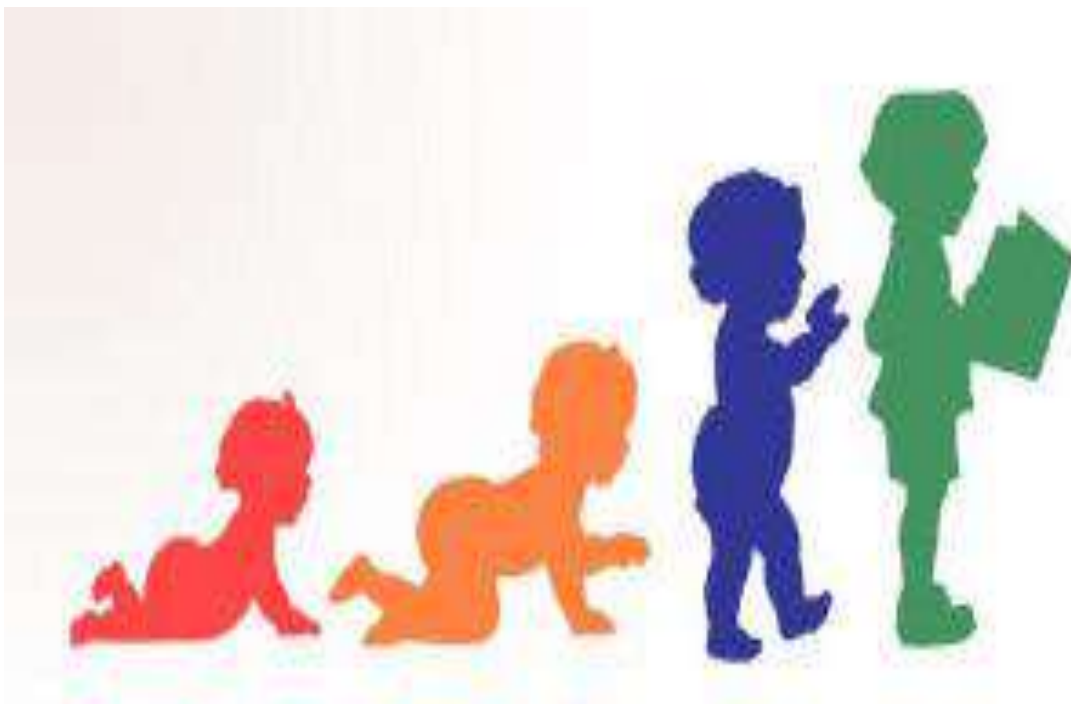


OCCUPATIONAL THERAPY RESOURCE PACK



This pack has been modified with permission from Paediatric Occupational Therapy Team in Buckinghamshire



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Instructions for using the Flowcharts

What are the flowcharts?

A set of screening questions devised to help you establish which of the activity sheets, equipment or strategies are appropriate for the child.

What is the Occupational Therapy Screening Form? (See page 7)

A useful tool to record the screening details and implementation of activity sheets. This form will assist the Occupational Therapy Service if a referral is made.

What is the progress Record Form? (See Pages 21)

Documentation to assist you to monitor progress.

How do I use the flowcharts?

1. A child is identified as having functional difficulties.
2. Decide which flowchart areas the child is having difficulties in.
3. Starting with the first question on the flowchart, work your way down through all of the questions.
4. When a child indicates a YES answer, note down the appropriate activity sheet, equipment or strategy.
5. Refer to the appropriate activity sheet/s, and carry out the recommended activities. Trial recommended equipment and implement strategies.
6. If the child does not appear to have any of the difficulties highlighted on any of the flowcharts, it is unlikely the child has Occupational Therapy needs.
7. The strategies in the 'movies' section will be strengthened by running alongside the Cool Kids programme



Occupational Therapy Screening Form

Name:

Date:

Difficulties identified?

What flow charts were used?

- | | | | |
|--|--------------------------|---|--------------------------|
| Tool use & Self Care Skills | <input type="checkbox"/> | Seating | <input type="checkbox"/> |
| Making Sense of what you See (perceptual) Skills | <input type="checkbox"/> | Large Whole Body Movements (Gross Motor) Skills | <input type="checkbox"/> |
| Fine Motor Skills | <input type="checkbox"/> | Using Tools | <input type="checkbox"/> |
| Sensory | <input type="checkbox"/> | Attention | <input type="checkbox"/> |
| Pencil Skills | <input type="checkbox"/> | Feeding | <input type="checkbox"/> |
| Handwriting | <input type="checkbox"/> | | |

Activity / Strategy Sheets:

Identified Date Started

- | | | |
|--------------------------|------------------------------------|--------------------------|
| VIZZIES | Memory | <input type="checkbox"/> |
| | Visual Perception | <input type="checkbox"/> |
| HANDIES | Using Two Hands | <input type="checkbox"/> |
| | Hand Skills | <input type="checkbox"/> |
| | Letter Formation | <input type="checkbox"/> |
| MOVIES | Body Awareness & Co-ordination | <input type="checkbox"/> |
| | Ball Skills | <input type="checkbox"/> |
| | Balance | <input type="checkbox"/> |
| SENSORY | Tactile Strategies | <input type="checkbox"/> |
| | Auditory Strategies | <input type="checkbox"/> |
| | Calming Strategies | <input type="checkbox"/> |
| | Organising and Alerting Strategies | <input type="checkbox"/> |
| ADDITIONAL SHEETS | | |
| DRESSING | How to Tie a Tie | <input type="checkbox"/> |
| | Tips for Dressing | <input type="checkbox"/> |

EQUIPMENT put in place:

Please report on the progress or difficulties still present:

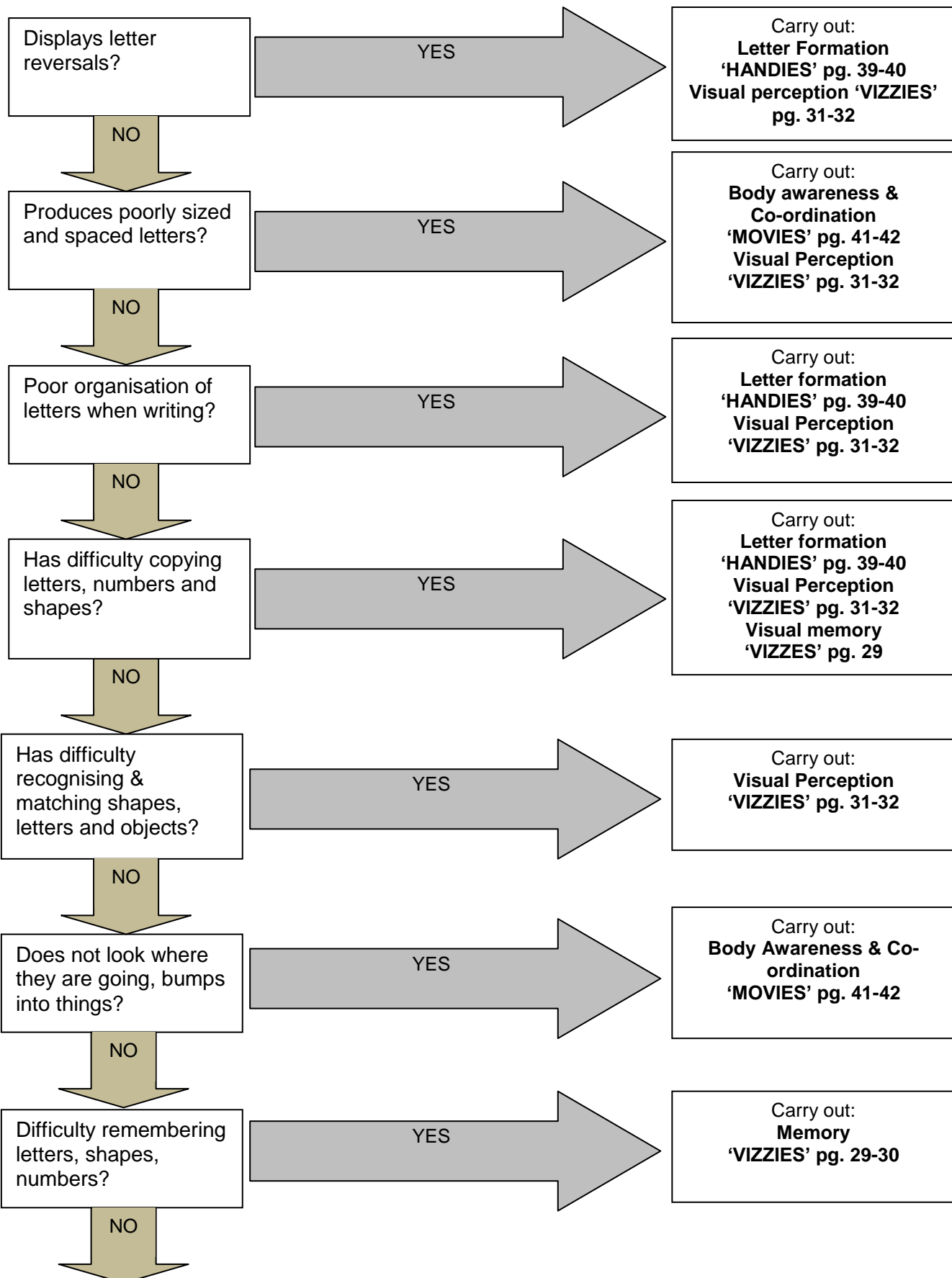
Referral made to Occupational Therapy? YES/NO DATE MADE:

Screening carried out by:

N.B Please complete and include this form if a referral is being made to Occupational Therapy. It is recommended that you implement the activities/strategies for 1 term, to give a clearer indication of the need for OT assessment or the extent of the difficulties.

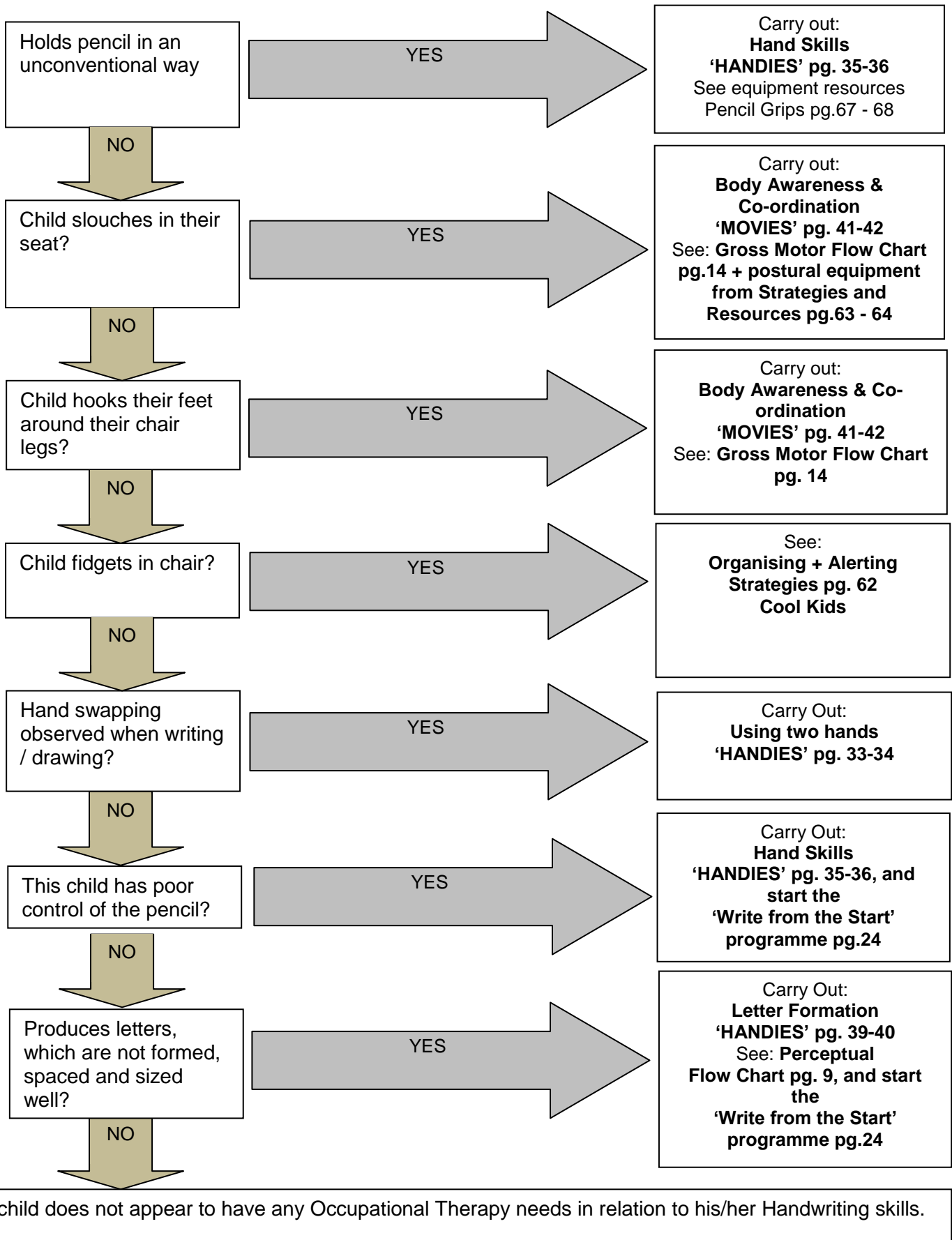


MAKING SENSE OF WHAT YOU SEE (PERCEPTION) FLOW CHART TO ACTIVITY SHEETS



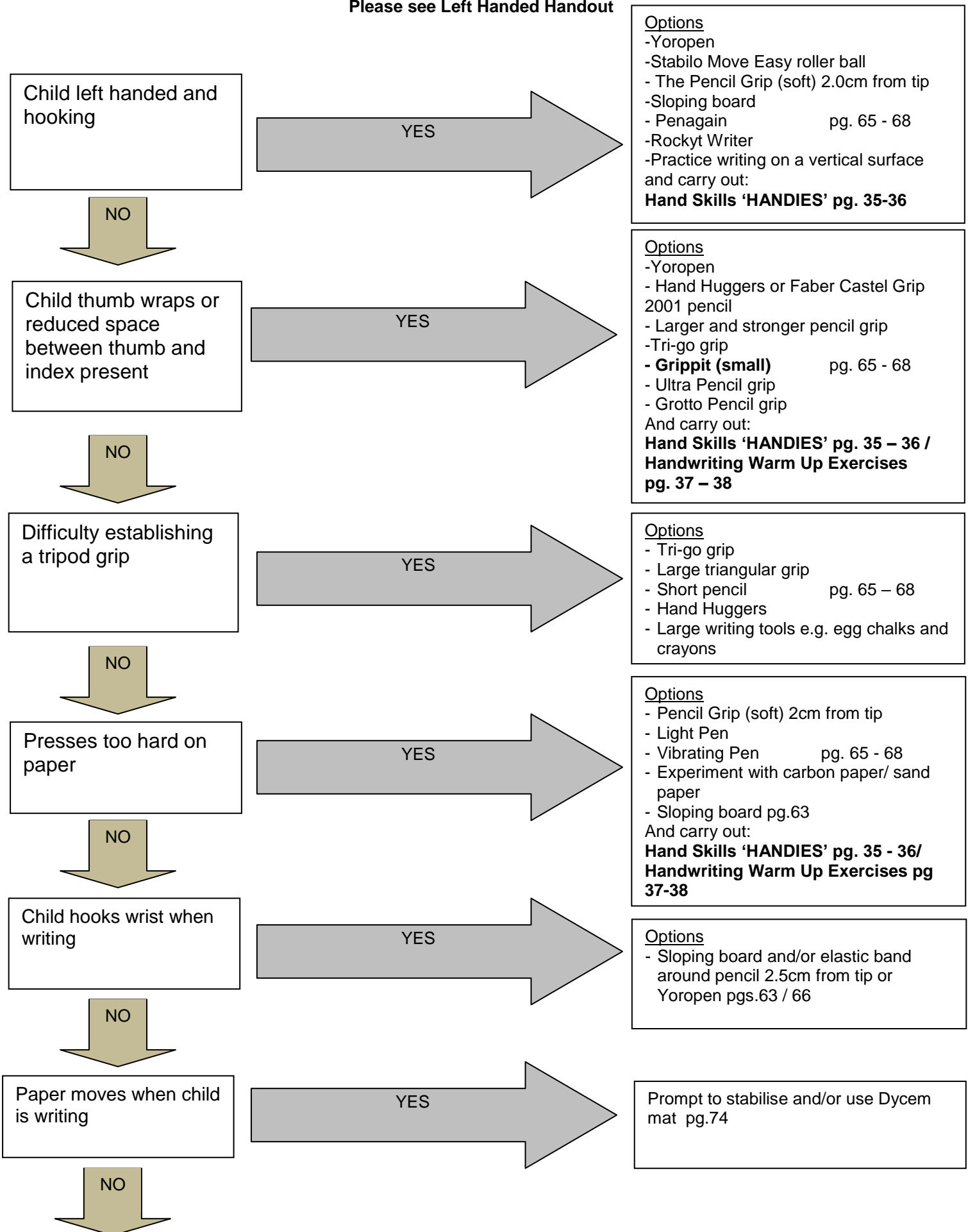
This child does not appear to have any Occupational Therapy needs in relation to his/her Perceptual skills.

HANDWRITING FLOW CHART TO ACTIVITY SHEET



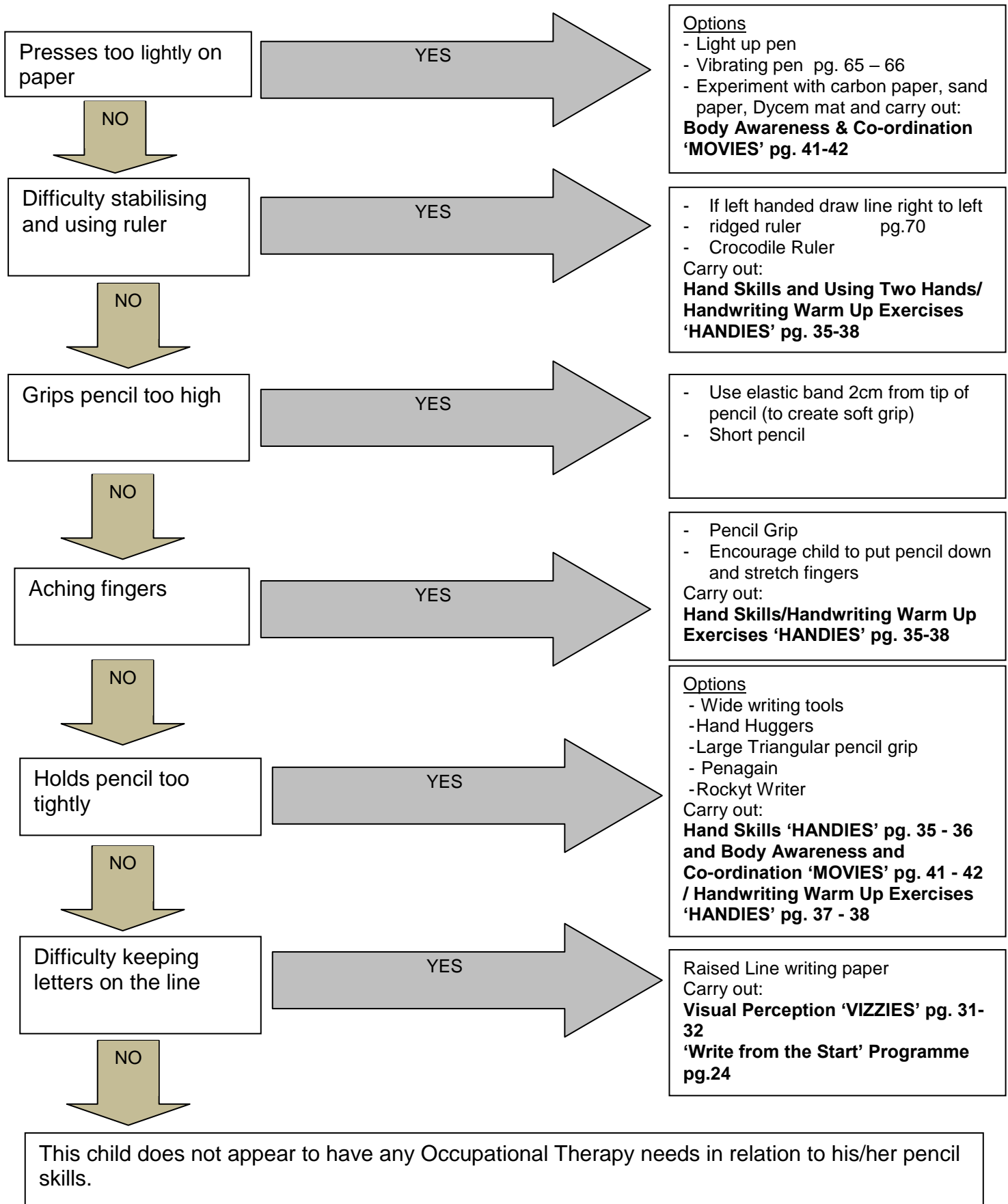
PENCIL SKILLS FLOW CHART TO EQUIPMENT OR STRATEGY SHEET

Please see Left Handed Handout

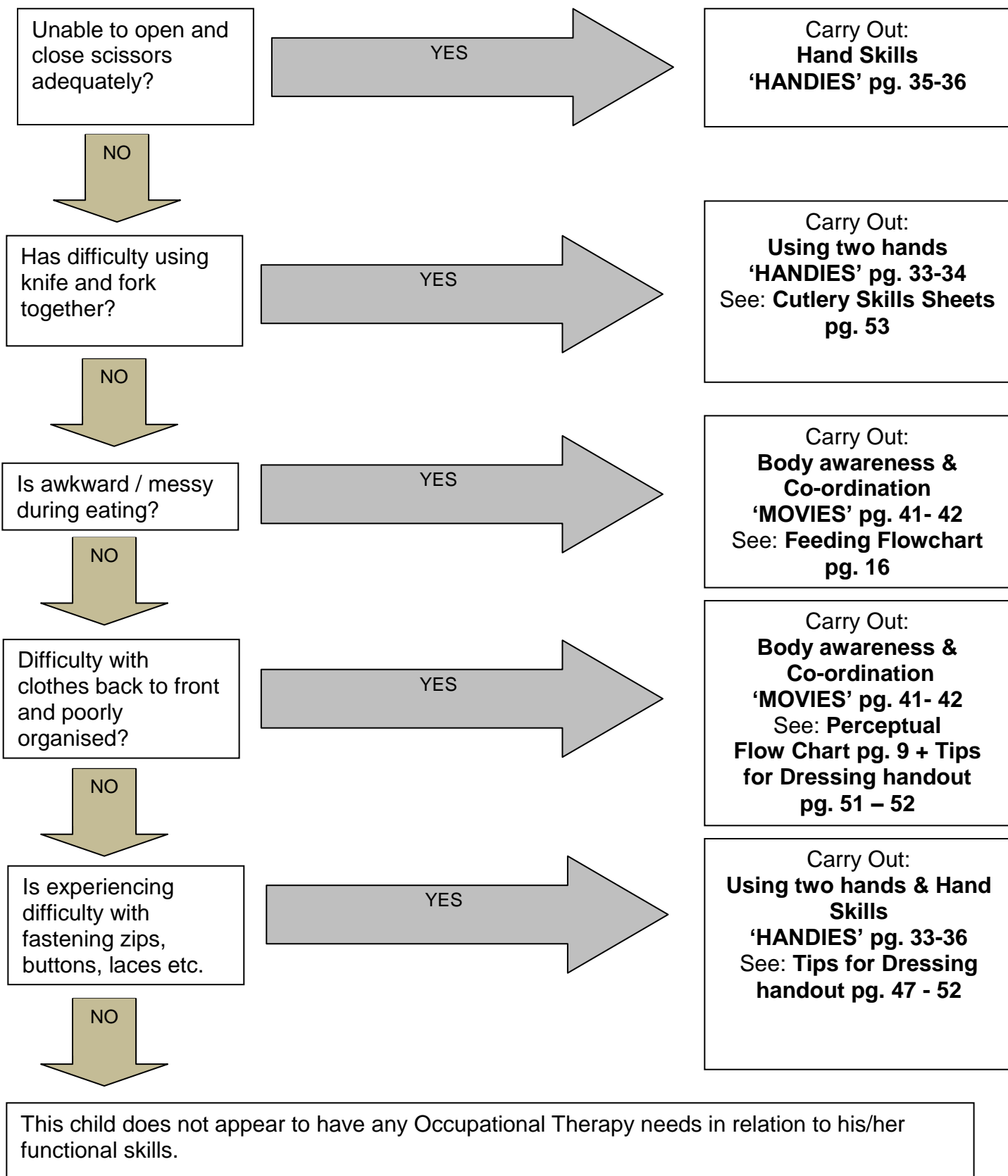


CONTINUED:

PENCIL SKILLS FLOW CHART TO EQUIPMENT OR STRATEGY SHEET

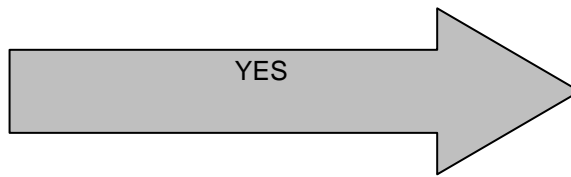


TOOL USE AND SELF CARE SKILLS FLOW CHART
TO ACTIVITY SHEETS

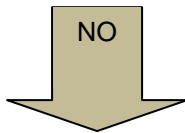


LARGE WHOLE BODY MOVEMENTS (GROSS MOTOR) FLOW CHART
TO ACTIVITY SHEETS

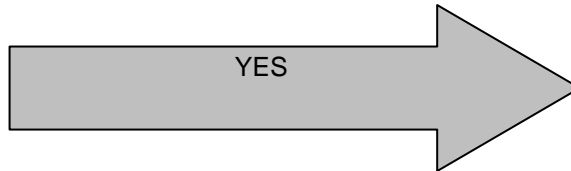
Has difficulty negotiating obstacles around classroom?



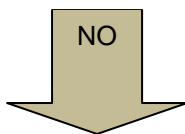
Carry Out:
Body Awareness & Co-ordination
'MOVIES' pg. 41- 42
See: Perceptual Flow Chart pg. 9



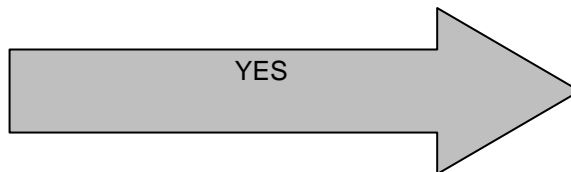
Has difficulty following instructions in P.E?



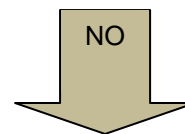
Carry Out:
Body Awareness & Co-ordination
'MOVIES' pg. 41- 42



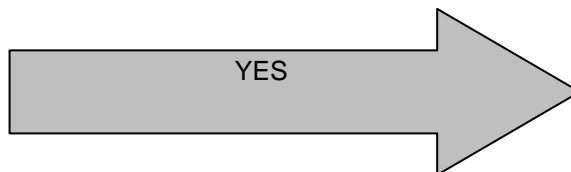
Difficulty catching a ball using two hands?



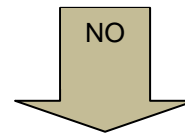
Carry Out:
Balls Skills
'MOVIES' pg. 43 - 44



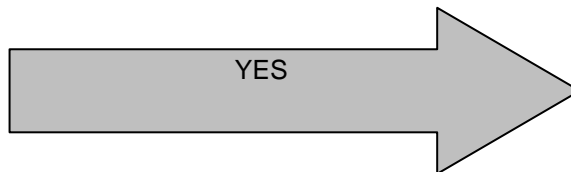
Appears clumsy in moving and positioning self?



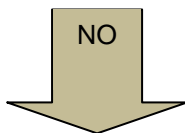
Carry Out:
Body Awareness & Co-ordination
'MOVIES' pg. 41- 42



Appears to lose balance easily?



Carry Out:
Balance
'MOVIES' pg. 45-46

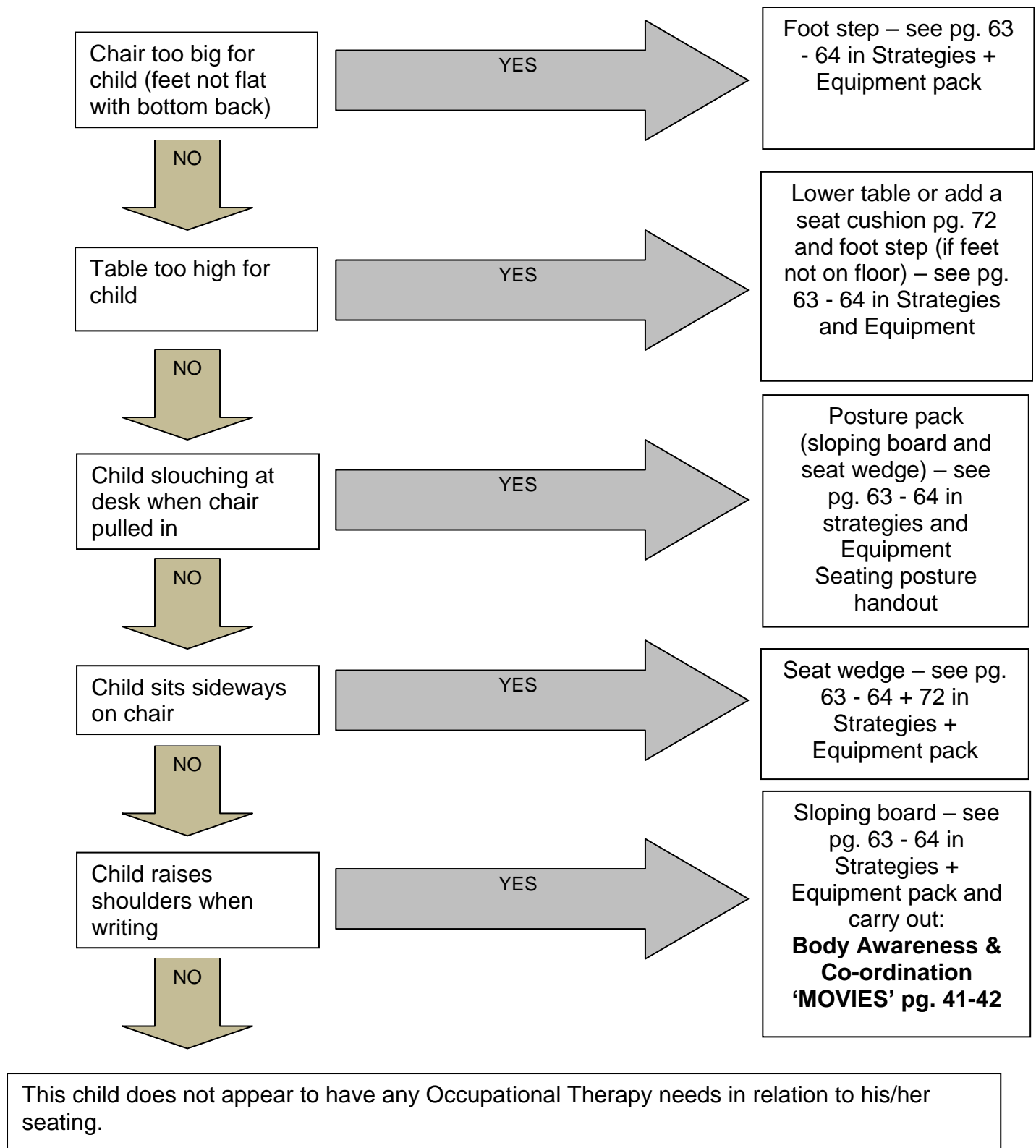


This child does not appear to have any Occupational Therapy needs in relation to his/her Gross Motor skills.



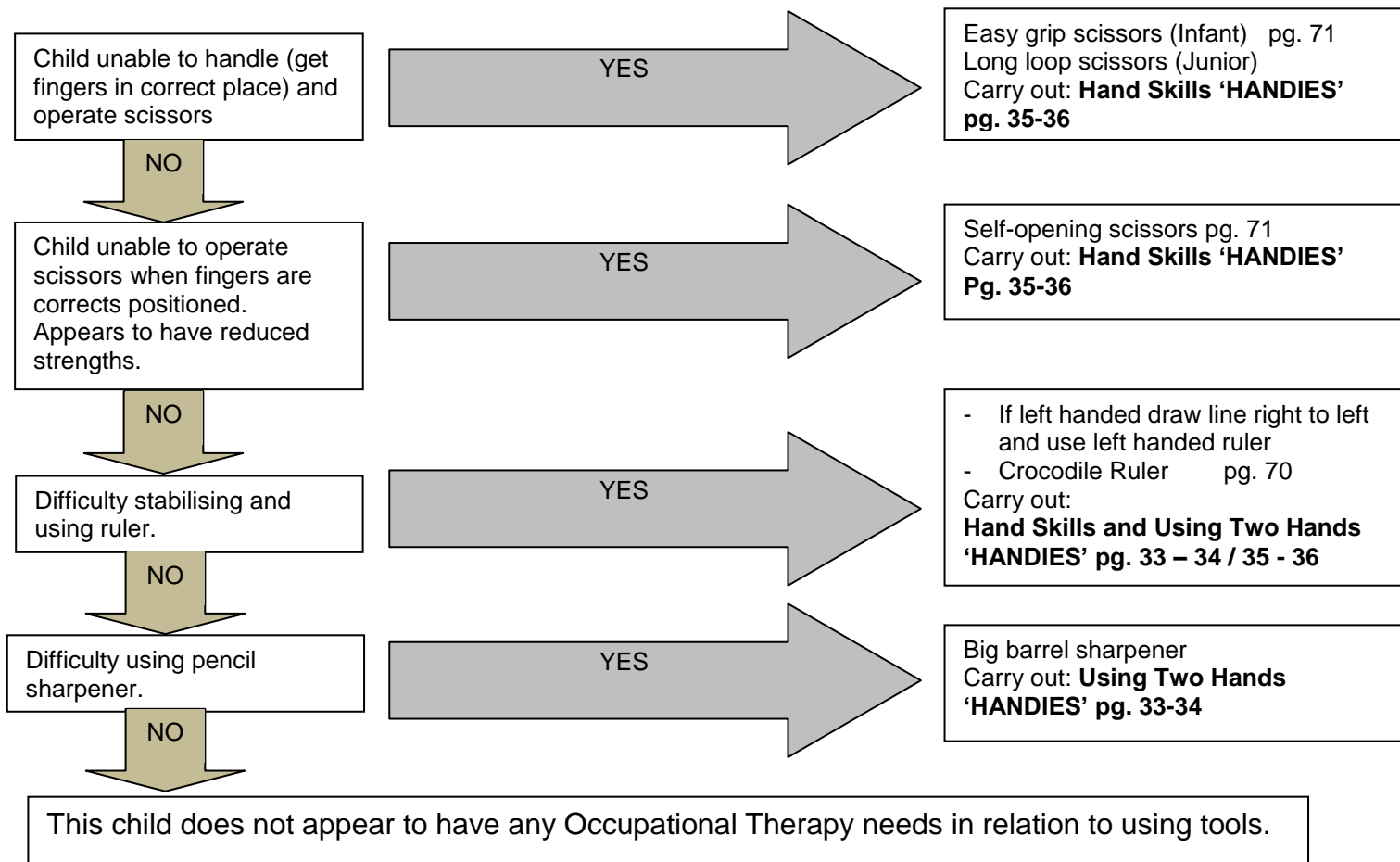
SEATING FLOW CHART TO EQUIPMENT OR STRATEGY

***Check child's seating posture prior to assessment**

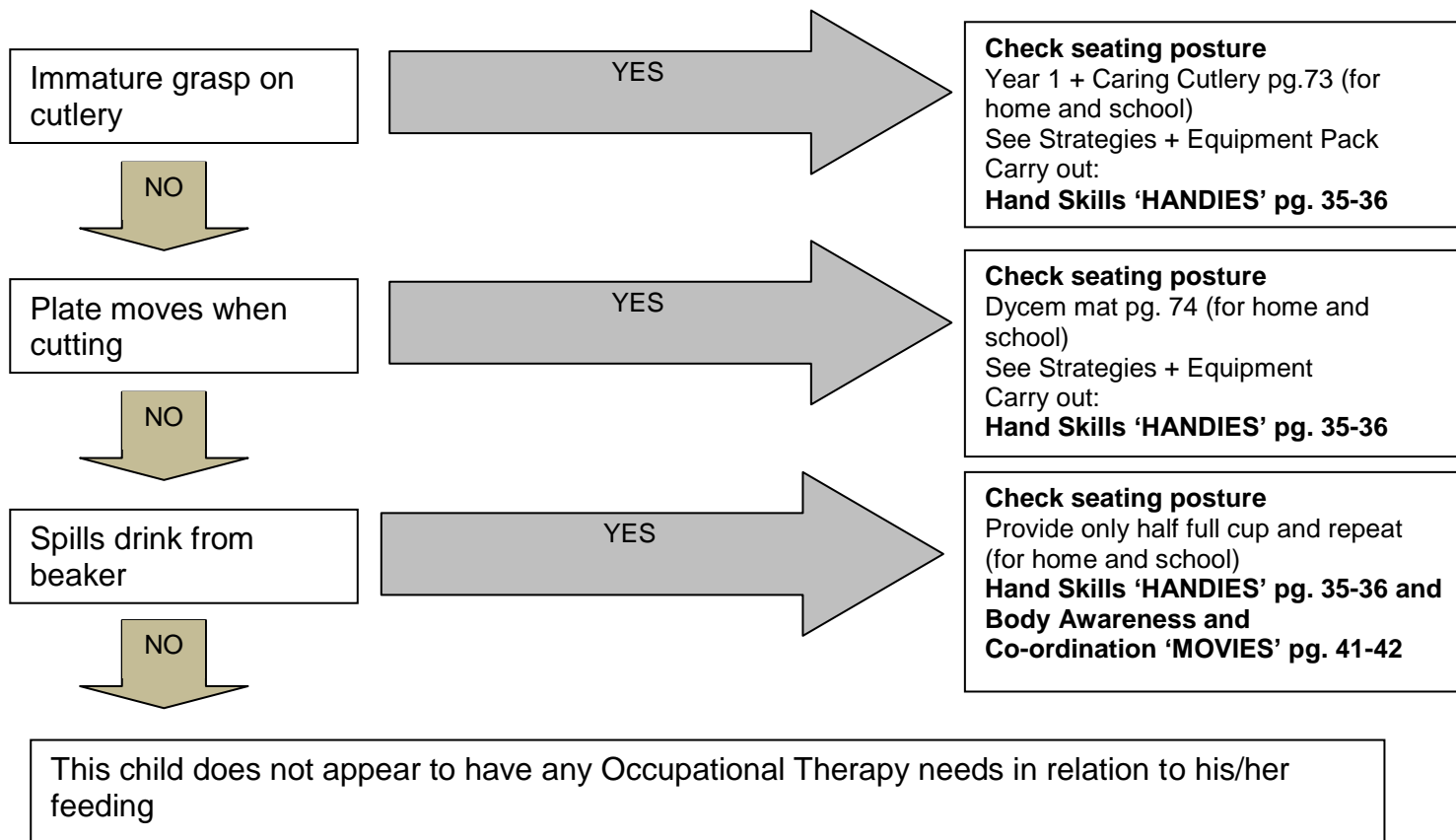


USING TOOLS TO EQUIPMENT OR STRATEGY SHEET

*Check Hand Dominance

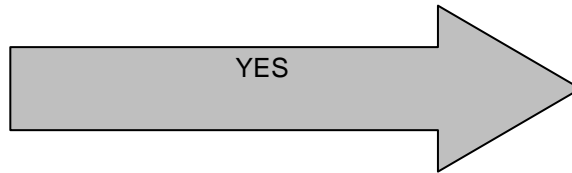


FEEDING FLOW CHART TO EQUIPMENT OR STRATEGY



SENSORY FLOW CHART TO EQUIPMENT OR STRATEGY

- Avoids getting “messy” e.g. paint/glue?
- Reacts emotionally or aggressively to touch?
- Has difficulty standing in line or close to others, appearing irritable or fearful?

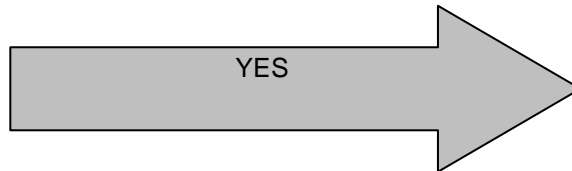


Carry out:
Tactile Strategies pg. 59
and Calming Strategies
pg. 61

NO



- Is distracted or has trouble functioning if there is a lot of noise around?
- Can't work with background noise, e.g. fan/projector?
- Frequently holds hands over ears to protect ears from sound?

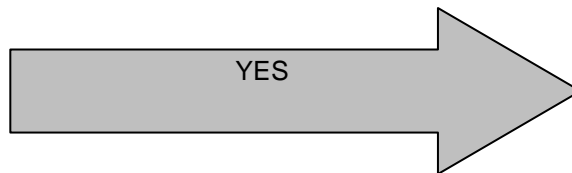


Carry out:
Auditory Strategies
pg. 60 and
Calming Strategies
pg. 61

NO

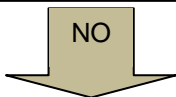


- Seems oblivious in an active environment?
- Appears to not hear what you say i.e. “tune in” even though hearing is ok?
- Doesn't notice when people enter the room?
- Decreased awareness of pain and temperature?
- Doesn't seem to notice when face or hands are messy?
- Appears lethargic, i.e. no energy/sluggish?

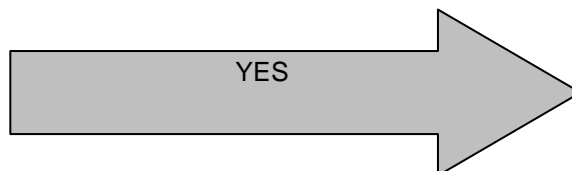


Carry out:
Organising and Alerting
Strategies pg. 62

NO

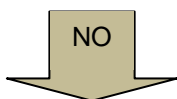


- Has trouble “keeping hands to self”?
- Displays unusual need for touching certain toys, surfaces or textures?
- Enjoys strange noises/ seeks to make noises for noise's sake?
- Seeks all kinds of movement, e.g. can't sit still, fidgets?
- Becomes overly excitable during movement activities?
- Mouths objects, i.e. pencil, hands?



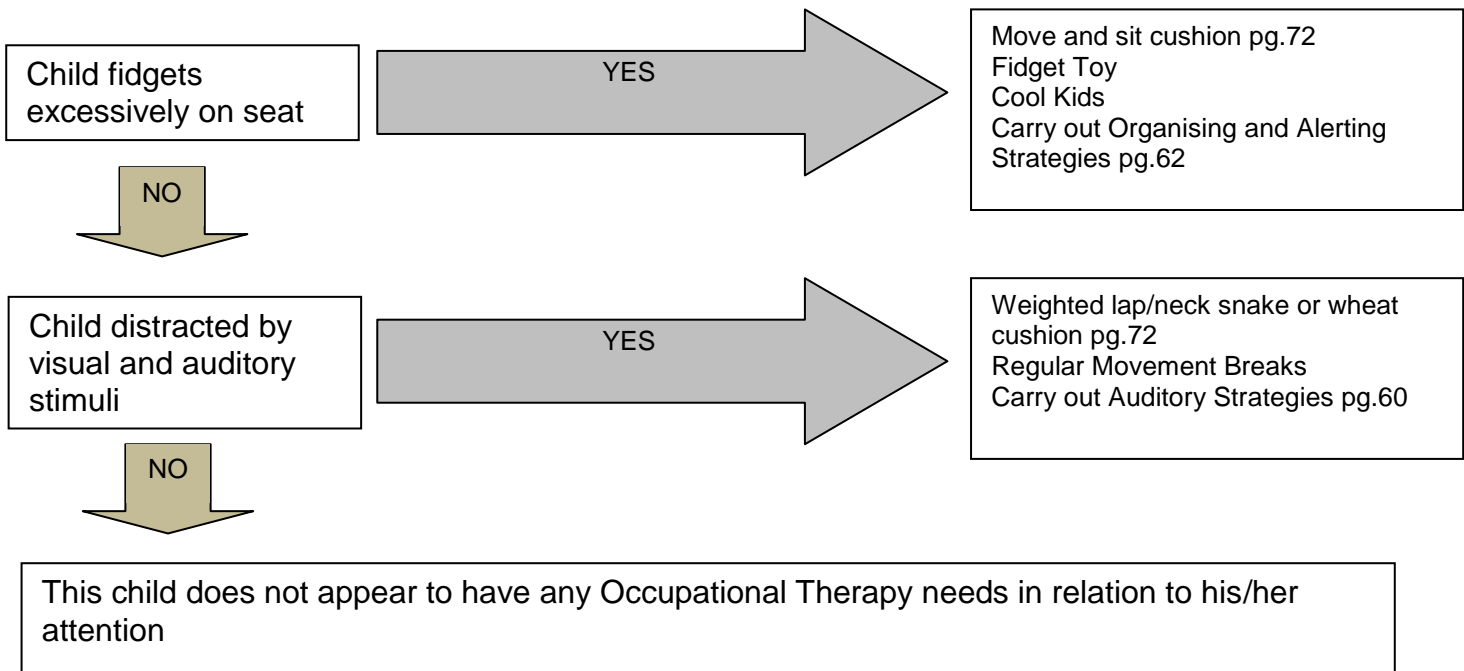
Carry out:
Organising and Alerting
Strategies Pg. 62

NO



This child does not appear to have any Occupational Therapy needs in relation to his/her sensory skills

ATTENTION



‘Outcome Form’

This form has been developed to assist you in reviewing the progress of children following screening and during the implementation of activity and strategy sheets. They are only an aid and for you to use if helpful, they are not essential for referral to the service.

Identify a maximum of 3 main difficulties following screening with the flow charts. List the difficulty areas in the first column. Implement the relevant activity sheets and review every 6 weeks (half term) for at least one school term.

Activities must be completed for a minimum of 10 minutes at least 3 times per week.

A record sheet is also available to record details of progress made.

If no progress is made please seek further advice from the Occupational Therapy Service.

Child’s Name:

Date of Screening:

Flow Chart e.g. Handwriting				
	6 week		12 week	
Identified Area E.g. Holds a pencil in an unconventional way?	Review Date:		Review Date:	
Activity/Strategy E.g. Hand Skills	Still Experiencing Difficulty Yes No		Still Experiencing Difficulty Yes No	
Initial Performance E.g. <ul style="list-style-type: none"> Is wrapping thumb around pencil Pressing on paper too hard 				
Flow Chart e.g. Pencil Skills				
Identified Area E.g. Holds a pencil in an unconventional way?	Review Date:		Review Date:	
Activity/Strategy E.g. Hand Skills	Still Experiencing Difficulty Yes No		Still Experiencing Difficulty Yes No	
Initial Performance E.g. Gripping pencil tight – grip provided				
Flow Chart				
Identified Area	Review Date:		Review Date:	
Activity/Strategy	Still Experiencing Difficulty Yes No		Still Experiencing Difficulty Yes No	
Initial Performance				







National and Community Resources

NATIONAL ASSOCIATIONS AND GROUPS

British Epilepsy Association	0800 309030
British Dyslexia Association	0118 966 8271
Council for Disabled Children	020 7843 6000
Disability Information Service – Surrey	01306 875 156
Down's Syndrome Foundation	020 8682 4001
Dyspraxia Foundation	01203 452321
Hyperactive Children's Support Group	01243 539966 (10am – 1pm Mon-Fri)
Dyscovery Centre	01633 432330
McMaster CanChild	www.canchild.ca
National Autistic Society	020 8866 2244
National Society for Epilepsy	01494 873991

USEFUL WEBSITES

British Dyslexia Association	www.bda-dyslexia.org.uk
Fledglings	www.fledglings.org.uk
Go Noodle	www.gonoodle.com
International Dyslexia Association	www.interdys.org
The Dyslexia Institute	www.dyslexia-inst.org.uk
ADHD.com	www.adhd.com
Touch Typing Programme	www.bbc.co.uk/school/typing

SHROPSHIRE

Grapevine Magazine	https://issuu.com/familygrapevine/docs/fqjul17web
Family Information Service	01743 254400
Shropshire IASS	01743 280019
Shropshire Compass	0345 678 9021
All In Shropshire	01743 250 225
Cycle Experience	http://www.cycleexperience.com/index

TELFORD AND WREKIN

Information Hub	Based at Stepping Stones Centre, Malinslee, Telford
Grapevine Magazine	https://issuu.com/familygrapevine/docs/fqjul17web
Telford IASS	01952 457176
Family Connect	01952 385385
I Can 2	http://www.telfordsend.org.uk/localofferservices/homepage/9/ican2
Cycle Experience	http://www.cycleexperience.com/index

PRACTICAL RESOURCES

Cool Kids Programme	Available in most Primary Schools across the County
Speed Up Programme	Lois Addy 2008 – ISBN 1-85503-245-7
Write From the Start	Lois Addy – ISBN 1-85503-245-7

Suggested Reading List

O'Dell N, Cook P, Stopping Hyperactivity a new solution, Avey
ISBN 0-89529 – 789 – 2

Jones C, Attention Deficit Disorder – Strategies for school age children

Kranowitz C.S, The out of Sync Child: Recognising and coping with Sensory Integration Dysfunction. Perigee, ISBN 0-399-52386-3

Teodorescu and Addy L, The Teodorescu Perceptuo-Motor Programme – Write from the Start Part 1 and 2 and Teachers Guide. ISBN 1-85503-245-7

Portwood M, Developmental Dyspraxia Identification and Intervention: A manual for Parents and Professionals. David Fulton, ISBN 1-85346-573-9

Lev LJ, Eye-Hand Co-ordination BOOSTERS. Ann Arbor Publishers, ISBN 0-87879-623-1 Tel: 01668 214460 or order direct at www.annarbor.co.uk

LDA, Let's Look: 94 photocopy mats for Visual Discrimination activities
ISBN 1-87879-615-0

Barsch R, Block Aid – Work Configurations Academic Therapy Publishers,
ISBN 0-87879-615-0 (order direct at www.annarbor.co.uk)

Carol Kranowitz, The goodness get in sync, (www.amazon.co.uk)

Roehlkepartain Jolene-L., Fidget Busters (www.amazon.co.uk)

OT PACK

ACTIVITY SHEETS

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Equipment list for all activity sheets	55



Introduction to Activity Sheets

In this section you will find the activity sheets; Memory, Perception, Using two hands, Hand skills, Letter formation, Body Awareness and co-ordination, Ball skills and Balance. Choose the sheet or sheets identified from the flow charts which can be found in the Occupational Therapy Information and Screening Resources. Each sheet contains various activities that can be carried out by the child with adult support. This can be done on a one to one or with a small group of children who have all been identified through the screening flow charts.

The activity sheets aim to:

- Address areas of need (identified using flow charts) which may prevent referral to the OT or enable schools to implement resources whilst the child is awaiting an assessment.
- Clarify areas of need i.e. if the child has persistent difficulty completing an activity, to enable detailed referral.

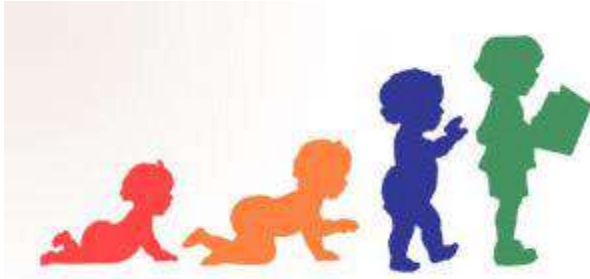
VIZZIES – MEMORY
PERCEPTION

HANDIES - USING TWO HANDS
HAND SKILLS
LETTER FORMATION

MOVIES - BALANCE
BODY AWARENESS
BALL SKILLS



MEMORY



1 Tactile Letters

Have an assortment of tactile letters in a bag. Begin with only 3 letters. Show the child the letter put it in the bag with the other 2 letters. Encourage the child to feel for the correct letter without looking.

3 Memory Game

Use a selection of matching pair cards. Encourage child to turn card, replace it and turn another card to attempt to find a pair.

VIZZIES ACTIVITY SHEETS

Memory

Child's Name: _____



2 Kim's Game

Find 10 everyday items i.e. key, spoon. Encourage the child to remember as many of the items as they can. Remove one item without the child looking. Child has to identify the missing object. Try to increase the number of objects removed.

4 Sequencing

Use selection of matching pair cards. Lay cards in a sequence. Encourage the child to visualize characteristics of each card to aid memory of sequencing. Cover sequence. Child reproduces sequence with own cards. Begin with sequence of 2 and increase as confidence and competency increases.

5 Coloured Cubes

Provide a sequence of coloured cubes beginning with two. Allow the child to view the sequence. Cover the sequence and encourage the child to copy the sequence from memory.

6 Squared Paper

Adult colours a sequence of squares on squared paper. Allow the child to view the sequence before covering it and encourage the child to reproduce the sequence.

7 Jumping Sequencing

Use large sequences of paper, which are coloured, numbered or lettered. Begin with coloured squares taped to the floor. Show the child a sequence, initially only two colours/numbers etc. Child then jumps onto the squares in the correct sequence. Increase difficulty by increasing amount of squares in the sequence and move onto letters and numbers.

VIZZIES ACTIVITY SHEET

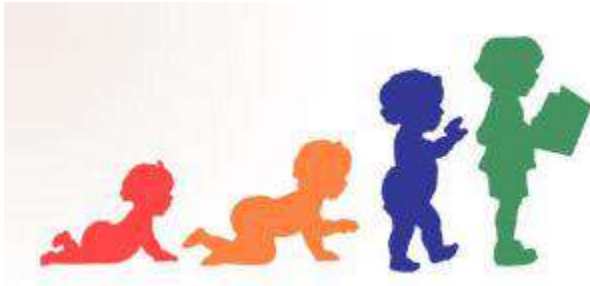
MEMORY:

The activities have been put together to improve visual memory skills. They can be done in any order and should ideally be practiced about 3 times a week for 10 – 15 minutes.

Equipment Needed:

- Tactile bag
- Large tactile letters e.g. foam bath letters
- Sandpaper
- Letter/number/picture cards
- 10 Everyday objects e.g. key
- Large paper squares with colours/numbers/letters
- Masking tape
- Coloured cubes
- Squared paper

VISUAL PERCEPTION

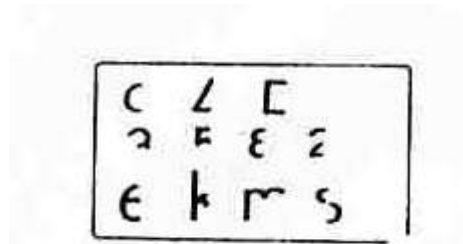


Vizzies Activity Sheets



1

Adult draws incomplete shapes, numbers or letters on whiteboard, chalkboard or in sand. Child has to guess what the letter is and complete it.



2

Adult to print or hand draw large A4 sized shapes, numbers or letters. Cut into 2, 3 or 4 pieces. Child reassembles the jigsaw to find out what the shape, number or letter is.

3

Adult to select pictures with a lot of detail and ask the child to find specific details e.g. Where's Wally books or collages of magazine pictures and find all the people with red hair etc.

4

Adult to produce sheets of assorted letters/numbers and ask the child to circle the symbols requested
e.g. Find all the a's: a b e a q b a c

e.g. Find the word cat

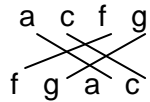
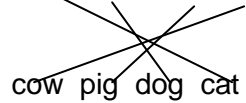
e f c b t s q
c b d s v p d
s t a w h k m
c p c a t s d
a g l k h j e

Begin with one hidden word and then increase to more

5

Write two rows of letters or words and get the child to draw a line to match the letters or words.

i.e. cat dog pig cow



6

Use building blocks to follow spatial directions i.e. place the blue block behind /in front / next to / under red block.



7

Copy designs using building blocks.

Train



Steps



Gate



Pyramid



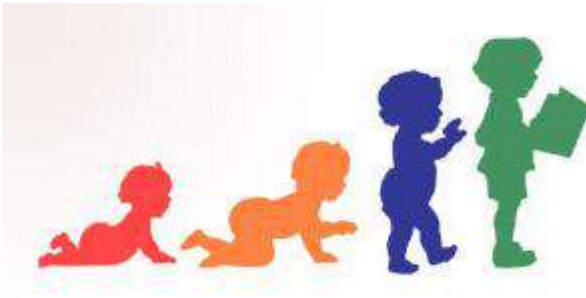
VIZZIES ACTIVITY SHEET VISUAL PERCEPTION

These activities have been put together to help improve the child's ability to interpret information that they are seeing. Visual perception is important for handwriting – letter formation and spacing, as well as reading and maths. These activities can be done in any order and should ideally be practiced about 3 times a week for 10 – 15 minutes.

Equipment needed:

- Chalkboard/whiteboard
- Paper
- Pens, pencils, coloured pencils &/or felt tip pens
- Square building blocks

USING TWO HANDS



Handies Activity Sheets

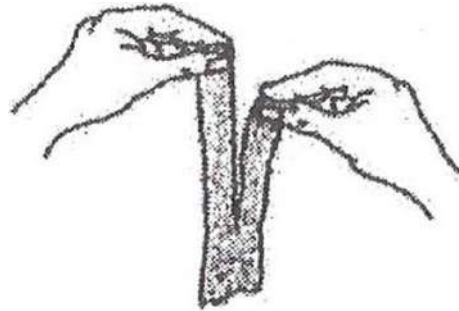
Using Two Hands

Child's Name: _____



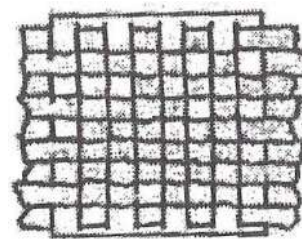
1 Paper Tearing

Tear strips of paper with both hands, using thumb, index and middle finger to hold paper



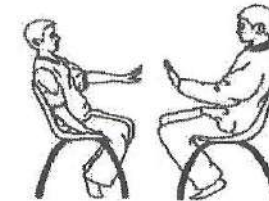
2 Paper Weaving

1. Fold a piece of paper in half
2. Cut strips in the paper but not all the way to the edge.
3. Using the paper you have just torn into strips weave them between the strips of the folded paper to make a mat.



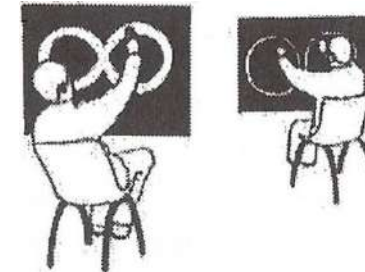
3 Mirroring

Sit opposite a partner and mirror pattern of alternate hand movements. Increase to more complicated patterns, include patting partner's palms and crossing the body.



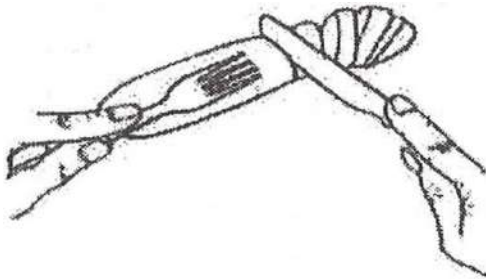
4 Figure of 8's

Stand facing the centre of black/white board; draw a large horizontal figure of 8 using only one hand. Trace shapes on a blackboard. Use both hands. The emphasis is on simultaneous movements.



5 Cutting

Roll a piece of putty into a thick sausage and then cut with a knife and fork using correct technique. This can be demonstrated by an adult using the 'hand over hand technique' if necessary (where the adult stands behind the child and places their hands over his/her hands demonstrating the movement)



6 Helping around the house

Helping with the housework – using a dustpan and brush, sweeping or mopping the floor, washing up or drying up etc.

7 Paper Folding

Take a square piece of paper. Fold horizontally in half; open out then fold in half vertically. Open out and make a dot in the centre where the creases join.

Fold the corners to the centre to make a smaller square. Turn the square over and do the same again to make the square smaller again.

Fold in half horizontally then open out and fold in half vertically. Whilst still folded in half put thumb and index finger of each hand into each of the four flaps and open up and out to make a point

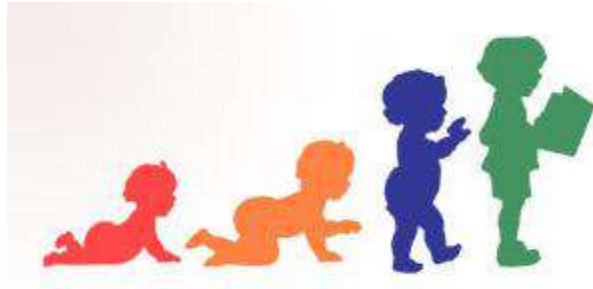
HANDIES ACTIVITY SHEET **USING TWO HANDS**

These activities have been put together to improve bilateral hand skills. They should help with skills that require the use of two hands such as dressing, tying shoelaces or using a knife and fork. These activities can be carried out in any order and should ideally be practiced about 3 times a week for 10 – 15 minutes.

Equipment needed:

- Putty
- Paper
- Knife and fork
- Blackboard/Whiteboard/Easel

HAND SKILLS



Handies Activity Sheets

Using Two Hands

Child's Name: _____



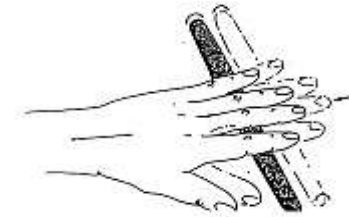
1 Grasp

Squeeze a ball of putty 10 – 20 times with each hand making sure that all fingers are included.



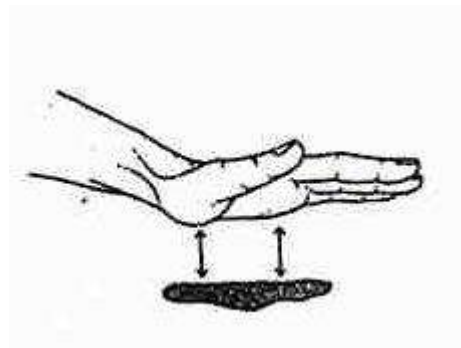
3 Extension

Roll out a ball of putty into a sausage using the whole hand. Use one hand at a time, then 2 hands together on the table and then try rolling the sausage between 2 hands up in the air



2 Wrist Extension

Whilst standing, flatten ball of putty with the palm of the hand (not fingers) into a flat pancake



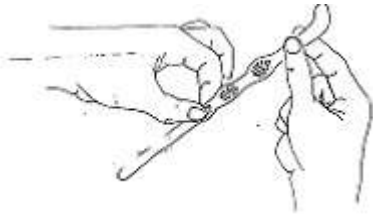
4 Finger Extension

Use a straightened finger to press into the putty to make holes in it. Repeat with each finger.



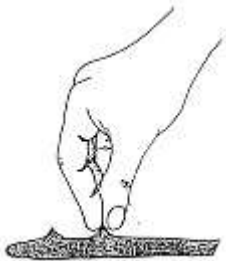
5 Opposition

Hold putty sausage with one hand. Use the other hand to pinch the sausage between the thumb & index and thumb & middle fingers alternately. Repeat with other hand.



6 Tripod Pinch

Place putty sausage flat on the table and pinch the putty into small peaks using the thumb against the index and middle finger.



7 Manipulation

With the child's forearm resting on the table, take small pieces of putty and roll them into balls using only the tips of the fingers and thumb. Repeat with the other hand.

Other suggestions:

- Tear up a piece of scrap paper, take a piece in one hand and scrunch it up into a ball using the fingertips. Using the thumb and index finger flick the paper balls towards a goal.
- Using a ball of putty, stick toothpicks into the putty to resemble a hedgehog. It is also good practice to pull the toothpicks out of the putty.
- Place an elastic band around the thumb and one fingertip and stretch it apart. Repeat with all fingers.

NB: When completing putty activities, particularly number 4, ensure the child does not hyperextend (bend the wrong way) at their finger joints e.g. the joints at the tips of their fingers.

HANDIES ACTIVITY SHEET

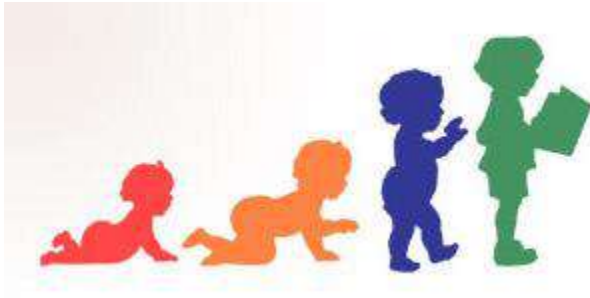
HAND SKILLS:

These activities have been put together to improve hand strength and fine motor skills, thereby helping handwriting skills. The activities can be done in any order. They should ideally be carried out about 3 times a week for about 10 – 15 minutes.

Equipment needed:

- Theraputty
- Paper
- Toothpicks
- Elastic Band

HANDWRITING WARM UP EXERCISES



Handies Activity Sheets

Handwriting Warm Up Exercises

Child's Name: _____



Children with handwriting problems often experience difficulty with fine finger movements and have poor posture. A short desk based set of hand and arm activities to precede every handwriting session in the classroom would be helpful. Five minutes is quite enough - daily if possible.

Use your own ideas to vary and enhance the list if you like.

1 Shoulder Shrug

Lift shoulders up to touch your ears. Hold for 3 seconds, and then relax. Repeat this 5 times then switch to pushing your shoulder down and holding for 3 seconds. Repeat 5 times.



2 Chair Push Ups

Sit on a chair with your feet on the floor and your bottom at the back of the seat. Place your hands on the seat and push down until your bottom lifts up! Repeat.



3 Push Palms

Place both hands together, palms touching with elbows out to the side and push together. You should feel a nice stretch in your arms.



4 Pull Hands

Hook fingers together, with elbows out to the side. Pull on hands and hold for 5 seconds. Repeat.



5 Hug!

Wrap your arms around yourself and give yourself a big hug!



6 Shake Hands

Shake your hands! First to the front, then to the left, to the right, up above your head and then relax.



7 Creepy Crawlies

Place your hands on the desk. Now make your fingers wiggle like creepy crawlies! First to the front, then to the left, to the right, up above your head then relax.



8 Shooting Stars

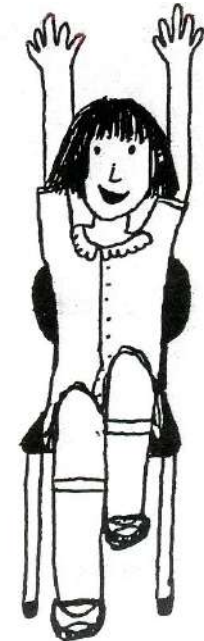
Make fists with both hands and then spread fingers wide like shooting stars. Repeat this 10 times.



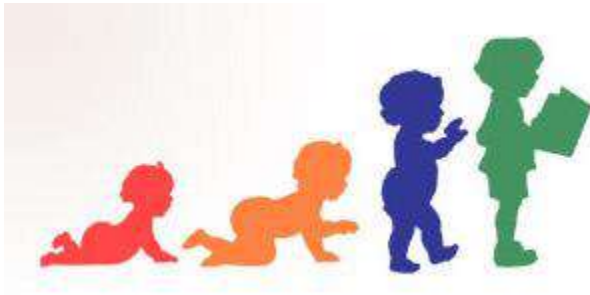
9 Stomp!

Sitting down, stomp your feet and wave your arms up in the air. You can also shout 'na na naaaa' whilst waving and stomping.

A note to teachers – this is totally in your control. It will get the children to sit correctly and the shouting lets them release energy. When you tell them to stop stomping they should have excellent sitting posture and be ready for writing. Have them do this a few times a day.



LETTER FORMATION



Handies Activity Sheets

Using Two Hands

Child's Name: _____



1

Write letters in the air using a rolled up magazine or newspaper as writing wand. Write each letter three times verbalizing the direction and sequence of the strokes (i.e. up, down and around) and saying the name and sound of the letter



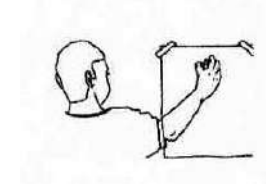
2

Ask the child to identify letters drawn on their back or hand and then write that letter using the correct formation.



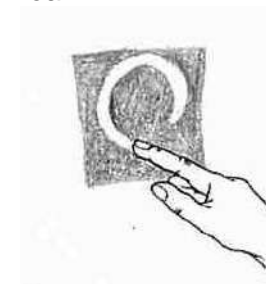
3

Use a variety of colours to draw over and over a particular letter to make a rainbow letter. (An adult may need to draw the letter first so that the child traces over it). Preferably do this activity when standing with the paper/chalkboard secured vertically at shoulder height.



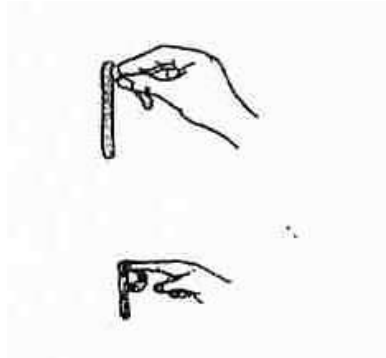
4

Child to use the index finger of their preferred hand (writing hand) to write letters in the sand, finger paint, cornflower or shaving foam.



5

Child to roll putty or playdough into long, thin sausages and use these to form different letters. Use the index finger of the child's preferred hand to press the playdough letters down going in the direction of the correct formation of the letter.



6

With eyes closed, child to draw a letter three times on a chalkboard or piece of paper using the correct formation.

7

Adult to write each letter of the alphabet onto small squares of paper or card and attach a paper clip to each letter. Tie a magnet to a piece of string. Child to 'catch' a letter with the magnet, identify the letter and then write it onto paper using the correct formation.

Other suggestions:

- Draw using crayons, chalk, pencil and pens to get a variety of tactile experiences.
- Try writing on different coloured or textured paper.
- Try using scented or sparkly pens to make the activity seem more interesting or motivating.
- Write on paper with a piece of sandpaper under it.

HANDIES ACTIVITY SHEET

LETTER FORMATION:

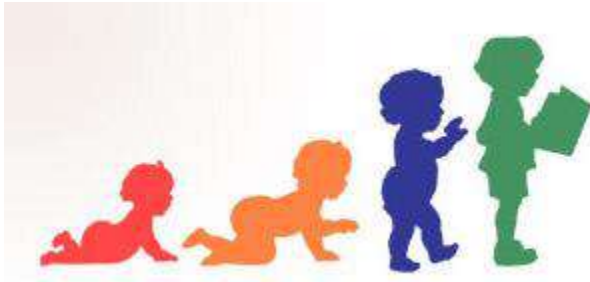
These activities have been put together to practice and improve letter formation skills, thereby helping handwriting skills.

The activities can be done in any order. They should ideally be carried out about 3 times a week for about 10 – 15 minutes.

Equipment needed:

- Magazine
- Paper
- Pens, pencils, coloured pencils &/or felt tip pens
- Chalkboard
- Playdough
- Paperclips, string and magnet
- Sandpaper

BODY AWARENESS & CO-ORDINATION



Movies Activity Sheets

Body Awareness & Co-ordination

Child's Name: _____



1 Simon Says

Child is able to identify body parts as directed by an adult i.e. touch your left arm



3 Ball Pass

Child to pass a ball around their body. Adult to reinforce over, around, behind, under, through.



2 Star Jumps

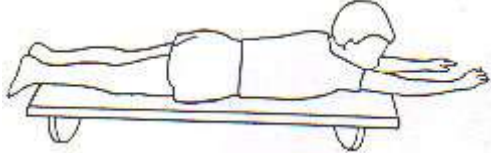
Child to complete star jumps. Begin with legs only. Once achieved bring arms in. If struggling complete slowly with child prompted to be a soldier standing straight then a star. Continue slowly.

4 Animal Walks

Child to adopt animal positions and move as animal does i.e. move like a seal, extend arms, lean on arms and pull body along floor etc.

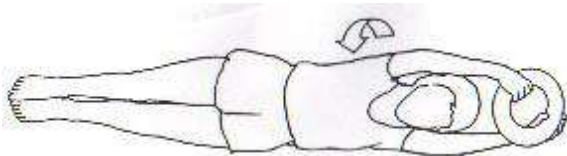
5 Bench Pull

Child lies on low bench on tummy or back.
Child pulls self along bench using hands.



6 Body Roll

Child lies straight with arms above head.
Child rolls over and over trying to move body as one.
Child can hold a ball or ring while rolling and once roll is completed they could lie on their backs and bring self to sitting whilst holding the ball and then throw at a target.



7 Body Image

Child to draw around partner's body on large piece of paper. Child to label body parts.

8 Dog with Sore Paws

Child crawls around pretending to be a dog. Adult directs child to lift right hand/left hand, right knee/left knee. Child to continue moving.



They should be carried out in any order and should ideally be practiced about 3 times a week for about 10 – 15 minutes. Alternatively they could be incorporated into P.E.

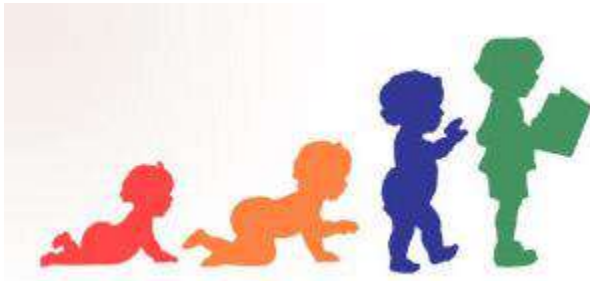
Equipment needed:

- Medium sized ball
- Tennis ball
- Bench/ apparatus to jump from.

HANDIES ACTIVITY SHEET **BODY AWARENESS & CO-ORDINATION:**

These activities have been put together to practice and improve co-ordination skills and body awareness. These skills are needed to navigate around the environment.

BALL SKILLS



Movies Activity Sheets

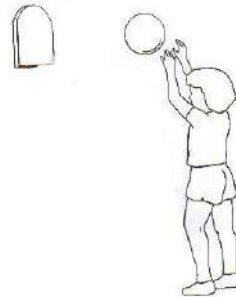
Ball Skills

Child's Name: _____



1

Throw a ball/bean bag at a target on a wall. Target should be same height as the top of child's head. Begin with 1.5m distance and increase as child achieves.

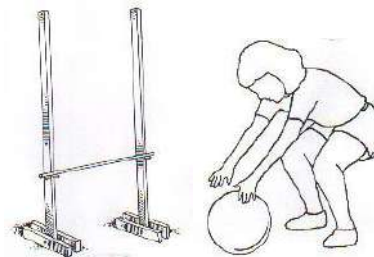


3

Throw a bean bag into a bucket or hoop on the floor a short distance away. As improves, move bucket further away and use a smaller bucket/hoop.

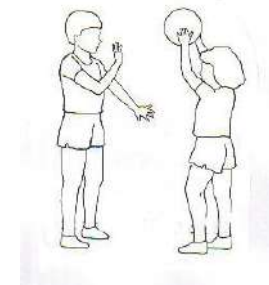
2

Roll a ball through a goal. Begin at 1.5m distance and increase distance as child achieves. Goal mouth should measure 75cm.



4

Child throws and catches with a partner. Child uses two hands working towards one handed throw and catch. Begin close enough for child to achieve. Increase distance and decrease size of ball as child achieves.



5

Child bounces and catches large ball with two hands. Once achieves work towards using smaller ball and bouncing and catching with one hand.



6

Child bounces ball between self and partner. Increase distance and decrease size of ball as child achieves.

7

Child kicks a ball between self and partner. Decrease size of ball and increase distance as child achieves.

Other Suggestions:

- Batting balls

MOVIES ACTIVITY SHEET

BALL SKILLS

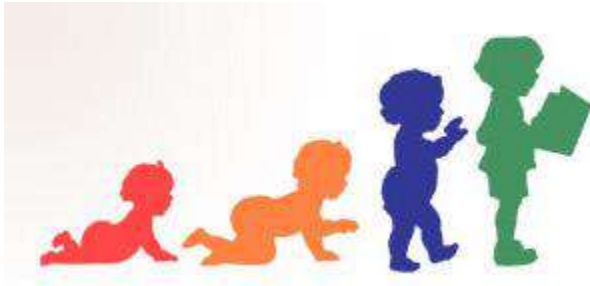
These activities have been put together to practice and improve ball skills. These help to develop eye hand co-ordination and use of two hands, which are required for effective use of tools and equipment in the classroom.

They can be carried out in any order and should ideally be practiced about 3 times a week for about 10 – 15 minutes. Alternatively they could be incorporated into P.E.

Equipment needed:

- Various sized balls
- Hoop
- Bean bag

BALANCE



Movies Activity Sheets

Balance

Child's Name: _____



1

Child picks up marbles or objects with feet and places them in a container.



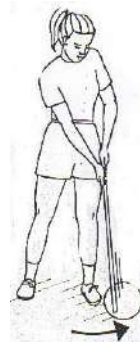
3

Place three small hoops in a line with no gaps. Child to jump in and out of each hoop with feet together. Increase distance between hoops as child achieves.



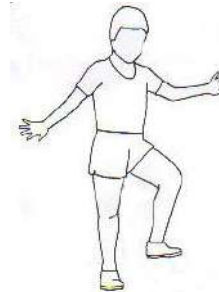
2

With a hockey stick, the child pushes a ball round a marked course i.e. around two cones.



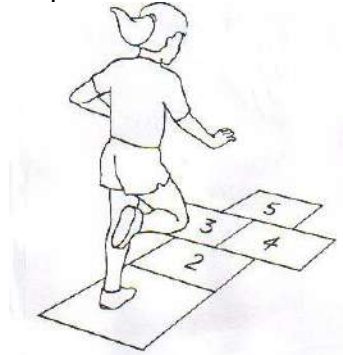
4

Child to stand on one leg. Time how long and encourage child to beat last balance score.



5

Child hops in number squares. As child achieves adult to request child to hop in a sequence of numbers.



6

Child adopts an all fours position, lifts arm to shoulder height and balances for as long as possible. Child repeats lifting other arm. Once achieved child lifts arm and opposite leg and remains balanced. Child should try to lift leg straight and hold at hip level.

7

Play Twister, how long can the child play for without falling over?



8

Child to walk along a line, round in a circle and in a zig-zag.

MOVIES ACTIVITY SHEET

BALANCE:

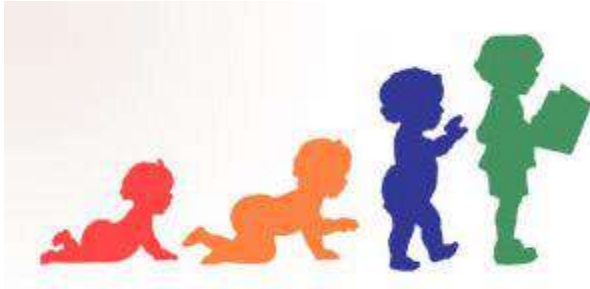
These activities have been put together to practice and improve balance skills. Balance aids good sitting and mobility.

They can be carried out in any order and should ideally be practiced about 3 times a week for about 10 – 15 minutes. Alternatively they could be incorporated into P.E.

Equipment needed:

- Hoops
- Bean bag
- 3m marked line

HOW TO TIE A TIE



Dressing Activity Sheets

How to Tie a Tie

Child's Name: _____



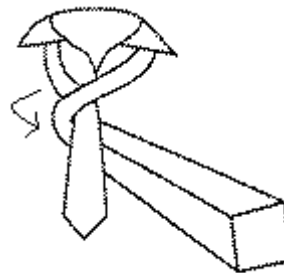
1

Place the tie around your neck with the fat end lower than the thin end.



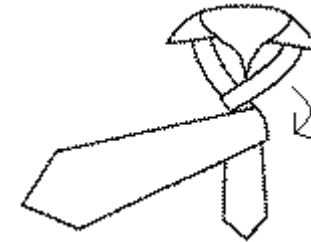
2

Wrap the fat end over and under the thin end.



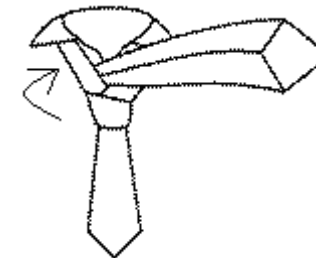
3

Wrap the fat end over the thin end again.



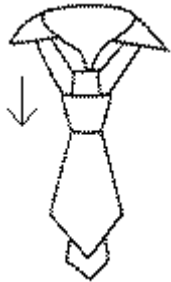
4

Pull the fat end through the loop at the top.



5

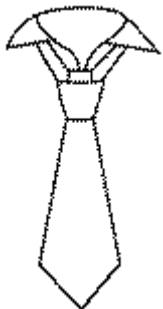
Pull the fat end down through loop in front.



6

Push the knot up and pull on the thin end to tighten.

Tying the tie this way, allows you to loosen it enough to pull off over your head and then put back over your head and tighten, without having to tie and untie the knot.



DRESSING ACTIVITY SHEET

HOW TO TIE A TIE:

These activities have been put together to practice and improve dressing skills.

They should ideally be practiced about 3 times a week for about 10 – 15 minutes.

Activities

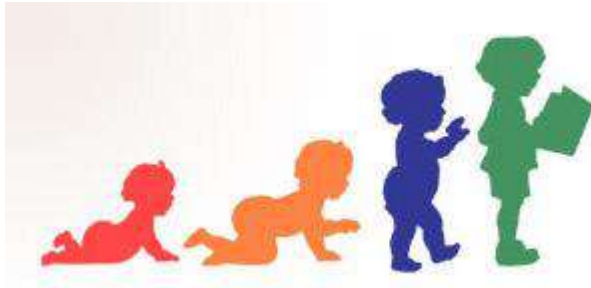
- Post different size buttons through a slot made in the lid of a cardboard box. (the box will catch the buttons).
- Cut out a slot in a piece of card and post the buttons through the slot.
- Sewing cards, threading beads on laces.
- Make a buttonhole on a square of material. Sew a large button onto another piece of material with elastic thread. Practice threading the button through the buttonhole and out again using the two pieces of material. Use bright colours for material and make the separate colour that highlights it i.e. red and yellow.
- Make the same again but with a smaller button and buttonhole.
- Use garments of the child and practice buttoning whilst placed in front of him on the table.
- Use garments of the child, whilst he is wearing them and practice buttoning.
- Make an oversized waistcoat with large buttons, and grade buttons accordingly as child becomes more proficient.

SUGGESTED ACTIVITIES TO IMPROVE TYING OF SHOELACES

- Provide the child with different coloured shoe laces. For example, buy one black and one white lace, snip the end off and sew them together. You will then have one long lace in two colours. This will assist the child to see what is happening with each lace, visually, so that they do not get the two laces confused during the process.
- Allow him to practice with the shoe in his lap before expecting him to tie the laces with his foot in the shoe.
- Demonstrate the activity from a position next to him, not opposite as the actions are easier to copy from this position.
- Ensure the child is sitting correctly on a stable, firm chair. (Hips, knees and ankles should be ideally at 90°). Or the child should be seated in a supported manner on the floor.
- Elevate the foot with the shoe on a low surface, to improve his vision of the laces that are being tied and to reduce the distance that he has to bend down to reach his laces.
- Use shortened laces to encourage the child to pull the laces tighter and to make it easier for him to handle.
- Break down the process into steps, ensuring that he masters one step before moving on to the next.
- Allow the child to start the activity while an adult completes it. More steps should be given to him to do independently until he is able to tie his own shoelaces.
- Tying Process
 1. Make sure they tie the lace over the other lace TWICE before they begin to make bows, otherwise the knot will come loose and the bows will fall apart.
 2. Make a loop with one piece of lace (call this the "tree").
 3. Wind the other piece of lace (the 'rabbit') around the 'tree' (loop) and through the hole.
 4. Take hold of the rabbit and the tree and make one quick hard tug movement away from each other.



TIPS FOR DRESSING



Dressing Activity Sheets

Tips for Dressing

Child's Name: _____



Forward Training

This means that the child starts the task, e.g. putting on sock and adult helps with later stages the child cannot achieve. The child needs to be motivated to begin this himself.

Backward Chaining

Here the adult begins the task with the child only doing the last step. Gradually the adult does less so the child has to perform more steps. This way the child always has the reward of finishing the task, e.g. adult picks up jumper, places over the child's head, helps put arms through, but the child pulls it down. Always go at the child's pace and give lots of positive feedback.

Types of Clothing

- Use 'loose fitting' lightweight clothing. Avoid lots of layers and difficult fastenings.
- Use wide neck holes and wide sleeves to make it easier to locate these. Cuffs can be elastic or have a button attached with elastic thread, so it stretches open when put on.

- Use elastic waistbands on trousers and shirts if buttons and buckles are difficult.
- Velcro / zips can be used instead of buttons or buckles e.g. on a coat, use Velcro and sew buttons on the top flap.
- To avoid shoelaces, Velcro fastening or slip on shoes can be worn initially.

SOME PROBLEMS ENCOUNTERED

POOR BALANCE

Suggestions:

Sit the child on a bed or chair with his feet supported or sit him on the floor if it is easier for him to reach his feet in this way, rather than bending down to his feet. Alternatively sit him against a wall or in the corner of the room or standing with the wall or a chair for support.

CHILD NOT GRIPPING CLOTHES TO PULL ON

Suggestions:

Use adults hand over the child's hand to grip underneath adult's fingers. Roll up clothing to create 'more' to grip e.g. roll up edge of jumper before putting up. Put elastic around the cuffs or waist to ease gripping. Use quoits, place them over arms / legs as a game, pulling them off with the

other hand. Use hoops to step into and pull up over the body.

CHILD LOSES ARM AND HEAD HOLES

Suggestions:

Lay clothes flat in front of the child with arms showing. Place arms into garment first so they can't be lost. Then put head in.

CHILD PUTS CLOTHES ON INSIDE OUT

Suggestions:

Use contrasting linings – different colours and textures from outside to inside. Use contrasting sleeve linings from the rest of the lining. Draw child's attention to clothes that are the wrong way round. Use labels inside clothes. Wear T-shirts and sweatshirts that have a picture on the front.

CHILD PUTS ON CLOTHES BACK TO FRONT

Suggestions:

Lay garment flat down on table or floor, front down. With bottom edge rolled up to give a good grip and to reveal a special mark on the inside, bottom, front

To indicate the front of the garment. There can be a different mark on the back. Use patches of material or different textures for front and back and right and left sides.

CHILD TWISTS SOCK HEEL TO FRONT OF FOOT

Suggestions:

Do not use tight socks. Use marked coloured toes and heels. Use loop on back edge of sock for child to hold as he pulls up sock. Mark top of sock with ribbon threaded through.

CHILD FINDS BUTTONS DIFFICULT

Suggestions:

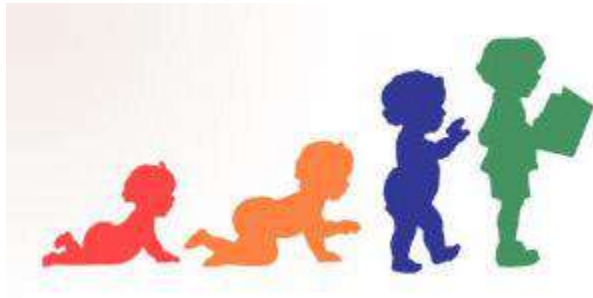
It is easier to do up and undo buttons on someone else's clothes. Start with larger buttons, working down to smaller ones. Use pockets with rewards inside. Practice out of dressing times. Child needs to be able to use a pinch grasp before starting buttoning skill development.

SUGGESTIONS ON HOW TO IMPROVE FASTENING BUTTONS

- Start with large buttons and progress to smaller ones.

- Use backward chaining to teach the skill – e.g. start with the last part of the task first – child pulls button through buttonhole that you have pushed through first.
- Encourage general fine motor development, e.g. picking up small items and posting them into holes.
- To reduce initial frustration replace buttons with Velcro fastenings until the skill is learnt.
- Add elastic to buttons at cuff so button can remain buttoned while sleeve is slipped on/off.
- Buttons are easier to grip if flat of textured. Be sure buttons and buttonholes are large enough for buttoning ease.
- Teach buttons at the front, then side and then back.
- Give direction slowly, clearly. Demonstrate first the guide the child, then allow independent practice. Intervene if he is frustrated or else he will lose motivation.
- Emphasise verbal directions; through push in, pull out.

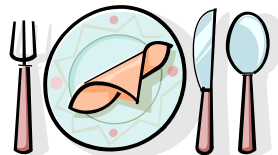
CUTLERY SKILLS



Cutlery Skills Sheets

Cutlery Skills

Child's Name: _____



Sitting Position

- ☺ Ensure the child is sitting at a suitable table and chair (with feet supported on the floor or a box). Arms should be able to rest supported on the table.
- ☺ Ensure the plate does not slip, by using a tablecloth, a damp tea towel folded under the plate, dycem (non-slip) mat, or blu-tac to stick the plate to the table.
- ☺ Encourage the child to practice cutting in other situations first, and let them decide when they are ready to try at mealtimes.
- ☺ Limit distractions e.g. turn off radio and television. Remove any clutter from the table so that the child can more easily focus on the task.

Using Knife and Fork

At mealtimes, do not expect the child to practise more than two or three cuts.

- ☺ Encourage them to slow down and think about each stage of cutting separately (e.g., stab with the fork and then cut with the knife)
- ☺ If the child will accept physical help, stand behind them and help the hand with the fork in it to stay still whilst the knife moves back and forth across the food. Expect untidy cutting and some tearing of the food to continue initially.
- ☺ To increase the pressure being used, encourage placing the first finger on top of the cutlery, rather than wrapping the whole hand around the handle.



- ☺ Try using cutlery with broad or moulded handles i.e. Caring Cutlery
- ☺ Have an adult demonstrate cutting by eating together when possible.
- ☺ Experiment cutting with a range of food textures from very soft to hard. Talk about the different foods and how hard you need to press when cutting to increase awareness of the force required when cutting.
- ☺ When adults demonstrate cutting, a child will often copy trying to cut in the same direction. We cut food in a diagonal stroke

Activities to help develop cutlery skills

- ☺ Use dustpan and brush. Emphasis keeping the dustpan brush still while sweeping with the brush
- ☺ Use scissors – Start with snipping (such as cutting a straw into pieces). Cut straight lines before progressing to more complex shapes.
- ☺ Use playdough – use cutlery to cut
- ☺ Cooking/baking activities – hold a bowl while stirring or spooning mixture
- ☺ Colouring – encourage your child to hold the paper still during the task.
- ☺ Draw around stencils (again holding the stencil still with one hand)
- ☺ Play with construction games (such as Lego and Meccano).
- ☺ Make friendship bracelets or elastic band bracelets



Equipment List All Activity Sheets

Memory

- Tactile bag
- Large tactile letters e.g. foam bath letters
- Sandpaper
- Letter/number/picture cards
- 10 Everyday objects e.g. key
- Large paper squares with colours/ numbers/ letters
- Masking tape
- Coloured cubes
- Squared paper

Visual Perception

- Chalkboard/whiteboard
- Paper
- Pens, pencils, coloured pencils &/or felt tip pens
- Square building blocks

Using Two Hands

- Putty
- Paper
- Knife and fork
- Blackboard/whiteboard/easel

Hand Skills

- Putty

Letter Formation

- Magazine
- Paper
- Pens, pencils, coloured pencils &/or felt tip pens
- Chalkboard
- Playdough
- Paper clips, string and magnet

Body Awareness and Co-ordination

- Medium size ball
- Tennis ball
- Bench/apparatus to jump from

Ball Skills

- Various sized balls
- Hoop
- Bean bags

Balance

- Hoops
- Bean bag
- 3m marked line



OT PACK

Strategies and Equipment Resources

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Tactile Strategies

Child's Name:

Date:

The child with tactile sensitivity may have difficulty screening out touch sensations that most people are barely aware of, for example, the feel of a label in their clothes. They may subsequently have difficulty shifting their attention to other sensations like the sound of a human voice, because they are so overwhelmed by messages about touch.

- Allow child to be first or last in line so they are not “bumped”
- Assign child a special task, i.e. going ahead to ensure area is ready or staying behind to make sure lights are turned off or gate is shut etc.
- Approach child from within their visual field
- Tell the child when you are going to touch them. Always touch firmly and without moving your hands.
- Define child's space during carpet time/assembly by using carpet square or hoop.
- Prepare child for activity by providing a visual cue.
- Before activities, provide deep pressure into the palms of the hands, such as firm clapping or “high fives”.
- Provide daily access to dry weighted sensory play materials (rice, sand, beans). Hide preferred toys/objects in sensory play materials. “Squish” hands before and during.
- Use messy materials that provide resistance, e.g. dough mixtures, putty, etc.
- Consider use of a tool, e.g. paintbrush, rather than finger paint, or wearing gloves during messy activities to enable the child to participate more fully.

Auditory Strategies

Child's Name:

Date:

The child with auditory sensitivity may have difficulty screening out noises from the next classroom and tolerating background noise such as a fan. This child is likely to react emotionally to unexpected and loud noises such as the school bell or an aeroplane and be fearful of appliances such as a vacuum cleaner. They may subsequently have difficulty attending during lessons, because they are so overwhelmed by other auditory information.

- In situations where the child experiences a lot of loud noises, headphones/ear defenders or earplugs may be helpful to buffer some of the noise e.g. in assembly or a dance class.
- Whenever possible, alert or prepare the child before an offending noise occurs, i.e. school bell, fire alarm. Avoid using appliances or equipment at times when you would like the child to maintain their focus.
- Keep auditory distractions to a minimum.
- Limit extraneous auditory input from the hallway by closing the classroom door.
- Seat the child away from open windows and doors.
- Prepare the child in advance for distractions such as visitors or announcements. A visual support is helpful.
- Consider setting up barriers or "cubicles" for deskwork that other children can also access.
- Provide headphones or earplugs for the child to wear during tests or deskwork, after verbal instructions have been given.
- Make sure that quiet occurs before instructions are given.
- Ask the child to repeat back what has been said to check for understanding and accuracy.
- Use gestures and/or visual supports to supplement verbal directions
- Consider seating in a quiet, distraction free area. The area around the teacher's desk is often the busiest in the classroom.
- Undertake activities to build core stability – See Body Awareness and Co-ordination 'MOVIES'

Calming Strategies

Child's Name:

Date:

These activities can help any child who is anxious, but are particularly useful for children who are sensory defensive. They help to relax the nervous system and can reduce exaggerated responses to sensory input.

- During carpet time allow child to lie on tummy, or sit against a body pillow whilst listening to a story etc.
- Place hands on child's shoulders and apply deep pressure through them.
- Encourage self-imposed hugs or hugging a pillow tightly when anxious/upset or prior to an uncomfortable event.
- Body pressure – teach child to sit on the floor with knees bent up to chest, arms around knees and then squeeze themselves very tightly. The same thing can be done sitting on a chair.
- “Time out” space, ideally enclosed quiet space (large box/pop-up tent) with beanbag chair inside is good escape from too much stimulation – child may enjoy lying over or under beanbag more than sitting on it.
- Weighted lap snake – on lap or wrapping around shoulders too (see equipment list)
- Slow rocking or swaying (rhythmic motion), i.e. have a rocking chair available in the classroom.
- Listen to soft or rhythmic music. Mozart and Vivaldi are thought to be calming and conducive to learning.
- Reduce noise and light levels.
- Provide hand squeeze, e.g. ball
- Counting down – teach child to count themselves down from 10 – 1 before moving onto the next activity. Again the counting should be done fairly slowly and with eyes closed.

Organising and Alerting Strategies

Child's Name:

Date:

Organising and alerting activities can help any child who is either over or under-active become focused and attentive. These activities are particularly useful during transitions in the school day and a lot of them are great as a whole class activity!

Deep Pressure Touch:

- Vibration – use vibrating wiggle pen (see equipment list)
- Place hands on the child's shoulders or head (in neutral position) with safe, firm pressure.
- Child sits on own hands

Heavy Work:

- Magic room – with arms extended and palms flat push the walls of the room to “make the room bigger”.
- Chair push-ups – sitting on standard class chair, hold onto sides of chair and lift bottom off chair. Hold position and count. This is a great whole class activity.
- Stand in door frame and “push out” the sides.
- Monkey bars – hanging and swinging from bars is great.
- Push open heavy doors.
- Carry books against body hugging to chest, i.e. carry books/objects to office/from class to class
- Place chairs on desk at end of day.
- Erase or wash chalkboard/wipe board/desk.
- Help move gym mats in P.E.

Movement:

- Take movement breaks to stand up and stretch between classroom activities.

Rhythm:

- Marching from one room to another
- Marching and clapping to music

EQUIPMENT LIST

Postural Equipment

PERSPEX WRITING SLOPE £23

Product code WSMD

Advance Seating Designs

0808 100 60 80 <http://www.asd.co.uk/>

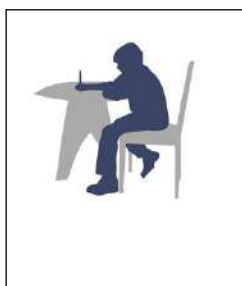


Midi Perspex slope – A lightweight, easily transportable slope for confined spaces. Space to store work/pencil case underneath. Ideal for older children.

POSTURE PACK

www.backinaction.co.uk

020 7930 8309



Before



After – with posture pack

Price List (inc VAT)

Posture Pack Complete set: seat wedge, writing slope and storage case	£49.70
Posture Pack seat wedge	£19.80
Posture Pack writing slope with storage case	£29.90

The Posture Pack has two parts:

The **Writing Slope** tilts papers and books to the correct angle for reading and writing. It's strong yet light and has a built in carrying handle. It stores both loose and punched papers, and has a removable A4 wallet to transport papers to and from school. The tilted surface improves vision too. It allows the eyes to focus on the whole page at once, something children normally achieve by curling over the desk, creating the habit of writing and reading with their face very close to the paper. (Remember, a young child's focal length is naturally short, so it's inevitable they will get their eyes close to the paper, the answer is to get the paper closer to them!)

The **Seat Wedge** tilts the seat forward to a more comfortable angle for working, making it easier to lean forward to work without slouching. The Seat Wedge fits cleverly inside the Writing Slope to provide a complete portable solution.

WRITE ANGLE DESK TOP £29.95

Philip & Tacey 01264 332171



Most classrooms have flat writing surfaces and although that's standard today, it can result in postural and motor problems, especially for pupils with special needs. The **Write Angle** is a unique piece of apparatus and the result of an extensive research project undertaken in conjunction with handwriting specialists at the Institute of Education, London. Write Angle is a highly regarded desktop writing aid. Used worldwide by teachers and occupational therapists, Write Angle is designed for both children and adults. Size Base: 460 x 470mm.

MAKE-IT-YOURSELF WRITING BOARD

To make a writing board out of wood, use the following dimensions –

(H) 16cm

(D) 46cm

(W) 47cm

Fix a strip of wood on the bottom at the front to act as a lip to stop it sliding. Dycem or the Write Mat (£5.20) from Philip and Tacey (01264 332171) will help to stop the paper sliding.

HEIGHT ADJUSTABLE BATH STEP (FOR FEET!)

Nottingham Rehab 0845 1204522

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>



This step is designed as an adjustable height bath step, however is a great foot support. The step comprises four layers which join together allowing the height to be adjusted to suit the individual user. Height of step 100mm (4"), in 25mm (1") increments. Step size 457 x 356mm (18 x 14"). Weight 3.4kg.

Pens & Pencils

Egg Chalks

www.childrenscrapstore.co.uk

FABER-CASTELL GRIP PENCILS

Waitrose
PC World



www.anythingleft-handed.co.uk

Various options available – all are triangular in shape with rubber “soft grip” dots to help a correct and comfortable grip. Dispense the need for pencil grip.

Grip 2001 Set – includes 1 triangular pencil, 1 matching eraser and a pencil sharpener for all pencil shapes – standard and jumbo (£2.99)

Tri-Grip jumbo pencils (2) – jumbo size therefore suitable for younger children (£1.70)

Tri-Grip colouring pencils regular (6) – regular size therefore suitable for any age (£2.99)

Tri-Grip regular pencils (6) – regular size lead pencils therefore suitable for any age (£2.99)

HAND HUGGERS

WHSmith

Early Learning Centre

www.anythingleft-handed.co.uk

www.berol.co.uk (to buy in bulk)



Various options available – all have oversized triangular body to help develop a comfortable and correct grip for little hands.

Hand Huggers lead pencil (2) £1.79

Hand Hugger colouring pencils (12) £7.95

Hand Hugger colouring pens (6) £4.25

Hand Hugger writing pen – chunky, hard-wearing nib gives slight resistance to the paper so that it gives greater control when first learning to write.

LIGHT-UP PEN £2.49

www.thedyslexiashop.co.uk

0131 672 1552



Ideal way to experiment with heavy verses light pressure. Used correctly the light will come on and off with slight variations in writing pressure. Too much tension and constant pressure when writing will cause the pen to light up!

STABILO'S MOVE EASY ROLLERBALL PEN £4.99

WHSmith
 Woolworths
 Sainsburys
www.anythingleft-handed.co.uk



The funky, freaky pen that looks the part, writes like a dream and is great fun to use. Unusually, the pen has been made with a special left handed version with the grip moulded for a comfortable fit in the left hand. Stabilo's Move Easy glides perfectly over the paper and it can be erased with a fountain pen eraser just like normal fountain pen ink. Supplied with 3 spare refills.

VIBRATING PENS

Vibrating pens improve awareness of kinaesthetic feedback from letter formation, i.e. using a vibrating pen provides tactile and proprioceptive input to the hand, reinforcing learning of correct letter formation.

Fun to use as part of a handwriting group!



Squiggle Wiggle Writer
 From £4.95
www.spacekraft.co.uk
www.homecraft-rolyan.com

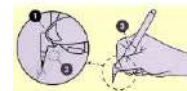
The pen comes with five colour cartridges red, blue, green, purple and black. Requires 1 x AA battery (not included)



Multi Writer Vibrating Pen \$5
www.pdppro.com
 This pen will hold most pens, pencils and crayons! Requires one AA battery.

YOROPEN BALLPOINT PEN OR PENCIL £2.99 each MINI PENCIL SET (2) £2.99

WHSmith
www.anythingleft-handed.co.uk
A revolutionary design that makes writing easier.



What are the benefits?

1. **FINGER SUPPORT:** Prevents fingers from slipping down towards the pen tip. The change of angle allows comfortable and natural writing. It also presents the nib at a better angle for smooth ink flow. It requires very little pressure and reduces writing strain.
2. **VISUAL SPACE:** it is easier to see what you are writing because your fingers do not obstruct your field of vision. This is of particular benefit to left handed writers.
3. **ADJUSTABLE GRIP:** The tripod grip can be rotated to the user's preferred writing position. Left-handers should simply rotate the grip to the left.

Pencil Grips**GRIPPIT £4.96 (Pack of 6)**

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>

The Grippit's simple design enables those with poor grip to control and hold a range of implements – pens, pencils, razors, toothbrushes, knives, forks etc. the larger ring is placed on the thumb or finger and the item to be gripped is slotted into the smaller ring. Suitable for both left or right handed use. The design ensures that it is impossible for the user to drop the implement. Supplied in packs of 6. Available in small (children), medium (ladies) and large (gents).

THE PENCIL GRIP (SOFT)

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>

Encourages writing with full hand/arm action. Pear shaped design promotes correct gripping and prevents finger cramping and user discomfort. Fits any standard pen or pencil. For right or left handed use.

The Pencil Grip: Pack of 3 £6.34

The Pencil Grip: Pack of 12 £19.62

Other sizes available to fit larger implements.

TRI-GO GRIP £8.95 (PACK OF 10)

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>

A clever design that allows the fingers to actually touch the writing implement whilst making gripping easier. The grip supports the fingers, reducing muscle fatigue whilst ensuring the writing implement can be gripped comfortably. Suitable for both left and right handed use. Supplied in packs of 10.

TRIANGULAR PEN/PENCIL GRIPS £6.75 (Pack OF 25)

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>



Soft grips slip easily onto standard round or hexagonal pencils and most ballpoint pens. Grips form a cushion for the fingers, providing a comfortable, natural hold. Assorted colours.

Paper

RAISED LINE WRITING PAPER ASSORTMENT

Homecraft

08702 423305

<http://www.homecraft-rolyan.com/>



Paper with slightly raised lines to provide tactile as well as visual feedback for children who have difficulty staying on the lines. Reinforces the concept of directionality and alignment to improve formation of letters and numbers.

Assortment includes 25 sheets of each:

- *Narrow line* (ruled every 9mm (3/8"))
- *Wide line* (ruled every 16mm (5/8")) with dotted line in between)
- *Stop-Go* (primary paper with Red lines every 25mm (1") with two Green guidelines in between).

Pack of 75 sheets.

Rulers

MY FIRST RULER £2.94

www.thedyslexishop.co.uk



Developed especially for small hands and children with co-ordination difficulties. The large, comfortable handle enables children to measure and draw lines with confidence. Includes simple 1cm marking and also

FINGERGRIP RULER 12"/30CM £0.99



A 12" / 30cm plastic ruler with a raised finger grip along its length that makes the ruler easier to manipulate.

LEFT-HANDED RULERS

www.anythingleft-handed.co.uk



A real asset for drawing precise measurements, because these rulers are scaled from right to left, which is the direction left-handers have to draw a line, so the nib doesn't jar on the paper and hands doesn't cover the measurements.

Ruler 6in /15cm, clear Perspex £0.95

Ruler 12in /30cm clear Perspex £1.95

Scissors

Easi-Grip® Scissors £5.95

www.peta-uk.com



- Lightweight and easy to use
- Continuous loop plastic handle automatically reopens the scissor when pressure is released.
- Operated by squeezing gently using thumb and fingers, or fingers and palm of the hand
- Blade guard supplied for safety when the scissors are not in use.
- Options include round ended or pointed blade and left and right handed scissors
- Key Stage 2

Mini-Easy-Grip® Scissors £3.75

www.peta-uk.com



- Two thirds of the size of standard Easi-Grip® Scissors
- 30mm round-ended stainless steel blade
- In most cases can be used in either left or right hand
- Reception & Key Stage 1

Self-Opening Scissors £5.95

www.peta-uk.com



- Look like conventional style scissors, but have been fitted with a spring so that the scissor automatically reopens after pressure is released.
- Options include round-ended left and right handed scissors

Long Loop Scissors £5.15

www.peta-uk.com



- Long loop handle allows the strength of middle, ring finger to be used whilst the index finger is placed outside the loop and used for guidance
- Superb control of cutting action.

Attention

MOVE'N'SIT

Epsan Sports & Therapy

-

01299 829213

www.backinaction.co.uk

www.norlite.co.uk



The Move 'n' Sit is an air filled wedge that is similar to sitting on a Gym Ball (or balloon). Used when sitting in a chair, the wedge shape and unevenness of the cushion adds an element of instability, keeping your body in motion and enhancing stomach and back muscles. It is designed to promote active sitting. For the "sensory seeking" child, this cushion will help provide the extra sensory input required to help attention in tasks in hand, reducing fidgetiness.

The Move 'n' Sit Cushion is made of tough durable, latex-free PVC vinyl that is almost indestructible!

Available in 2 sizes:

Junior (26x26cm) – up to
8yrs. £13.60 - £15.95

Senior (36x36) – 8yrs+
£17.95+

WEIGHTED LAP/NECK SNAKE

Some children find it difficult to sit still due to their sensory needs. Extra weight provided deep pressure touch and calming proprioceptive input. Place one or more "snakes" in the child's lap or drape over shoulders and observe if the child is less restless. Can be used as a substitute when teacher cannot stay right beside the child.

Instructions for sewing:

1. Find long tube socks, one for each 'snake'. Alternatively use thick tights or stockings and cut them off about 18" from the toes; serge or whip stitch the cut edges.
2. Fill each sock with four cups of rice or other similar pellets such as pinto beans or split peas.
3. Close up the end of the tube sock by hand or machine, sewing the opening with small sturdy stitches. If desired, draw a simple face on the sewn side of the sock, making the seam "mouth".

WHEAT BAGS

www.browfarmwheatproducts.co.uk

Wheat cushions

Weight 1kg (2.2lbs)

Measures 40cm x 13cm

Order number: STMPWB

Price: £10.00

Weight 1.3kg (2.9lbs)

Measures 30cm x 25cm

Order number: STMPWB

Price: £13.00



Feeding

JUNIOR CARING CUTLERY knife, Fork and Spoon £4.12 each

www.benefitsnowshop.co.uk



A range of knife, fork and spoon designed primarily for children. With small utensil heads, these are easy to clean and dishwasher safe. Stainless steel cutlery. Length of handle 102mm (4"). The knife and spoon weigh 24g. The fork weighs 22g. Suitable for infant age children.

ADULT CARING CUTLERY £11.56 per set

www.benefitsnowshop.co.uk



A range of knife, fork and spoon designed primarily for children. With small utensil heads, these are easy to clean and dishwasher safe.

Suitable for Junior age children.

Shoe Laces

Elasticated Shoe Lace Suppliers

- Greepers laces

http://www.greeper.com/index.php?option=com_virtuemart&Itemid=81



Execs



Flats

- ElasticLaces.co.uk
- Wiggle.co.uk
- Shoeps.co.uk
- Completecareshop.co.uk
- Essentialaids.com

Multipurpose

DYCEM

Homecraft

08702 423305

www.homecraft-rolyan.com



Dycem Mat

Dycem has been developed to produce the most effective non-slip material available. It is not sticky, but it grips dry, slippery surfaces e.g. worktops, trays, floors and tables to prevent movement. It may also be used to enhance grip on jars, handles etc. It can be cleaned in soft, soapy water to retain its properties but is not effective when wet.

- Round 14cm £4.68
- Round 19cm £5.93
- Rectangular 25cm x 18cm £7.99
- Rectangular 35cm x 25cm £11.81
- Rectangular 38cm x 45cm £19.82

Dycem Reels



Dycem reels come in various sizes and can be cut to size and shape.

- | | |
|------------------|------------------|
| 1m x 20cm £10.04 | 2m x 40cm £24.24 |
| 1m x 40cm £14.06 | 9m x 20cm £52.87 |
| 2m x 20cm £15.21 | 9m x 40cm £84.84 |

Therapeutic Putty

www.benefitsnowshop.co.uk/shop (search for therapeutic putty)



Use soft and medium for infant age, for junior age an increase to firm is an option.

This company sell putty in different quantities.

Shropshire Children's and Young People's Occupational Therapy Service Guidelines for making a referral to Occupational Therapy.

The role of the occupational therapist is to enable children and young people to function to the best of their ability. Occupational therapists look at activities of daily living (occupations) including self-care, play, leisure and school based skills.

Referral Criteria:

Referrals are accepted for children / young people from birth to 18 years whose ability to participate in these areas of occupation is compromised by physical, motor and / or sensory processing based difficulties.

1. All referrals must clearly indicate the **functional** difficulties that are **significantly** impacting upon performance with occupations (self-care, school / college skills and / or play / leisure activities).
2. Children must present with impaired independence and/or participation in one or more of the following areas:
 - a. Self care tasks (e.g. feeding, washing, dressing, grooming etc.)
 - b. Tool use (e.g. pencil, scissors, ruler etc.)
 - c. Play / leisure activities
 - d. Pre-writing skills; and/or
 - e. Recording written information
 - f. Access to their school environment due to physical difficulties
3. The difficulties indicated must be **out of line with the child / young person's overall level of development**. Please include supporting evidence with the referral (e.g. LSAT reports, Educational Psychology report / relevant neurological or medical assessment (if available)).

Referrals are not accepted for:

- Children who are school aged (i.e. from reception onwards) with impairments that are in line with their general level of development
- Children whose primary area of difficulty relates to emotional and/or behavioural problems
- Children with co-ordination difficulties who are in their first term of school
- Referrals for children whose occupational therapy needs centre more on provision of equipment for home or home adaptations should be directed to the Occupational Therapist based within the relevant Social Service's Occupational Therapy Team.

Pre Referral:

Prior to referral please consider what strategies / approaches have already been tried and how effective were they.

Referral Procedure:

We accept referrals from parents, health care professionals and education professionals e.g. allied health professional, school nurse, GP's, community child health paediatrician, teachers educational psychologists.

When making a referral please:

- Discuss the referral to Occupational Therapy with the child's parents/guardian (person with parental responsibility) and obtain signed consent for the referral to go ahead.
- Complete an Occupational Therapy referral form (see attachment). If insufficient information is provided your referral will not be accepted and will be returned for further information.

What happens next?

- Parents/ carer and the referring professional will receive an acknowledgement letter to confirm we have received the referral.
- Parents will be contacted by us to arrange an initial assessment appointment as soon as a place becomes available.
- Following the child's initial assessment appointment a report will be provided, with parents' consent to all the relevant people involved in the child's care.
- If a referral is felt to be inappropriate we will notify the referrer in writing.

Re-referrals:

The demand for occupational therapy is very high and we would therefore ask if very careful consideration is given before re-referring a child to the service. In general occupational therapy is not a long-term intervention and we would ask you to please note the following points: -

- Before re-referring a child please refer to previous discharge letter/report from the Occupational Therapist.
- Has the child /young person you are referring been seen by our service within the last 12 months?

If **no** then please complete a referral form.

If **yes** then please telephone the department who will discuss this with you.

- Only re-refer a child who has a **new** and/or **functional** difficulty by re-submitting the referral form.
- If you require any further information please contact the local Occupational Therapy Department via the Advice Clinic. Please see – details on the referral form.

SHROPSHIRE CHILDREN'S OCCUPATIONAL THERAPY SERVICE REFERRAL FORM

Please complete sections **B – G** Referrals will not be accepted without parental consent. Incomplete referrals will be returned.

Section A. For office use only

Date Received	Added to Waiting List	NHS Number
---------------	-----------------------	------------

Section B. CONSENT

This referral has been discussed with parents / carers? Yes/No _____

Does the parent/carer consent to this referral and an initial assessment if required? No Yes

Parent/Carer Signature.....

Is the child aware of the referral? Yes/No _____

_____ (parents/carers full name) give consent for my child

_____ (child's name) to be referred to Occupational Therapy.

Preferred Language _____ Interpreter needed? Parent Y/N Child Y/N

Parents/Carers signature _____ Date _____
(Person with parental responsibility)

Section C. CHILD'S DETAILS

Name of Child: _____ Date of Birth: _____ Sex: M/F Age at Referral _____

Address: _____

NHS Number (if known) _____ Parent/Carer Name(s): _____

Parent/Carer Address (If Different) _____

Parent Telephone Numbers (day time) _____ Preferred Contact Times _____

Parent contact email _____

GP Name and Practice address _____

Is this child known to Social Care? Child in Care? Yes No

Child Protection Plan? Yes No

Does your child have a Learning Disability? Yes No Don't know

Is this child /young person awaiting Hospital Discharge Yes No Date of Discharge _____



Section D.**EDUCATIONAL DETAILS**

School _____ Tel No: _____

SENCO: _____ Class Teacher / Nursery Key Worker _____

Days/sessions attending
nursery/school: _____

Support Stage: Schools Action/Schools Action Plus/Statement of SEN. Number of hours support received. _____

Section E.**MEDICAL HISTORY**

Medical Diagnosis: _____

Significant Medical History: _____

_____Please give names and details of any professional involved with the child (e.g. Psychologist, Portage,
Health Visitor, Paediatrician, Physio/Speech & Language
Therapist): __________

Please tell us if your child is awaiting an assessment by another service _____

Section F.**REFERRER DETAILS**

Referrer's Name (Please write in block capitals): _____

Relationship to child: _____

Address: _____ Phone No: _____

Signature of Referrer _____ Date of Referral _____

Section G.**REASON FOR REFERRAL**

What are the specific difficulties / concerns that you would like Occupational Therapy to help with?

What do you want the outcome of our involvement to be?

Section G.**REASON FOR REFERRAL**

Please have the child's Class Teacher or SENCO complete the following section if referral is for school based activities (e.g. handwriting, scissor skills etc.)

Please identify any strategies and advice already tried relating to school based areas of difficulty and attach evidence e.g. IEP:

Please provide a reading age assessed within the last term:

Please indicate if there is a mismatch between written and verbal skills

Does the child have specific learning difficulties (e.g. Dyslexia)

Yes/No

If yes, please give details:

Please provide an indication of the child's overall academic ability in relation to their peers.

Please tell us what strategies / approaches have already been tried and how effective were they?

Explain specific strategies you have used (E.g. Cool Kids Program, Speed Up Program.)

Include how frequently they have been tried e.g. how many times a week the group was held/ individual support sessions were completed.

Section G. REASON FOR REFERRAL cont;

Information from Other Professionals:

- Please attach any other relevant reports / documents with the referral.
- LSAT reports. These are required if the LSAT has recommended this referral.
- Recent reports please forward updated reports that you may have to keep us up to date.

Is there anything else we need to be aware of?

Please circle and describe your main concerns where there is a difference to peers for the child / young person in the relevant areas below:

Self Care Skills:

Eating and Drinking	Toileting	Washing	Dressing
Brushing teeth/hair			

and please describe further the concerns you have circled.

Gross Motor Skills

Please tick areas of difficulty

1. Seems weaker or tires more easily than other children of similar age
2. Difficulty with hopping, jumping, skipping or running compared to others their age
3. Appears stiff and awkward in their movements
4. Clumsy or seems to not know how to move body, bumps into things
5. Tendency to confuse right and left body sides
6. Hesitates to climb or play on playground equipment
7. Reluctant to participate in sports or physical activity; prefers table activities
8. Seems to have difficulty learning new motor tasks
9. Difficulty moving self on swing; poor skills in rhythmic clapping games

Fine Motor Skills

Please tick areas of difficulty

1. Poor desk posture (slumps, leans on arm, head too close to work, other hand does not assist)
2. Difficulty drawing, colouring, copying, cutting, avoidance of these activities
3. Poor pencil grasp; drops pencil frequently
4. Pencil lines are tight, wobbly, too faint or too dark; breaks pencil more often than usual
5. Tight pencil grasp; fatigues quickly in writing or other pencil / paper tasks
6. Hand dominance not well established (after age six)
7. Difficulty in dressing; clothing off or on, buttons, zippers, tying bows on shoes

Play/Leisure Skills:

Playing with Toys Playing with Others Following Instructions Awareness of Safety
Clumsiness Tires easily Physical Skills

What are they like in the playground?

and please describe further the concerns you have circled.

Physical and Social Environment, including access:

Moving around the environment Moving and Handling Bathing Toileting Seating
Access to Community Resources Floor Time

Please describe further the concerns you have circled.



Occupational Therapy
Advice Line

The O.T. Advice Line is available to answer queries that might arise

- Regarding a child or children's O.T. needs in respect of making a referral or re-referral to the service
- General queries regarding sourcing equipment or activity ideas related to occupational therapy

We are offering an email and telephone service for parents, teachers and Education staff in Shropshire and Telford and Wrekin

Contact us on
Telephone 01743 450839

Or email

ot4kids@shropcom.nhs.uk

(Please do not include any identifying information about the child/individual in emails)

Thank you for completing this form. A decision will be made as to whether or not this referral will be accepted. You will be informed of the decision in writing.

Please Return to:

**Tracey Bowen
Children's Occupational Therapy
Service for Children and Families
Shropshire Community Health NHS Trust
Coral House
11 Longbow Close
Shrewsbury
SY1 3GZ**

Tel no: 01743 450 839

Fax no: 01743 450 801

Please ensure you have completed all sides of the form fully to avoid delay and assist us in prioritising the child/young person's needs.

We cannot accept incomplete forms and these will be returned to the referrer.

THANK YOU.