical activities such as jumping, balancing, hopping.
* **Hand/eye co-ordination-** this is the ability of the eyes and hands to work together and is needed for activities such as writing and throwing, and catching balls.
* **Hand over hand-** placing hands over the child’s hands to help them appreciate direction of movement or force required.
* **Hypermobile joints-** joints have more movement than normal.
* **Motor control-** the ability to control muscles to produce movements either fine motor e.g. drawing, or gross motor e.g. hopping.
* **Motor planning-** this is the ability to conceptualize plan and sequence the necessary movements or events in order to achieve the correct results for a specific task or activity.
* **Muscle tone-** the state of readiness in a muscle to move. individuals have varying degrees of muscle tone, affecting different muscles, ranging from low to high. children with low muscle tone are often described as “floppy”. more effort is required to activate a “floppy” muscle.
* **Organisational skills-** good organizational skills involve the integration of: -
* spatial awareness
* sequential memory/sequencing
* visual memory
* modulation – the ability to block out unwanted sensory information and use relevant sensory information to be able to perform a specific task. e.g. be able to block out outside classroom noise and inside classroom visual stimuli to be able to concentrate on teacher’s instructions.
* concentration attention and motivation
* perception
* **Pelvic stability (control)-** this relates to the muscle strength and joint laxity around the pelvis (hip girdle). it is required for activities such as standing on one leg, hopping and kicking a ball.
* **Perception-** perception is the most important factor, in an individual’s understanding of their self and the environment. it enables the interpretation of objects and events and is
* involved in all learning. perception is the end result of a process, which involves all the senses and the interpretation of the information received. two examples of this would be, with well developed perceptual skills a child would: -
* know the force required to catch a ball and that required to catch, and not crush an egg.
* be able to write legibly using a correct force of pen on paper; orientate words to the line and form letters correctly.
* **Postural stability-** ability to use the muscles around the joints effectively and with enough firmness for normal function e.g. the ability to maintain a good upright sitting posture.
* **Proprioception-** proprioceptive input tells the brain when and how muscles are contracting or stretching and when and how joints are bending, extending or being pulled or compressed. the information enables the brain to know where each part of the body is and how it is moving through space without the use of vision.
* **Sequencing-** this is the ability to organise and / or remember a sequence of events, activities, letters or numbers correctly.
* **Shoulder girdle stability (control)-** this relates to the muscle strength and joint laxity around the shoulder girdle. it is an important factor for hand function and a prerequisite for writing skills.
* **Spatial awareness (perceptual skill)-** this is the ability to judge distance from, and direction of oneself, in relation to other objects.
* **Symmetrical integration-** this is the ability to move both sides of the body simultaneously in identical patterns of movement such jumping forward with both feet together.
* **Tracking-** the ability to use both eyes together. e.g. to look at and follow words on a page or board; in p.e. to catch a ball.
* **Vestibular sensation (balance)-** the vestibular system mechanism is located in the inner ear and is activated by movement or by changing head position. it is a very important sense, but is often taken for granted.

The vestibular system helps maintain posture, balance and resting muscle tone. it also affects development of functional skills and level of alertness. Vestibular (movement) activities have a powerful effect on the human nervous system.

Supporting Children with DCD

**Groups, Activities & Resources**

(Suitable for children & young adults up to 19yrs)

Listed below are a number of online groups, activities and resources suitable for children & young people with DCD and other additional needs.

Giving Families and their children the opportunity to access support services that can provide a variety of practical resources, information, advice and interactive activities.

Some of these are available locally, within the Swansea area and others can be accessed online.

To access any of the sites, simply click on the hyperlink or copy and paste into your web browser.

Please be advised that some services may be affected by the current Covid-19 situation.



**Play and Leisure Opportunity Library -Supporting Disabilities through Play.**

<http://www.plol.org.uk/?LMCL=vBUppW>

A registered charity providing specialist toys and leisure equipment for children and adults with a disability. Therapeutic Play sessions delivered in a variety of local locations for children and their families. Individual membership £20/year, family membership £25/year.



<https://www.growinghandsonkids.com/occupational-therapy-resources-for-kids.html>

A website providing information, tips, tools and strategies in relation to Occupational Therapy techniques and practice



<https://newlifecharity.co.uk/>

Newlife provides essential equipment such as specialist beds, wheelchairs, communication aids, specialist seating, and sensory/therapy equipment to disabled and terminally ill children across the UK.

known as Bobath



<https://www.euansguide.com/>

Supporting Children & Adults with Additional Needs and Disabilities.

Euan's Guide is used by thousands of disabled people to review, share and discover accessible places to go. Activities, Days out, Events etc.



<https://sites.google.com/a/foyd.org.uk/foyd/home>

**FOYD** is a Swansea based registered charity (516616), established in 1985, which provides a centre for the young disabled and other members of the community to meet and use its facilities to promote learning opportunities, engage in social activities and have fun.

[https://www.interplay.org.uk](https://www.interplay.org.uk/) [/](https://www.interplay.org.uk/)

Providing access to play and leisure opportunities for children and young people with additional needs aged 2-25 who find it difficult to access the same mainstream play, leisure and social activities as their peers.

We work with children at all levels from profound and multiple disability, learning disabilities, physical impairments, sensory impairments, autism, ADHD and challenging behaviour - our main criteria is that without additional support these young people would not be able to gain access to play and leisure opportunities.

We run weekly term time play provision, youth clubs, summer schemes and play sessions.

Contact: 01792 561119

**Parent Partnership Services - ALN (formerly SEN)**

<https://www.swansea.gov.uk/sen>

All parents want their children to do well at school. Some children may need more support to achieve their potential.

A service for young people with Additional Learning Needs in Swansea. We're here to help!

Available Monday to Thursday between 8.30am and 5:00pm Between 8.30am and 4.30pm on Friday

Tel: 01792 636162

**Email:** [**ALNU@swansea.gov.uk**](mailto:ALNU@swansea.gov.uk)



COVID-19 Booklet Information for Parent Carers

<http://swanseapcf.org/wp-content/uploads/2020/05/SPCF-COVID-final-1.pdf>

<https://www.swansea.gov.uk/article/11885/Support-for-parents-and-carers>



<https://www.swansea.gov.uk/article/5600/Disability-sport>

There are loads of opportunities for children and young adults with a disability to take part in sport in Swansea.

We have both disability clubs and inclusive mainstream clubs covering most of the major sports, but if there is anything not listed below that you are interested in trying, then please get in touch on 01792 635460 or e-

mail [carly.smith@swansea.gov.uk](mailto:carly.smith@swansea.gov.uk)

For a full listing of all sessions and clubs in Swansea please see [www.disabilitysportwales.com/Opens new window](http://disabilitysportwales.com/) and check out the Swansea section.

|  |  |  |
| --- | --- | --- |
| Bravehearts Football Pan Disability | Leisure Leagues, Cwmdu Tuesdays , 5.00pm - 6.00pm | Lindon Jones 01792 616607 |
| Gladiator's Rugby Club Pan Disability | Uplands RFC  Thursdays, 6.30pm - 7.30pm | Tony Gemine 01792 281157 |
| Stingrays Swimming Club Pan Disability | Wales National Pool Sundays, 9.30am - 10.30am | Wendy Thomas 01792 613313 |
| Multi Sports (18yrs+) Pan Disability | Swansea Tennis Centre Wednesdays, 10am - 12pm | Carly Smith 01792 635460 |
| Cycling  Pan Disability | Dunvant RFC Saturdays, 11am - 1pm | BikeAbility 07974 760497 |
| Learn to swim (6-11yrs) Pan Disability | Various Leisure Centres Various | Carly Smith 01792 635460 |
| Pontarddulais Judo Club Pan Disibility | Pontarddulais Junior School Mondays, 6.00pm - 7.00pm | Andrew Burt |
| Penlan Table Tennis Club Pan Disability | Penlan Leisure Centre | Carly Smith 01792 635460 |
| Archery  Pan Disability | Perriswood Archery, Oxwich |  |

|  |  |  |
| --- | --- | --- |
| Surfing  Pan Disability | GSD Surf, Caswell Bay | Carly Smith 01792 635460 |
| Tennis  Pan Disibility | Swansea Tennis Centre Tuesdays, 5.30pm - 6.30pm | Carly Smith 01792 635460 |
| Elsa Davey Dance School | Townhill School Tuesdays | Elsa  07779 854995 |
| Boccia  Physical Disability | LC Fridays, 4.30pm - 5.30pm | Carly Smith 01792 635460 |



Royal College of Occupational Therapy <https://www.rcot.co.uk/preparing-your-child-returning-school>



[https://www.pinterest.com](https://www.pinterest.com/)

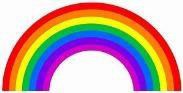
Search for: Swansea Bay UHB OT for kids



**Occupational Therapy Department Hafan Y Mor**

On this page, you will find a number of different Paediatric Occupational Therapy Programmes.

[https://sbuhb.nhs.wales/hospitals/a-z-hospital-services/children-young-](https://sbuhb.nhs.wales/hospitals/a-z-hospital-services/children-young-people/hospital-and-community-services/) [people/hospital-and-community-services/](https://sbuhb.nhs.wales/hospitals/a-z-hospital-services/children-young-people/hospital-and-community-services/)



Swansea Children’s Centre, Eppynt Rd, Penlan Swansea– 01792 572060

Connection Point Advice Line

Additional Learning Needs advisors available 10am -2pm, Monday – Thursday.



Link

ELI Project is a 501c3 non-profit in the United States and a registered charity in the United Kingdom that provides love and acceptance to families with special needs by hosting events in safe environments where they can come together and connect with others...because Every Life’s Important.

Free events



A parent run local additional needs Facebook community group for Swansea, Neath, Port Talbot, Llanelli and the surrounding area. Information highlighting activities and events that are either for or inclusive of the additional needs community and their families. Signposting to training, holistic events, parent/carer support groups, local events and clubs [https://www.netmums.com/local/l/swansea-bay-and-beyond-additional-needs-](https://www.netmums.com/local/l/swansea-bay-and-beyond-additional-needs-activities-and-events) [activities-and-events](https://www.netmums.com/local/l/swansea-bay-and-beyond-additional-needs-activities-and-events)



<https://www.actionforchildren.org.uk/in-your-area/search-results/>

If you have a disabled child we can offer a range of services including short breaks within your local community, residential short breaks, family-based breaks or support in your own home. We also provide a range of services from early support to helping disabled young people prepare for adulthood

Sport Clubs &Activities

<https://www.ableize.com/disabled-groups-and-clubs-by-county/wales/> Information and advice relating to accessing sporting activities for children and adults with additional needs and disabilities. Contains links to specific websites/addresses that may offer support within the Swansea area.

Swansea Stingrays A disability-swimming club that trains on a Sunday morning at 9.30-10.30am at the Wales National Pool, Swansea.

We welcome swimmers of all ages and abilities, and we aim to support everyone with their own personal development. We have also launched a fitness and conditioning class at Morriston Leisure Centre on a Friday evening for swimmers and other athletes.

T: 01792 613313 E: [swansea.stingrays@ntlworld.com](mailto:swansea.stingrays@ntlworld.com)



<https://www.bikeabilitywales.org.uk/>

Provides a cycling opportunity for everyone to enjoy. It was set up to enable people of all abilities to enjoy the pleasures and health benefits of cycling. BikeAbility holds cycle sessions each week, which are open to everyone. Bikes are provided to suit all ages and all abilities. Sessions take place at 10.30am – 3.30pm Monday – Friday Or you can book exclusive sessions & outings Cost: Session donations from £4 for children and £5 for adults Dunvant Rugby Club Broadacre Killay, Swansea, SA2 7RU Telephone: 07968109145 // 07584044284 Registered Charity Number:1126297 Company No : 6708913



<https://www.disabilitysportwales.com/>

Offering a wide variety of sporting opportunities for specific disabilities. Enter your location, disability and chosen sport, to find what is available in your area.

[https://dyspraxiafoundation.org.uk](https://dyspraxiafoundation.org.uk/)

Official website for the ***Dyspraxia Foundation***, a registered charity. Find help and advice and more on Dyspraxia/DCD for children, adults and youth.



A parent and toddler group for pre-school children with developmental delay, emerging disabilities and/or additional needs - and their parents/carers and siblings.

* Free Street Parking Available
* Free Cake and Coffee / Snacks and Drinks
* A Warm Welcome for Everybody

Space is limited so please contact us first for details and to find out if there are vacancies:

[nicky.goss@lifepoint.org.uk](mailto:nicky.goss@lifepoint.org.uk) M. 07903 220910

[www.facebook.com/groups/kidstop](http://www.facebook.com/groups/kidstop)