

## Pays attention to someone speaking: *Exploring adults face*

**Social interaction.**

**Beginning of understanding that you are a separate person.**

**Sensory skills for hands.**

### TOYS & ACTIVITIES

- › Mirror play.



- › When sitting close to each other, guide your child's hands to feel the features of your face.
- › As your child explores your face, touch that part on his face and talk about it.
- › Look into a mirror when sitting side by side with your child and point out/label parts of the face, etc.
- › Practise imitating expressions in front of a mirror, e.g., happy, sad, etc.

### SONGS & ACTIONS

- › Heads and shoulders.
- › Favourite songs/nursery rhymes.

### ATTENTION & CONCENTRATION

- › As your child is 'exploring' your face, wriggle your nose, blow a kiss/raspberry, move your tongue for him to see.
- › Hum/sing favourite tune.
- › Humming also provides vibrations that may increase his awareness.
- › Talk about what he is doing.

### TRY TO AVOID

- › Being distressed if he pulls your hair.

PLAY SKILLS

P1A

## Pays attention to someone speaking: *Exploring adults face*

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Sensory skills for hands.



### BATHING

- › Provide opportunities for your child to reach and touch your face during bath time.

### DRESSING

- › Occasionally position your face close to where he can reach.
- › Talk about what he is touching.

### MEALTIMES

- › When breast/bottle feeding, encourage your child to feel and 'explore' your face with either hand.

### PLAYING

- › Sing songs with you child facing you.

### WAKING

- › Hold your child close to you for your child to be able to reach and touch your face.

### OUTINGS

# Pays attention to someone speaking: Encouraging eye contact

First stage of social interaction.

## TOYS & ACTIVITIES

- › Peek-a-boo using a quiet voice initially and then more animated as your child gains confidence.
- › Play Peek-a-boo behind the furniture, curtains, when getting dressed.
- › Using a ball, pass it slowly from left to right so that your child can follow it with his eyes, then make it disappear behind your back/head and wait for his eye contact.
- › Using a squeaky/noisy toy, make the noise, stop and wait for eye contact before continuing with the noise.
- › Use finger puppets on your hand and position and wiggle them near your face.

## SONGS & ACTIONS

- › Heads and shoulders.
- › If you're happy and you know it.
- › Der glumph.
- › Do you put your hat on your head... (Play School).
- › How do you feel today...(Play School).
- › My hands are clapping (Play School).
- › Open shut them.
- › Peek-a-boo (Play School).
- › Twinkle, twinkle.



- › Create enjoyable opportunities for your child to look at your face during the day.
- › Hold your face where you know that your child can focus on you.
- › Respond when he is looking at your face, e.g., a smiling facial expression, verbal praise.
- › Use different facial expressions and see if your child will copy it.
- › When playing with toys/balls, wait for your child to look at you before throwing ball/playing with toy.
- › Use verbal prompts like 'look at me' or 'look into my eyes'.
- › When your child is looking at a toy/object, move the toy so it is next to your eyes and encourage him to look at your eyes.
- › Have child in a well-supported position so that they can focus on eye contact.

## ATTENTION & CONCENTRATION

- › Lots of encouragement for his eye contact.
- › Make sounds to attract your child's attention to your face, e.g., talking, whistling, clicking with tongue.
- › Position your child so that he can see your face, e.g., position in a high chair that supports his head.
- › Your child may focus on you more if the room is quiet and less distracting:
  - talk in a quiet voice.
  - try not to have other activities going on.
- › If this is difficult for your child:
  - Reward his momentary glances with a smile and greeting, e.g., 'good looking!'.
  - See if a funny facial expression attracts his attention.
  - See if his favourite toy positioned in front of your face will gain his attention.
  - Sing/hum his favourite tune.
  - Take note of when he is best at eye contact, e.g., what environment and who was there and try to repeat it.
  - Use physical touch to get your child's attention, e.g., position your hand on his shoulder or your palm on the side of his cheek.
  - Gently move his chin with your hand so that he is looking at you.

## TRY TO AVOID

- › Forcing him to make eye contact.
- › Persisting if your child is tired/upset.

# Pays attention to someone speaking: *Encouraging eye contact*

First stage of social interaction.

## BATHING

- › Try to position your face where your child can see you and your facial expressions.

## DRESSING

- › Position yourself where your child can see your face.
- › Make facial expressions while talking and changing your child.

## MEALTIMES

- › Position your child where he can see your face, e.g., look down at his face when breast/bottle feeding, position in supported chair for feeding.

## PLAYING

- › Spend some time in a position where your child can see your face, e.g., lying on his back on floor, sitting in supported seat and facing you.

## WAKING

- › Talk to your child to gain his attention, and encourage him to look at you.
- › Sing/hum his favourite tune.

## OUTINGS

## Pays attention to someone speaking: *Laughing and chuckling*

This is a method of communication pleasure and delight.

### TOYS & ACTIVITIES

- › Peek-a-boo with a scarf/cloth.



### SONGS & ACTIONS

- › Sing favourite songs in funny voices.
- › Pat-a-cake.
- › Round and round the garden.
- › 1, 2, 3, 4, 5 once I caught a fish alive.

- › Find out what activities/sensations provide pleasure for your child e.g.:
  - Movement, e.g., bouncing on your knee, rocking, swaying.
  - Sensations, e.g., tickling, deep pressure like a massage, smell, sounds, colours.
  - Different facial expressions by you.
  - Different sounds that you make for your child.
- › When your child is alert try using one or more of the above to find out what gives your child pleasure.
- › Pause during the activity to watch how your child is responding, e.g., if they turn away or look worried, then change the activity. If they are chuckling or laughing continue for a few moments longer.
- › Talk to your child about how you think they are feeling.

### ATTENTION & CONCENTRATION

- › Use your voice in a variety of ways, e.g., softly, quickly, squeaky and see how your child responds.

## Pays attention to someone speaking: *Laughing and chuckling*

This is a method of communication pleasure and delight.

### BATHING

- › Find out what sensations in the bath your child enjoys, e.g., splashing, rubbing/tickling and try to provide this. Pause between interactions to allow your child to laugh/chuckle.

### DRESSING

- › When your child is lying down and facing you ready to be dressed or to have their nappy changed, try different facial expressions and/or voices as you talk to your child. Notice their reactions especially laughter and chuckling.

### MEALTIMES

- › Use your voice in an elated tone to gain your child's attention and to encourage a laugh.

### PLAYING

- › Choose times when your child is alert and well rested to begin some interactions.
- › When your child is lying on the floor or in supported sitting, try some of the above suggestions and notice which activities give your child pleasure, e.g., peek-a-boo, pat-a-cake.

### WAKING

- › You may want to wake your child with a sensation that he finds pleasurable, e.g., tickling.
- › Sing a song as you enter the room with clapping or movement.

### OUTINGS

- › Lift your child high in air to touch something like a leaf or a tree.

## Pays attention to someone speaking: *Responding to mirror*

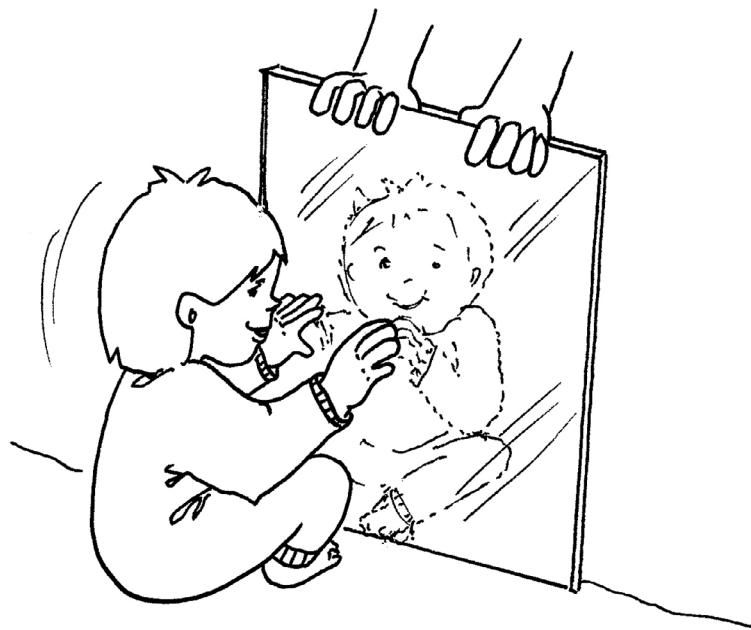
Recognising themselves.

### TOYS & ACTIVITIES

- › Dress ups, e.g., big hats/shoes.
- › Peek-a-boo.
- › Interactions with dolls/teddies.

### SONGS & ACTIONS

- › Pat-a-cake.
- › Twinkle, twinkle.
- › Heads and shoulders.



- › Provide a floor length mirror.
- › Talk and smile at the mirror image.
- › Sing simple tunes.
- › Guide your child's hands to touch the image in the mirror and talk about what he is doing.

### ATTENTION & CONCENTRATION

- › Tap the mirror to gain your child's attention.
- › Talk to your child about what he is doing.

# Pays attention to someone speaking: *Responding to mirror*

Recognising themselves.

## BATHING

- › Before/after bath, hold your child near mirror to look at and interact with reflection.

## DRESSING

- › After dressing, hold your child near mirror to look at self.

## MEALTIMES

- › Place a mirror in front of your child so that he can watch himself eat.

## PLAYING

- › Use a playmate that has a small mirror that your child can look at/interact with.
- › Lie on floor on tummy, with a mirror on floor in front of child.

## WAKING

## OUTINGS

- › Some pusher/car toys have mirrors on them.

# Awareness and use of hands: *Discovering hands*

Eye hand co-ordination.

## TOYS & ACTIVITIES

- › Textured toys/teddies.
- › Small lightweight bells.

## SONGS & ACTIONS

- › Pat-a-cake.
- › This little piggy went to market.
- › Where is Thumbkin?



- › Make sure that your child can see hands when being carried or sitting in seat.
- › Let child spend time on tummy and on side with arms positioned forward with elbows slightly bent so that hands can be seen.
- › Let your child lay on different textured fabric that can be felt/ explored with hands.
- › When your child clasps your finger in his hands, guide his hands forward into a position where he can see them.

## ATTENTION & CONCENTRATION

- › Try placing colourful items on your child's wrists, e.g., colourful lightweight wrist band, small colourful bow.
- › Textured and sound toys will encourage your child to explore with hands.

## TRY TO AVOID

- › Covering up hands with mittens unless it is cold.

# Awareness and use of hands: *Discovering hands*

Eye hand co-ordination.

## BATHING

- › As you wash your child's hands, guide them into his line of vision and talk about them as you touch. Use different coloured/textured wash cloths to help gain his attention.

## DRESSING

- › Touch and talk about his hands when dressing his upper body.
- › At nappy change, spend some time 'admiring' his hands, blowing raspberries, etc.
- › Gently massage hands after bath as you talk about what you are doing.

## MEALTIMES

- › If your child grasps your finger during breast/bottle feeding, occasionally bring it into his line of vision so that he is aware of it.

## PLAYING

## WAKING

- › When your child is alert and responsive, play some simple hand games while his is laying down.

## OUTINGS

- › When in car seat, make sure arms are positioned forwards so that child can see hands.

# Awareness and use of hands: *Playing with hands and feet*

Body awareness.

## TOYS & ACTIVITIES

- › Bury hands/feet in sand.
- › Sensory exploration:
  - sand.
  - soap bubbles.
  - dry rice.

## SONGS & ACTIONS

- › Pat-a-cake.
- › This little piggy.
- › Round and round the garden.



- › Gently massage body parts and name them.
- › Sing action songs as you play with child's hands/feet.
- › Make time for your child to play when only wearing nappy, so that he can see and feel hands/feet.

## ATTENTION & CONCENTRATION

- › Use colourful gloves and socks/booties.

# Awareness and use of hands: *Playing with hands and feet*

Body awareness.

## BATHING

- › Sing songs and play with hands and feet in the bath.
- › Talk about washing each body part.

## DRESSING

- › Use colourful socks.
- › Sing songs and play with hands and feet during nappy change.

## MEALTIMES

- › Let child play a little with food to feel it on hands.

## PLAYING

## WAKING

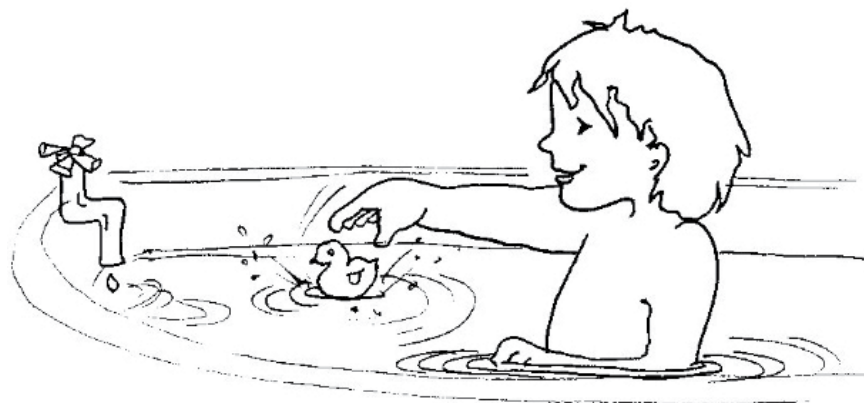
## OUTINGS

## Awareness and use of hands: *Uses hands and mouth for sensory exploration*

This is how your child learns about toys/objects and his hand movements. Hand mouth co-ordination.

### TOYS & ACTIVITIES

- › Rattles.
- › Squeak toys.
- › Small items that can be manipulated by your child's hands.
- › Plastic keys.



- › Have a container with a variety of toys/objects that your child can explore when he is in a playful mood – make sure these items are not too small or have small removable parts that may be a choking hazard.

### SONGS & ACTIONS

- › Open/shut them.

### ATTENTION & CONCENTRATION

- › Notice what colours/textures your child tends to prefer and try to incorporate these into is toys box.

### TRY TO AVOID

- › Keep unsafe objects out of reach.
- › Being concerned about him putting things into his mouth – it is his way of exploring – just make sure he doesn't put any unsafe items in his mouth, e.g., too small that he may swallow and choke.

PLAY SKILLS

P2C

## Awareness and use of hands: *Uses hands and mouth for sensory exploration*

This is how your child learns about toys/objects  
and his hand movements. Hand mouth co-ordination.



### BATHING

- › Plastic toys in the bath tub.

### DRESSING

- › During nappy change, let your child hold a small toy and explore it with his hands and mouth.

### MEALTIMES

- › When seated for meals, provide suitable toys for him to explore during the meal, e.g., plastic, fabric, teaspoon – that can be washed afterwards!

### PLAYING

- › Any toy that can be mouthed (and is washable).

### WAKING

### OUTINGS

- › In car seat and stroller, have available a variety of toys/objects for exploring with hands and mouth, e.g., attached to seat.

## Can grasp/hold toys/objects: Following things with eyes

To see and use hands.

### 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.

## Can grasp/hold toys/objects: Following things with eyes

To see and use hands.

### 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

## Can grasp/hold toys/objects: 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 hands .
 to 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.

## Can grasp/hold toys/objects: 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 with 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 hands 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.

## Can grasp/hold toys/objects: Beginning to reach

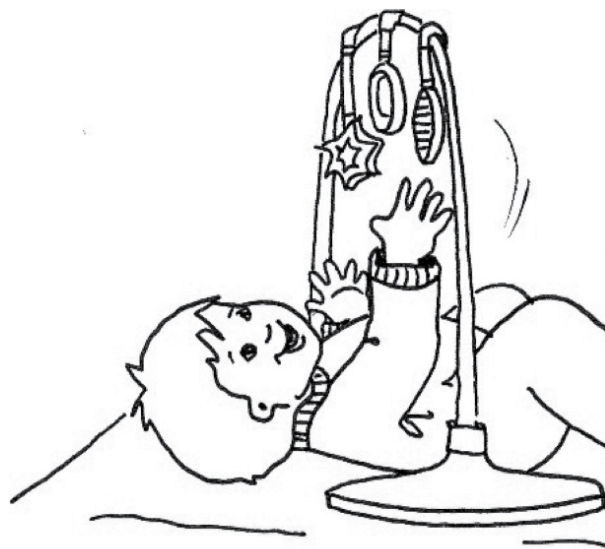
Learning how to reach and grasp.

### 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.

# Can grasp/hold toys/objects: Beginning to reach

Learning how to reach and grasp.

## 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

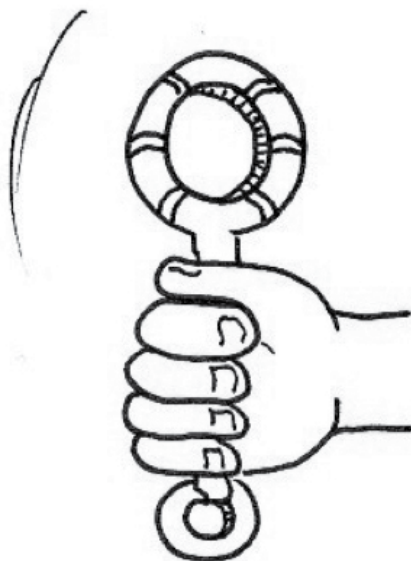
- › Hang small mobiles where your child can see them when in car seat/stroller/pram.
- › Visit gardens and talk about and explore the leaves and flowers, encourage your child to reach for leaves/flowers.
- › Discover where there are wind chimes in an outdoor area that you and your child can reach.

## Can grasp/hold toys/objects: Playing with a rattle

Eye hand co-ordination. Sensory experiences.

### TOYS & ACTIVITIES

- › Light weight colourful rattles that are easy for your child to hold – (can be home made if securely sealed, e.g., a baby bottle or soft drink bottle with dried rice/lentils inside).



### ATTENTION & CONCENTRATION

- › Find out which colours/shapes/textures that your child prefers.

### SONGS & ACTIONS

- › I am a fine musician (Play School).
- › My hands are shaking (modified from my hands are clapping – (Play School).
- › Who's that tapping at my window ((Play School).
- › Oomba baroomba (Play School).
- › Offer rattle to child when in different positions e.g., when lying on back, side, when sitting in supported seat.
- › Alternate which hand you offer the rattle to.
- › Guide your child's movements so that the rattle will make a noise.
- › When your child drops a rattle/toy, offer it to him again to see if he wants to continue to play with it.

### TRY TO AVOID

- › Home made rattles that could come open – make sure all openings are firmly sealed.

PLAY SKILLS

P3D

## Can grasp/hold toys/objects: *Playing with a rattle*

Eye hand co-ordination. Sensory experiences.



### BATHING

- › Water rattles that you child can shake and grasp.

### DRESSING

### MEALTIMES

- › Practise grasping with objects such as spoon.

### PLAYING

- › Try to have a variety of rattles with different shaped handles and noises.

### WAKING

### OUTINGS

## Can grasp/hold toys/objects: *Ulnar palmar grasp*

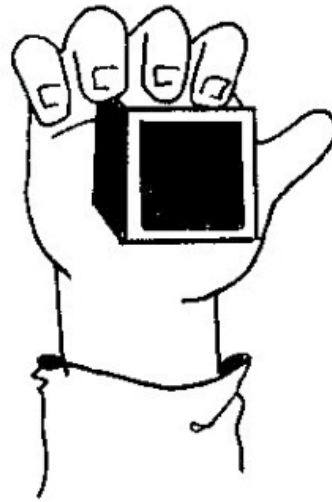
It is the beginning of a controlled grasp. The child holds small objects against his palm, using his ring and little fingers.

### TOYS & ACTIVITIES

- › Rattles with long, thin handles.
- › Teething rings/rusks.
- › Adult's finger.
- › Activity rings that link together (manufactures by First Years).

### 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

- › Small items that could be swallowed.

## Can grasp/hold toys/objects: *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.
- › Provide brightly coloured objects that are small enough to hold in little and ring finger, e.g., rattle.

### PLAYING

- › 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.

## Can grasp/hold toys/objects: 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., '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 musical/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.

## Can grasp/hold toys/objects: 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 your child 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.

## Can grasp/hold toys/objects: Keeping hands open

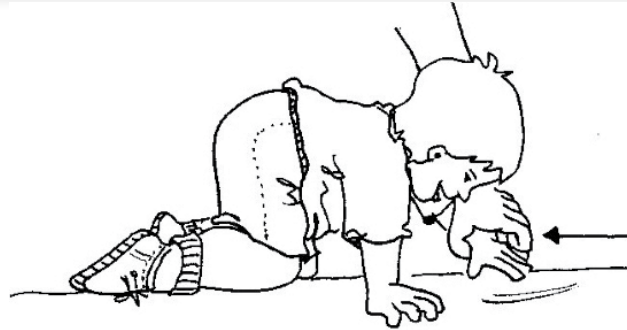
With open hands your child can touch and explore objects and toys. Feeling things with your hands helps to develop an awareness of where your hands are and how to use them.

### 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.

## Can grasp/hold toys/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 you 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.

### WAKING

- › 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.

## Can grasp/hold toys/objects: Radial palmar grasp

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

### TOYS & ACTIVITIES

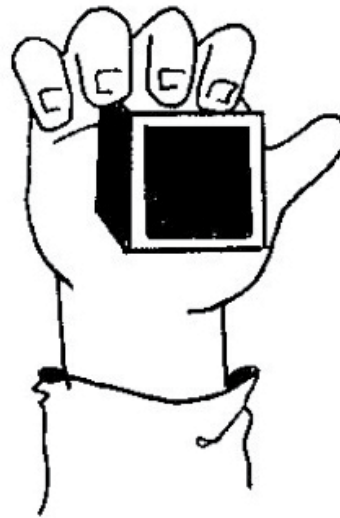
- › Small toys/objects that can fit into child's hand.
- › Rattles.
- › Blocks.
- › Small soft ball.
- › Teething rusk.
- › Squirt and squeak toys.
- › Crumpled piece of paper.

#### For older children:

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

### SONGS & ACTIONS

- › We are all shaking (with rattles 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.

## Can grasp/hold toys/objects: 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 (on 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.

## Can grasp/hold toys/objects: *Playing with paper*

A variety of different sensory experiences. Eye hand co-ordination.

### TOYS & ACTIVITIES

- › A variety of different types of paper, e.g., waxed paper, cellophane, plain gift wrap, plain paper bag, napkin.
- › Cardboard containers, e.g., small cereal boxes.



- › Let your child have a few moments to explore the paper with hands and mouth.

### ATTENTION & CONCENTRATION

- › Demonstrate how to make the paper crunch and crinkle by screwing it up.
- › Talk about the sounds that the paper makes.

### TRY TO AVOID

- › Newsprint and coloured paper that the colour runs.
- › Paper that contains toxic ingredients, e.g., some coloured wrapping paper.
- › Plastics that can be inhaled.

PLAY SKILLS

P3I

## Can grasp/hold toys/objects: *Playing with paper*

A variety of different sensory experiences. Eye hand co-ordination.



BATHING

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

- › Provide a variety of scrunched up paper shapes for your child to explore. Wrap a toy up in paper and let your child undo the parcel.

## Can grasp/hold toys/objects: *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.

## Can grasp/hold toys/objects: 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.
- › 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.

## Can grasp/hold toys/objects: 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.

## Can grasp/hold toys/objects: 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 to 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.

## Can grasp/hold toys/objects: 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.

## Can grasp/hold toys/objects: *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.

## Can grasp/hold toys/objects: *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 then 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

- › Items that are small that could be swallowed.

## Can grasp/hold toys/objects: 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

- › Wriggle 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.

## Can grasp/hold toys/objects: *Forearm supination*

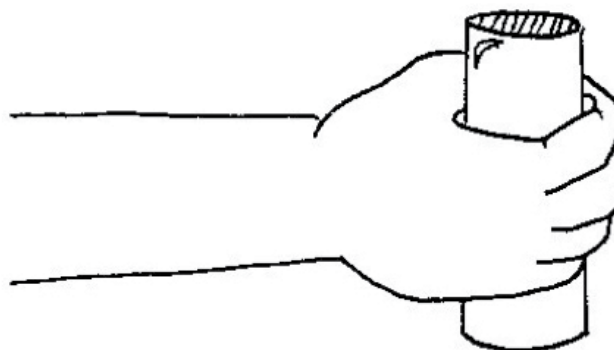
Important skill for manipulating objects to look at them and to use them. Important for opening containers.

### 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.

### SONGS & ACTIONS

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



- › 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.

### ATTENTION & CONCENTRATION

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

## Can grasp/hold toys/objects: 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).

## Can grasp/hold toys/objects: 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.

## Can grasp/hold toys/objects: 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: *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.

PLAY SKILLS

P3P

## 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.

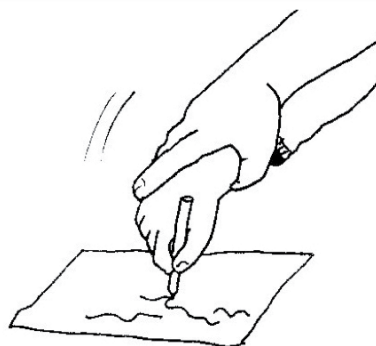
The most functional pencil grasp (dynamic tripod grasp) involves the thumb, index and middle fingers on the crayon/pencil.

### 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 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.

### 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.

### WAKING

### OUTINGS

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

## Ball skills: *Throwing balls*

Eye-hand co-ordination.  
Social and play skills.

### TOYS & ACTIVITIES

- › Large targets:
  - Washing basket.
  - Large box.
  - Colourful, large picture on wall lightweight small boxes, objects to bowl over.
- › Objects to throw:
  - Small rubber, plastic, tennis balls.
  - Sponges.
  - Bean bags.
  - Pebbles into a pond.

### SONGS & ACTIONS

- › Rhythm and counting for letting go, e.g., 1, 2, 3, throw.



- › Initially guide movements towards the target.
- › Provide enough support for your child to be able to stand to do it, e.g., hold him at the hips, position him in front of a chair/couch for support.
- › Offer ball/object to either side or in the midline for your child to choose which hand to use.
- › Position target where your child can easily see.

### ATTENTION & CONCENTRATION

- › Talk to your child about how he is moving.
- › Practise initially for short periods.
- › Colourful target and object.

### TRY TO AVOID

- › Practising if your child is tired or upset.

PLAY SKILLS

P3R

## Ball skills: *Throwing balls*

Eye-hand co-ordination.  
Social and play skills.



### BATHING

- › Throw bath toys into bath before hopping in.

### DRESSING

- › Throw dirty clothes into a washing basket.

### MEALTIMES

### PLAYING

- › Throw toys onto targets, e.g., frog onto lily pads, teddies onto picnic mat.

### WAKING

### OUTINGS

- › Throwing pebbles into pond/lake.
- › Throwing sand into sea/waves/bucket.

## Ball skills: *Throwing/rolling a ball underhand*

Social and play skills. Eye-hand co-ordination.

### TOYS & ACTIVITIES

- › Begin with a large ball that use two hands for rolling and gradually introduce smaller ball.
- › Easy to grasp balls, e.g., tennis, 'nerf' sponge ball, dimpled rubber ball.
- › Set up a target to throw towards, e.g., large circle on the wall, large box/bucket, cartons to 'bowl' over. Initially have it close by and gradually increase the distance.
- › Throw to each other.

### SONGS & ACTIONS

- › Humpty dumpty for target throwing.



- › Begin with rolling ball to/from your child when seated on the floor.
- › Sit facing your child with legs on floor in front and splayed apart – roll to each other.
- › Gradually increase the distance that the ball is being rolled.
- › With smaller ball, seat child on a small stool, chair and pass ball to your child so that he grasps it with an open palm.
- › Alternate which side you pass the ball to him.
- › Initially guide movements of his arm while he is holding the ball.

### ATTENTION & CONCENTRATION

- › Use ball/target that is colourful and/or noisy.
- › Lots of verbal encouragement and praise.

PLAY SKILLS

P3S

## Ball skills: *Throwing/rolling a ball underhand*

Social and play skills. Eye-hand co-ordination.



### BATHING

- › Throw bath toys into bath before hopping in.

### DRESSING

- › Throw dirty clothes into a washing basket.

### MEALTIMES

### PLAYING

- › Throw toys onto targets, e.g., frog onto lily pads, teddies onto picnic mat.

### WAKING

### OUTINGS

- › Throwing pebbles into pond/lake.
- › Throwing sand into sea/waves/bucket.

## Physical skills for playing with others: *Catching a ball*

Eye-hand co-ordination. Balance reactions.

### TOYS & ACTIVITIES

- › Catching bubbles with both hands.
- › Catching a large, soft ball - partially deflated beach ball.
- › Large, soft rubber ball.
- › Gradually reduce the size of the ball.
- › You can try throwing the ball so that it bounces once before reaching your child - some children find it easier to predict the path of the ball when it has been bounced first.



- › Begin close to your child with your child seated.
- › As your child gains skills and confidence, move further away in sitting and then try closer with your child standing.
- › Another adult can help to guide and position your child's arms so that his palms are facing up with arms outstretched in front ready to receive the ball.

### ATTENTION & CONCENTRATION

- › Use consistent phrases, such as 'ready, 1, 2, 3, catch'.
- › Use a brightly coloured/textured ball.
- › Make sure your child is looking at the ball before you throw it to him.
- › Lots of verbal encouragement and praise.

### TRY TO AVOID

- › Standing too far away.
- › Throwing the ball when your child is not looking at it.

# Physical skills for playing with others: *Catching a ball*

Eye-hand co-ordination. Balance reactions.

## BATHING

- › Talk about which body part is being washed as you touch it.
- › Gently massage your child's arms/legs/body after a bath and talk about the area that is being touched.
- › Place bubbles on one body part and talk about it, then uncover the part.

## DRESSING

- › Talk about which part of the body is being dressed.

## MEALTIMES

- › Talk about the mouth and the hands as you help your child to eat.

## PLAYING

- › Hide fingers/toes in sand/play dough/goop.
- › Dress and groom doll/toys.

## WAKING

- › 'Greet' each body part as your child awakes.

## OUTINGS

- › Hide fingers/toes in sand.
- › Talk about head when putting on a hat.
- › Talk about feet when putting on socks/shoes.
- › Opportunities to go bare foot at the beach/swimming pool.

## Basic play skills: *Pushes, pulls and manipulates simple toys. Moving things from one hand to the other*

Helps child to learn that he can use both hands to do things.

### 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 their<sup>e</sup> 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.

## Basic play skills: Pushes, pulls and manipulates simple toys. Moving things from one hand to the other

Helps child to learn that he can use both hands to do things.

### 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.

### WAKING

### OUTINGS

## Basic play skills: Pushes, pulls and manipulates simple toys. 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.

### 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.

### 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.

## Basic play skills: *Pushes, pulls and manipulates simple toys. 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

## Basic play skills: Pushes, pulls and manipulates simple toys. 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

## Basic play skills: *Pushes, pulls and manipulates simple toys. 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 with 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.

## Basic play skills: Pushes, pulls and manipulates simple toys. Poking with index fingers

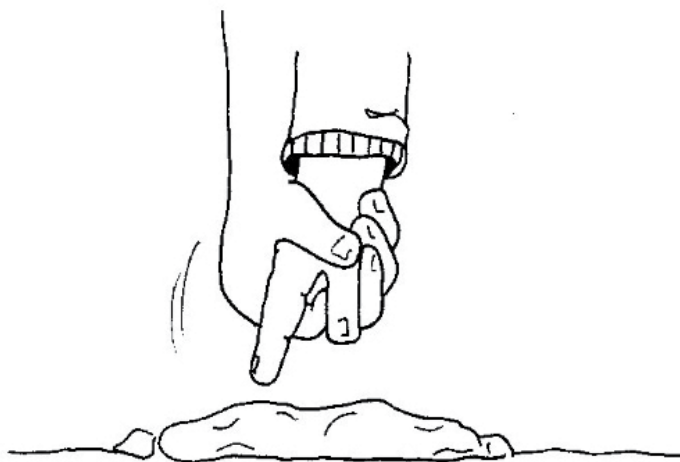
Moving each finger independently.  
The index finger is important for manipulative skills.

### 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
  - Sand
  - Shaving cream
  - Play dough
  - 'Goop'
- › 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.

## Basic play skills: Pushes, pulls and manipulates simple toys. 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 two items, e.g., a food and a drink and ask your child to point to what he wants.

### PLAYING

### 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.

## Basic play skills: Pushes, pulls and manipulates simple toys. Stacking objects

Releasing objects in a controlled manner.  
Learning concepts of 'on top', 'underneath'.

### 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.

## Basic play skills: *Pushes, pulls and manipulates simple toys. Stacking objects*

Releasing objects in a controlled manner.  
Learning concepts of 'on top', 'underneath'.

### 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.'

## Basic play skills: Pushes, pulls and manipulates simple toys. 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.

## Basic play skills: *Pushes, pulls and manipulates simple toys.* *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.'

PLAY SKILLS

P4G

## Basic play skills: *Pushes, pulls and manipulates simple toys. Manipulating toys for effect*

Learning about cause and effect.  
Fine motor manipulation skills.



### TOYS & ACTIVITIES

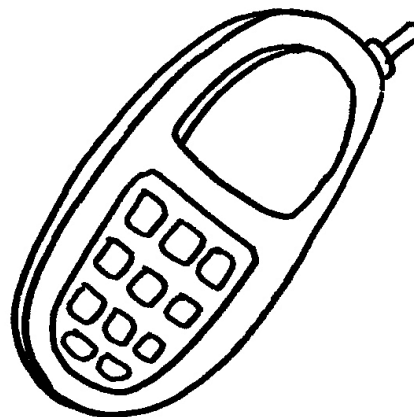
- › Pop up toys.
- › Press button toys.
- › Musical toys.
- › Friction cars.

#### For older children:

- › Gears.
- › Marble run.

### SONGS & ACTIONS

- › Songs that are associated with the activity, e.g:
  - Jack is quiet down in his box.
  - Joanie works with one hammer.
  - Everybody do this.
  - The wheels of the bus/car/truck go round and round.
  - This is the way we...
  - Take you riding in my car.
  - There is someone who is hiding.
  - Oh we can play on the big bass drum.



- › Demonstrate how toy works and then let your child attempt to do it himself.
- › Choose activities that are easier first and gradually make more difficult.

### ATTENTION & CONCENTRATION

- › Talk about how to move while you're showing your child.
- › See if a combination of action, sound and light help your child to focus his attention.

### TRY TO AVOID

- › Doing all the action for your child - you can guide his movements but also allow some time for him to try by himself.

PLAY SKILLS

P4G

## Basic play skills: *Pushes, pulls and manipulates simple toys. Manipulating toys for effect*

Learning about cause and effect.  
Fine motor manipulation skills.



### BATHING

- › Any water proof cause and effect toy can be used in the bath.

### DRESSING

### MEALTIMES

### PLAYING

- › Play mobiles/ centres often have a variety of different activities that encourage a variety of manipulative skills.

### WAKING

- › Have some cause and effect toys near bed/cot for your child to manipulate to make noises/lights.

### OUTINGS

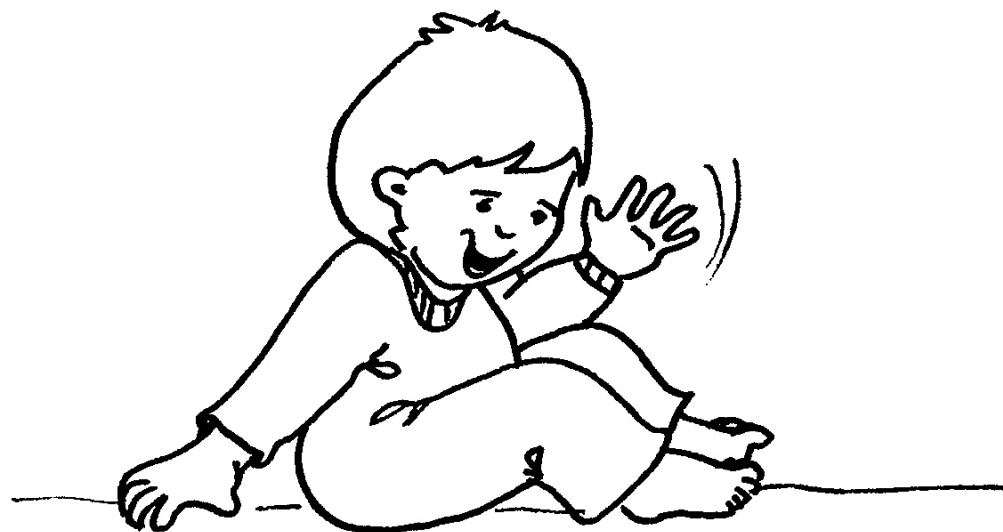
- › Some playgrounds have musical/ interaction places, e.g., buttons that are activated when stepped on/ pressed.

## Basic play skills. Imitates gestures: *Waving bye bye*

Social and communication skills. Hand function.

### TOYS & ACTIVITIES

- › When packing up toys, wave bye bye to model the behaviour.



- › Initially guide his movement to show him how to do it.

### ATTENTION & CONCENTRATION

- › Provide lots of opportunities for your child to see waving as a means of communication.

### TRY TO AVOID

- › Pressure to wave.

### SONGS & ACTIONS

- › Good bye song.

PLAY SKILLS

P5A

## Basic play skills. Imitates gestures: *Waving bye bye*

Social and communication skills. Hand function.



### BATHING

- › Wave bye bye to the bath water when letting the water out.

### DRESSING

- › Wave bye bye to the dirty clothes/nappy when you put them away.

### MEALTIMES

- › Wave bye bye to dishes when you put them in the dishwasher/cupboard.

### PLAYING

- › Model waving behaviour during games and social activities.

### WAKING

### OUTINGS

- › Model waving behaviour when say good bye to other people.

# Play skills. Imitates gestures: *Imitating gestures*

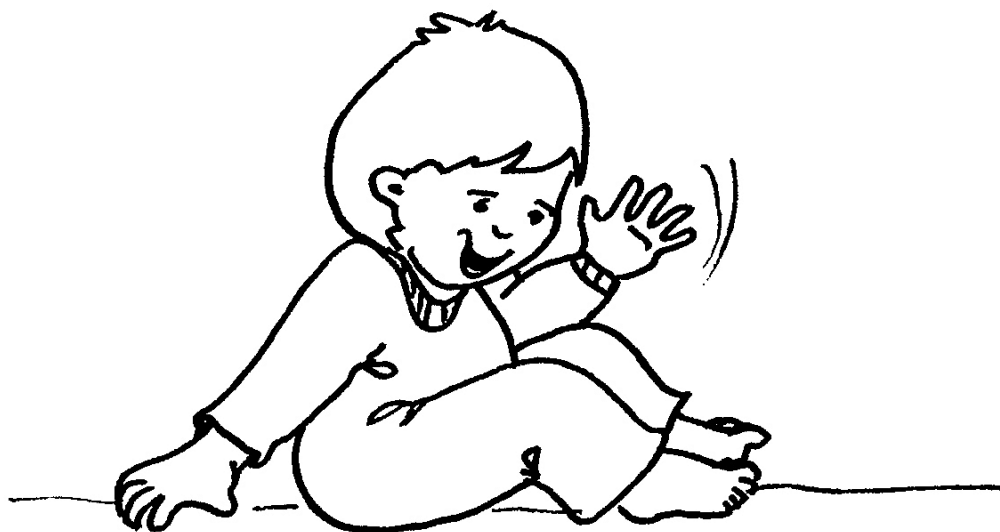
Communication and social skills.

## TOYS & ACTIVITIES

- › Rattles.
- › Pop up toys.
- › Small bells.
- › Dolls for feeding/dressing etc.
- › Toy telephone, spoon and bowl, tool kit.
- › Playing in front of a mirror alone or with another adult/child and copying face or body movements.
- › Your hands.

## SONGS & ACTIONS

- › We are all ...(modify from we are all clapping Play School).
- › Any songs that include actions, e.g., Twinkle, twinkle.



- › Notice which gestures your child is familiar with, e.g., shaking/waving.
- › Perform this familiar gesture for your child and see if he will imitate it. You can guide his movements to help him do it.
- › When your child can imitate a familiar gesture, introduce some new ones.

## ATTENTION & CONCENTRATION

- › With less distractions, your child may be able to focus his attention on the activity, e.g., in a quiet room with only one or two toys.

## TRY TO AVOID

- › Practising when your child is tired/irritable.

# Play skills. Imitates gestures: *Imitating gestures*

Communication and social skills.

## BATHING

- › Let your child hold and use a small wash cloth whilst you clean him.
- › Practise bathing bath toys with wash cloth.

## DRESSING

- › Demonstrate shaking and waving with small items of clothing, e.g., sock, t-shirt.

## MEALTIMES

- › Using a small sponge/wet wipe guide your child's movements to help to wipe the table top after a meal.
- › Let your child hold a spoon when you are feeding him.

## PLAYING

- › Demonstrate simple gestures and movements to your child during play.

## WAKING

## OUTINGS

## Basic play skills. Imitates gestures: *Using gestures*

Form of communication. Hand function.

### TOYS & ACTIVITIES

- › Hand and finger puppets.
- › Dress ups.



### ATTENTION & CONCENTRATION

- › Keep 'conversations' short.
- › Exaggerate your facial expressions.

### SONGS & ACTIONS

- › If you're happy and you know it.
  - › How do you feel today.
  - › Everybody do this.
  - › Pat-a-cake.
- › Try to understand what your child is trying to communicate by looking at the activity, his facial expressions and what else is happening.
  - › Respond to your child as if you have understood.
  - › Respond with simple sentences about the 'topic' - this is modelling how he can use words for conversation.
  - › Finger plays and action songs, help your child to learn about facial expressions and gestures.
  - › Demonstrate actions as you talk about them.

# Play skills. Imitates gestures: *Imitating gestures*

Communication and social skills.

## BATHING

- › Demonstrate washing dolls/your child as you talk about it.

## DRESSING

- › Talk about what you are doing as you do it.
- › Talk about what part of his body you are dressing.

## MEALTIMES

- › Talk about the food and how he is using the utensils, e.g., spoon.
- › Show him the empty bowl as you talk about it being empty.

## PLAYING

- › Use exaggerated gestures during pretend play time.

## WAKING

## OUTINGS

## Solitary play skills: Threading

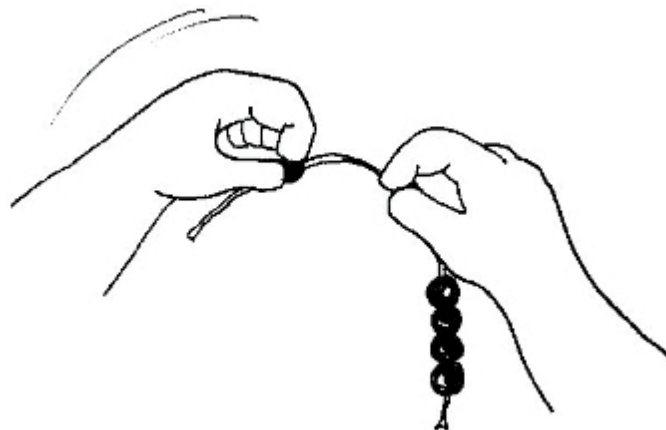
It uses both hands co-operatively.  
Encourages good eye-hand co-ordination.

### 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
- › 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

## Solitary play skills: *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

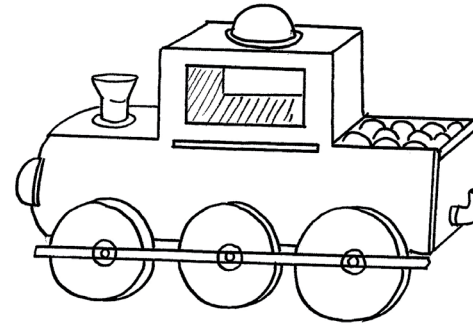
- › Have an abacus - type toy on the stroller for your child to play with when out, e.g., moving beads along the rods.
- › At the playground, practice threading the large beads along the rods and talk about what you are doing so that your child learns the concepts involved in threading and moving beads.

# Basic play skills: Names toys and objects. Naming objects

Understanding of nouns.

## TOYS & ACTIVITIES

- › Character toys that he is familiar with from books, TV.
- › Books with one or two familiar objects to each page.
- › Ball.
- › Blocks.



- › Talk about and name everyday objects with your child.
- › Your child will need to understand words before he can say it, so to check whether he understands names of objects, ask your child to point to pictures/objects that you name.
- › When you know that your child knows the name of an object, show him the object and ask him what it is.
- › Hold up 2 familiar toys/objects and ask your child to name the one he would like to play with.
- › Name characters and objects in books for your child.

## SONGS & ACTIONS

- › There is someone who is hiding. (Play School).
- › Old Macdonald had a farm - use pictures/toys for choosing the next animal.

## ATTENTION & CONCENTRATION

- › Remove distractions, e.g., have only one or two objects in front of your child for him to focus on.

## TRY TO AVOID

- › Correcting or repeating mistakes that your child makes.

# Basic play skills: Names toys and objects. Naming objects

Understanding of nouns.

## BATHING

- › Talk about and name the bath toys.
- › Show him 2 toys and ask him which one he wants.

## DRESSING

- › Name clothes that he is wearing.
- › Name body parts as you help him get dressed.

## MEALTIMES

- › Name items that he is using, e.g., bottle, bowl, spoon.
- › Offer a choice of 2 different foods.

## PLAYING

- › Offer him 2 familiar toys and ask him which one he wants.

## WAKING

- › Name the teddies and toys in his bedroom.

## OUTINGS

- › Talk about and name equipment at the playground.
- › Name items that you see, e.g., truck, dog, tree.

## Names toys and objects: *Recognizes and names pictures*

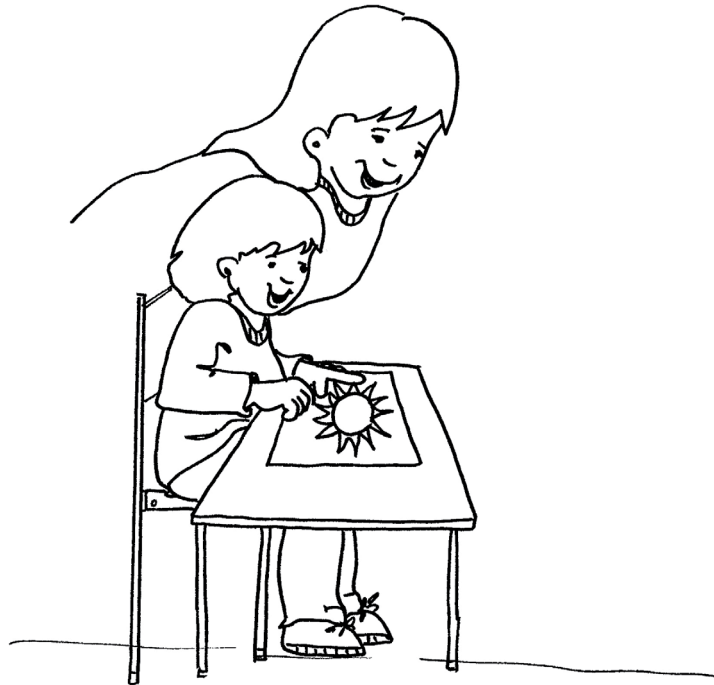
Understanding of symbolic representation.

### TOYS & ACTIVITIES

- › Picture books.
- › Photos.
- › A photo album of familiar people.
- › Posters/pictures of familiar objects/characters, e.g., TV characters.

### SONGS & ACTIONS

- › Familiar character songs that are in books, e.g:
  - Bananas in Pyjamas.
  - Wake up Jeff.
  - Humpty Dumpty.



- › Provide opportunities during the day to look at and name pictures.
- › Make up picture books of your own by using photos or pictures from magazines.

### ATTENTION & CONCENTRATION

- › Try to look at only one picture at a time, if necessary cover up other pictures with a cloth or piece of paper.

# Names toys and objects: *Recognizes and names pictures*

Understanding of symbolic representation.

## BATHING

- › Use a plastic book in the bath and name characters in book together.

## DRESSING

- › Let your child hold a picture book or small photo album during change times. Talk about who/what is in the pictures.

## MEALTIMES

- › Use a placemat with character pictures or make your own by laminating photos/pictures.

## PLAYING

- › Have pictures/posters in play area.
- › Have a variety of picture books available for your child to look at with you.

## WAKING

- › Have pictures/posters on the wall near bed.
- › Have mobile hanging in bed room and talk about characters on mobile.

## OUTINGS

- › Have small pictures books when going in the car/stroller.
- › Make up picture books using photos from outings and talk about these before and after visiting.

## Solitary play skills: Using scissors

### Snipping with scissors

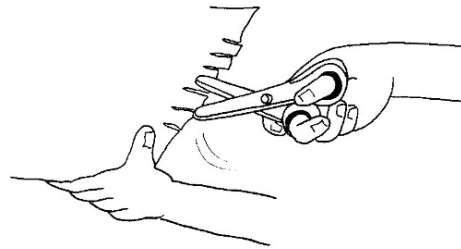
Snipping helps to prepare your child for using scissors to cut along a line or cut out a shape. Learning the movement required for using scissors.

#### 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.

## Solitary play skills: 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

## Solitary play skills: 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.



- › 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.

### 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.

### 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.

## Solitary play skills: 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.

## Pays attention to music: Sings sounds and words with music

A variety of intonations, rhythms and words.

### TOYS & ACTIVITIES

- › Character toys that can accompany songs, e.g., Humpty Dumpty, Bananas in Pyjamas.
- › Toys/objects that can act like instruments, e.g., banging on a saucepan/lid.
- › Toy microphones.
- › Musical bells/shakers.
- › Musical toys, e.g., play music when a button is pushed.

### SONGS & ACTIONS

- › Nursery rhymes, e.g., twinkle, twinkle.
- › Do you put your hat on your tummy, your tummy, (Play School).



- › Use your child's favourite, repetitive songs during the day.
- › Make up your own words for simple tunes, e.g., this is the way we wash the toes, to 'here we go 'round the mulberry bush' tune.
- › Pause during a familiar song for your child to fill in the missing words, e.g., Twinkle, twinkle little....

### ATTENTION & CONCENTRATION

- › Pause during a familiar song and allow time for your child to say/sing the missing word.
- › Use musical instruments/toys to increase motivation/interest.

## Pays attention to music: *Sings sounds and words with music*

A variety of intonations, rhythms and words.

### BATHING

- › Use familiar tunes to sing songs about bathing.
- › Use character toys in the bath, e.g., plastic humpty dumpty, plastic star shape for twinkle, twinkle.

### DRESSING

- › Sing familiar songs/tunes while dressing about what you are doing, e.g., modify 'here we go round the mulberry bush' to the activity you are doing.

### MEALTIMES

- › Sing a song or 'grace/blessing' to begin a meal.
- › Sing about a particular food, e.g., 'hot potato' or 'cold spaghetti'.

### PLAYING

- › Sing familiar songs during playing.
- › Sing songs that are associated with character toys/television characters, e.g., Bananas in Pyjamas.

### WAKING

- › Sing a version of a good morning song.

### OUTINGS

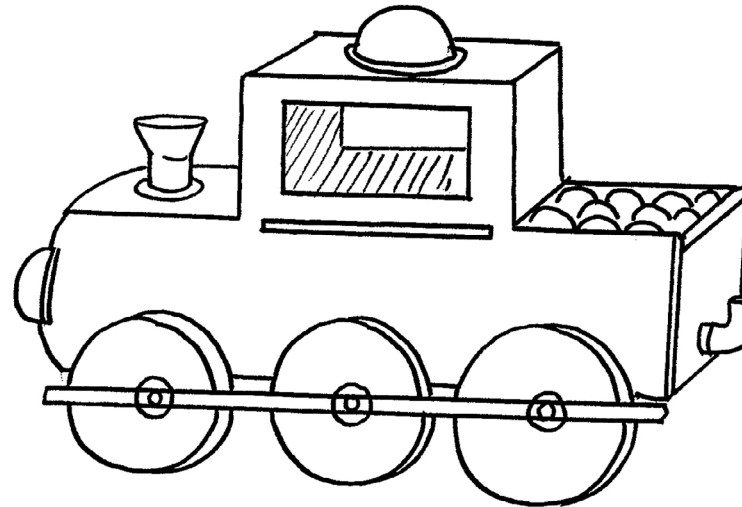
- › Have CDs/tapes in the car with your child's favourite nursery rhymes and songs.

## Pays attention to music: *Imitating environmental sounds*

Practising sounds in a fun way. Connecting between sounds that are heard and sounds that he makes.

### TOYS & ACTIVITIES

- › Toys of typical things that we would hear and see during the day, e.g:
  - Truck/car/bus/train.
  - Animals.
- › Toys that make a sound, e.g:
  - Squeaky/ rattles/musical.



- › Notice and talk about sounds that you hear during the day. Try to make these sounds and encourage your child to copy you, e.g., clock ticking, dog barking, phone ringing.
- › When playing, make accompanying sounds, e.g., car/train noises, animal noises for animal toys.

### SONGS & ACTIONS

- › Old Macdonald.
- › The wheels of the bus....
- › 5 little ducks.
- › Der glumph went the little green frog..
- › We're going on a bear hunt.

### ATTENTION & CONCENTRATION

- › Notice what sounds that your child is aware of and talk about them.

### TRY TO AVOID

- › Noisy environments where it is hard for your child to distinguish between sounds.
- › Noises that startle your child.

## Pays attention to music: *Imitating environmental sounds*

Practising sounds in a fun way. Connecting between sounds that are heard and sounds that he makes.

### BATHING

- › Squeaky bath toys to imitate.
- › Whooshing sound of the bath water when splashing.
- › 'Rain' buckets.

### DRESSING

- › Zippers and press studs.

### MEALTIMES

- › Can opening sounds, e.g., pop.
- › Stirring in a cup.
- › Using beaters/blenders.
- › Exhaust fan in the kitchen.
- › Dishwasher.

### PLAYING

- › Telephone ringing with toy telephone.
- › Animal noises.
- › Car/truck/bus/train noises.

### WAKING

### OUTINGS

- › Notice and talk about the sounds that you hear when out, e.g., noisy truck, birds.

## Sits alone for 5 minutes: Solitary play

Short periods of playing by self.

### TOYS & ACTIVITIES

- › Bubbles.
- › Playdough.
- › Touch and feel books.
- › Cause and effect toys.
- › Drawing activities:
  - Chalk.
  - Crayons.
  - Felt markers.
  - Sand writing/drawing.
- › Sensory fun:
  - Goop.
  - Slime.
  - Textured feeling boards/  
box.
- › Construction toys, e.g.,  
blocks.
- › Jigsaw puzzles.



- › Provide opportunities for play with other children, other adults and by self, e.g., visit playgroups, playgrounds and visit with other children.
- › Try to take note of what activities your child is interested in doing by himself.

### ATTENTION & CONCENTRATION

- › Quiet and less distracting environment may help your child to concentrate on one activity.
- › Colourful/noisy/textured toys may help your child to focus his attention on the activity.

PLAY SKILLS

P10A

## Sits alone for 5 minutes: Solitary play

Short periods of playing by self.



BATHING

DRESSING

MEALTIMES

PLAYING

WAKING

OUTINGS

› Provide opportunities to use crayons, felt boards and other self play materials.

› Visit playgrounds/ visit friends with children.

## Names body parts: *Identifying body parts*

Awareness of different body parts. Communication skills.

### TOYS & ACTIVITIES

- › Dolls.
- › Bubbles.
- › Sand/water play.
- › Play dough.
- › Mirror.
- › Dress ups (gloves, hat, shoes).
- › Velcro body part pictures on wall puzzle.

### SONGS & ACTIONS

- › Open shut them.
- › We are all clapping.
- › You can stamp your feet.
- › Heads, shoulders, knees and toes.
- › If you're happy and you know it.
- › This little pig went to market.



- › Talk about and emphasise the names of body parts in everyday activities.

### ATTENTION & CONCENTRATION

- › When you are talking about a body part with your child, touch it and when practical try to make sure it is positioned where he can see it.
- › Practise in front of a mirror where he can see himself and the body parts.

## Names body parts: *Identifying body parts*

Awareness of different body parts. Communication skills.

### BATHING

- › Talk about which body part is being washed as you touch it.
- › Gently massage your child's arms/legs/body after a bath and talk about the area that is being touched.
- › Place bubbles on one body part and talk about it, then uncover the part.

### DRESSING

- › Talk about which part of the body is being dressed.

### MEALTIMES

- › Talk about the mouth and the hands as you help your child to eat.

### PLAYING

- › Hide fingers/toes in sand/play dough/goop.
- › Dress and groom doll/toys.

### WAKING

- › 'Greet' each body part as your child awakes.

### OUTINGS

- › Hide fingers/toes in sand.
- › Talk about head when putting on a hat.
- › Talk about feet when putting on socks/shoes.
- › Opportunities to go bare foot at the beach/swimming pool.