

# Fine Motor Accommodations/Adaptations/Strategies

Birth-12 months



Birth-12 months

**Overall note:** Use hand over hand to assist and model for child, giving child opportunity to try on their own, use sounds and/or words with activity, model desired goal multiple times, give many chances for child to imitate allowing time for repetition and practice and give children choices to help them develop a sense of control and good communication skills.

While child is in supine or cradled, on having floor time:

- Hold bright, sharp contrasting colored object 8 inches from child's eyes for several seconds, wait for gaze, encouraging for child to look at object
- Present objects with auditory stimulus such as rattle, bell, musical or squeaky toy
- Follows moving person with eyes
- Stares and gazes at object
- Move object slowly to encourage child to follow object with eyes from sides to midline, then past midline, downward, upward
- Encourage child to bring hands to midline while in supine by helping child pat her chest, place hands in front of her, rub hands together
- Encourage un-fisting hands by bringing hands in midline and rub together, let child grasp an object, bear weight on open hands with thumb and fingers extended
- Let child feel different textures such as fabric, sand, paly-doh
- Grasps toy actively
- Looks from one object to another
- Hands are open most of the time, not fisted
- Reaches toward toy, grasping by 5 mos.
- Looks at distant object by 6 mos.
- Drops and recovers object by 6 mos.
- Retains small object in each hand
- Grasps an object with one hand then transfers the object to the other hand by 7 mos.
- Encourage child to bang object on table
- Guide hands (use hand over hand if necessary) to encourage: wrist movements, manipulating toys, grasping small objects, banging toys together, removing pegs, taking toys out of container, poking/pointing with index finger,

# Fine Motor Accommodations/Adaptations/Strategies

12-24 months



12-24 months

**Overall note:** Use hand over hand to assist and model for child, giving child opportunity to try on their own, use sounds and/or words with activity, model desired goal multiple times, give many chances for child to imitate allowing time for repetition and practice and give children choices to help them develop a sense of control and good communication skills.

- Child uses both hands freely during play, may have preference for one hand but do not insist on one hand over another
- Using larger crayon that fits in the entire hand and/or may need to be built up, child grasps crayon adaptively, encouraging child to mark paper, holds crayon with thumb and index finger by 25 mos.
- Child puts object into container, inverts container and obtains object by 18 mos.
- Supinates forearm (he turns his forearm over so the palm is facing up)
- Puts blocks on top of another releasing second block at 16 mos.
- Places peg in board, hand over hand if needed
- Points with intention with index finger, modeling for child
- Scribbles spontaneously by 18 mos., circular scribble, horizontal stroke, makes first designs or forms by 24 mos.
- Child holds an object with one hand and manipulates an object with the other
- Builds tower using six cubes
- Strings beads
- Snips with child size scissors with rounded edges

**Overall Adaptations:**

- Modify electric or battery operated toys to be activated by a switch
- Use Velcro, double-backed tape, a C-clamp to hold toy to the table
- Place toys in shallow tray on the table to help keep all pieces together and define play area
- Help child grasp toys by building up handles with sponge hair curlers, pipe insulation
- Puts simple puzzle with knobs or handles together
- Tape paper to table if more stability is needed or use an easel
- Use an easel
- Use markers, they need less pressure than crayons
- Add food coloring or scents to home-made play-doh, this will enhance the fun for children who are visually impaired

# Fine Motor Accommodations/Adaptations/Strategies

24-36 months



24-36 months

**Overall note:** Use hand over hand to assist and model for child, giving child opportunity to try on their own, use sounds and/or words with activity, model desired goal multiple times, give many chances for child to imitate allowing time for repetition and practice and give children choices to help them develop a sense of control and good communication skills.

- Copies circle
- Builds tower using eight cubes (Use a variety of blocks to match the physical needs of child, attach Velcro to block to help them stay together)
- Snips on line with child size scissors with rounded edges
- Using larger pencil, holds pencil with his thumb and fingers in an adult-like grasp and/or may need to be built up, child grasps crayon adaptively and marks paper
- Places more pegs in board
- Imitates building structure with blocks
- Strings more beads
- Read pop-up and manipulative books (place foam in between each page to make it easier to turn page)
- Provide activities with different senses: water, sand, clay, shaving cream...

## **Overall Adaptations:**

- Modify electric or battery operated toys to be activated by a switch
- Use Velcro, double-backed tape, a C-clamp to hold toy to the table
- Place toys in shallow tray on the table to help keep all pieces together and define play area
- Help child grasp toys by building up handles with sponge hair curlers, pipe insulation
- Puts simple puzzle with knobs or handles together
- Tape paper to table if more stability is needed or use an easel
- Use an easel
- Use markers, they need less pressure than crayons
- Add food coloring or scents to home-made play-doh, this will enhance the fun for children who are visually impaired

# Fine Motor Accommodations/Adaptations/Strategies

36-48 months



36-48 months

**Overall note:** Use hand over hand to assist and model for child, giving child opportunity to try on their own, use sounds and/or words with activity, model desired goal multiple times, give many chances for child to imitate allowing time for repetition and practice and give children choices to help them develop a sense of control and good communication skills

- Creates a structure with up to nine blocks
- Opens lunch boxes, containers, zip-lock baggies
- Traces on thick lines
- Uses one hand consistently for most activities
- Copies a shape or design (cross, face, stick figure)
- Holds a pencil with thumb and fingers on the opposite sides of the pencil
- Uses the non-dominant hand to assist and stabilize self and objects
- Strings sequence of small beads onto string
- Cuts roughly around pictures
- Completes 4-6 piece interlocking puzzles

## **Overall Adaptations:**

- Provide child with chair to help child sit better and place footrests and/or seat straps that will provide stability
- Place materials and visual displays at a variety of heights
- Modify electric or battery operated toys to be activated by a switch (cause and effect toys)
- Use Velcro, double-backed tape, a C-clamp to stabilize toys to the table
- Place toys in shallow tray on the table to help keep all pieces together and define play area
- Help child grasp toys by building up handles with sponge hair curlers, pipe insulation
- Puts simple puzzle with knobs or handles together
- Tape paper to table if more stability is needed or use an easel
- Use an easel
- Use markers, they need less pressure than crayons

- Add food coloring or scents to home-made play-doh, this will enhance the fun for children who are visually impaired

# Fine Motor Accommodations/Adaptations/Strategies

48-60 months



48-60 months

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- Cuts along line continuously
- Builds structure with up to nine blocks
- Designs Lego, Duplo model
- Copies circle, square, cross and simple pictures using geometric shapes
- Holds pencil with a tripod grasp
- Colors inside lines and entire picture
- Writes name
- Traces a line with control
- Copies numbers 1-5
- Copies letters
- Uses preferred hand for most activities
- Opens lunch boxes, zip-lock baggies and containers
- Completes 8-12 interlocking puzzles

**Overall Adaptations:**

- Modify electric or battery operated toys to be activated by a switch
- Use Velcro, double-backed tape, a C-clamp to hold toy to the table
- Place toys in shallow tray on the table to help keep all pieces together and define play area
- Help child grasp toys by building up handles with sponge hair curlers, pipe insulation
- Puts simple puzzle with knobs or handles together
- Tape paper to table if more stability is needed or use an easel
- Use an easel
- Use markers, they need less pressure than crayons

Add food coloring or scents to home-made play-doh, this will enhance the fun for children who are visually impaired

