

## Reaching: Following things with eyes

To follow moving things with eyes.

### TOYS & ACTIVITIES

- › Colourful toys.
- › Rattles.
- › Squeak toys.
- › Hand/finger puppets.
- › Penlight torch.



**When your child is positioned in a stable position, e.g., lying down, supported in your lap, semi reclined in supportive seat try the following:**

- › Show him things about 30 cm away from his body and in front of his eyes.
- › Make eye contact with him and see if he can follow your eyes/face as you slowly move your head in one direction and back to the starting position.
- › Use brightly coloured, interesting objects (that may also make a sound) for child to look at and slowly move it across their line of vision to the side in an arc.
- › Watch how much his eyes move and if he 'loses track' of the object, hold it still or bring it back to where his eyes are looking.

**The eye tracking skills usually follow this order:**

- › Looking from the side the child is facing into the middle.
- › Looking from the side the child is facing into the middle and then a bit past the middle.
- › Looking a little bit down towards the child's chest.
- › Looking a little bit upwards, towards forehead.
- › Looking from one side to the other.
- › Looking up down and side to side.

### ATTENTION & CONCENTRATION

- › Brighter colours or music/ noise may help to focus your child's attention.
- › He may notice your face if you make a strange noise, e.g., raspberry, clicking noise.

# Reaching: Following things with eyes

To follow moving things with eyes.

## BATHING

- › Move your head and encourage your child to follow your movements by pulling funny faces, making interesting noises (raspberries etc).
- › Using a brightly coloured wash cloth, move the wash cloth as you are talking about it and encourage your child to follow the movements with their eyes.

## DRESSING

- › When your child is lying on his back to be dressed/changed, use your head movements and facial expressions or noises to encourage your child to follow your movements with their eyes.

## MEALTIMES

- › Move bottle/food momentarily in front of your child's eyes before offering it to them.

## PLAYING

- › Use your child's favourite squeaking/rattle toy. Move it in front of eyes as suggested above.
- › Use mobiles or toys hanging in front of face.
- › Toys that have a noise, e.g., squeak and that are visually interesting, e.g., sparkling may attract your child's attention.

## WAKING

- › When your child is lying in cot/bed, make eye contact with him and slowly move you face from side to side and/or up and down and encourage your child to watch your movements.
- › Greet 'good morning' with a favourite toy/puppet and move the toy while encouraging your child to watch the movement with their eyes.
- › Position child on different ends of the bed on alternate nights so that looking in a different direction.

## OUTINGS

## Reaching: *Beginning to reach*

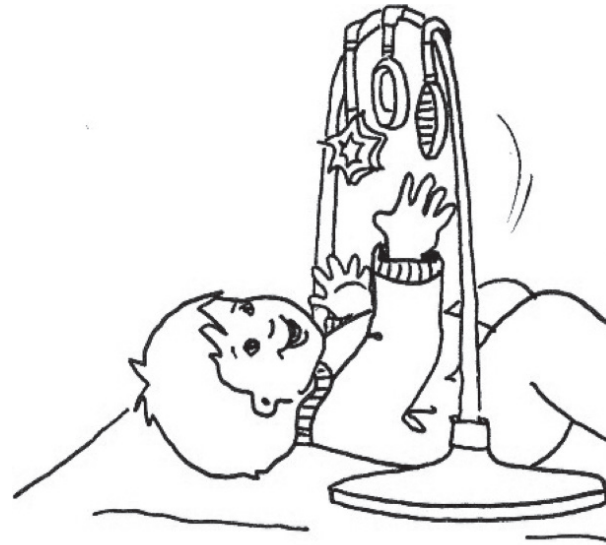
Learning how to reach and grasp.  
Beginning of eye-hand coordination.

### TOYS & ACTIVITIES

- › Hanging mobiles.
- › Posters/pictures on the wall.
- › Bubbles.
- › Rattles/squeak toys.
- › Wind chimes.
- › Toys that crinkle.
- › Wearing hand rattles.

### SONGS & ACTIONS

- › Twinkle, twinkle little star.



- › Help your child's awareness of his hands by:
  - Bringing hands forward.
  - Gently stroke and massage hands and talk about them.
- › Place your hands/hair/toys within a range that your child could reach.
- › Demonstrate to your child how to push hanging toys on mobiles.
- › When holding and moving around with your child, talk about and pause at items that your child may be interested in, e.g., mirror, pictures on the wall, plants in the garden, dangling mobiles.
- › Use frames that small toys can be dangled from in front of your child when he is lying or in supported sitting.

### ATTENTION & CONCENTRATION

- › Give lots of praise when your child does reach out to touch desired object, e.g., kiss his fingers/blow raspberries when he reaches towards your face.
- › Noisy and/or colourful toys may help to get your child's attention.

### TRY TO AVOID

- › Please don't leave child unattended with dangling toys/objects.

## Reaching: *Beginning to reach*

Learning how to reach and grasp.  
Beginning of eye-hand coordination.

### BATHING

- › Suspend wash cloth in front of your child for him to reach.
- › Gently blow bubbles near child for him to see and reach for.
- › Place his hand under a wet wash cloth as you squeeze water out of it.
- › Using 'rain' bucket or tap, encourage your child to reach forward to feel the running/dripping water.

### DRESSING

- › Gently pat hands during dressing and talk about them with your child.

### MEALTIMES

- › When seated in supported position, encourage him to reach forward to touch bottle/breast or spoon.

### PLAYING

- › When your child is lying and/or well supported, talk about and demonstrate moving objects that are within his reach.
- › Use a hand - held mirror for him to reach toward.
- › Notice which toys tend to interest your child and use them to practise reaching.
- › Use noisy toys, e.g., rattles/ squeaking /crinkle toys to gain his attention.
- › Lying on his side is a good position when a toy is placed on the floor next to him.

### WAKING

- › Encourage your child to reach up for your hands by talking to him, wiggling your fingers and placing your hands within his reach.

### OUTINGS

- › Hang small mobiles where your child can see them when in car seat/stroller/ pram.
- › Visit gardens and talk about and explore the leaves and flowers, encourage your child to reach for leaves/flowers.
- › Discover where there are wind chimes in an outdoor area that you and your child can reach.

## Reaching: Reaching with both hands

Eye-hand co-ordination.  
Reaching is needed before grasping is developed.

### TOYS & ACTIVITIES

- › Rattles.
- › Musical or squeak toys.
- › Mirrors to look at.
- › Mobiles or play centres with toys hanging down.
- › Wrapping/cellophane paper.

### SONGS & ACTIONS

- › Any songs that will help gain your child's attention to reach upwards, e.g., sing 'twinkle, twinkle' and hold a star that your child can reach for.



When your child is in a well supported position, e.g., cradled in your lap/in a supportive chair/lying on the floor, facing you:

- › Give him interesting things to reach towards, e.g., your face, an interesting toy.
- › Make interesting sounds/gestures to encourage your child to reach, e.g., kisses, raspberries when he reaches for you face.
- › Hold interesting things in front of your child, e.g., favourite toy, rattle, bright object.
- › At first make it easy for him to reach, and gradually try to make it a little more challenging, by positioning yourself/ the toy a little bit further away.
- › When picking your child up, put your hands in a position that encourages your child to reach forward.
- › If reaching is difficult for your child, hold him securely in your lap and place his arms forward and relaxed. Sometimes holding your child's shoulders/elbows forward can help him.
- › If your child tends to rely on only one arm for reaching, try lying him on that side, to encourage him to reach with the other arm as well.

### ATTENTION & CONCENTRATION

- › By tapping your child's hand with the toy/object, it helps your child to be aware of it.
- › Talk to him about what he is doing.
- › Activate the music/noise of a toy to help your child to focus on it.

### TRY TO AVOID

- › If your child tends to rely on only one arm for reaching, try lying him on that side, to encourage him to reach with the other arm as well.

## Reaching: Reaching with both hands

Eye-hand co-ordination.  
Reaching is needed before grasping is developed.

### BATHING

- › Encourage your child to reach for a brightly coloured wash cloth/toy.
- › Put floating bath toys in the bath with your child.
- › Use a colourful bath mitt like a puppet and talk to your child with the 'puppet'. The puppet can encourage the child to reach again.
- › Splash and make bubbles with your hands and encourage him to do the same.

### DRESSING

- › Hold up and talk about the items of clothing that you are using. Wiggle them in front of your child and encourage him to reach forward to touch. Praise and talk about it, when he is successful.
- › Encourage your child to reach forward to your face by making funny expressions/sounds while he is looking at you.

### MEALTIMES

- › When your child is well supported in his chair/your lap, show him the bottle/food in front of him, talk about it and encourage him to reach forward to touch it.
- › Make interesting facial expressions/noises and encourage him to reach forward and touch your face. Blow raspberries on or kiss his fingers.

### PLAYING

- › Using brightly coloured/interesting/noisy toys, hold the item close to his body and in the middle. Encourage your child to reach forward for it by shaking/moving the toy to make it appealing. Provide lots of praise and encouragement when your child is successful.
- › Use soft puppets that can 'talk' to your child.

### WAKING

- › Using interesting toys/puppets, hold in front of the child and encourage him to reach up to touch.
- › Using items that have interesting textures, e.g., fluffy fabric, silky fabric.

### OUTINGS

- › When out in the garden, at a playground, position your child in front of interesting items to reach for and touch, e.g., leaves on a branch, wind chimes at a park. Hold the item within reach of your child, move it, touch your child's hands with it and talk about what you are doing together.

## Reaching: Reaching with one arm

*One side of the body needs to be able to work independently of the other.*

### TOYS & ACTIVITIES

- › Rattles.
- › Small squeak toys.
- › Small ball/block.
- › Rusk.
- › Spoon.
- › Bubbles.
- › Hand/finger puppets.
- › Wind chimes.
- › Musical instruments, e.g., toy drum.
- › Toy mobile phone.
- › Toy hammer.



- › Give him objects that can fit into one hand.
- › Let your child spend time on his tummy and/or over a roll/wedge and reaching forward with one hand while leaning on the other.
- › Position your child on his side and provide toys/objects for him to reach for with the free arm. Alternate which side he is lying on to encourage either hand to reach.
- › If your child is tending to only use one arm, encourage him to also use the other by offering toys on that side of the body, or lying him on his side so that the less used arm is free.
- › If your child has a toy in one hand, offer another small toy for the other hand to grasp.
- › Position a mirror on one side of your child and encourage him to touch his reflection.

### ATTENTION & CONCENTRATION

- › Talk about what is happening to help increase your child's awareness.
- › Find out what toys are your child's favourite and use these.

## Reaching: Reaching with one arm

One side of the body needs to be able to work independently of the other.

### BATHING

- › Encourage your child to reach for floating toys/ bubbles/wash cloth with one hand or the other.
- › Use bath mitt puppets and play 'hello' games with your child and encourage him to reach for and touch the 'puppet'.

### DRESSING

- › Offer your child a brightly coloured small toy/sock/ piece of fabric to reach out for whilst you are dressing him.
- › Talk to your child about what you are doing and which hand he is using and what he is doing with the hand.

### MEALTIMES

- › Encourage your child to reach for bottle/cup/item of food with one hand by holding it within reach and towards one side.
- › Place item on a tray within child's reach and encourage him to reach forward
- › Verbally praise him when he reaches for something and plays with food.

### PLAYING

- › Place interesting toys within your child's reach, sometimes in the middle and sometimes on either side.
- › Use toys that are noisy/squeaky/ colourful /crinkle to attract your child's attention.
- › If your child tends to use one hand more than the other, offer toys to the less used side/ position your child on their side to encourage him to use the other hand or gently hold the more used hand whilst offering toy to the other hand.
- › Provide time to play on his tummy, leaning on one arm and reaching forward with the other.

### WAKING

- › When greeting your child, move your face to one side and encourage him to reach forward and touch your face. Reward him with a raspberry/kiss/ gentle squeeze of his hand.
- › Encourage him to reach for a cuddle.
- › Help him to reach to turn on light.

### OUTINGS

- › When at the park, garden, etc position your child's stroller/ seat so that he can reach forward and touch items with one hand or the other, e.g., wind chimes, leaves, flowers.
- › Place hanging toys on pram/stroller for him to reach.

## Reaching: *Taking things out of containers*

Learning the concept of in and out.  
Teaches your child how to get something that they can see.

### TOYS & ACTIVITIES

- › Boxes without lids.
- › Margarine/ice cream/yoghurt containers.
- › Toy buckets.
- › Small pots and pans.
- › Small blocks.
- › Small balls - variety of colours and textures.
- › Colourful small (craft) pegs.
- › Sand.
- › Playdough balls.
- › Cotton balls.
- › Shells.



- › Provide a variety of different containers for the child to play with:
  - Boxes without lids.
  - Margarine/ice cream/yoghurt containers.
- › Provide a variety of different objects to put into the containers
  - Small blocks.
  - Small balls (variety of colours and textures).
  - Colourful small (craft) pegs.
  - Sand.
  - Playdough balls.
  - Cotton balls.
  - Shells.
- › Begin with containers that are shallow and gradually increase the depth as your child learns how to get the items out.
- › Demonstrate how to get items out of containers. Guide your child's hands to copy your movements.
- › It may help if you stabilise the container for your child or place it on a non-slip surface (non-slip mat or a damp sponge).

### ATTENTION & CONCENTRATION

- › Lots of praise and attention when your child attempts to do this for himself.

### TRY TO AVOID

- › Small items that could be a choking hazard.

# Reaching: Taking things out of containers

Learning the concept of in and out.  
Teaches your child how to get something that they can see.

## BATHING

- › Use plastic containers or bath buckets in the bath. Show your child how to tip the container to empty the water out.
- › Place smaller bath toys into the containers and tip them out while your child is watching.
- › Talk about the concepts of in/out and upside down.

## DRESSING

- › Talk about 'in' and 'out' as you are dressing your child, e.g., 'We are putting your arm in the sleeve'.

## MEALTIMES

- › If your child empties things out of his bowl onto table, talk about what has happened, e.g., 'Oh dear, you have tipped the container upside down and now the food has fallen out!'

## PLAYING

- › Have small containers for storing play items:
  - Your child can practise putting things in/out.

## WAKING

## OUTINGS

- › Collect shells/pebbles to put in/out of containers.

## Grasping: Purposfully holding objects

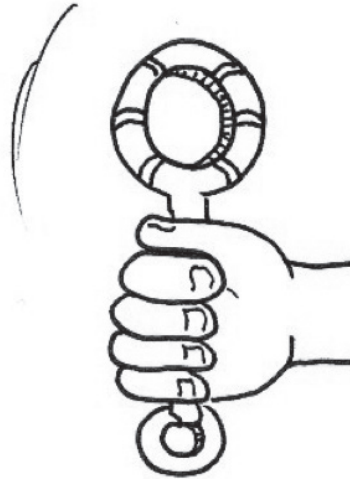
We are born with a grasp reflex which is an automatic response but not used with purpose. When this reflex fades, the child can then learn to purposefully hold things in his hands.

### TOYS & ACTIVITIES

- › Rattle.
- › Adult's finger.
- › Dowel rods.
- › Wooden cubes/blocks.
- › Musical instruments like rattles, shakers.

### SONGS & ACTIONS

- › Open shut them.



- › Provide objects that can easily fit into the child's hands.
- › Give your child one object at a time and in one hand at a time.
- › Show the object to the child, wait to see if he reaches for it, then place it next to the palm of his hand.
- › If your child drops the toy, pick it up and let him try to hold it again.

#### If your child still has a strong grasp reflex:

- › Try these activities when he is lying on his side or tummy.

#### If your child has difficulty letting go of object:

- › Gently shake the forearm, or.
- › Rub the back of the hand, or gently bend the wrist forward slightly to encourage the fingers to open.

### ATTENTION & CONCENTRATION

- › Tapping the object on the palm of the hand will increase your child's awareness of the object.
- › Brightly coloured and/or textured objects/toys may help your child's awareness.

### TRY TO AVOID

- › Small items that could be accidentally swallowed.

## Grasping: Purposely holding objects

We are born with a grasp reflex which is an automatic response but not used with purpose. When this reflex fades, the child can then learn to purposefully hold things in his hands.

### BATHING

- › Let your child hold a small bath toy or wash cloth.

### DRESSING

- › Talk about, show and let your child hold small items, e.g., socks during dressing.
- › During nappy change, let your child hold small items in one hand, e.g., rattle, tube or nappy rash cream (with lid firmly on!), clean wet wipes.

### MEALTIMES

- › When breast and bottle feeding, let your child hold one of your fingers in one of their hands.
- › Talk about, show and let your child hold items such as small spoon, teething ring, teething rusk during mealtimes.

### PLAYING

- › Provide small toys for your child to grasp during time spent on the floor.
- › Rattles and objects with moving parts provide extra sensations, e.g., rattle noise and visually moving parts.

### WAKING

- › When child is lying in their cot/bed, show and talk about a small toy and/or your fingers and then place them within easy reach for him to grasp.

### OUTINGS

- › Attach small rattles/toys to car seat, stroller and position wear the child can see and grasp.

## Grasping: Ulnar Palmar Grasp

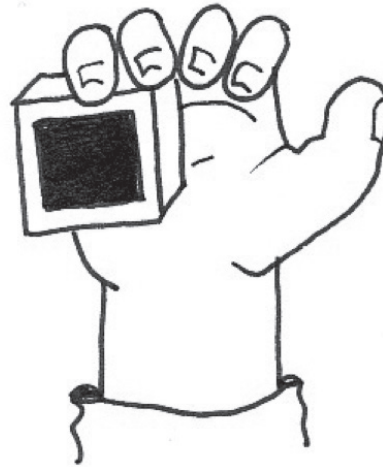
It is the beginning of a controlled grasp. The child holds small objects against his palm, using his ring and little fingers.

### TOYS & ACTIVITIES

- › Rattles with long, thin handles.
- › Teething rings/rusks.
- › Adult's finger.
- › Activity rings that link together.

### SONGS & ACTIONS

- › We are all shaking (with rattles to tune of We are all clapping).



- › Choose toys/objects that are the right size to fit into the child's little and ring fingers.
- › Encourage the child to grasp things during everyday activities.
- › Pass the toy/object to your child near their little finger and touch his hand with the toy/object.
- › Alternate which hand you offer toys/objects to.

### ATTENTION & CONCENTRATION

- › Bright colours and different textures may help your child's awareness.
- › Talk to the child about what is in their hand, how it might feel and what it can do.

### TRY TO AVOID

- › Items that are small that could be swallowed.

USING  
HAND SKILLS

U2B

## Grasping: Ulnar Palmar Grasp

It is the beginning of a controlled grasp. The child holds small objects against his palm, using his ring and little fingers.



### BATHING

- › Offer the child small bath toy to play with while he is being washed.
- › Encourage the child to grasp adult's finger and splash in the water.

### DRESSING

- › Provide an interesting object/toy to play with, e.g., rattle.
- › Talk to the child about the toy/object and encourage the child to hold in either hand.

### MEALTIMES

- › Encourage the child to hold spoon, rusk whilst feeding.

### PLAYING

- › Provide brightly coloured objects that are small enough to hold in little and ring finger, e.g., rattle.
- › For older children, provide objects/toys such as large crayon, toy hammer (one that squeaks when moved).
- › Talk about what the toy/object looks, feels like and what it is used for.

### WAKING

- › Let the child play with a toy with a pleasant noise, e.g., soft rattle.
- › Talk to the child about what is happening, e.g., "good morning, here is the blue rattle for you to hold in your right hand. Give it a shake and it will make a noise..."

### OUTINGS

- › Provide small toys/objects that the child can play with in the car seat/pram stroller.
- › Talk about what the child is doing with the toy/object.

## Grasping: *Palmar Grasp*

More mature grasp than ulnar palmar grasp.  
The child holds small objects against his palm,  
using his fingers.

### TOYS & ACTIVITIES

- › Small squeak and squirt toys.
- › Rattles.
- › Blocks.
- › Teething rings.

#### For older children also:

- › Thick crayons.
- › Tooth brush.
- › Toy hammer.
- › Toy rolling pin.
- › Play dough/clay.
- › Small wash cloth/sponge.
- › Rhythm sticks.

### SONGS & ACTIONS

- › We are all shaking, brushing, rolling, etc to tune of we are all clapping.



- › Provide with toys and objects that can fit comfortably in one hand.
- › Offer toys/objects to left and to right hand.
- › Offer toys/objects when your child is in different positions, e.g., lying on back, tummy, side, or sitting in a supported seat.

### ATTENTION & CONCENTRATION

- › Squeak toys will provide added interest.
- › Talk to the child about what is in their hand, how it might feel and what it can do.

### TRY TO AVOID

- › Items that are small that could be swallowed.

USING  
HAND SKILLS U2C

## Grasping: Palmar Grasp

More mature grasp than ulnar palmar grasp.  
The child holds small objects against his palm,  
using his fingers.



### BATHING

- › Provide small bath toys for your child to hold and squeeze.
- › Encourage the child to grasp adult's finger and splash in the water.

### DRESSING

- › Provide a favourite small toy/object for your child to hold during nappy change and dressing.

### MEALTIMES

- › Provide a spoon with a thicker handle for your child to hold.
- › Teething rusks can be held with palmar grasp.

### PLAYING

- › Provide brightly coloured objects that are small enough to hold in little and ring finger, e.g., rattle.
- › For older children, provide objects/toys such as large crayon, toy hammer (one that squeaks when moved).
- › Talk about what the toy/object looks, feels like and what it is used for.

### WAKING

- › Let the child play with a toy with a pleasant noise, e.g., soft rattle.
- › Talk to the child about what is happening, e.g., "good morning, here is the blue rattle for you to hold in your right hand. Give it a shake and it will make a noise..."

### OUTINGS

- › Have small toys/objects attached to stroller/car seat for your child to grasp, feel and explore when on outings.
- › Talk about what the child is doing with the toy/object.

## Grasping: Radial Palmar Grasp

This is a more mature grasp than other palmar grasps and involves use of thumb.

### TOYS & ACTIVITIES

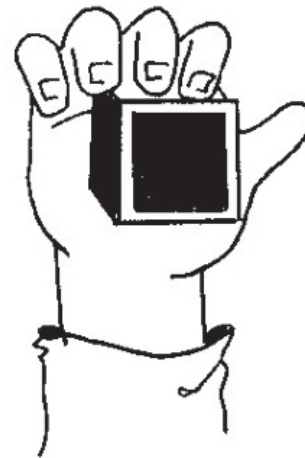
- › Small toys/objects that can fit into child's hand.
- › Rattles.
- › Blocks.
- › Small soft ball.
- › Teething rusk.
- › Squirt and squeak toys.
- › Crumpled piece of paper.

#### For older children:

- › Playdough/clay.
- › Musical instruments  
e.g., rhythm sticks.  
e.g., shakers, maracas.
- › Thick crayon.
- › Toy rolling pin/hammer.

### SONGS & ACTIONS

- › We are all shaking, brushing, rolling, etc to tune of we are all clapping.



- › Offer small toys/objects to the index side of child's hand.
- › Offer to right hand and then to left hand.
- › Offer toys/objects in a variety of different positions, e.g., lying on back, tummy, side and when is supported sitting.
- › Opportunities to play on tummy with weight going through flat hands helps to develop awareness and use of hands for grasping.

### ATTENTION & CONCENTRATION

- › Talk to the child about what is in their hand, how it might feel and what it can do.

### TRY TO AVOID

- › Items that are small that could be swallowed.

USING  
HAND SKILLS U2D

## Grasping: Radial Palmar Grasp

This is a more mature grasp than other palmar grasps and involves use of thumb.



### BATHING

- › Small squirt toys.
- › Small colourful wash cloth/sponge.

### DRESSING

- › Provide an interesting object/toy to play with, e.g., rattle.
- › Talk to the child about the toy/object and encourage the child to hold in either hand.

### MEALTIMES

- › Teething ring/rusk.
- › Toast 'soldiers'.
- › Place finger food in a shallow bowl for your child to reach in and grasp, e.g., macaroni, fruit pieces.

### PLAYING

- › Provide brightly coloured objects that are small enough to hold in little and ring finger, e.g., rattle.
- › For older children, provide objects/toys such as large crayon, toy hammer (one that squeaks when moved).
- › Talk about what the toy/object looks, feels like and what it is used for.

### WAKING

- › Let the child play with a toy with a pleasant noise, e.g., soft rattle.
- › Talk to the child about what is happening, e.g., "good morning, here is the blue rattle for you to hold in your right hand. Give it a shake and it will make a noise..."

### OUTINGS

- › Provide small toys/objects that the child can play with in the car seat/pram stroller.
- › Talk about what the child is doing with the toy/object.

## USING HAND SKILLS U2E

# Grasping: Picking up small objects using a 'raking' grasp

This helps your child learn about picking up things with their hand. At this stage, the thumb does not work with the fingers, so the fingers 'rake' the small object towards the palm of the hand. This stage involves a lot of practise because it is coordinating the hands with the eyes.



### TOYS & ACTIVITIES

- › Bubbles and bath toys.
- › Small pieces of finger food on table, or in small bowl.
- › Sand.
- › Dried lentils.
- › Cotton balls (with your supervision).

#### Interesting textured items include:

- › Cold cooked pasta/spaghetti.
- › Goop.
- › Silky/fluffy pieces of fabric.
- › Leaves.
- › Petals.

### SONGS & ACTIONS

- › If you're happy and you know it clap your hands - practise with open hands.



- › Provide opportunities during the day for raking small objects.
- › Encourage your child to spend some time leaning on their open hands, e.g:
  - On their tummy.
  - When kneeling on mat/carpet.
  - Leaning over a wedge/roll and reaching forward for a toy/object.
- › If your child is having difficulty, reduce the chance of frustration by helping to put the object into his fingers.
- › Put small items into a small, shallow dish so that your child can 'rake' the objects against the side of the dish. Try to use a dish that is a different colour to the objects so that it is easier to see.

### ATTENTION & CONCENTRATION

- › Talk to your child about what you are doing and praise him when he is successful.
- › If the object to be raked is a different colour to the container/table top, it will be easier for your child to notice it.

### TRY TO AVOID

- › Don't leave your child unattended in case he puts something into his mouth.
- › Small items that could be accidentally swallowed.

USING  
HAND SKILLS U2E

## Grasping: Picking up small objects using a 'raking' grasp

This helps your child learn about picking up things with their hand. At this stage, the thumb does not work with the fingers, so the fingers 'rake' the small object towards the palm of the hand. This stage involves a lot of practise because it is coordinating the hands with the eyes.



### BATHING

- › Encourage your child to 'chase' and catch bubbles/bath toys in the bath.
- › Provide times for your child to try to grasp the wash cloth.

### DRESSING

- › Your child can help to gather clothing in his hands to pull on top or pull up pants.
- › Have child hold their nappy or reach for a wet wipe/cloth.

### MEALTIMES

- › Let your child have some time to feel and try to rake small pieces of food during mealtimes, e.g., put small pieces that your child is able to safely eat (sultanas, sweetcorn, peas) on their tray or in a small container.

### PLAYING

- › Put small objects that interest your child in a small, shallow container, e.g., rice, dried pasta, sand, cotton balls.
- › Use interesting textures that your child enjoys, e.g., 'goop', cold cooked spaghetti, fluffy/silky pieces of fabric.
- › When lying on his tummy, encourage your child to scratch, e.g., texture of carpet, piece of fabric.

### WAKING

### OUTINGS

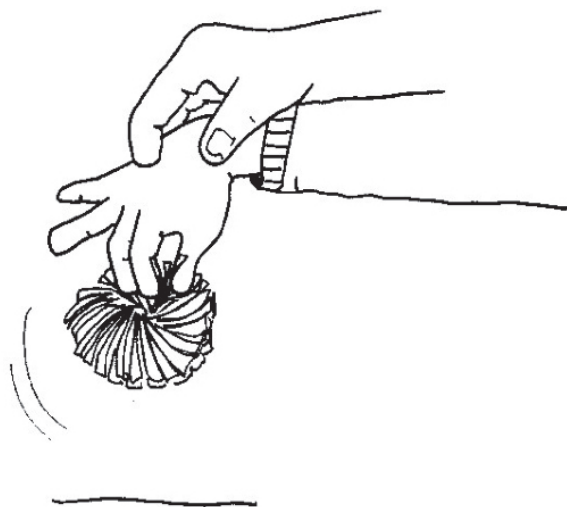
- › When out in the park, collect small nature objects, e.g., leaves, petals, sand and place in your palm or in an empty container for your child to look at, feel, explore and practise 'raking'.

## Grasping: Using thumb, index and middle fingers for grasp

The thumb is very important for a mature grasp. These fingers and thumb are important for the development of dexterity and manipulative skills.

### TOYS & ACTIVITIES

- › Small bath toys.
- › Bubbles in the bath to pop.
- › Squishy or squeak toys.
- › Toys with interesting textures/shapes, e.g., fluffy soft toy, cube rattle.
- › Child size spoon.
- › Teething rusk.
- › Small coloured blocks.
- › Small koosh balls.



- › Offer interesting toys/objects to the thumb side of the child's hand. If your child does not seem aware of the item, touch their thumb and index finger with it and/or move it and make a sound with it.
- › Alternate offering the object to the left and to the right hands.
- › Offer items to the left and right side and in the middle, to encourage your child to choose which hand to grasp with.
- › Place interesting small items (about the size of a film canister) in a shallow container for the child to reach in and grasp.
- › Practise this activity in a variety of different positions, e.g., on tummy, back, seated in a chair/lap.
- › Position your child over a small roll, wedge cushion, or your leg and encourage them to put weight onto their open hands.

### SONGS & ACTIONS

- › Open shut them.
- › Where is Thumbkin?

### ATTENTION & CONCENTRATION

- › Demonstrate and talk about using the toys/items in your hands and then give it to your child.
- › Use toys/objects that have interesting colours/sounds/textures, e.g., crumpling up paper.
- › It may help to wriggle the toy or make it squeak to help your child to notice it.

### TRY TO AVOID

- › Small items that could be accidentally swallowed.

## Grasping: Using thumb, index and middle fingers for grasp

The thumb is very important for a mature grasp. These fingers and thumb are important for the development of dexterity and manipulative skills.

### BATHING

- › Offer small bath toys to the index finger and thumb side of their hand while they are in the bath.
- › Put a small bath toy into a shallow bowl/dish for them to pick up.
- › Encourage your child to pop bubbles in the bath water.

### DRESSING

- › Ask your child to hold onto small items (e.g., sock, rattle, squishy toy) while they are getting dressed.
- › Offer items with interesting textures, e.g., fabrics that are fluffy/silky/rubbery.
- › Talk to your child about what they are doing.

### MEALTIMES

- › Present items to your child in shallow bowl or on their tray for them to reach and grasp.
- › Encourage them to hold spoon/rusk/bread stick in their thumb and index/middle fingers.
- › Talk to your child about what they are doing.
- › Sing songs about the task, e.g., "this is the way we hold the rusk, hold the rusk..."

### PLAYING

- › Use toys about the size of film canister, e.g., small coloured blocks, small squishy ball.
- › Position the toys in front of your child in a shallow tray/dish.
- › Position your child in a variety of different positions, e.g., on their tummy or back, lying on their side, lying over a small roll cushion, in a supported chair/lap.

### WALKING

- › Encourage your child to grasp things with his index and middle fingers and thumb when he is lying in the cot/bed by holding them close to the thumb side of his hand.
- › It may help to wriggle the toy or make it squeak to help your child to notice it.

### OUTINGS

- › If eating away from home, put small items, e.g., rusk, into a small, shallow container for your child to pick up.
- › When at gardens/parks, place interesting items in your palm or a shallow container, to show to your child and encourage him to pick it up to look at.

## Grasping: Using pre – pincer grasp

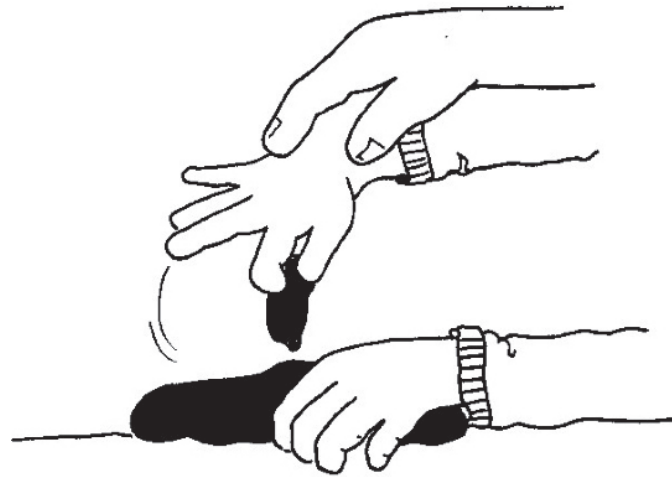
It is one of the stages for developing a precise grip with index/middle finger and thumb. The thumb moves to the side of the index finger to pick up small objects.

### TOYS & ACTIVITIES

- › Shoelaces, small blocks.
- › Small pieces of food, e.g., sultanas, small square of toast.
- › Straws.
- › Pinch small pieces of dough/ playdough.
- › Pull small pegs off a cardboard box.
- › Small bath toys in a shallow plastic container.
- › Small blocks in a shallow plastic container.
- › Koosh balls.
- › Cotton balls (with your supervision).

### SONGS & ACTIONS

- › Monkey in a tree.



- › When forearm is well supported, provide opportunities to pick up small things between thumb and index finger.
- › Place items on a smooth surface/table for picking up.
- › Show your child how to pick items up.
- › Place items in a small, shallow container for your child to put fingers and thumb into to grasp the objects.

### ATTENTION & CONCENTRATION

- › Colours, sound, movement and texture may help your child's awareness, e.g., activate a sound/movement of the toy to get your child's attention.

### TRY TO AVOID

- › Small items that could be accidentally swallowed.

## Grasping: Using pre – pincer grasp

It is one of the stages for developing a precise grip with index/middle finger and thumb. The thumb moves to the side of the index finger to pick up small objects.

### BATHING

- › Place small bath toys in a small, shallow container and demonstrate to your child how you can pick them up and put them into the bath.

### DRESSING

- › Attach small colourful (craft) pegs to your child's clothing and encourage them to pull them off – show them how first.

### MEALTIMES

- › Place small items, e.g., small square of sandwich, pieces of cooked pasta into a shallow container for your child to practise grasping
- › Cut all foods into sizes that your child can use to finger feed, e.g., toast 'soldiers'.
- › If your child uses a straw with drink, show him how he can lift straw up and down with his fingers and thumb.

### PLAYING

- › Show your child how to pinch and pull pieces of playdough.
- › Place small blocks into a shallow container and show your child how to pick them up one by one.
- › Use small squishy balls that are colourful or textured, e.g., 'koosh' balls. Place on table top or in a container for your child to lift up and drop onto the floor/table.
- › Encourage your child to pick up small items from the floor, e.g., shoelaces, pieces of playdough.

### WAKING

### OUTINGS

- › When out at a park/playground, place small, solid objects into a shallow container or the palm of your hand for your child to lift up and look at.
- › Place piece of bark/leaves in the palm of your hand for your child to pick up.

## Grasping: Using pincer grasp

This grasp is important for manipulation of smaller things, like buttons, pencils. It is the beginning of the thumb and index finger working together for fine motor tasks.

### TOYS & ACTIVITIES

- › Yarn/wool.
- › Shoestrings.
- › Strings on pull toys.
- › Small pieces of food.
- › Make small balls out of play dough and encourage your child to pick them up and/or squeeze them with his index finger and thumb.
- › Put one or two small colourful craft pegs on the rim of a container and encourage you child to pull them off with his finger and thumb.
- › Hide small colourful toys in playdough and help your child to discover them with his finger and thumb and them pull them out.
- › Use finger puppets on index and thumb and encourage them to touch each other.

### SONGS & ACTIONS

- › Fuzzy wuzzy caterpillar.
- › 5 little monkeys sitting in a tree.



- › Provide times during the day to practise picking up small or thin objects.
- › To encourage your child to pick up using his index and thumb, rather than all the fingers, provide him with only one or two things at a time, e.g., the string of a pull toy.
- › Practise using this grasp with the left and the right hands.

### ATTENTION & CONCENTRATION

- › Demonstrate and talk about using the toys/items in your hands and then give it to your child.
- › Use toys/objects that have interesting colours/sounds/textures, e.g., crumpling up paper.
- › It may help to wriggle the toy or make it squeak to help your child to notice it.
- › Use your child's favourite items of food to practise.

### TRY TO AVOID

- › Small items that could be accidentally swallowed.

## Grasping: Using pincer grasp

This grasp is important for manipulation of smaller things, like buttons, pencils. It is the beginning of the thumb and index finger working together for fine motor tasks.

### BATHING

- › Practise squashing the bubbles between the index finger and thumb of each hand.
- › Hold the wash cloth in the palm of your hand so that only a small bit is showing. Encourage your child to pull out the wash cloth using his index finger and thumb.
- › Use an eye dropper to squeeze drops of water into the bath.

### DRESSING

- › Encourage your child to attempt to grasp large buttons, fastenings, shoelaces between his index finger and his thumb.
- › Hide small items of clothing, e.g., socks, in the palm of your hand with a small bit showing and encourage your child to grasp it and pull it out with his pincer grasp.
- › Peg a small colourful craft peg somewhere on your child's clothes where he can reach and encourage him to pull it off with his index finger and thumb.

### MEALTIMES

- › Hold small pieces of food, e.g., piece of sandwich or cheese, in your fingers and encourage your child to grasp it with their fingers and pull it out of your hand.
- › Place one or two small pieces of food, e.g., small squares of cheese or soft fruit, in a shallow container and encourage your child to pick them up independently.

### PLAYING

- › Wiggle some yarn or the string of a pull toy on the floor and encourage your child to pick it up in his index finger and thumb.
- › Using peg boards, show your child how to pull items out with index finger and thumb.
- › Practise doing these activities with left and right hands.

### WAKING

- › Attach an activity toy to cot, e.g., activity centre that child can spin knobs, push buttons, etc. (Make sure that toy is attached securely with no long, dangling strings that can be hazardous).

### OUTINGS

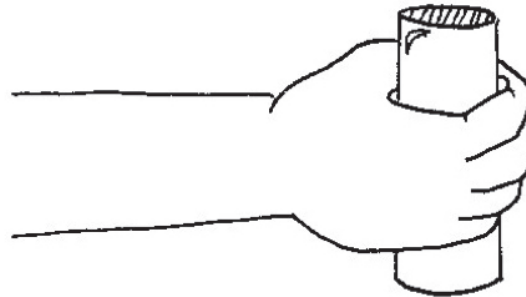
- › At the sand pit or beach, partially hide some small toys in the sand. Show your child how to 'find' the items and pull them out with a pincer grasp.
- › Show your child how to pull leaves and petals using a pincer grasp.

## Grasping: Forearm supination

Important skill for manipulating objects to look at them and to use them. Important for opening containers.

### TOYS & ACTIVITIES

- › Cup.
- › Bottle.
- › Finger plays.
- › Toy telephones.
- › Trays that can be carried with both hands, e.g., for tea set, carrying toys.
- › Hair brush..



- › Encourage your child to hold out their hand to receive small objects/toys.
- › Show your child how to hold cylindrical objects like bottle/cup/long shaker with their hands.
- › If this is difficult for your child try stabilising their shoulder with your hand or practise it when lying on their tummy with weight through their elbows.
- › Hide small objects under lightweight cups and encourage your child to 'find' them by turning the cups over.

### SONGS & ACTIONS

- › Round and round the garden
- › Where is Thumbkin?
- › Open shut them with forearm facing upwards.

### ATTENTION & CONCENTRATION

- › Activate the noise/music of toys to gain your child's attention.
- › Practising in a quiet room may help him to focus.

## Grasping: Forearm supination

Important skill for manipulating objects to look at them and to use them. Important for opening containers.

### BATHING

- › Hold an object/toy near your child's hand and encourage them to hold their hand open to receive toy.
- › Show your child how to splash the water with the back of your hand.
- › Have your child catch drops of water as you squeeze drops of water from a face cloth into their open palm.
- › Encourage him to hold/support a tray/plate with both hands while you put toys onto it.

### DRESSING

- › Watch how your child holds his arms to stretch to put on shirt – encourage him to move arm open and away from body.
- › Encourage him to brush own hair or to slide hair backwards.

### MEALTIMES

- › Encourage your child to hold a cup and/or bottle with their hands. Position the cup/bottle directly in front of them and show them how to hold it with their hands.
- › Ask your child to hold out plate to receive more food, (using one or both hands).
- › Encourage your child to 'cup' hands with palm facing upwards to receive small 'goodies', e.g., grapes.

### PLAYING

- › Play finger rhymes like 'round and round the garden' with your child's palm of hand.
- › Sing action songs that encourage supination, and include signing, e.g., 'where is tall man?'
- › Hide small interesting toys under some small plastic cups. Show your child how to find them by turning the cup over.
- › Play with telephones.
- › Hold cylindrical toys vertically in front of your child to encourage them to reach with forearm supinated.

### WAKING

- › Encourage your child to stretch arms with hands turned outwards and palms upwards.

### OUTINGS

- › Encourage your child to hold bar of pram/stroller with palms facing upwards.
- › Have a small container of snacks that your child holds with one hand (palms facing upwards).

## Releasing Objects: *Keeping hands open*

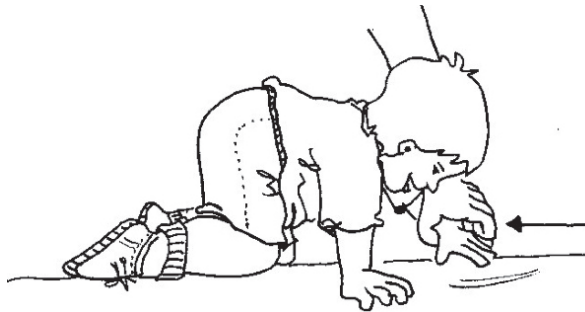
With open hands your child can touch and explore objects and toys. Feeling things with your hands helps to develop an awareness of where your hands are and how to use them.

### TOYS & ACTIVITIES

- › Play mat.
- › Use favourite toys or your fingers for your child to hold.
- › Mirror positioned near a roll or wedge.
- › Picture or feely books.
- › Push button or pop up toys.
- › Playdough, clay, shaving cream, yoghurt to press hands into.
- › Provide larger toys that have interesting textures, e.g., fur on the teddy bear, squishy large ball.

### SONGS & ACTIONS

- › Favourite nursery rhyme.
- › Lullabies.
- › We are all tapping/ slapping to tune of we are all clapping.



- › Lie your child on a variety of different textures and let him feel these with his hands, e.g., carpet, silky fabric, towelling.

If your child's hand feels tight:

- › Gently shake your child's forearm or tap/stroke the back of your child's hand and fingers.
- › Use a vibrating toy/object on the back of child's hand.
- › Use gentle rhythm to help your child to relax and open hand, e.g., sing a favourite nursery rhyme and rock forearm gently to the rhythm.
- › When your child's hands are relaxed, provide a soft touch object to feel e.g., furry blanket.
- › Position child over a roll (rolled up towel) or a wedge cushion and encourage him to:
  - Put weight through his hands and look up, e.g., at mirror, interesting toy.
  - Touch a play mat that is positioned within reach.
  - Look at picture books.
  - Feel in a tray of different textures, e.g., sand, cotton balls, dried seeds.
  - Push a large button on a toy that makes a sound or light.
  - Tap something that can make a sound, e.g., drum, empty can/box.
  - Make patterns in play dough/sand.
- › Let your child explore different sensations with hands, e.g., place hands in a tray with shaving cream or yoghurt.

### ATTENTION & CONCENTRATION

- › Lying on his tummy or side may help your child to relax and open his hands.
- › Gentle rocking/rhythm may help your child to relax and be able to open his hands.
- › Find out what textures he prefers, e.g., lambswool, cotton, terry towelling.
- › Use a calm voice to talk about different objects and body parts as you help your child to touch them.

### TRY TO AVOID

- › Forcing your child to feel textures/objects that distress him.

## Releasing Objects: *Keeping hands open*

With open hands your child can touch and explore objects and toys. Feeling things with your hands helps to develop an awareness of where your hands are and how to use them.

### BATHING

- › If bathing is a time when your child is more relaxed, encourage him to touch and explore bath toys and wash cloths.
- › Use wash cloths with different colours and textures.
- › When drying your child, try to maintain the relaxed state of the muscles through gentle massage of hands and gently shaking of the forearm.

### DRESSING

- › When dressing upper body, gently shake forearm to relax hands.
- › Sing songs about dressing in a gentle manner with an even and gentle rhythm.
- › Encourage your child to feel the texture of items of clothing.

### MEALTIMES

- › Try the relaxation techniques above prior to breast and bottle feeding; encourage your child to tap bottle with open hands.
- › When feeding in a high chair/ supported seat, position the elbows so that they are supported and can be relaxed.
- › Provide a 'place mat' with interesting texture, e.g., ribbed for your child to feel with open hands.

### PLAYING

- › Spend some play time over a roll/wedge and encourage your child to lean forward onto open hands.
- › Try to relax your child's hands (see above) before using toys/objects for him to feel.
- › Use large toys that have a button that activates a sound/ light/action.
- › Have trays with interesting textured things in it to explore with open hands.

### WALKING

- › Sing gentle, rhythmical greeting song to child when they wake and gently shake forearms to relax hands.
- › When hands are relaxed, explore the textures of blankets/ teddy bear/bed items.

### OUTINGS

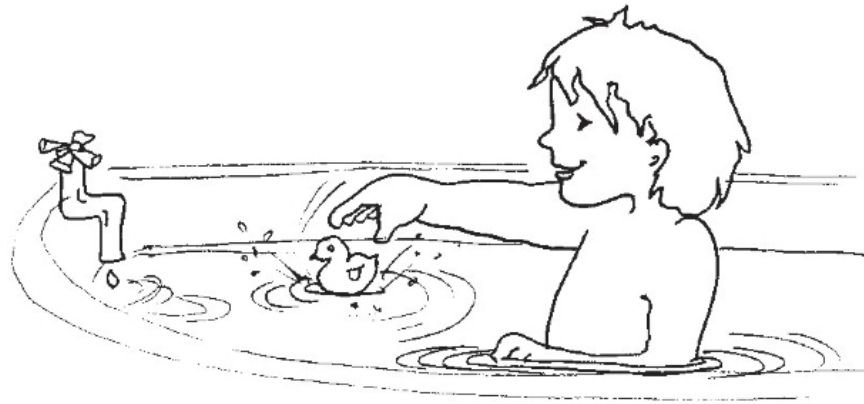
- › In the car seat or stroller, provide large, soft toys to feel.

## Releasing Objects: *Grasping and dropping*

Grasping and dropping helps the fingers practise the movements needed for controlled grasp and release. Fine motor skills.

### TOYS & ACTIVITIES

- › Sand and water play.
- › Goop, shaving cream.
- › Beads on a thread.
- › Toys/balls that light up when dropped.



- › Provide small, interesting toys/objects for your child to hold and release during the day.
- › Talk about what has happened when an object is dropped and encourage your child to look for it. Pick it up for them and encourage them to grasp it again.
- › Use toys that make a light/noise when they are dropped.
- › Use interesting textured items to pick up and drop, e.g., sand, 'goop', coloured bead necklaces. Demonstrate to your child how to pick up and let go. Talk about what you are doing and make interesting sounds as well, e.g., 'up, up up and down down down'.

### SONGS & ACTIONS

- › Der glumph.
- › Open shut them.

### ATTENTION & CONCENTRATION

- › Colourful objects may help to attract your child's attention.
- › Practising in a non-distracting place, e.g., away from other noises and toys.
- › Toys that light up and shine.
- › Shine a torch at object/s to gain attention.

USING  
HAND SKILLS U3B

## Releasing Objects: *Grasping and dropping*

Grasping and dropping helps the fingers practise the movements needed for controlled grasp and release. Fine motor skills.



### BATHING

- › Using wash cloth and/or bath toys, deliberately drop and pick up items, to make a splash.

### DRESSING

- › Practise dropping/releasing socks into shoes or into clothes basket.

### MEALTIMES

- › When your child drops things from his highchair, he is learning about releasing (and gravity). Talk about it with him and return the object to him.

### PLAYING

- › Toys that require placing, e.g., peek-a-boo blocks, Little people.

### WAKING

### OUTINGS

## Releasing Objects: Moving things from one hand to the other

Helps child to learn that he can use both hands to do things. Child learns how to use one hand to hold object still and one hand to manipulate it.

### TOYS & ACTIVITIES

- › Small building blocks, e.g., duplo.
- › Rattles.
- › Squeak toys.
- › Spoon.
- › Rhythm sticks.
- › Musical bells/shakers.
- › Teething rings/rusks.

### SONGS & ACTIONS

- › Where is Thumbkin?



- › Have small toys that your child can hold in hands.
- › When he is holding one small item in one hand, offer him a favourite small item to the same hand. Encourage him to move one item to the other hand.
- › Offer items to the left side and to the right.

### ATTENTION & CONCENTRATION

- › Colourful and/or noisy objects may help to get your child's attention.

USING  
HAND SKILLS U<sub>3</sub>C

## Releasing Objects: Moving things from one hand to the other

Helps child to learn that he can use both hands to do things. Child learns how to use one hand to hold object still and one hand to manipulate it.

**scope**  
FOR PEOPLE WITH A DISABILITY

### BATHING

- › Offer 2 bath toys for him to hold in his hands.
- › Splashing with both hands.

### DRESSING

- › Offer 2 small toys for him to hold during nappy change/dressing. Offer them one at a time and to the same hand. Next time offer them to the other hand.
- › Offer items to the left side and to the right.

### MEALTIMES

- › You can offer him 2 things to hold in hands, e.g., 2 teething rusks/toast soldiers.

### PLAYING

- › Talk about and encourage awareness of both arms/hands.

### WALKING

### OUTINGS

## Releasing Objects: *Voluntary release*

Your child is learning about how to let go and to have control over letting go.

### TOYS & ACTIVITIES

- › Have a variety of different sized/coloured containers for your child to use with his toys.
- › Squeeze and squeak toys.
- › Soft, sponge balls.
- › Playdough balls/pieces.
- › Sand and water play.
- › Shape sorters.

### SONGS & ACTIONS

- › Open shut them.
- › 5 little ducks.
- › Monkeys in a tree.



- › Practise squeezing objects/toys, especially those that make a noise when squeezed.
- › Practise grasping and releasing a variety of different colours and textures.
- › Show your child how to grasp and release and talk to him about what you're doing.
- › Pass small objects, like toys to your child and then ask him to pass it back to you when you offer him another one.
- › When your child is holding something, encourage him to release it and drop it into your hand.
- › Roll a ball toward your child, e.g., on table top and encourage him to roll it back to you.
- › Practise dropping things into a large container, like a saucepan/Milo tin - this will make a noticeable sound for your child to try to do himself.

#### **If releasing objects is difficult for your child try:**

- › Bending your child's wrist gently downward by pressing gently on the back of his hand.
- › Gently tap, rub or stroke the back of your child's hand.

### ATTENTION & CONCENTRATION

## Releasing Objects: *Voluntary release*

Your child is learning about how to let go and to have control over letting go.

### BATHING

- › Show your child how to drop bath toys into the water to make a splash.
- › Have some plastic containers, like margarine/ice cream containers that bath toys can be dropped into.

### DRESSING

### MEALTIMES

- › When your child has finished bottle or with spoon, hold your hand under the item and encourage your child to release it into your hand.
- › Alternatively encourage your child to place item on the table top/floor/bench by pointing to it and talk about where to put it.

### PLAYING

- › Provide many opportunities to practise dropping things into containers.
- › Have containers that are contrasting colours to toys so that its easy to see when the toy has landed in the container.
- › Roll plastic/playdough balls to your child and encourage him to roll it back to you.
- › Use noisy containers to drop things into and 'clap' when it makes a noise.

### WAKING

- › Ask child to pass you his dummy (if he has one).
- › Encourage him to hold your hand to say hello and then let go.

### OUTINGS

- › Show your child how to pick up and drop handfuls of sand when in a sandpit or at the beach. Try to fill up a small bucket/container and then tip it out again.

## Releasing Objects: *Stacking objects*

Releasing objects in a controlled manner.  
Learning concepts of 'on top', 'underneath'.  
Eye-hand co-ordination skills.

### TOYS & ACTIVITIES

- › Have a variety of different objects that can be stacked:
  - Blocks, plastic and wooden, coloured and plain.
  - Margarine containers with lids.
  - Empty boxes of a variety of sizes.
  - Small books.
  - Sponges.

### SONGS & ACTIONS

- › We are all stacking to tune of We are all clapping.
- › My hands are stacking to tune of My hands are clapping.
- › Put a block over here to tune of Put a spot over here (Play School).
- › This is the way we build the wall, build the wall to tune of Mulberry bush.
- › Build it up, build it up, build it higher.



- › Show your child how to stack objects. Talk about what you are doing. Put one object on top and encourage your child to put another one on.
- › Lightweight but stable objects like paper – back books or large sponges are easier to stack than empty containers and blocks, so you could start with them.
- › It is easier to stack a smaller item onto a larger one, so begin with these and gradually try varying the size.
- › Practise stacking inside a container – the sides of the container will help support the stack and make it easier to be successful.
- › If your child has difficulty controlling the amount of movement in their arms, try using heavier objects, e.g., container with sand in them.

### ATTENTION & CONCENTRATION

- › Use colourful items and talk about the colours as you stack.
- › Talk about position of items, e.g., 'the red one is *on top* of the blue one'.
- › Place bells or dried rice inside the containers for stacking so they make a noise.

USING  
HAND SKILLS

U3E

## Releasing Objects: *Stacking objects*

Releasing objects in a controlled manner.  
Learning concepts of 'on top', 'underneath'.  
Eye-hand co-ordination skills.



### BATHING

- › Turn a container upside down and stack smaller item on top.

### DRESSING

- › Your child can help you to make a pile of items, e.g., pile of nappies on the change table, pile of wash cloths, pile of clothes ready to put on.

### MEALTIMES

- › You can encourage your child to stack pieces of toast on top of each other.
- › Putting spoon on top of the bowl or plate when finished.
- › Put a lid on top of container/bowl.

### PLAYING

- › Have a variety of different objects suitable for stacking.
- › Show your child how to do it, talk about it and encourage them to participate. Talk about how they are going.
- › Practise stacking in a variety of different positions, e.g., sitting, lying on tummy/side.

### WAKING

### OUTINGS

- › If you collect some items when you are at the park, e.g., rocks/leaves, practise putting one on top of the other, e.g., put a leaf on top of the rock. Talk to your child about what you are doing using directional words: 'I am putting this 'on top' of that.'

## Releasing Objects: *Building a tower with blocks*

Eye-hand co-ordination skills.  
Co-ordination for releasing objects.

### TOYS & ACTIVITIES

- › Blocks: plastic, foam and wooden, coloured and plain.
- › Margarine containers with lids.
- › Empty boxes of a variety of sizes.
- › Small books.
- › Sponges.

### SONGS & ACTIONS

- › Build it up, build it up.
- › We're going up.
- › My hands are building to tune of My hands are clapping.



- › Have a variety of different objects that can be stacked/used to build a tower:
  - Blocks, plastic and wooden, coloured and plain.
  - Margarine containers with lids.
  - Empty boxes of a variety of sizes.
  - Small books.
  - Sponges.
- › Show your child how to stack objects. Talk about what you are doing. Put one object on top and encourage your child to put another one on.
- › If your child has difficulty controlling the amount of movement in their arms, try using heavier objects, e.g., container with sand in them.
- › Find items that are easy for your child to hold, e.g., slippery, plastic blocks may be harder for your child than soft, lightweight sponges.
- › Practise building inside a container - the sides of the container will help support the building and make it easier to be successful.
- › Show your child the fun of knocking the tower over and building again.

### ATTENTION & CONCENTRATION

- › Use colourful items and talk about the colours as you stack.
- › It is easier to stack a smaller item onto a larger one, so begin with these and gradually try varying the size.
- › Use lots of verbal encouragement to help your child's motivation.
- › Start with only a few items to stack/build.

### TRY TO AVOID

- › Being upset when your child knocks the tower over.

USING  
HAND SKILLS

U3F

## Releasing Objects: *Building a tower with blocks*

Eye-hand co-ordination skills.  
Co-ordination for releasing objects.



### BATHING

- › Using foam bath toys to stick on top of each other.
- › Use stacking cups in the bath.
- › Stack another item, e.g., plastic ball, on top of an upturned plastic cup.

### DRESSING

- › Your child can help you to make a pile of items, e.g., pile of nappies on the change table, pile of wash cloths, pile of clothes ready to put on.

### MEALTIMES

- › You can encourage your child to stack pieces of toast on top of each other.
- › Putting spoon on top of the bowl or plate when finished.

### PLAYING

- › Have a variety of different objects suitable for stacking.
- › Show your child how to do it, talk about it and encourage them to participate. Talk about how they are going.
- › Practise stacking in a variety of different positions, e.g., sitting, lying on tummy/side.

### WAKING

### OUTINGS

- › If you collect some items when you are at the park, e.g., rocks/leaves, practise putting one on top of the other, e.g., put a leaf on top of the rock. Talk to your child about what you are doing using directional words: 'I am putting this 'on top' of that.'

## Using 2 Hands Together: *Bringing hands together*

Awareness of both hands and fingers.  
Preparation for reaching and grasping.

### TOYS & ACTIVITIES

- › Small soft toys.
- › Textured scraps of fabric to feel.
- › Your fingers.
- › Soft rattles.
- › Steering wheel toy.

### SONGS & ACTIONS

- › Pat-a-cake.
- › Favourite nursery rhymes.
- › Lullabies.
- › We are all clapping.
- › This is the way we:
  - Wash the hands
  - Clap hands
  - Feel our handsto the tune of Mulberry bush.



- › Position your child with arms forward where he can see them when:
  - Carrying.
  - Holding.
  - In a seat.
  - Lying on side.
- › When playing with your child, put your finger in his hands and bring them together, e.g., sing 'pat-a-cake'.

#### **If your child cannot grasp your fingers, hold his wrists and bring them together:**

- › Talk about and touch both hands for everyday activities.
- › Encourage child to use both hand for touching things, e.g., bottle, parent's face.
- › Encourage child to feel textured toys by placing on his chest.

#### **If this is difficult, try the above activities with:**

- › Your child lying on side, with arms forward and elbows bent.
- › Your child cradled in your arms with his arms forward and elbows bent and hips and legs in a relaxed, bent positions.

### ATTENTION & CONCENTRATION

- › Brightly coloured/noisy toys may help to focus your child's attention on his hands.

## Using 2 Hands Together: *Bringing hands together*

Awareness of both hands and fingers.  
Preparation for reaching and grasping.

### BATHING

- › Talk about and touch both hands with the wash cloth and encourage child to grasp wash cloth with both hands.
- › Name, show and talk about both hands when bathing and sing songs, such as 'this is the way we wash your hands, wash your hands...'
- › After bath, gently massage both hands while talking and showing your child (you can also use some lotion to massage).
- › Lean forward during bath and drying time to encourage your child to reach and touch your face with both hands.

### DRESSING

- › Place your fingers in child's hands simultaneously and bring them together during dressing, e.g., after each stage: putting on underwear, putting on top.
- › Name show and talk about both hands during dressing.

### MEALTIMES

- › When breastfeeding, use your free hand to position both hands together and gently massage them.
- › Encourage your child to tap bottle with both hands.
- › When being fed in seated position, ensure both hands are on table top, where child can see them.

### PLAYING

- › Sing clapping songs with your child and assist your child to clap and move with both hands.
- › Use toys that have interesting textures, colours and noises and place on child's chest to explore.

### WAKING

- › When child is lying on back or in side-lying, bring his hand's together and talk about them and show him.

### OUTINGS

- › When travelling in car seat/stroller/pram, position arms forward on child's chest and encourage each hand to touch the other.

## Using 2 Hands Together: Using both hands

Awareness of both hands/arms/fingers.  
Bilateral hand skills.

### TOYS & ACTIVITIES

- › Pulling pieces off playdough.
- › Dolls/character toys for dressing.
- › Pouring water/sand/goop.
- › Hammer activities.
- › Musical instruments, e.g., cymbals, xylophone.
- › Construction blocks, e.g., duplo.
- › Manipulative toys, e.g., turning knobs.
- › Large toys that require two hands to carry.

### SONGS & ACTIONS

- › We are all building to tune of We are all clapping.
- › Who's that hiding in the playdough? to tune of Who's that tapping at my window? (Play School).



- › Present items to your child in the middle to encourage your child to choose which hand will be holder and which one will be manipulator.
- › Show your child how to do things with two hands by demonstrating directly in front of them and talking about what you are doing.
- › Use toys that have a moving part for your child to move while holding the toy with the other hand.
- › Use stacking rings by holding it with one hand and stack with the other.
- › When drawing on paper, use one hand to stabilize the paper and the other one to draw.

### ATTENTION & CONCENTRATION

- › Verbal prompts to use each hand.
- › Demonstrate and talk about using both hands for everyday activities, e.g., getting dressed.
- › Hand over hand guidance with your hands to do activities.

## Using 2 Hands Together: *Using both hands*

Awareness of both hands/arms/fingers.  
Bilateral hand skills.

### BATHING

- › Show your child how to wash a bath toy/doll with the wash cloth by holding with one hand and washing with the other.
- › Pour water from one small container to another.

### DRESSING

- › Encourage your child to participate in dressing using both hands to pull on/off clothing, e.g., pull sleeve down on right arm with left hand.

### MEALTIMES

- › Encourage your child to open containers/peel banana by using both hands.

### PLAYING

- › Use two - handed activities:
  - Hammer and pegs.
  - Pouring sand into containers.
  - Drumming or musical instruments.
- › Hide small toys in playdough and encourage your child to pull them out, holding dough with one hand and pulling with the other.

### WAKING

### OUTINGS

- › Sand and water play at park/playground/beach.

## Using 2 Hands Together: *Banging objects together*

Helps your child learn about using both arms/hands together.  
Awareness is helped by hearing, seeing and doing the banging.

### TOYS & ACTIVITIES

- › Saucepan lids.
- › Blocks.
- › Musical instruments.
- › Plastic toys.
- › Squeak toys.



### ATTENTION & CONCENTRATION

- › Sing rhymes/songs while you are doing it, e.g., 'pat-a-cake', 'this is the way we bang the lids, bang the lids...'
- › Use colourful objects, e.g., put coloured self adhesive paper onto saucepan lids.

### SONGS & ACTIONS

- › Oh, we can play on the big bass drum.
  - › The grand ol' duke of York.
  - › We are all clapping.
  - › If you're happy and you know it.
  - › Open shut them.
  - › We are all banging to tune of we are all clapping.
  - › This is the way we bang the... (Mulberry bush).
- › Show your child how to bang together various items that make different sounds and have different weights/textures.
  - › Start with larger objects such as saucepan lids and gradually start to use smaller items such as small blocks.
  - › Sing rhymes/songs while you are doing it, e.g., 'pat-a-cake', 'this is the way we bang the lids, bang the lids...'
  - › Encourage your child to bang items in front of his body and in the middle. When he is skilled at that, try banging to the left/right up/down.

## Using 2 Hands Together: *Banging objects together*

Helps your child learn about using both arms/hands together.  
Awareness is helped by hearing, seeing and doing the banging.

### BATHING

- › Create a splash in the bathtub by banging 2 bath toys together.
- › Use bath toys that squeak and bang them together.
- › Try to catch large bubbles between 2 objects by banging them together.

### DRESSING

- › Encourage your child to clap hands whilst having nappy changed by singing clapping songs/rhymes.
- › Give your child 2 small toys to bang together while having their nappy changed.

### MEALTIMES

- › Show your child how to bang together 2 spoons, plastic containers whilst sitting in high chair.

### PLAYING

- › Sing clapping songs.
- › Provide colourful and interesting items to bang together.
- › Show your child how to make a sound by banging things together. Talk about what you are doing and help them to also do it by guiding their hands.

### WAKING

- › When child is lying in cot/bed, sing a clapping song and use small toys that make noises, e.g., wrist bands that have small bells on them, small rattles.

### OUTINGS

## Using 2 Hands Together: Threading

It uses both hands co-operatively.  
Encourages good eye-hand co-ordination.

### TOYS & ACTIVITIES

- › Thread spools.
- › Dry pasta with holes in the middle or cylindrical shapes, e.g., macaroni.
- › Larger wooden beads.
- › Large buttons with large holes.
- › Straws that have been cut into smaller pieces 1.5 - 2cm long.
- › Shoe laces.
- › Woollen yarn.
- › Plastic tubing.
- › Heavy string.
- › Pipe cleaners.
- › Wooden chop stick/thin dowel rods.

### SONGS & ACTIONS

- › We are all threading to tune of We are all clapping.



- › Start by threading just one item and gradually increase the number.
- › Larger items are easier to thread so begin with larger items that have relatively large holes like:
  - Dry pasta with holes in the middle or cylindrical shapes, e.g., macaroni.
  - Straws that have been cut into smaller pieces 1.5 - 2cm long.
  - Large buttons with large holes.
  - Larger wooden beads.
  - Thread spools.
- › Larger/heavier thread is easier to thread when beginning, e.g:
  - Shoe laces.
  - Woollen yarn.
  - Plastic tubing.
  - Heavy string.
  - Thin dowel rods.
  - Pipe cleaners.
- › To make a 'point' on the end of the thread, wrap tape around the end (choose a different colour and it will stand out), or dip the end in PVA glue and let it harden and dry before threading.
- › Show your child how to do it and talk about what you are doing. Use your hands to guide his movements.
- › Half thread one item with the thread ready to pull through. Encourage your child to pull out the thread and then slide the bead down with your child.

### ATTENTION & CONCENTRATION

- › Help your child to feel accomplished by putting some of the beads on and then asking him to thread one and then you put on some more.

**If this is a difficult task for your child, some alternatives to try first maybe:**

- › Pulling toothpick out of playdough and pushing them back in again.
- › Try threading beads onto a rigid 'thread' like a blunt pencil/piece of dowel/straw or use an abacus to move different coloured beads.
- › Try to use beads that are a contrasting colour to the thread so it's easier to see.
- › Talk about how you can thread:
  - Poke it in
  - Push it through
  - Pull it down, or
- › Sing songs/rhythms about how you are doing it:
  - 1, 2, 3, we poke it in.
  - 4, 5, 6, we push it through.
  - 7, 8, 9 we pull it down.
  - Number 10 we start again.
- › Square beads may be easier to hold than round ones.
- › Beads that have some texture may be easier to hold, e.g., foam beads, rigid dry pasta.

USING  
HAND SKILLS

U4D

## Using 2 Hands Together: *Threading*

It uses both hands co-operatively.  
Encourages good eye-hand co-ordination.



### BATHING

- › Have foam beads that can be thread whilst in the bath.

### DRESSING

- › Ask your child to participate in doing/undoing buttons by pulling out the last bit or pushing through the button hole.

### MEALTIMES

- › Fruit loops or cheezels/mini cheezels make a yummy colourful necklaces!
- › Dried pasta can be coloured with food colouring and threaded onto string to make necklace, decorations.

### PLAYING

- › Incorporate the above into playtime.
- › Use abacus to thread beads along a rigid form.
- › Use toys that sing/make a sound/light when a string is pulled.

### WAKING

- › Display completed threading activities where your child can see them when he wakes up. You can then talk about them and generate more interest.

### OUTINGS

- › Have an abacus-type toy on the stroller for your child to play with when out, e.g., moving beads along the rods.
- › At the playground, practice threading the large beads along the rods and talk about what you are doing so that your child learns the concepts involved in threading and moving beads.

USING  
HAND SKILLS | U4E

## Using 2 Hands Together: *Folding a piece of paper*

Eye-hand co-ordination. Develops sense of symmetry. Your child is copying the movements of an adult to learn fine-motor skills.



### TOYS & ACTIVITIES

- › Paper.
- › Cardboard.
- › Small pieces of rigid fabric.
- › Serviettes/napkins.
- › Pretend play – post man folding letters for envelopes.



- › Show your child when you are folding things, like wash cloths, serviettes, small towels, paper for putting into an envelope. Talk about what you are doing and why folding makes it easier. Encourage your child to participate and try for themselves.
- › Fold firmer objects like card board to make a crease. Unfold and then draw a line along the crease and help your child to refold it along the line.
- › Provide opportunities to fold everyday items and pieces of paper, e.g., newspapers.

### ATTENTION & CONCENTRATION

- › Help your child by placing your hands over his as he attempts to do it.

USING  
HAND SKILLS U4E

## Using 2 Hands Together: *Folding a piece of paper*

Eye-hand co-ordination. Develops sense of symmetry. Your child is copying the movements of an adult to learn fine-motor skills.



### BATHING

- › After bath, fold up the wash cloth.

### DRESSING

- › Encourage your child to help fold some items of clothing.

### MEALTIMES

- › Provide interesting coloured napkins/serviettes for your child to practise folding.

### PLAYING

- › Provide paper/card for folding.
- › Pretend to play postman and fold letters for envelopes.

### WAKING

### OUTINGS

- › Folding napkins at café/McDonalds, etc.

## Using a marker or crayon: *Using crayons or markers to scribble*

It is the first step towards drawing and writing.

### TOYS & ACTIVITIES

- › Sand play.
- › Different drawing utensils:
  - Crayons.
  - Window markers.
  - Felt tip markers.
  - Pencils.
  - Chalk.
  - Bath crayons.
- › Different textures such as shaving cream/playdough.

### SONGS & ACTIONS

- › This is the way we draw a line, circle, etc to tune of Mulberry bush.
- › Round and round and round we go.. (Play School).
- › Put a dot over here and a dot over there (Play School).
- › Round and round the garden.



- › Provide many opportunities to practise this skill using:
  - Thick crayons.
  - Felt.
  - Tipped markers.
  - Chalk.
  - Coloured pencils.
- › Let your child choose which hand to use it in by placing the crayon/marker directly in front of your child and not to the left or to the right.
- › Show your child how to move the crayon/marker to make a pattern/line/mark. Talk about what you are doing and maybe sing about it: "this is the way we draw a line, draw a line..."
- › Practise drawing in different locations, e.g., on a big piece of paper on the floor, on window (using special window markers), on a black-board, on the concrete with chalk, on paper on the table top.
- › Try to have the writing surface as secure as possible, e.g., you may want to tape some paper to the table top to hold it in place while your child is drawing.
- › If your child has difficulty holding the marker,/crayon, try ones with a larger barrel or adding foam around the sides to make it larger and easier to grasp.

### ATTENTION & CONCENTRATION

- › Some markers are available that have light/vibration and are activated when used:
  - Some children find this motivating.

## Using a marker or crayon: *Using crayons or markers to scribble*

It is the first step towards drawing and writing.

### BATHING

- › Use bath crayons to draw on the side of the bath, tiles.
- › Use the foam from shampoo/bath wash to make shapes on the tiles.
- › Make shapes in the steam/fog on mirror/shower screen.

### DRESSING

- › Hang some of your child's art work where he gets dressed.
- › Have large outlines of the body on a large piece of paper and 'colour-in' the clothes that he is wearing.

### MEALTIMES

- › Display some of your child's art work where he can see it when eating.
- › Draw in some food, e.g., yoghurt/custard.

### PLAYING

- › Provide many of the above examples during the day.
- › Sing songs to accompany the drawing, e.g., 'round and round the garden...'
- › Colour in pictures of their favourite TV/book characters, e.g., Bananas in Pyjamas, Wiggles, etc.

### WAKING

- › Hang some of your child's art work near his bed so that he can see it.

### OUTINGS

- › When out for a meal/visit, take some drawing activities with you for your child to do when seated in highchair, e.g., white board with marker.

## Using a marker or crayon: *Poking with index fingers*

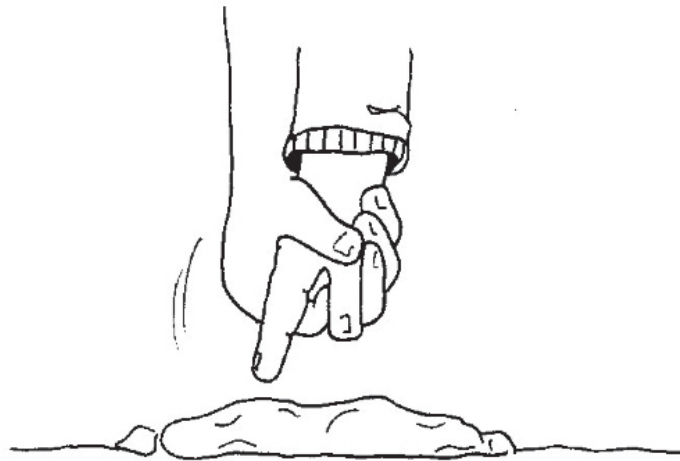
Moving each finger independently.  
The index finger is important for manipulative skills.

### TOYS & ACTIVITIES

- › Finger paint.
- › Play dough.
- › Sand.
- › 'Goop'.
- › Shaving cream.
- › Push button toys.

### SONGS & ACTIONS

- › Put a spot over here.
- › Where is Thumbkin?



- › Provide a variety of opportunities to 'draw' with index fingers
  - Finger paint.
  - Play dough.
  - Sand.
  - 'Goop'.
  - Shaving cream.
- › Provide opportunities to feel different textures with my index fingers, e.g., fluffy carpet/fabric, cotton wool balls, pieces of sand paper in small container.
- › Practise finding colourful toys hidden in playdough/dried pasta.
- › Use toys that do something when a button is pushed, e.g., toy piano/xylophone, switch toys, pop up toys.
- › Play 'point to the..' games, e.g., point to your nose, ears, mouth.

### ATTENTION & CONCENTRATION

- › Place your hand over your child's hand and guide his finger movements for pointing/poking.

### TRY TO AVOID

- › Some children find the sensation of finger paint/shaving cream distressing – do not force your child if they are distressed by the sensations

## Using a marker or crayon: *Poking with index fingers*

Moving each finger independently.  
The index finger is important for manipulative skills.

### BATHING

- › Have bath tub toys that have faces and practise pointing to the different parts of the face.
- › Try to pop the bubbles with index fingers.

### DRESSING

- › When getting dressed, point to the buttons/fastenings and encourage your child to copy you.
- › When changing your child's nappy, talk about the different parts of your face and encourage your child to reach out and touch with their index fingers.

### MEALTIMES

- › When your child pokes his food with index finger, talk about what he is doing with his finger.
- › When the mealtime is finished let your child practise poking and pushing soft pieces of food, e.g., cooked pasta.
- › Hold up 2 items, e.g., a food and a drink and ask your child to point to what he wants.

### PLAYING

- › Provide many opportunities to feel things with index fingers, e.g., different textures and toys.
- › If your child enjoys the sensations, provide times to play with gooey substances like finger paints, 'goop', wet sand, shaving cream.
- › Use these toys:
  - Telephone dials.
  - Piano/xylophone toys.
  - Peg boards with holes to explore.
  - Activity toys with buttons/dials.
- › Read picture books with your child and practise pointing to different features of a picture.
- › When playing with dolls/teddies, point to different facial features, talk about them and encourage your child to feel them also.

### WAKING

- › Point to teddy's eyes, ears, legs etc.

### OUTINGS

- › At the library, choose large picture books to point to different things. Do this when your child is on your lap and/or lying on the floor.

## Using a marker or crayon: *Scribbling*

Eye-hand co-ordination.  
Development of drawing and writing skills and hand movements.  
Encourages whole arm movements with finger movements.

### TOYS & ACTIVITIES

- › Thick crayons.
- › Washable felt markers.
- › Chalk.
- › Thick pencils.
- › Thick paint brush and water.
- › Using finger paints.
- › Magna doodle.
- › Sand play.

### SONGS & ACTIONS

- › We are all scribbling to tune of We are all clapping.
- › Round and round the garden.
- › Put a spot over here.
- › Have your child's favourite music playing in the background and scribble to the rhythm.



- › Provide many opportunities to scribble with a variety of different items/textures and colours:
  - Thick crayons.
  - Washable felt markers.
  - Chalk.
  - Thick pencils.
  - Thick paint brush and water.
  - Using finger paints.
- › If you put the drawing tool in the middle in front of your child, he can choose which hand to use – let him scribble with either hand.
- › Provide places where your child is allowed to scribble, and provide a variety of different textures for scribbling on, e.g:
  - Concrete area in the back yard with chalk.
  - Black/white board on a table or on a frame.
  - Large piece of paper on the floor or stuck to the wall with blu – tack.
  - Corrugated cardboard.
  - Scribble on paper that is on a rough/uneven surface, like carpet.
  - Magna doodle.
  - Using a stick/pencil/finger to scribble in wet/dry sand.
  - Finger painting on a table top.
- › Show your child how to scribble. Talk to him about what you are doing, what shape you are making and what colour you are using. Encourage your child to have a go.
- › Paint the fence/wall with water with your child.
- › Display your child's creations somewhere where your child can enjoy looking at them.

### ATTENTION & CONCENTRATION

- › Less distractions may help your child to focus on the activity, e.g., remove other toys from the area, or have back to the toys/other activities.
- › Let him make a mess by scribbling on bricks, windows and concrete etc as this adds to the motivation.

USING  
HAND SKILLS | U5C

## Using a marker or crayon: *Scribbling*

Eye-hand co-ordination.  
Development of drawing and writing skills and hand movements.  
Encourages whole arm movements with finger movements.



### BATHING

- › Use bath crayons to scribble on the bath/tiles/bath toys.

### DRESSING

- › Display your child's creations in the room where he can see and admire them.

### MEALTIMES

- › When the meal is finished and your child is 'waiting' for you to finish, let him sit in high-chair/seat and do some drawing, e.g., with magna doodle.

### PLAYING

- › Provide opportunities to scribble during the day, using the above suggestions.
- › Practise scribbling in sand, playdough, 'goop' and slime.

### WAKING

- › Have some of your child's artwork positioned near his bed/cot so that he can see it when he wakes up. Talk about the colours and patterns that have been used.

### OUTINGS

- › When eating out or visiting places, take some drawing/scribbling activities with you, e.g., magna doodle, paper and crayons.

## Using a marker or crayon: *Holding crayon with thumb and fingers*

Using the thumb and fingers on a crayon enables your child to control the movements with the crayon.

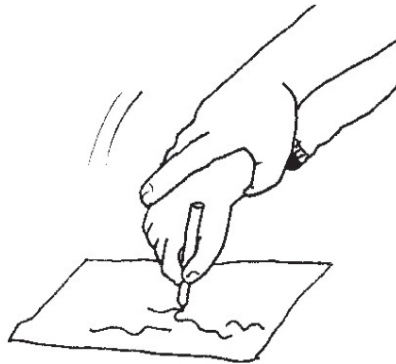
The most functional pencil grasp (dynamic tripod grasp) involves the thumb, index and middle fingers on the crayon/pencil.

### TOYS & ACTIVITIES

- › Thick crayons.
- › Washable felt markers.
- › Chalk.
- › Thick pencils.
- › Thick paint brush and water.
- › Magna doodle.
- › Sand play.

### SONGS & ACTIONS

- › We are all drawing to tune of We are all clapping.
- › Round and round the garden.
- › Put a spot over here.
- › Have your child's favourite music playing in the background and draw circles/shapes to the rhythm.



- › Start drawing using larger/thicker crayons/pencils.
- › Let your child choose which hand he will use by placing the crayon/pencil in the middle rather than to the left or right.
- › Help your child to position the crayon between his thumb and index finger and pinch them together to hold the crayon.
- › Practise drawing on horizontal and vertical surfaces using the thumb/index and middle finger.
- › Provide places where your child is allowed to draw, and provide a variety of different textures for drawing on, e.g:
  - Concrete area in the back yard with chalk.
  - Black/white board on a table or on a frame.
  - Large piece of paper on the floor or stuck to the wall with blu - tack.
  - Corrugated cardboard.
  - Draw on paper that is on a rough/uneven surface, like carpet.
  - Magna doodle.
  - Using a stick/pencil to draw in wet/dry sand.
- › Display your child's creations somewhere where your child can enjoy looking at them.

### ATTENTION & CONCENTRATION

- › Less distractions may help your child to focus on the activity, e.g., remove other toys from the area, or have back to the toys/other activities.
- › Place dot stickers on the crayon/pencil/marker where your child's fingers should be placed (about 2 - 2.5cm from tip).
- › Pencil grips can be purchased to attach to regular sized pencils to help build up the grip and to show where to hold the pencil.

USING  
HAND SKILLS U5D

## Using a marker or crayon: *Holding crayon with thumb and fingers*

Using the thumb and fingers on a crayon enables your child to control the movements with the crayon.

The most functional pencil grasp (dynamic tripod grasp) involves the thumb, index and middle fingers on the crayon/pencil.

**scope**

FOR PEOPLE WITH A DISABILITY

### BATHING

- › Use large barrelled bath crayons in the bath to draw on the bath or tiles.

### DRESSING

- › Practise using fingers and thumb on large buttons and zippers.

### MEALTIMES

- › Use index and middle fingers and thumb to pick up and hold strips of food, e.g., cheese stick, toast 'soldiers'.

### PLAYING

- › Encourage your child to use fingers and thumb for a variety of different tasks, e.g., threading, pulling blocks apart, as well as drawing with large barrelled pencils/crayons.

### WALKING

### OUTINGS

- › Take some large barrelled pencils/crayons and drawing paper with you when visiting, or on outings.

## Copying shapes: *Drawing a line*

This is usually the first purposeful thing that a child learns to draw. It involves looking at and copying what someone else does. Eye-hand co-ordination

### TOYS & ACTIVITIES

- › Thick crayons.
- › Washable felt markers.
- › Chalk.
- › Thick pencils.
- › Thick paint brush and water.
- › Using finger paints.

### SONGS & ACTIONS

- › This is the way we draw a line, to tune of Mulberry bush.



- › Show your child how to draw a line. Talk about what you are doing, e.g., I'm starting up here and drawing down, down, down, and then encourage your child to copy you.
- › Encourage your child to draw with a variety of different items:
  - Thick crayons.
  - Washable felt markers.
  - Chalk.
  - Thick pencils.
  - Thick paint brush and water.
  - Using finger paints.
- › Provide places where your child is allowed to draw, and provide a variety of different textures for drawing on, e.g:
  - Concrete area in the back yard with chalk.
  - Black/white board on a table or on a frame.
  - Large piece of paper on the floor or stuck to the wall with blu - tack.
  - Corrugated cardboard.
  - Drawing on paper that is on a rough/uneven surface, like carpet.
  - Magna doodle.
  - Using a stick/finger/pencil to draw in wet/dry sand.
  - Finger paints on table top.
- › Encourage your child to draw in a variety of different positions:
  - Sitting.
  - Standing.
  - Lying on tummy.

### ATTENTION & CONCENTRATION

- › Use colour change markers. Draw a vertical line with one colour and copy over it with another. Then ask your child to do the same.
- › Sing rhymes and songs while drawing, e.g: 'this is the way we draw a line, draw a line....'

USING  
HAND SKILLS

U6A

## Copying shapes: *Drawing a line*

This is usually the first purposeful thing that a child learns to draw. It involves looking at and copying what someone else does. Eye-hand co-ordination.



### BATHING

- › Use bath crayons together in the bath to draw vertical lines.

### DRESSING

- › Talk about concepts such as up and down when getting dressed.
- › Talk about left and right side as you're helping your child to get dressed.
- › Encourage your child to reach up and down to collect items for getting dressed.
- › If your child has stripes on their clothes, talk about the directions of them.

### MEALTIMES

- › Encourage your child to reach up/down to obtain items, e.g., hold the piece of food in front of them and at eye level. Talk about how they are reaching up to get the food.

### PLAYING

- › Provide times during the day to practise the above strategies.
- › When playing, mention concepts such as up/down and left/right to increase your child's awareness.

### WAKING

### OUTINGS

- › When there are vertical lines on building/posters/playground equipment, point them out to your child. If convenient, trace over the vertical line with your fingers and encourage your child to do the same.

## Copying shapes: *Imitating a horizontal line*

It helps to develop the eye-hand co-ordination.  
It's important for drawing and writing skills.

### TOYS & ACTIVITIES

- › Thick crayons.
- › Washable felt markers.
- › Chalk.
- › Thick pencils.
- › Thick paint brush and water.
- › Using finger paints.

### SONGS & ACTIONS

- › This is the way we draw a line, to tune of Mulberry bush.



- › Show your child how to draw a horizontal line. Talk about what you are doing, e.g., 'I'm starting here and drawing across the page' and then encourage your child to copy you.
- › Encourage your child to draw with a variety of different items:
  - Thick crayons
  - Washable felt markers.
  - Chalk.
  - Thick pencils.
  - Thick paint brush and water.
  - Using finger paints.
- › Provide places where your child is allowed to draw, and provide a variety of different textures for drawing on, e.g:
  - Concrete area in the back yard with chalk.
  - Black/white board on a table or on a frame.
  - Large piece of paper on the floor or stuck to the wall with blu - tack.
  - Corrugated cardboard.
  - Drawing on paper that is on a rough/uneven surface, like carpet.
  - Magna doodle.
  - Using a stick/finger/pencil to draw in wet/dry sand.
  - Finger paints on table top.
- › Encourage your child to draw in a variety of different positions:
  - Sitting.
  - Standing.
  - Lying on tummy.
  - Kneeling.

### ATTENTION & CONCENTRATION

- › Use colour change markers. Draw a vertical line with one colour and copy over it with another. Then ask your child to do the same.
- › Sing rhymes and songs while drawing, e.g., 'this is the way we draw a line, draw a line...'
- › Place 2 stickers on a sheet of paper and encourage your child to join them together with a horizontal line.

USING  
HAND SKILLS U6B

## Copying shapes: *Imitating a horizontal line*

It helps to develop the eye-hand co-ordination.  
It's important for drawing and writing skills.



### BATHING

- › Use bath crayons together in the bath to draw horizontal lines around the bath.

### DRESSING

- › Talk about concepts such as up and down and side to side when getting dressed.
- › Talk about left and right side as you're helping your child to get dressed.
- › Encourage your child to reach from one side to the other to collect items for getting dressed.
- › If your child has stripes on their clothes, talk about the directions of them.

### MEALTIMES

- › Encourage your child to reach from one side to the other to obtain items, e.g., hold the piece of food to one side of their body. Talk about how they are reaching across to get the food.

### PLAYING

- › Provide times during the day to practise the above strategies.
- › When playing, mention concepts such as up/down and left/right to increase your child's awareness.
- › 'Drive' toy cars along 'road paths' or toy trains along tracks. The paths and tracks can be made with blocks, lines drawn on paper, or masking tape stuck on the floor.

### WAKING

### OUTINGS

- › When there are horizontal lines on building/posters/playground equipment, point them out to your child. If convenient, trace over the horizontal line with your fingers and encourage your child to do the same.

## Copying shapes: *Drawing circles*

This is the beginning of controlled drawing. It is useful for eye-hand co-ordinations. It starts with scribbles and later becomes a real circle which is important for drawing/writing skills. It develops concepts of spaces and shapes.

### TOYS & ACTIVITIES

- › Thick crayons.
- › Washable felt markers.
- › Chalk.
- › Thick pencils.
- › Thick paint brush and water.
- › Using finger paints.



- › Show your child how to make a circular shape. Talk to him about what you are doing, what shape you are making and what colour you are using. Encourage your child to have a go.
- › Encourage your child to draw with a variety of different items:
  - Thick crayons.
  - Washable felt markers.
  - Chalk.
  - Thick pencils.
  - Thick paint brush and water.
  - Using finger paints.
- › Provide places where your child is allowed to draw, and provide a variety of different textures for drawing on, e.g:
  - Concrete area in the back yard with chalk.
  - Black/white board on a table or on a frame.
  - Large piece of paper on the floor or stuck to the wall with blu - tack.
  - Corrugated cardboard.
  - Drawing on paper that is on a rough/uneven surface, like carpet.
  - Magna doodle .
  - Using a stick/finger/pencil to draw in wet/dry sand.
  - Finger paints on table top.
- › Encourage your child to draw in a variety of different positions:
  - Sitting.
  - Standing.
  - Lying on tummy.
- › Paint the fence with water with your child and make circular shapes.

### ATTENTION & CONCENTRATION

- › Use colour change markers. Draw a circle shape with one colour and copy over it with another. Then ask your child to do the same.
- › Sing rhymes and songs while drawing, e.g: 'this is the way we draw a circle, draw a circle...'
- › Have your child's favourite music playing in the background and draw circles to the rhythm.
- › Talk about the round shape and sing rhymes whilst drawing, 'round and round the garden' 'here we go round the mulberry bush...'

### SONGS & ACTIONS

- › This is the way we draw a circle, to tune of Mulberry bush.
- › Round and round the garden.
- › Here we go round the Mulberry bush.

USING  
HAND SKILLS U6C

## Copying shapes: *Drawing circles*

This is the beginning of controlled drawing. It is useful for eye-hand co-ordinations. It starts with scribbles and later becomes a real circle which is important for drawing/writing skills. It develops concepts of spaces and shapes.



### BATHING

- › Use bath crayons to draw circle shapes in the bath/ on the tiles.
- › Make the circle shapes into other interesting things, like faces/smiling sun.
- › Stir the water to make a whirlpool in the bath.

### DRESSING

- › Display your child's creations in the room where he can see and admire them.

### MEALTIMES

- › When the meal is finished and your child is 'waiting' for you to finish, let him sit in high-chair/ seat and do some drawing, e.g., with magna doodle.
- › Talk about what shapes your child has created.
- › Talk about the shape of his bowl/plate/ cup.
- › Draw circular shapes as you stir the food in his bowl.

### PLAYING

- › Provide opportunities to scribble during the day, using the above suggestions.
- › Practise scribbling circles in sand, playdough, 'goop' and slime.

### WAKING

- › Have some of your child's artwork positioned near his bed/cot so that he can see it when he wakes up. Talk about the colours and patterns that have been used.

### OUTINGS

- › When eating out or visiting places, take some drawing/ scribbling activities with you, e.g., 'magna doodle, paper and crayons.
- › When there are circular shapes on building/posters/ playground equipment, point them out to your child. If convenient, trace over the circular shape with your fingers and encourage your child to do the same.



USING  
HAND SKILLS

U6D

# Copying shapes: Copying and drawing

Eye-hand co-ordination.  
Method of self expression.



## BATHING

- › Use bath crayons together in the bath to draw shapes.

## DRESSING

- › Talk about concepts such as up and down when getting dressed.
- › Talk about left and right side as you're helping your child to get dressed.
- › Encourage your child to reach up and down to collect items for getting dressed.
- › If your child has stripes or designs on their clothes, talk about the directions and shapes of them.

## MEALTIMES

- › Talk to your child about the shapes of his food, his bowl/plate and any patterns there are at the meal table, e.g., pattern on the plate/tablecloth.

## PLAYING

- › Provide times during the day to practise the above strategies.
- › When playing, mention concepts such as up/down and left/right to increase your child's awareness.

## WAKING

- › Have examples of your child's work displayed near his bed/cot for him to see when he wakes up. Talk about the shapes and colours that have been used.

## OUTINGS

- › When there are shapes and lines on building/posters/playground equipment, point them out to your child. If convenient, trace over the shaper and lines with your fingers and encourage your child to do the same.
- › Encourage your child to help with the shopping by having his own shopping list that he has drawn.

## Using scissors: *Snipping with scissors*

Snipping helps to prepare your child for using scissors to cut along a line or cut out a shape.

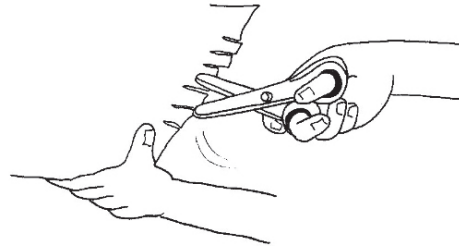
Learning the movement required for using scissors.

### TOYS & ACTIVITIES

- › Using play dough scissors, snip rolls of playdough.
- › Snip lengths of straws into smaller lengths to make into a threading necklace.
- › Snip light weight cardboard and paper.
- › Snip pieces of yarn to be used in a pasting or craft activity.
- › T-bag tongs.
- › Kitchen tongs.
- › Craft pegs.
- › Hand and finger puppets.

### SONGS & ACTIONS

- › Open shut them/open snip them.
- › 5 little ducks.
- › Incy wincy spider.
- › Where is Thumbkin?



- › Practise the movement required for using scissors by:
  - Using tea bag tongs to pick up small items.
  - Use kitchen tongs to pick up items.
  - Practise opening and closing small colourful craft pegs.
- › Whilst practising the movement talk about the movement that is happening, e.g., open the tongs, and close the tongs - this can later become open the scissors, and close the scissors. Or try singing 'open shut them' which can become 'open snip them'.
- › When beginning with scissors, try ones that are the correct size for your child. There are scissors available that are especially made for left handed use.
- › Show your child how to place your fingers in the scissors. Talk about which finger goes where.
- › You can help guide your child's movements by placing your hands over your child's or by using scissors that are specially designed as training scissors and can fit an adult's hand in one section and the child's hand in the other.
- › At the beginning, hold the paper or item to be snipped for your child. As your child gains the skills, encourage him to also hold the paper.

#### If snipping is very difficult for your child you may wish to try:

- › Spring back scissors.
- › Scissors mounted on a board that can be used with one hand.
- › Practise snipping a variety of different textures.
- › Thicker paper is easier as it does not bend.

### ATTENTION & CONCENTRATION

- › Initially start with short and simple snips.
- › By building up the thickness of the handles of the scissors, you can prevent them from being completely closed which helps prevent the scissors being jammed and then tearing the paper.

## Using scissors: *Snipping with scissors*

Snipping helps to prepare your child for using scissors to cut along a line or cut out a shape.

Learning the movement required for using scissors.

### BATHING

- › Practise the 'snipping' movement by using bath mitts as puppets and open and close the puppet with finger and hand movements.
- › Have plastic pegs around the wash cloth that your child can pull off using the scissor - snip movement of his hands.

### DRESSING

- › Attach some colourful craft pegs to an item of your child's clothing and encourage him to squeeze the pegs to pull them off.

### MEALTIMES

### PLAYING

- › Incorporate some of the above ideas into play time at home and at playgroup.
- › Show your child how to do it and talk about what you are doing. If there is opportunity, display any of your child's efforts, e.g., a pasted picture hung on the fridge.
- › Practise other finger plays that encourage finger mobility and awareness of movement, e.g., 'open, shut them...', '5 little ducks, Where is Thumbkin?'

### WAKING

- › If your child enjoys singing when first awake, sing some finger play activity songs, e.g., open, shut them, 5 little ducks etc.

### OUTINGS

## Using scissors: Cutting

Eye-hand co-ordination.  
Cutting for creativity.  
Cutting for purpose, e.g., cut out something.

### TOYS & ACTIVITIES

- › Appropriate sized scissors.
- › Lightweight cardboard.
- › Yarn.
- › Lines or stickers to mark where to cut.

### SONGS & ACTIONS

- › Open shut them, open cut them.
- › We are all cutting to tune of We are all clapping.
- › This is the way we cut the ... to tune of Mulberry bush.



- › See 'snipping' skills for movements for cutting.

#### To help your child to cut along a line Snip light weight cardboard and paper:

- › Snip pieces of yarn to be used in a pasting or craft activity.
- › Make the cutting line short to begin with Have a strip of light weight cardboard for your child to cut.
- › Make some dark vertical lines along the strip for your child to attempt to cut.
- › Provide opportunities during the day for practising this snipping movement , e.g., to help you open a packet.
- › Make the cutting task easier to begin with. Have 2 dark, parallel lines that are 3-4cm apart for your child to cut between.
- › Show your child where to start and to stop the cutting, e.g., use stickers to cut between.
- › Usually try to use scissors at a table where your child can rest their elbows for support during the cutting task.

### ATTENTION & CONCENTRATION

- › Remove distractions so that your child can focus on cutting, e.g., have other toys out of sight and have cutting activity directly in front of him.
- › Certain colours of paper/ card may be easier for your child to see.
- › Make the cutting line clear and in a contrasting colour to the paper/cardboard.
- › Creating a rhythm may help your child to maintain cutting action, e.g., by counting a beat, singing a song.
- › A variety of modified scissors are available.

USING  
HAND SKILLS U7B

## Using scissors: Cutting

Eye-hand co-ordination.  
Cutting for creativity.  
Cutting for purpose, e.g., cut out something.



### BATHING

- › Use togs to squeeze bath sponges.

### DRESSING

### MEALTIMES

- › Invite your child to help you open packets, e.g., cereal by cutting an opening.

### PLAYING

- › Provide opportunities to work creatively with cutting and pasting, using the above principles.
- › Practise using scissors with other items, e.g., play dough, leaves, cardboard, straws.

### WAKING

### OUTINGS

- › Collect a variety of nature items when out and put them into a creative piece of work that can involve cutting pieces and shapes.