

Introduction

Eye-hand coordination is the ability to coordinate the eyes with the finely graded actions of the shoulders, elbows, forearms, wrists and fingers. The eyes and the hands develop skills separately and together as the child participates in daily living and play activities.

The development of eye-hand co-ordination begins as babies first realise that their hands can be used to reach for and touch the object they are looking at. They start with swiping movements which gradually develop into reaching for and grasping an object in a controlled manner. Young children learn what position the body must be in, the direction in which to move, the distance between the hand and the object and the adaption the hand must make to accommodate the size and shape of the object.

Children require good eye control, postural control and body awareness to develop eye-hand coordination.

Difficulties with eye-hand coordination can affect the development of fine motor skills, prewriting skills and independence in activities of daily living.

Activities

Stacking cups & building bricks

Try hiding a toy of interest under one of the cups to encourage the child to engage in the activity. They can then place a cup on top of a toy on the stack to hide it from you.

Water/Sand Play (pouring games)

Encourage the child to pour water, sand or rice from one container to another. Make the containers smaller as the child becomes more proficient. Also encourage the child to pour their own drink from a small jug.

Posting Games

Encourage the child to post coins into a money box or letters into a post box. Change the direction of the box so the child can practice turning the coin the right way round to fit. Also try getting the child to drop dried peas or beans into a narrow necked bottle to make a shaker.

Threading games

Practice threading. Start by encouraging the child to place cotton reels on sticks then progress to threading a thick lace and lacing a card.

Hammering games

Play games that involve banging or hammering e.g. hammering pegs, playing a xylophone. Encourage the child to choose where they are aiming for and prompt focused visual attention on the activity.

Small world toys

Play with toys that encourage accurate placement of toys e.g. putting the man in the car or on the chair (happy land and fisher price play toys are good for this).

- Prepare the child's sensory system prior to fine motor activity by providing deep pressure and touch input e.g. push hands together, wiggle fingers, play with play dough or messy play activity
- If the child struggles to isolate their index finger and thumb give the child a small object e.g. a coin to hold in their palm with three fingers whilst completing the activities. This encourages isolated use of the index finger and thumb
- The child will need supervision during these activities so that you can encourage them to isolate their fingers instead of using a whole hand grasp

Frequency of activities

Engage the child with activities from this programme for up to 15 minutes for 3 focused sessions a week. Simply adjusting your current activities and encouraging the child's participation in activities they would not usually not normally choose will support development.

Complete activities from this sheet for 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

BUSY HANDS PRECISE FINGER MOVEMENTS

Early Years Activity Sheet

**PAEDIATRIC OCCUPATIONAL
THERAPY SERVICES**