

HOME PROGRAM FOR FINE AND VISUAL MOTOR SKILLS

Bridgeport Board of Education

Occupational Therapy Department

Fine Motor Skills

1. ____ Put together small pop beads, Legos, building blocks, Lincoln Logs, etc.
2. ____ Knead Play-Doh and build a shape. Can use Play-Doh accessories such as plastic scissors or rolling pin to further encourage strength and bimanual skills.
3. ____ Place small objects hidden in the Play-Doh and instruct your child to find them.
4. ____ Play pegboard games
5. ____ Use small objects such as buttons, beans, dry macaroni and place inside a small container using a pincer grasp. To make the task more difficult use tweezers to pick up each item. Encourage your child not to switch hands during this activity to promote hand dominance and crossing midline (Olsen & Knapton, 2012).
6. ____ Squirt a water bottle outside on the playground or into the sink (Olsen & Knapton, 2012).
7. ____ Squeeze a kitchen baster to move cotton balls across the table. Can have a race with another child (Olsen & Knapton, 2012).
8. ____ Finger paint with Jell-O or applesauce on a piece of paper. Can draw prewriting strokes such as line down, line across, or circle.
9. ____ Place small food items such as mini marshmallows or multi-color cheerios onto letters. (Olsen & Knapton, 2012).
10. ____ Sting popcorn, beads, or cut up straws to make a necklace or bracelet (Olsen & Knapton, 2012).
11. ____ To increase strength in shoulders and arms, have your child color or draw on a vertical surface such as a chalkboard, easel, or large pieces of paper taped to the wall (Olsen & Knapton, 2012).
12. ____ To develop a good pencil grasp, break crayons or chalk into small pieces to encourage fingertip control and strength. Crayons are better to use as they naturally provide resistance and increases finger strength. *Make sure to show your child how to hold onto the crayon* (Olsen & Knapton, 2012).
13. ____ Provide big sheets of paper to allow loose scribbling/drawing. Encourage imitating prewriting strokes such as line down, line across, circle, and cross (Olsen & Knapton, 2012).

Visual Motor Skills

1. ____ Hit and catch a bright color balloon. When catching becomes easy, start to play balloon volleyball and advance to balloon badminton

2. ____ Highlight the edges that border pictures when coloring or cutting.
3. ____ Practice scissor skills: highlight the edges of a paper plate or the lines of an index card and have your child cut on the small lines, gradually increase to cutting across the plate or card. As your child improves, start to introduce a square.
4. ____ String colored beads in a simple pattern i.e., red, blue, red, blue.
5. ____ Trace inside a simple pathway. The borders can be highlighted to provide extra visual information. Start with simple straight thick lined pathways and progress to curves or squiggles as the skill improves.
6. ____ Encourage puzzles: start with simple large piece interlocking puzzles and help your child to problem solve and correctly put pieces into place. Gradually build on the difficulty level as your child improves.
7. ____ Use Wikki Stix to form shapes, letters, numbers or place on the borders when coloring to provide more visual and tactile information.
8. ____ Toss It In: Place a large plastic laundry basket or container tilted on the floor. Have your child stand 3 to 4 feet away and ask him or her to throw a Nerf or plastic ball underhand into the basket. With success, place the container flat and increase the distance of your child to the basket (Beery & Beery, 2004).
9. ____ Match -Ups: Use double prints of interesting photos or playing cards. Mix up 6 to 12 photos or cards and ask your child to match-up the pictures. Can progress to playing memory starting with 4 to 6 pictures (Beery & Beery, 2004).
10. ____ Highlight the lines on the edges of a paper plate and have your child cut and fringe the plate (Bridgeman, 2002).
11. ____ Reduce clutter in your child's workspace: introduce one item at a time during tabletop activities.
12. ____ Provide a contrasting background to help increase visual attention and figure ground perception, e.g., red dish on a white placemat, white paper on a blue table.

If you have questions, please contact the Occupational Therapy Department at Skane School

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