

Strategies that may help

- Talk about the “helper” hand and the “doer” hand.
- Consistently prompt a child to use two hands where required. This can be a verbal prompt or a physical one by placing the object in their hand to stabilise
- Dycem matting or clip boards can be used to stabilise objects where the child is unable to use the other hand to stabilise a task due to disability.

Frequency of activities

Complete at least a 10 – 15 minute session 3 times a week. Always monitor the motivation and interest levels of the child and adjust accordingly.

Complete activities from this sheet regularly for at least 3 months

Improving our service

We continue to review our service to make sure that it meets the needs of those who are using it. We would appreciate any suggestions on how we may improve and also comments on what was good about the service. If you have any compliments, suggestions or complaints, please write to or contact any member of staff in the first instance, or to the Occupational Therapy Service Lead if necessary.

Contact details: see part 1 of pack

READY TO MOVE BILATERAL INTEGRATION

Early Years Activity Sheet

PAEDIATRIC OCCUPATIONAL THERAPY
SERVICES

Introduction

The ability to coordinate the right and the left sides of the body and to cross the midline of the body is an indication that both sides of the brain are working well together and sharing information. This bilateral coordination is an important foundation for the development of many gross and fine motor skills and is essential for the development of hand dominance for refined, skilled tool use.

Good co-ordination of the two body sides is important for pre-writing and scissor activities as well as the development of independence skills such as using cutlery and getting dressed.

Children with poor coordination of two sided of the body together may resent with the following difficulties;

- Avoidance of crossing the midline of the body
- Difficulties with coordinating one hand to move whilst the other stabilises e.g. one hand holding a pen whilst the other removes the lid
- Switching hands during fine motor activities
- Difficulties with gross motor activities involving two sides of the body including jumping and catching a ball.
- Delayed development of hand dominance

Activities

- Action songs and rhymes
These involve using two arms/legs together whilst doing the actions e.g. “wind the bobbin up”, “hokey kokey”, heads, shoulders, knees and toes”

- **Toys that involve pushing and pulling with both hands:**

Interlocking barrels/Russian dolls
Taking tops off markers
Rolling play dough with a rolling pin
Games involving pieces that push or click together – pop beads, Duplo, Megablocks
Velcro toy food
Bubbles – holding and putting wand in

- **Toys with moving parts**

Vehicle play – attaching trains, trailers
Wind-up toys e.g. Jack in the box
Kaleidoscope

- **Self help activities**

Most self help activities require the coordination of two hands e.g. holding the bowl whilst eating, pulling up/down trousers after toileting

- **Jumping Games**

Jumping on the spot, feet together
Jumping over a rope or in and out of hoops, feet together
Jumping off low objects, e.g. steps, or on a trampoline, feet together

- **Everyday activities**

Sweeping the floor or using a dustpan and brush
Opening jars
Pouring games
Spreading jam/butter on toast

- **Lacing Activities**

Simple lacing activities give children an opportunity to experiment with hand dominance.

- String beads with a large hole onto a straw or pipe cleaner
- String beads onto a stiff shoe lace (wrap selotape around the end to lengthen the stiff end)
- String small beads onto a shoe lace
- Lacing cards

- **Craft activities**

Removing stickers from the packet to stick onto a picture is often a very motivating bilateral activity
Ripping paper to make paper-mache or collages
Gluing and sticking

- **Catching Games**

Catching a balloon
Hitting a balloon with a rolling pin held with both hands
Catching beanbags and large balls