

Strategies

- Select a new activity that you think the child can accomplish. Simplify the activity if necessary to ensure the child can achieve it. This might be by doing just one part of the whole activity.
- Grade the activity to the child's skill level so they are able to achieve it. This should reduce frustration and increase motivation.
- Demonstrate the activity and then ask the child to try.
- Help the child identify the steps needed to achieve the task by asking questions like "what do you need to do?", "what next". Don't tell the child what to do.
- Give the child frequent opportunity to practice the skill as it will take a child with motor planning difficulties longer to "polish" a new skill and encourage generalisation of the skill.
- Present instructions for new or unfamiliar activities in the child's best modality i.e. visual, auditory or multi-sensory to encourage learning.
- Watch out for self esteem levels and avoidance of specific activities.
- This child may have excellent language skills and may talk excessively about what they are going to do but avoid actually performing the tasks they find difficult.

Frequency of activities

Complete a 10 – 15 minute session 3 times a week. It is suggested that you include some cutting at the appropriate stage for your child and then two other activities. Always monitor the motivation and interest levels of the child and adjust accordingly.

Complete activities from this sheet regularly for at least 3 months

If your child continues to have difficulty with initiating and planning and ultimately an ability to complete activities following implementation of these ideas for three months please refer to the Occupational Therapy service for an assessment of your child's needs and recommendations specific to your child.

Contact details: see part 1 of pack



READY TO MOVE: PLANNING AND ACHIEVING

Early Years Activity Sheet

**PAEDIATRIC OCCUPATIONAL
THERAPY SERVICES**

Introduction

Praxis is the ability to plan, sequence and carry out purposeful movements in order to achieve a desired task.

When a child learns a skill they may initially be slow to complete the task. They may need to take time to think and organise their body and they may not complete the task efficiently. Over time and with practice that person will learn the movement patterns required. They will then have mastered that motor skill and that skill then becomes automatic.

Some children have more difficulty with planning, sequencing and refining the movements required when learning a new skill. They may also have difficulty generalising a skill to another situation. Children with difficulties in motor planning may present with the following difficulties:

- Co-ordination difficulties e.g. delayed gross and fine motor skills
- Poor organisational skills e.g. disorganised for age, poor sequencing
- Perceptual problems e.g. difficulty learning shapes,
- Spatial difficulties e.g. difficulty judging distance
- Poor body awareness

- Copy simple block designs/ construction with Lego.
- Sorting games using different shapes and sized objects.
- Copy patterns when threading or using pegs.
- When learning shapes use a multi sensory approach. I.e. use lots of different mediums for drawing in and with e.g. shaving foam, sand, paint, crayons, and chalk. Use big movements initially, drawing on a large piece of paper on the floor or at a table or at an easel.
- Using play dough or therapeutic putty which provides more resistance and therefore more sensory feedback. Copy a shape or model made by teacher.

Whole Body Activities

- Completing obstacle courses where the child has to move through a range of positions e.g. climbing, tunnel and balance beam and where they have to change direction.
 - Animal walks e.g. walk like a crab, bear, duck etc
 - Copying static body positions and actions e.g. "Simon says" games
 - Heel to toe walking along a line
- Jumping – initially jumping from a step or on a trampoline to get the idea. Then sequence jumping e.g. star jump, knees up, jump with hands on head e

Hand Activities

- Cross marching – opposite leg with arm and star jumps
- Ball games (start with rolling and kicking and move onto throwing and catching)

Strategies for use around the child's environment

- Help the child by identifying and defining space e.g. Place tape around the sand corner, the carpet space, etc.
- Try using a carpet square for the child to sit on at carpet time.
- Use short instructions such as tidy up time, snack time, carpet time. Or other auditory cues such as bells or tambourine to gain attention.
- Encourage movement, where appropriate, when the child has pay attention or sit and listen e.g. encourage the child to turn the pages of the story or point to pictures
- This child will learn the routine and follow it so be aware that when the routine is different the child may require additional support