FINE MOTOR PROGRAM

AIMS OF THE GROUP:

❂ To facilitate use of the **sensory systems** involved in fine motor skills (touch, movement, and awareness of body/arm/hand position, vision, and hearing)
❂ To promote **postural stability** as a basis for fine motor skills,
❂ To encourage **bilateral coordination** and the **crossing of the body’s imaginary midline**, which is a precursor to use of two hands together,
❂ To encourage **muscle strength and palmar arches**, which can assist with, appropriate grasp, manipulation and dexterity,
❂ To address the **visual motor components** of fine motor skills (visual perception and motor planning) using gross motor activities as well as tabletop tasks.
❂ To encourage fine motor skills required in **activities of daily living**.

FORMAT:
This group will be run once a week for 45 minutes by the occupational therapist, with teachers assisting. Length of program can be variable. Evaluation of the program will consist of teacher questionnaire.

CHILDREN WITH NEUROLOGICAL INVOLVEMENT:

❈ This symbol is used to indicate modification and adaptation for children with moderate to severe neurological impairment.
WEEK 1

MATERIALS:

✍ Chairs children can fit underneath
✍ Tables
✍ Cushions/beanbags or similar
✍ Prone wedge
✍ Switch toy
✍ Box with ends cut off
✍ Shoeboxes (5)
✍ Medicine balls (2)
✍ Pieces of mat or carpet to indicate where the children have to sit
✍ Shaving cream
✍ Paper towel
✍ String/wool, pipe cleaners, blocks, dowel, cotton balls (either or all of these)
✍ Sticker art page (attached)
✍ Scissors (standard, left handed, spring/loop)
✍ Pieces of foam, polystyrene, material
✍ Gluesticks
✍ Pouches with different openings (provided by therapist)
✍ Racing tracks (template attached)
✍ Thick markers
✍ Paddlepop sticks
✍ Universal cuff/adapted grip for marker
WEEK 1.

PREPARATION ACTIVITY:

OBSTACLE COURSE.
The children negotiate an obstacle course, whilst crawling, consisting of chairs, tables, cushions and boxes. A box is placed at the end with objects hidden inside (eg puzzle pieces). The children have to open the box to get the object and hold onto it till the end when they all complete the puzzle.

- Lying prone over wedge that encourages weightbearing through arms. Can be assisted to place puzzle pieces in the box for the children to find. Or alternatively sitting in wheelchair or beanbag seat.

BILATERAL ACTIVITIES

SKITTLES.
Using a medicine ball the children try and knock down shoeboxes stacked on top of one another, by rolling ball with both hands. One child rolls the ball after another has built the tower. The child that built the tower then has a turn at rolling the ball after the next child has built it.

- Sitting in beanbag. An incline (foam wedge) can be used so that minimal effort is required to push the ball aligned with the skittles. May require physical assistance to push ball. Movement should be slow so as to avoid increased tone.
SENSORY ACTIVITY:

SHAVING CREAM
With each child sitting at its desk a small amount of shaving cream is squirited onto the desk (beware of children's skin and their reaction to the shaving cream). They are encouraged to draw with the fingers, swirl string to make patterns and wipe it off the desk with paper towel at the end. Have other materials available such as pipe cleaners, dowel, and cotton balls that they can make shapes with and use to stamp into the shaving cream.

MANIPULATION ACTIVITY:

STICKER ART:
Child is given a piece of paper with a shape on it, (square = present, circle = ball, triangle = boat sails) which they have to cut out with scissors. The child then uses stickers (stars, smiley faces) to stick onto shape to decorate.

❄ Instead of stickers use pieces of foam, polystyrene, material which are easier to hold onto. Or stickers can be prestuck to a larger piece of paper that can be glued down. Using gluesticks instead of paste.
Shapes can be enlarged to make the task simpler.

ACTIVITIES OF DAILY LIVING:

HIDDEN TREASURE.
Children open various pouches (pencil case, lunchbox, shoulder bag with Velcro closure), which have different types of closures (zips, buttons, press studs,
Velcro) to find a hidden treasure inside. Treasures can be things such as small toys. The therapist will supply pouches.

✦ Placing large tabs on end of large zipper, using pieces of Velcro, having pouches already open so that hand can reach inside

**DRAWING TASK:**

**RACING TRACKS.**

A simple "racing track" is drawn on an A3 sheet of paper. (from a straight track to curvy track to spiral track) Using a thick marker the child traces through the track from start to finish. This can be done whilst the paper is attached to an easel/wall to encourage arm strength and stability.

✦ Using a straight track with thick outlines. Gluing paddlepop sticks down the edges to act as a guide. Marker may have to be strapped to hand using a universal cuff or other modified grip.
# INDIVIDUAL RECORD OF PROGRESS - WEEK 1

**CHILD'S NAME:**  
**DATE:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION ACTIVITY: OBSTACLE COURSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BILATERAL ACTIVITY: SKITTLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENSORY ACTIVITY: SHAVING CREAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANIPULATION ACTIVITY: STICKER ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING: HIDDEN TREASURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAWING TASK: RACING TRACKS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THERAPIST'S SIGNATURE:**
WEEK 2.

MATERIALS:

✍ Blanket
✍ Newspaper (1-2)
✍ Masking tape
✍ Bubbles
✍ Small tokens (buttons, fake money, old coins)
✍ Medium sized cardboard boxes taped up, with slot in top (2cm X 5cm)
✍ Old clothing (shirts, front opening shirts, baggy pants, skirt, hat, sock, gloves, singlet)
✍ Large pieces of paper
✍ Coloured markers
✍ Pre-cut coloured shapes
WEEK 2.

PREPARATION ACTIVITY:

SAUSAGE ROLL.

The children are rolled up slowly in a blanket with firm downward strokes to their back from the shoulders down with each roll. Unroll again slowly.

IMPORTANT – This task should be avoided with those with severe uncontrolled epilepsy, other children with epilepsy should be monitored closely.

BILATERAL ACTIVITIES:

Using a rolled up newspaper bound by masking tape, the children hit a suspended balloon with roll held with both hands. Can be standing or sitting. Can have two set up with adequate distance between them.

✽ Do not need to use roll if unable. Encourage reaching and batting with either hands or both if able. Encourage crossing the midline.

SENSORY ACTIVITY:

BURSTING BUBBLES.

With children seated in a circle, the leader will blow some bubbles that they have to pop in different ways. The leader of the game will call one child’s name at a time when it is their go. They could be asked to pop them with their pointer finger, by clapping,
with their elbow, by closing their hand over them, by catching them on a circle made by their thumb and pointer finger.

**MANIPULATION ACTIVITY:**

**PUTTING MONEY IN THE BANK.**

Using small tokens (buttons, fake money) the children pick them out of a container and place them into a piggybank (cardboard box with slot cut in the top). To encourage discrimination you can ask the children to select a certain colour or size or certain amount of tokens.

✧ Use **large tokens** and large slot in top of box. Physical assistance to stabilise upper limb may be required. I have also used animal toys (balls with bells inside, brightly coloured balls with noise makers inside) to encourage grasp and voluntary release into a container.

**ACTIVITIES OF DAILY LIVING:**

**DRESS UPS.**

Assorted **old clothing** is placed in a basket in the middle of the floor and each child select 2 items of clothing to put on. Can use clothes with various closures or without closures. Clothes could include front opening shirts, T-shirts, hats, socks, gloves, skirts (for girls), and baggy pants (for boys). They undress again and place clothes in the basket.

✧ Can put on hat and assist with putting on **baggy singlet**.
DRAWING TASK:

DRAW A PERSON.

Each child is provided with a large piece of paper and provided with a variety of coloured markers. Encouraged to draw a person. Assistance may be required to start picture and prompting to finish task.

✦ Using pre-cut shapes these are stuck on a large piece of paper to form a person.
### INDIVIDUAL RECORD OF PROGRESS - WEEK 2

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATION</strong>&lt;br&gt;ACTIVITY: SAUSAGE ROLL</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BILATERAL</strong>&lt;br&gt;ACTIVITY: BALLOON TENNIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SENSORY</strong>&lt;br&gt;ACTIVITY: BURSTING BUBBLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANIPULATION</strong>&lt;br&gt;ACTIVITY: MONEY IN THE BANK</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES OF DAILY LIVING:</strong>&lt;br&gt;DRESS UPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DRAWING TASK:</strong>&lt;br&gt;DRAW A PERSON</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THERAPIST'S SIGNATURE:**
WEEK 3

Compiled by Kylie Starr (occupational therapy student)

MATERIALS:

- Small ladder
- Bean bags
- Masking tape
- Blanket
- Bucket filled with Styrofoam; small balls hidden in the bucket.
- Toy ramp for balls
- Old clothing (shirts, front opening shirts, baggy pants, skirt, hat, sock, gloves)
- Puppet to dress up
- Felt cat puppets and cut out shapes
- 'Complete-the-drawing' books
- Shakers
- Relaxation music
WEEK 3: ACTIVITIES

PREPARATION ACTIVITY:

RAINSTORM

Play relaxation music in the background that uses sounds of nature (birds, water, etc). Children sit in a circle, and each is provided with a shaker (can be made by placing beans or rice in a plastic bottle).

Facilitator tells the story of bush animals searching for water.

“Long ago in the Australian bush there lived a koala, a kangaroo, a kookaburra (and continue with the names of animals until each of the children have been allocated an animal). It hadn’t rained in the bush for a very long time. The animals were so thirsty, but none of them could find any water anywhere. They decided it was time to do something. They all got together and decided to make their own rainstorm, so they would have all the water to drink that they ever wanted. All of you have to help make the rainstorm, so listen carefully. We are going to tell you what sounds you need to make. We have to make all the sounds together so that we can make the rainstorm. Are you ready?”

• Instruct the children to begin by patting their hands gently on their knees. Encourage children to alternate hands (left-right-left-right, both hands together, one hand crossing over to each knee). “The rain is starting to patter down gently, can you hear it?”

• The children are now instructed to pick up their shakers. Children begin by shaking gently (encourage children to use two hands together). Children start with shakers low, near the floor. As the shakers are brought higher, children shake shakers louder. “It’s starting to pour now!”
• Instruct children to bang feet on the ground (left-right-left-right, and other variations). This is making the sound of the thunder. “Here comes the thunder!”
• “The thunder’s going away now.” The children are instructed to stop banging their feet, and go back to shaking their shakers.
• “The rain is getting lighter now.” Children instructed to put down shakers and go back to patting knees.
• “The storm is over now.” Everyone stops patting knees.
• “You did it! You made a rainstorm. The animals were so happy that they had finally made rain. They swam in the water, and splashed in the puddles, and drank all the water they possibly could.”

BILATERAL AND SENSORY ACTIVITY:

TREASURE HUNT
• Set up an obstacle course that involves children climbing, walking and crawling over various surfaces (eg. Ladder along the ground, beanbags, and sheepskins, foam blocks).
• At the end of the course, set up a bucket full of soft pieces of foam/styrofoam (can fill bucket with any sensory material desired, such as rice, dried beans, material, sponges and steel wool). Hide balls inside the foam. Children must dig in the bucket with their hands to find the balls.
• Child brings ball back and places it in container (can be made even more rewarding by placing it down a small ramp or spiral).

MANIPULATION ACTIVITY:

CAT IN A HAT
• Children seated at a table. Each is provided with a felt cat puppet. Placed in front of each child is a selection of velcro-backed felt shapes. Eyes, nose, mouth,
whiskers, paws, a hat, etc are suggestions for shapes. The shapes should be of varying sizes to challenge fine motor skills.

- Children decorate their puppet with the different shapes, in any design they wish.

**ACTIVITIES OF DAILY LIVING:**

**DRESS-UP A FRIEND**

- Children sit in a circle on the floor. Facilitator sits in the circle with a large doll (puppet or teddy bear may also be used). A collection of dress-up items is placed in the centre of the circle (hat, shoes, jumper, umbrella, toothbrush, pillow, etc).
- Facilitator introduces doll. Doll then makes requests for various needs. Suggestions are: “I’m very cold, what could I put on that would keep me warm?”; “I feel like being a fireman today, what do firemen wear on their heads?”; “I’m so tired after all this dressing up, what can I clean my teeth with before I go to bed?” Requests should be appropriate for children’s understanding.
- Children take turns dressing the doll in various items.

**DRAWING TASK:**

**COMPLETE YOU OWN BOOK**

Each child is presented with a three-page book (three pieces of paper bound together with a ribbon or staples). There is an incomplete drawing on each of the pages. Such as a face without a nose and ears, a house without a door, a cat without eyes and a tail, etc. The children are encouraged to complete each of the drawings by filling in the missing features. Children may prefer to colour in the pictures, or add drawings to the pictures, if completing the features is too difficult.
INDIVIDUAL RECORD OF PROGRESS - WEEK 3

CHILD’S NAME:  

DATE:  

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| **PREPARATION ACIVITY:**  
RAINSTORM | | |

| **BILATERAL ACTIVITY:**  
COMBINED WITH SENSORY ACTIVITY | | |

| **SENSORY ACTIVITY:**  
TREASURE HUNT | | |

| **MANIPULATION ACTIVITY:**  
CAT IN A HAT | | |

| **ACTIVITIES OF DAILY LIVING:**  
DRESS UP A FRIEND | | |

| **DRAWING TASK:**  
COMPLETE YOUR OWN BOOK | | |

THERAPIST’S SIGNATURE:
WEEK 4

MATERIALS:

- Music
- Wedge
- Newspaper parcel
- 2 x each item for Feely box
- Coloured cardboard
- Hole punch (optional)
- String
- Markers
- Glue sticks
- Stickers
- Plastic needle
- Toothbrush
- Toothpaste
- Washer
- Towel
- Soap
- Hairbrush
- Comb
- Spoon
- Crepe paper
- Drawing clips
WEEK 4

PREPARATION ACTIVITY:

ANIMAL WALKS.
Using music have the children walk like the animals they think the music sounds like. Include elephant (on all fours stamping heavily with feet and hands), kangaroo, (hopping with feet together), snake (slithering along on tummy), rabbit (crouching jump), duck (waddle) and any others the child may suggest.

*Lying prone over wedge have the child move hands up and down to the floor to the music. Encourage weightbearing through the arms and open hands down onto the floor.

BILATERAL ACTIVITY.

PASS THE PARCEL.
This in a circle activity that requires the children to start in a seated position all facing the same way (ie. One child faces the back of another child and so on around the circle). The first child lays back and passes the parcel over their heads and onto the next child and then sits up again. The next child repeats the sequence and so on until the music stops. A layer can then be taken off the parcel, and the game starts again. This activity is to work on tummy and back muscles for posture.

*The child may sit as part of the circle in supported sitting and pass the parcel on when it is their turn. Assistance may be required when it becomes their turn to open the parcel.
SENSORY ACTIVITY

FEELY BOX.
Set up a box containing enough easily recognisable items for each child and place at
the end of the room. Make a hole in one end just big enough for them to slide their
hand in. Have identical items in a box at the start. Select an item for the child to
find in the box by feel. They then lie on a scooterboard and propel themselves using
their hands to the other end of the room that has the box and find their item.
* Child may require assistance to participate and position self to search box. Omit
use of scooterboard. Instead of identifying by feel you may get them to match
object from choice of 2.

MANIPULATION ACTIVITY.

MAKING A NOTE POUCH.
Have A4 sized sheets of coloured cardboard with holes punched around the outside.
(Children may also be able to punch their own holes around the edge depending on the
number of hole punches you have). Children use string/wool to lace around the edge
and hold sheets of paper together. They can then decorate pouch by drawing name
with markers as well as colour, spread glue and stickers on the outside.
* Use a few larger holes on the cardboard rather than numerous small ones. Thread
string onto a plastic needle to help insert in hole. Hand over hand assistance may be
required for this task.
ACTIVITIES OF DAILY LIVING.

THIS IS THE WAY WE WASH OUR HANDS.
Have the children stand in a circle with items required for bathing and hygiene on the
floor in the middle (toothbrush, toothpaste, washer, towel, soap, brush, and
comb). Sing the song “This is the way we wash our..........” (hands, clean out teeth, wash
our face, comb our hair etc.) asking a different child each time what items you would
use for each task. As you are singing encourage the children to mime the actions of
the tasks.
✩ Provide hand over hand assistance to mime the actions of the task.

DRAWING TASK.

UNDER THE SEA.
Use template included enlarged onto an A3 sheet of paper. Have the children trace
over the fluency pattern that will form the water. (              ) Cut and
glue on the fish and draw circles with markers from their mouth for bubbles. Cut and
twist some crepe paper for seaweed. Trace around their hands and cut out to make
jellyfish. Use drawing clips (the metal ones with 2 prongs which can be folded out to
secure the paper) to attach shells to drawing. Use whichever scissors are most easily
used by the student.
✩ Have shapes and crepe paper precut and twisted. Assist the child to glue onto
paper. Alternatively, prior to the group child can be assisted to make own underwater
scene using appropriate computer technology and software.
## INDIVIDUAL RECORD OF PROGRESS - WEEK 4

<table>
<thead>
<tr>
<th>CHILD'S NAME:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION ACTIVITY: ANIMAL WALKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BILATERAL ACTIVITY: PASS THE PARCEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENSORY ACTIVITY: FEELY BOX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANIPULATION ACTIVITY: MAKING A NOTE POUCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING: THIS IS THE WAY WE WASH OUR HANDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAWING TASK: UNDER THE SEA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THERAPIST'S SIGNATURE:**
WEEK 5

MATERIALS

- Tables, chairs, boxes
- Scooter board
- Blocks
- Large cardboard box
- Shredded paper
- Plastic food items, common household items or similar objects to hide
- Newspaper
- Bucket
- Pieces of clothing
- Pegs
- Scissors
- Markers
- Wool
- Paper plate
- Glue
WEEK 5

PREPARATION ACTIVITY.

SCOOTERBOARD RACE.
The children take it in turns to negotiate an obstacle course, (tables, chairs, boxes) whilst lying on their tummy on a scooter board using their hands to propel themselves. They hop off the scooter board at the end of the course and jump with both feet together to the beginning. It is then the next child’s turn. You can place blocks at the end that they have to pick up one at a time and take back to the beginning to make a tower.

❖ The child can sit at the end of the course and pick up and pass the blocks to each of the children.
❖ Child can pass blocks to the other students at the end of the course by selecting them out of a container.

BILATERAL ACTIVITY.

ROW, ROW, ROW YOUR BOAT.
With the children in pairs, or taking turns with the therapist, teacher and aide, have the children sit facing one another with the hands outstretched in front and their palms together. They bend and straighten their arms like rowing a boat whilst singing the nursery rhyme.

❖ Assist the child to straighten arms and push against your outstretched hands.
SENSORY ACTIVITY

HIDE AND SEEK.
Using a large cardboard box filled with shredded paper hide objects within the paper. (For example toys, common household items) Have the children search one at a time for one item. Get them to try and identify it by feel alone.
☆ Have the child place the items in the shredded paper.

MANIPULATION ACTIVITY.

NEWSPAPER BASKETBALL.
Have the children tear strips of newspaper and scrunch into tight balls. Get them to throw these into a bucket.
☆ Assist the child to tear and scrunch up the paper. They can then place this into an ice-cream container held at an appropriate distance and moved into different positions so that they have to reach in different directions.

ACTIVITIES OF DAILY LIVING

PEGGING OUT CLOTHES ON THE CLOTHESLINE.
Each child takes a turn at selecting a piece of clothing and pegging this onto a line set up at shoulder height using household pegs.
☆ The child can take the pegs out of a container and pass them tom the other children. Alternatively you can place pegs on their clothing where it can easily be reached and have them remove the pegs.
DRAWING TASK

PAPER PLATE FACES.

Ahead of time, draw eyes, noses and mouths on construction paper (refer to template) with a bold outline that the children will cut out using scissors. Leave the eyes colourless and the children can look in a mirror and indicate what colour their eyes are and then colour them in using markers. Have wool available for them to cut as hair. Have the children seated around the table and give them each a paper plate. They can cut out their facial features and hair. Encourage them to brush glue onto the surface and glue the facial features on.
## INDIVIDUAL RECORD OF PROGRESS - WEEK 5

**Child's Name:**  
**Date:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Done</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scooter Board Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bilateral Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row, Row Row Your Boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sensory Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hide and Seek</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Manipulation Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities of Daily Living:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pegging Out The Washing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drawing Task:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper Plate Faces</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Therapist's Signature:**
WEEK 6

**MATERIALS.**

- Tables, chairs, tunnel
- Paper leaves with Blu-tac on the back
- Tunnel ball
- Prone wedge
- Play-dough
- Plastic knifes and forks
- Zoo template
- Pictures of animals
- Scissors
- Glue
- Wool (optional)
- Blue cellophane (optional)
- Glitter
WEEK 6.

PREPARATION ACTIVITY

GATHERING LEAVES.
Make an obstacle course for the children to negotiate (under, around, over, through) and place paper leaves at the end. Each child collects one leaf and brings it back to the start. Then the next child has a turn and so on until all the children have had a turn. When they have finished have them place the leaves onto a tree drawn on a piece of cardboard and stuck to the wall at head height. Have the tree positioned so they have to reach upwards to place the leaves. Alternatively the leaves can be stuck on the obstacles on the course and the child has to look for them on their way through. You can also nominate a number of leaves they have to find on their turn.

oxetine Have the child place a leaf on the tree that they have reached for and grasped. Provide hands on assistance of necessary.

BILATERAL ACTIVITY.

TUNNEL BALL.
All the children stand in a row, all facing the one direction, with feet apart, except one child. This child stands apart from the other children behind them. The child at the front of the row pushes a ball backwards between their legs through the other children's legs to the child waiting at the back. This child then runs to the front of the line and the child at the end of the line steps back to take the catcher position. This continues until all children have had a turn.

oxetine The child can roll ball with hands on assistance, whilst lying on tummy on a prone wedge, through the legs of the children to the catcher at the back.
SENSORY ACTIVITY.

SPONGE PAINTING.
Seat the children at their tables. Have pre-cut kitchen sponges of different shapes (you can stick to a theme if you like). Use different coloured paper and one coloured paint (eg white) to paint with. As an option you can sprinkle glitter into the paint before it dries.

❈ Provide hands on assistance to grasp and place sponge in paint and on paper. Use a larger sponge to facilitate grasp.

MANIPULATION ACTIVITY.

MEMORY.
Using pairs of pictures lay them out in rows and columns either on a table or on the floor, whichever is accessible by all the children. In this game they have to turn the cards over in pairs and try and match the pictures. If they match the pictures successfully then they can have another turn. If not, they turn the cards over again and it is the next child’s turn. The aim is to remember where the pairs are to match them. It also addresses manipulation skills when turning the cards over. If the task is difficult, each child can take a turn with one card in their hand and a choice of 2-3 in front. They get to view the choices first and then they are turned over. Then they can look at the card in their hand and try and remember where the matching card is placed.

❈ Provide sensory stimulation activities to both upper limbs, whilst sitting in supportive seat.
ACTIVITIES OF DAILY LIVING.

CUTTING PLAYDOUGH.
Have the children roll out play-dough using two hands into a long “snake”. Then have then use a toy knife and fork or plastic knifes and forks, to cut the play-dough into pieces. When they are finished, have them squash the play-dough into a ball and start the activity again.
※ Plan for the child to have morning tea at this stage and practice taking spoonfuls of food to their mouth. May require hands on assistance.

DRAWING ACTIVITY.

ZOO COLLAGE.
Have the children colour the various pictures of animals and then cut them out to stick them with glue onto paper labelled “The Zoo” (make sure the animals have dark outlines and fill in the edges so the children have a smooth uncomplicated shape to cut around). The children can also use extra decorations such as wool for the lions mane, blue cellophane for the water with the penguins etc.
※ Have the child use a glue stick and precut animal shapes to glue onto the template. Assistance may be required.
## INDIVIDUAL RECORD OF PROGRESS - WEEK 6

**CHILD'S NAME:** [blank]  
**DATE:** [blank]

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY:</strong> GATHERING LEAVES</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BILATERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY:</strong> TUNNELBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SENSORY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY:</strong> SPONGE PAINTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MANIPULATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY:</strong> MEMORY</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OF DAILY LIVING</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CUTTING PLAYDOUGH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DRAWING TASK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ZOO COLLAGE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THERAPIST'S SIGNATURE:** [blank]
WEEK 7

MATERIALS.

✍ Scooterboard
✍ Rope
✍ Balloon
✍ Paper/cardboard
✍ Gluesticks/paste
✍ Boardgame (refer to template)
✍ Tokens (with some large ones)
✍ Dice
✍ Cup
✍ Stickers
✍ Icecream containers (one for each child)
✍ Sand
✍ Jug with easy to hold handle with water
✍ Metal biscuit tray
✍ Sheets of paper (one for each child)
✍ Textured items for rubbings (coins, leaves, bark, patterned plastic)
✍ Markers (crayons, pencils)
WEEK 7.

PREPARATION ACTIVITY

ROPE PULL.
Have children take turns pulling self along on a scooterboard by putting hand over hand along a rope. Children lie on stomach whilst on scooterboard. They can then use hands to push themselves backward to the beginning for the next child’s turn.
☆ Weightbearing activities whilst lying prone over a wedge or in supported sitting.

BILATERAL ACTIVITY.

BALLOON VOLLEYBALL.
Have the children sit in a circle. Using a balloon the children try and keep balloon up in the air by hitting it with both hands clasped together as in volleyball.
☆ Child tries to keep balloon afloat by batting with dominant hand.

SENSORY ACTIVITY.

SAND/GLITTER PAINTINGS.
This is a tabletop activity. The children are given some paper/cardboard. Using paste or gluesticks the children draw patterns on the paper and then sprinkle sand or glitter onto the pattern.
☆ Child can use a gluestick to make a pattern paper. May require physical assistance to complete. Can use a shaker to sprinkle sand or glitter onto paper. Excess can be brushed off.
MANIPULATION ACTIVITY.

BOARDGAME.
A simple boardgame can be made on a sheet of cardboard. Have spaces the children can move along using tokens containing different instructions (eg go forward 3, go back one, miss a turn, have 2 goes, go to the next blue square). The children take turns to roll a dice and move the number of squares shown. You can make a modified dice by using a wooden cube and placing numbers instead of dots on the face, if you think some of the children require this. This requires manipulation to shake and roll the dice and move game token.

Place dice in cup the child can shake and tip. Have a large easy to hold piece that the child can grasp and move. Assistance may be required with the cognitive skills of the game (eg counting and moving a number of squares). Children can be presented with a sticker when they finish.

ACTIVITIES OF DAILY LIVING.

SAND CAKES.
This is a tabletop task. The children are each provided with an icecream container that holds sand. They pour a small amount of water from a jug into the sand and mix it through with their hands. They can then remove small portions and shape into flat “cakes” to place on a tray.

Child can run hands through sand for sensory stimulation activity.
TEXTURE RUBBINGS.

This is a tabletop task. Each child is provided with a sheet of paper. There is a collection of items in the middle of the table that the children will use to create patterns on the paper. Items can include coins, leaves, corrugated cardboard, patterned lunchbox lids and other items with interesting patterns on top. The children select an item and place underneath the paper, and then use a marker (crayon or pencil) to rub over the paper and object to create a pattern. Ensure that the child is holding the marker with an appropriate pencil grasp.

✧ Child will require hand over hand assistance to rub marker over texture.
INDIVIDUAL RECORD OF PROGRESS - WEEK 7

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DONE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION ACTIVITY: ROPE PULL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BILATERAL ACTIVITY: BALLOON VOLLEYBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENSORY ACTIVITY: SAND/GLITTER PAINTINGS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANIPULATION ACTIVITY: BOARDGAME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING: SAND CAKES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAWING TASK: TEXTURE RUBBINGS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THERAPIST'S SIGNATURE:
WEEK 8

MATERIALS.

- Tables, chairs, tunnel, sheet
- Appropriate items to collect when doing obstacle course
- Markers
- Scissors
- Paper relevant for craft activities
- Cardboard
- Glue/paste
- Copies of templates for relevant occasion
- Stapler
- String
- Egg carton segments
- Newspaper
- Old stockings
- Scraps of material
- Ingredients and utensils for food activity
WEEK 8

SPECIAL OCCASION SESSION

(eg Christmas, Easter, Mothers/Fathers day, Halloween, Anzac Day, Australia Day)

PREPARATION ACTIVITY

OBSTACLE COURSE.
Set up an obstacle course using table, chairs, sheet and make up a story addressing
the theme of the special occasion.
Eg Christmas - Santa delivering presents
Easter - Easter bunny delivering eggs
Mother's/Father's day - going on a shopping trip and finding presents
+ Child can help place and pick up objects used in the obstacle course with assistance

MANIPULATION ACTIVITY.

DECORATIONS
Select an activity appropriate for the occasion.
Eg Christmas - making a Christmas tree by tracing around hand and then cutting out.
Have lots of pre-made hand cut outs made from green paper so the activity is not too
long. Have cones made out of cardboard and inserted into a box at the base so that
they can stand up. Glue handprints to the cone to make tree. Stick stickers and string
and star at the top.
Mother's/Father's Day – Make a necklace from eggshell carton section painted and threaded onto string, or toothbrush holder by cutting out and sticking pictures on the sides of a plastic container.
Halloween – Make a ghost. Using old stockings stuffed with scrunchy paper and tie at the top. Cover with a piece of scrap white material with holes cut out for eyes.

**ACTIVITIES OF DAILY LIVING.**

**FOOD ACTIVITY**
Choose a selection of no-cook food activities for the occasion. Have the children measure, mix, stir, and shape food items.
* Hand over hand assistance to be provided. Encourage tipping, pouring, reaching and holding. Encourage non-dominant hand to help stabilise bowl etc.

**DRAWING ACTIVITY.**

**MAKING CARDS**
This is a tabletop task. Provide the children with paper, string, glitter, stickers, pictures to cut out relevant to occasion, glue etc. Have them create a card for a loved one. Some templates included for pre-made cards.
* Use modified handled brushes and thick markers. Hand over hand assistance may be required.
**INDIVIDUAL RECORD OF PROGRESS - WEEK 8**

<table>
<thead>
<tr>
<th>CHILD'S NAME:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>ACTIVITY</strong></th>
<th><strong>DONE</strong></th>
<th><strong>COMMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION ACTIVITY: OBSTACLE COURSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANIPULATION ACTIVITY: DECORATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES OF DAILY LIVING: FOOD ACTIVITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAWING TASK: MAKING CARDS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THERAPIST'S SIGNATURE:**
PRESENTATION.

At the end of the program, set aside some time to present the children with a certificate of participation. (Refer to template)