



Fine Motor Skills ...Write Out of the Box!



Join Dr. Marianne Gibbs
to discover

- * fun and simple fine motor skill activities
- * ways to support writing readiness in children from 3 to 6
- * how fine motor skills can translate to school confidence

Saturday, April 14th

9 am - 3 pm

First Presbyterian Church

Open to early educators
in Indian River County

Available at no cost

Lunch will be provided

CEUs available through FLAECY

Register at

ChildcareResourcesIR.org/workshop

About Write Out of the Box!



Marianne Gibbs, EdD, OTR/L, the creator and presenter of Write Out of the Box! is a registered Occupational Therapist and a Texas Registered Master Trainer. Dr. Gibbs received a Bachelor of Arts Degree in Economics and Psychology from Claremont McKenna College in 1985, Master of Occupational Therapy from Texas Woman's University in 2000, and doctorate in Educational Leadership with a Specialization in Curriculum and Instruction in 2010. Currently, Dr. Gibbs is an avid Edu-Trainer whose mission is to assist educators in their quest to improve the fine motor skills of their students through developmentally appropriate practice and provision of once in a lifetime workshops every time!

Fine Motor Skills... Write Out of the Box!

Workshops – Keynotes – E-Blasts – Products

**Presented by:
Marianne Gibbs, EdD, OTR/L**

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Today's Agenda

1. Introductions
2. Purpose of Write Out of the Box
3. Pencil Grasps: Efficient vs. Inefficient
4. Developmental Theory: The Basics
5. Classroom Activities to Promote Fine Motor Development and Efficient Pencil Grasp
6. Cutting Tips
7. Pre-Writing Stroke Sequence by Age
8. Prerequisites for Writing
9. Q and A

3. PENCIL GRASPS

Types of Pencil Grasps: Efficient vs. Inefficient

Appropriate Pencil Grasps (3)

- Mature, Dynamic Tripod (4.5-6 years): ***Will naturally occur if precision muscles are properly developed.**



- Static Tripod:

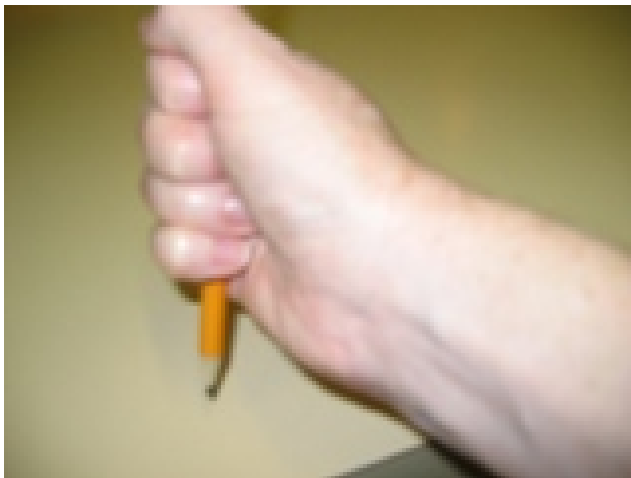


- Adapted:



Inefficient Pencil Grasps (infinite)

- Fisted:



- Thumb Wrap:



- Thumb Tuck:



- Quad:



- Index:



- ????:

*Aha! Moment:

4. DEVELOPMENTAL THEORY: THE BASICS

A. Concept of Mobility on Stability

“Danglers” and the Remedy:

*Aha! Moment:

B. General Developmental Sequence

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C. The Importance of Weight Bearing:

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D. Strategies for Incorporating Weight Bearing Opportunities in the School Day:

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Notes: _____

5. CLASSROOM ACTIVITIES TO PROMOTE FINE MOTOR DEVELOPMENT AND PENCIL GRASP

Head and Neck Stability: Usually in place. Supports appropriate use of the visual system.

Activities: “Superman”, “Snowball”, ball work on tummy with target, lay on tummy supported by forearms, swimming

Trunk Stability: Must have this to use two arms effectively in activities.

Look for “W”-Sitters. Encourage side, long, and tailor sitting. Allow for sitting options at circle time, be flexible because your students may not be!

“W” Sitting:

Why?

Other Positions to Encourage:

Activities: “Superman”, “Snowball”, gross motor play, swimming, ball work (sitting), unassisted sitting, sock pull, hand presses

Shoulder Stability: This is critical! Allows for control of arm, hand, and fingers.

Activities: Use of vertical surface!

- 1.
- 2.
- 3.

push-ups, rocking on all fours, crawling games, wheel barrow, crab walk, ball work on tummy, “Down Under”

Forearm Rotation and Elbow Stability: Supports wrist hand and fingers appropriately.

Activities: *Animal Voice, *Giggle Tube, one-handed button retrieval out of *Putty, opening a candy in one hand away from body, carrying laundry basket/books, pouring from a container, utensil use, scissor use

Wrist Stability/Extension: Allows for dynamic movement of fingers as in holding a pencil when writing.

Activities: *Twirling Wheel, *Chinese yo-yo, *Twisty Puzzle, use of vertical surface (ie. wall, refrigerator, blackboard, easel, 3-5 inch notebook), “Mirror Me”, “Marble Madness, Lite Brite, jar lids, nuts and bolts, ball work on tummy, crawling games, crab walk, wheel barrow, “Down Under”

Palmar Arches: Hands can form a “cup” which facilitates grasping and in-hand manipulation skills.

Activities: *Mini Dice, jingle bells, “more” sign, *Mini Slinky, *Squirters, *Squeeze Ball, *Worm Ball, *Tongs, *Putty, cutting Play Doh with plastic knife, playing piano

Grasp and Release Patterns: Promotes strength and timing coordination of hand use.

Activities: *Squirters, *Squeeze Ball, *Worm Ball, * Mine Hole Punch, peg games, clothespins, gross motor play, climbing

Extrinsic (Strength) Muscles: Powerful “on/off” muscles that stabilize.

Isolated Finger Control: Students must realize they have 10 fingers and not just two paws!

Activities: *Jumping Frogs/Insects, *Flinging Frogs, *Spin Tops, Lite Brite, finger puppets, stringing beads, flicking wedges, “I love you” sign, clothespins, playing piano

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Notes: _____

Thumb Opposition: Thumb touches each finger individually.

Web Space: Maintain “O” shape with thumb and index when holding a pencil.

Activities: Zip Lock bags, “Straw Wars”, *Putty Balls (just using thumb and index), “Silly Sunglasses”, OK sign

Separation of Hand: Critical! The two halves of the hand have different jobs. Facilitates tripod pencil grasp position.

Busy Fingers (3): Mobility

Sleeping Fingers (2): Stability

Pillow:

Activities: *Sparky, *Animal Grabbers, *Lacing Card, *Tongs, *Tweezers, *Mini Hole Punch, *Mini Lock and Key, stringing beads, *Wind-up Toys, *Spin Tops, short pencils/crayons, mini spray bottles, scissor use, snapping fingers, PILLOWS!

Fingers and Pillows

(sung to tune of Oh My Darlin')

I have two hands with ten fingers -- I have five on each hand

First is Thumbkin, then Pointer, then the tall one, Middleman.

These 3 are special, they are busy, and they love to play

They play with toys and hold a pencil in just the right way.

Next is Ringman and Pinky -- they are sleepy little ones

They hug a pillow and stay sleeping so the busy fingers can have fun!

Intrinsic (Precision) Muscles: Necessary for precise control as with using a pencil.

Activity: Mini Rolling Pin with Play Doh

Shift: The ability to make minute pencil adjustments without thinking about it.

Activities: *Mini Cards, *Wikki Stix, Play Doh, single page turning, buttoning, moving hand along shaft of pencil

Translation: Single handedly move objects between fingers and palm. Leads to more efficient stroke making when writing.

- Finger to Palm:
- Palm to Finger:

Activities: popcorn pick-up, coins in vending machine, “Feed Freddie” with pennies, checkers, discs, etc...

Rotation: Use fingers in precise rotation movement without wrist movement. Turning the pencil over as if to erase during writing.

Simple Rotation Activities: Play Doh, jar lids, nuts and bolts

Complex Rotation Activities: turning a coin, turning a pencil in one hand as in erasing.

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Notes: _____

All skills above lead to the tripod grasp which is the most efficient grasp for handwriting!

6. CUTTING TIPS

Positioned for Success:

Sequence Progression:

Media Types:

Lollipop Friends Method to Track and Document Progress:

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Notes: _____

7. PRE-WRITING STROKE SEQUENCE BY AGE (VMI)

<u>Years-Months</u>	<u>A</u>	<u>B</u>	<u>Notes</u>
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2-10

3-0 (2 of them)

4-1

4-4

4-6

4-7

4-11

5-3

8. PREREQUISITES FOR WRITING

1. Established hand dominance with coloring, drawing, or using a fork (may not be in place until 6 years old)
2. Able to cross midline
3. A functional pencil grasp
4. Able to understand directional terms; recognizes differences and similarities in forms
5. Able to use two hands in an activity
6. Able to coordinate eyes and hands together
7. Able to copy basic shapes
8. Able to maintain a proper sitting posture
9. Is oriented to print
10. Attends to task for a minimum of 1 minute
11. Mastery of letter recognition and letter sounds
12. Has an interest in writing

10. Q AND A

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