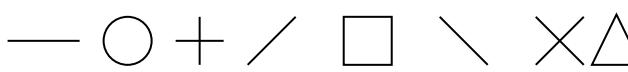


Homework record sheet - Gross motor session 1

Body awareness

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Be more aware of your body parts. Ask your child to show you different body parts such as 'point to your right ear', point to your left knee. Choose 10 body parts include more challenging parts like ankles, elbows, shoulders, heels, wrists, thumb, hips etc.</p>	<ul style="list-style-type: none"> - Body awareness 	<p>Please circle days you have completed (leave blank if not): Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: - Do they know all body parts? – Yes No</p> <p>Comments:</p>
<p>Exercise 2: Simon says! Do 10 different instructions. Start with one instruction and build up to two instructions at the same time. As the child improves make the instructions harder such as using left arm to touch right knee. Try the game with eyes open building to eyes closed as skills progress.</p>	<ul style="list-style-type: none"> - Body awareness - Left/ right recognition - Crossing middle of body (helps with 2-sided co-ordination of the body). 	<p>Please circle days you have completed (leave blank if not): Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: - Can they recognise all body parts? – Yes No - Do they understand left & right? – Yes No</p> <p>Comments:</p>
<p>Exercise 3: Do angels in the snow Give the following instructions: move left arm, move right arm, move both arms together, move left leg, move right leg, move both legs together, move left arm and left leg, move right arm and right leg, move right leg and left arm, move left leg and right arm, move both arms and both legs together. Make sure limbs are moving at the same speed. Aim for a minimum of 10 repetitions for each movement.</p>	<ul style="list-style-type: none"> - Two-sided coordination (Bilateral Integration) - Body isolation – ability to keep certain body parts still whilst moving others - Timing & sequencing of movement 	<p>Please circle days you have completed (leave blank if not): Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: - Can they keep body still whilst moving certain body parts? – Yes No - Can they move opposite right arm and left leg? – Yes No - Can they move opposite left arm and right leg? – Yes No</p> <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 4: Where did I touch you? Stand behind the child or encourage your child to keep their eyes closed. Touch him/ her quickly and lightly with your fingertips. See if they can tell you where they have been touched. To progress the challenge touch two different parts of the body at the same time. Get your child to place their hand on the table palm down. Touch their hand with your index finger on each individual finger allowing them to point to where you touched them. Make sure they cover their eyes, so they are not using vision to support this.</p>	<ul style="list-style-type: none"> - Touch registration – do they recognise they have been touched. - Touch discrimination – knowing exactly where they have been touched. 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they recognise one body part touched? – Yes No - Can they recognise two body parts touched? – Yes No - Can they recognise where touched on hand? – Yes No <p>Comments:</p>
<p>Exercise 5: Drawing on your child's back Draw shapes on your child's back using your fingertip. See if the child can tell you what you drew. Between each drawing rub the old one out by rubbing the child's back briskly with the palm of your hand – this will increase sensory feedback. Get them to tell you shape or draw the shape. Shapes include:</p> 	<ul style="list-style-type: none"> - Touch discrimination - Shape recognition 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they recognise the first 3 shapes? – Yes No - Can they recognise the next 3 shapes? – Yes No - Can they recognise all 9 shapes? – Yes No <p>Comments:</p>
<p>Exercise 6: Mirror game Stand opposite your child and move your body into different positions. Ask your child to copy you and make sure movements are slow and controlled. Examples: put both hands on your knees, left hand on your right ear, one hand on your stomach and one hand on your head.</p>	<ul style="list-style-type: none"> - Copying body positions (needed for copying physical demonstrations e.g. in PE). 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they copy your movements – Yes No <p>Comments:</p>

Please refer to your DCD information booklet pages 10 – 13 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Gross motor session 2

Postural Stability & Balance

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Arm wrestle Sit opposite the child with elbow on the table. Hold each other's hand and encourage the child to push against resistance. Record the amount of time spent on this activity.</p> <p>Maximum time achieved:</p>	<ul style="list-style-type: none"> - Shoulder stability & strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has the amount of time maintaining resistance improved? – Yes No - Has child's strength improved? – Yes No <p>Comments:</p>
<p>Exercise 2: Tug of war Can be done either sitting, kneeling, or standing, using a rope, towel, scarf etc.</p>	<ul style="list-style-type: none"> - Shoulder stability & strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's strength improved? – Yes No <p>Comments:</p>
<p>Exercise 3: Push up. Kneel on all fours, bend the arms at the elbows so that you just touch the floor with the nose.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Shoulder stability & strengthening - Postural stability - Hip stability - Wrist strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they lower nose to floor without collapsing down? – Yes No <p>Comments</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 4: Bridge Lie on your back with your knees bent and feet flat on the ground. Keep your arms at your side with your palms down. Lift your bottom off the floor. Hold your bridged position for 10 seconds and increase time as skills improve. To increase challenge cross arms over chest. Remember to get your child to hug their knees into their chest, after this exercise as shown in group session.</p>	- Hip stability	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has child's ability to maintain position improved? – Yes No <p>Comments:</p>
<p>Exercise 5: Wall press ups Stand an arm distance away from the wall. Lean on the wall, with the hands flat on it. Keeping the arms straight, push away from the wall using the fingers, to get an upright position. As it gets easier, move the feet backwards so that there is a greater angle of lean against the wall.</p> <p>Maximum number achieved:</p>	- Shoulder stability - Wrist strengthening	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they lower nose to the wall without collapsing? – Yes No <p>Comments:</p>
<p>Exercise 6: Plank Place the forearms on the ground with elbows bent, aligned below the shoulders, and arms parallel to the body at about shoulder-width distance. Lift your knees and tummy off the floor. Back and hips should be straight – no bottoms raised in the air. Build up to a maximum hold for up to 10 seconds.</p> <p>Maximum time achieved:</p>	- Postural stability	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they hold position correctly for 2 seconds? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 7: Ball rolling under foot Place your foot on a football and roll it back and forward. If too easy, roll it round in circles gradually making circles larger. Try on each leg.</p> <p>Maximum time achieved on left leg:</p> <p>Maximum time achieved on right leg:</p>	<ul style="list-style-type: none"> - Hip stability - Balance 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they balance for longer after practicing this week? – Yes No <p>Comments:</p>
<p>Exercise 8: Ball rolling on tummy Lying on your front, keeping your legs straight, raise the legs, head, chest, and arms off the floor at the same time, and hold position. Build on time your child can hold position. You can roll a ball on the floor back and forth between you and a partner both whilst remaining in this position make sure that your arms and shoulders are lifted off the floor. Ensure child does not hold for long period of time. Do not overdo this position - you should not feel pain in your body. They should rest down flat onto floor at regular intervals.</p>	<ul style="list-style-type: none"> - Shoulder stability - Hip stability - Core strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they assume the position? – Yes No - Can they maintain position for 30 seconds? - Yes No <p>Comments:</p>

Please refer to your DCD information booklet pages 14 - 18 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Gross motor session 3

Posture & Balance

Child's name:.....

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Superman Kneel on all fours and stretch one arm straight out in front and the opposite leg straight out behind. Hold the superman for up to 30 seconds. If this is challenging for your child build up to full superman pose. Do holding arms and legs straight individually and work on improving strength in each limb until not twisting and/ or collapsing. Make sure they count out loud.</p> <p>Maximum time achieved:</p>	<ul style="list-style-type: none"> - Shoulder stability - Postural stability - Hip stability - Wrist strengthening - Body isolation (holding one body part with others still) 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they maintain pose with arm straight out in front? – Yes No - Can they maintain pose with leg straight out behind? – Yes No - Can they maintain pose with opposite arm and leg straight? – Yes No <p>Comments:</p>
<p>Exercise 2: Stepping stones Using 2 step stones appropriate for your floor. Forward steps: Get them to place one step stone down in front of the other, and step two feet forward on to the front stone. They then crouch all the way down to floor with bottom touching their heels. Picks stone up from behind. Ensure they stand upright and then place the stone directly in front of them and step forward with two feet. And repeat. Side steps: Start with two feet on stepping stone, place next step to side they are going and side step two feet onto next step. They then crouch all the way down to floor with bottom touching their heels. Picks stone up from side. Ensure they stand upright and then place the stone directly by their side and side step with two feet. And repeat. Record the greatest number of steps the child completed correctly before stopping.</p>	<ul style="list-style-type: none"> - Hip stability - Balance - Judging distance - Planning and organising movements. 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has child's number of steps improved with less falls? – Yes No - Has child's crouching down improved? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 3: Balance a ball Give your child a short handled bat with a large surface area or a book. Hold the bat or book flat and balance a ball. If a ball is too tricky to start with try using a pair of rolled up socks first. Record how many times they dropped the ball whilst carrying the bat and ball around the room.</p>	<ul style="list-style-type: none"> - Shoulder stability - Wrist stability - Eye-hand coordination 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they keep object balanced for longer? – Yes No <p>Comments:</p>
<p>Exercise 4: Dipping toe Stand on a sturdy step/ bottom stair and pretend you're standing on side of pool – trying to dip toe in water to check temperature! Do not put whole foot onto floor or allow your child to twist at hips. Build up to 20 times on each foot. Record how many times the child was able to do this without holding onto the banister or wall.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hip stability - Balance 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they dip toe correctly without twisting? – Yes No - Can they dip toe correctly without falling? – Yes No <p>Comments:</p>
<p>Exercise 5: Ball rolling under foot Place your foot on a football and roll it back and forward. If too easy, roll it round in circles gradually making circles larger. Try on each leg.</p> <p>Maximum time achieved on left leg:</p> <p>Maximum time achieved on right leg:</p>	<ul style="list-style-type: none"> - Hip stability - Balance 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they balance for longer after practicing this week? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 6: 2 feet jumping. Practice jumping continuously with 2 feet together in straight line, within a boundary line e.g. square/ tile, chalked pavement, park playground floor markings etc. You can also make games to get them jumping backwards, sideways, weaving in and out of objects.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hip stability - Dynamic Balance - Planning and organising movements. 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they jump 2 feet together without stopping? – Yes No <p>Comments:</p>
<p>Exercise 7: Standing on one leg Ensure they do not wrap foot around leg or hold onto leg that is off the floor. Get them to focus eyes on something on wall directly in front of them and arms out straight to assist their balance. You can time how long they can maintain their standing posture. Practice on both legs.</p> <p>Maximum time achieved on left leg:</p> <p>Maximum time achieved on right leg:</p>	<ul style="list-style-type: none"> - Hip stability - Static Balance 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child stand on left leg for 30 seconds? – Yes No - Can your child stand on right leg for 30 seconds? – Yes No <p>Comments:</p>
<p>Exercise 8: Hopping Practice hopping continuously on one leg in a straight line, within a boundary line e.g. square/ tile, chalked pavement, park playground floor markings etc. You can also make games to get them hopping backwards, sideways, weaving in and out of objects. Make sure you practice on each leg.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hip stability - Dynamic Balance - Planning and organising movements 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Which leg can they hop best on? – Left Right <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 9: Hopscotch Chalk out squares with 5 hops and 5 jumps. The child begins on the single square, standing on one foot, and hops forward, landing with one foot in each double square. They then jump forward, to land on one foot, in the next single square. Demonstrate the activity to your child. If the child has problem with balance give them a large ball to hold with both hands. This will keep the arms and hands into the body and will improve the child's stability in dynamic balance.</p>	<ul style="list-style-type: none"> - Hip stability - Dynamic balance 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child combine hop and jump movements? – Yes No <p>Comments:</p>
<p>Exercise 10: Jumping Jacks Stand upright with your legs together, arms at your sides. Bend your knees slightly and jump into the air. As you jump, spread your legs to be about shoulder-width apart. Stretch your arms out and over your head. Jump back to starting position. Repeat. Choose a length of time or number of repetitions that will allow your child to maintain good technique throughout all sets and repetitions.</p> <p>Maximum number achieved in 60 seconds:</p>	<ul style="list-style-type: none"> - Balance - Planning and organising movements. - Two-sided coordination 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child maintain their technique when doing repetitions? – Yes No <p>Comments:</p>
<p>Exercise 11: Skipping To teach skipping, start by breaking down the steps for the child. Provide a demonstration and simple verbal cues like “Step, hop, switch”. Once the child is able to complete the “step, hop, switch” sequence. This can be a very slow process at first. Use visual and verbal cues to work on the step with one foot, the hop, and the switch to the other foot. Work to improve their fluency and speed of the step, hop switch sequence.</p>	<ul style="list-style-type: none"> - Balance - Planning and organising movements. 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child skip along? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
Exercise 12: Tip toe walking Get your child to walk along a line with their heels raised off the floor so that toes remain on the line all the way along.	- Balance	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>- Can your child walk continuously along on their tip toes? – Yes No</p> <p>Comments:</p>
Exercise 13: Heel to toe walking Get your child to walk between two ropes or along a line forwards and/ or backwards on floor. They must place the heel of one foot next to the toe of the other foot keeping their feet straight on the line.	- Balance	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>- Can your child place their heel and toe together without gaps between? – Yes No</p> <p>- Can your child complete 15 steps heel-to-toe together? Yes No</p> <p>Comments:</p>

Please refer to your DCD information booklet pages 19 – 22 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Gross motor session 4

Leisure, Play & Posture

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Superman Support the lower part of your child's body on a small sturdy stool/ step/ block/ gym ball. Child supports their own weight through their arms whilst always keeping head up, fingers pointed forwards, and palms flat on floor. Start at your child's current level of ability building up to a maximum of 3 minutes. As their tolerance/ strength improves get your child to support self with one arm and carry out an activity with the other hand. Change arms to strengthen both sides.</p> <p>Maximum time achieved:</p>	<ul style="list-style-type: none"> - Shoulder stability - Postural stability - Hip stability - Wrist strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: Can they maintain a static wheelbarrow for 60 seconds? Yes No</p> <p>Comments:</p>
<p>Exercise 2: Statue game (in sitting) Make sure child's feet flat on floor and they are sitting in an upright position. Gently push against them whilst gradually increasing amount of force used - sideways, forwards, backwards. You want your child to remain in upright sitting position whilst they are contracting their muscles to remain as still as possible (like a 'stone' statue).</p>	<ul style="list-style-type: none"> - Postural stability - Strengthening - Muscle co-contraction 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: Can they maintain sitting position when force used to move them? Yes No</p> <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 3: Weight bearing positions – Musical statues</p> <p>See information folder on page 23 – 24 for details and ideas.</p>	<ul style="list-style-type: none"> - Postural stability - Strengthening - Muscle co-contraction 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations: Can your child maintain weight bearing positions when asked to 'freeze' in position? Yes No</p> <p>Comments:</p>

<p>Make a list of exercises you have continued to practice from week 1, 2, 3 gross motor sessions.</p> <p>Include visits to the park – what play equipment was used?</p> <p>Also include any opportunities for active movement e.g. scooter, bike, space hopper, dance, yoga, football, swimming, trampoline.</p>	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations/ comments:</p> <p>Please refer to your DCD information booklet page 23-25 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.</p>
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Homework record sheet - Gross motor session 5

Aiming & Catching

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Balloon keepy uppy</p> <p>Get child to hold hand flat with palm up towards ceiling (see picture in pack). Get them to gently pat balloon up (to eye level), get them to watch the balloon, allow balloon to come down to child's waist level and then time movement for balloon to travel up again. Move on to other hand, then to alternate hands (pat left hand, then right hand, then left hand and so on). See if they can increase number of successful hits. Don't let them run around after it, try to encourage them to stand still. If palm flat to the ceiling, then balloon should travel upwards.</p> <p>Maximum number achieved without stopping:</p>	<ul style="list-style-type: none"> - Bilateral integration - Hand eye coordination - Timing of movements - Control of force and direction 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>- Has child's control of balloon improved? – Yes No</p> <p>Comments:</p>
<p>Exercise 2: Bounce and catch</p> <p>Bounce a large ball off the floor and catch with two hands. Encourage them to hold ball at waist height, bounce it once, and look at the ball to help with judging speed and return of bounce. Reduce the size of ball until child can catch a tennis ball. Build up to bouncing and catching with one hand.</p> <p>Maximum number achieved without stopping:</p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>- Has their two handed catching improved – Yes No</p> <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 3: Bounce a ball repeatedly on the floor Use the palm of your hand and alternate hands Record how many times the child can bounce the ball consecutively before stopping. Maximum number achieved without stopping: </p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's ball bouncing skills improved? – Yes No <p>Comments:</p>
<p>Exercise 4: Throw and catch in the air Get child to stand still and throw a bean bag or large ball up in the air (to eye level) and catch it. Once skill developed the height thrown can be increased, different types of balls can be tried, and try throwing/ catching with one hand. Maximum number achieved without stopping: </p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's catching skills improved? – Yes No - Has your child's throwing skills improved? – Yes No <p>Comments:</p>
<p>Exercise 5: Ball bounce to another person When able to bounce and catch allow them to throw the ball, with a single bounce to another person. The ball is then returned to child in the same way. Once this is achieved progress onto a smaller ball. Increase the distance between each other. Encourage catching between two hands not against chest or tummy. Maximum number achieved without stopping: </p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's catching skills improved? – Yes No - Has your child's throwing skills improved? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 6 Throw and catch in pairs: Then throw and catch without bounce. Remember to try different size balls and adjust the distance. Encourage catching between two hands not against chest or tummy.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's catching skills improved? – Yes No - Has your child's throwing skills improved? – Yes No <p>Comments:</p>
<p>Exercise 7: Throwing and catching against the wall</p> <p>Practice with large soft ball and throw underarm back and forth, add a bounce, try it against a wall. Practice with two hands. As skills progress try reducing size of ball and using one hand.</p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's catching skills improved? – Yes No - Has your child's throwing skills improved? – Yes No <p>Comments:</p>
<p>Exercise 8: Target throwing</p> <p>Make some balls from rolled up socks or use bean bags. Throw them into a hoop/ bin/box. Vary target size and distance away from target. Start with underarm throwing, and progress onto a chest pass and overarm throwing.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's target throwing accuracy improved? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 9: Rolling ball Roll ball towards a goal, start with a big goal and reduce target size. See how many points they can score in a minute etc. Progress to skittle type games – start with large ball close to goal and then increase distance and decrease size of ball.</p> <p>Maximum number achieved:</p>	<ul style="list-style-type: none"> - Hand eye coordination - Timing of release - Use of force - Direction control 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's ball rolling skills improved? – Yes No <p>Comments:</p>

Please refer to your DCD information booklet pages 26 – 28 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Fine motor session 1

Shoulders, wrists & finger strengthening

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Arm wrestle Sit opposite the child with elbow on the table. Hold each other's hand and encourage the child to push against resistance. Record the amount of time spent on this activity.</p> <p>Maximum time achieved:</p>	<p>- Shoulder stability & strengthening</p>	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has the amount of time maintaining resistance improved? – Yes No - Has child's strength improved? – Yes No <p>Comments:</p>
<p>Exercise 2: Tug of war Can be done either sitting, kneeling, or standing, using a rope, towel, scarf etc.</p>	<p>- Shoulder stability & strengthening</p>	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's strength improved? – Yes No <p>Comments:</p>
<p>Exercise 3: Popping bubble wrap Pop bubbles between pad of thumb and index finger. You can then do the same with thumb and each finger in turn.</p>	<p>Finger strength Finger isolation</p>	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they maintain resistance for 30 seconds? – Yes No - Has grip strength improved? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 4: Water play Wringing out cloth- Activities such as car washing, cleaning windows. Squeezing sponges – Fill a container with water and see how quickly they can empty it by putting sponge in and squeezing into another container. Can also encourage polishing furniture, cleaning glass/ mirrors. Pouring activities – pouring liquid from one vessel to another. Increase the size of vessel or amount of liquid being used to increase their strength. Squeeze toys/ water blowers/ basters. Use of spray bottles.</p>	<ul style="list-style-type: none"> - Wrist strengthening - Grip strength 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they wring water out of cloth/ sponge? – Yes No - Can they pour liquid from one vessel to another with less spillages than at start of week? – Yes No <p>Comments:</p>
<p>Exercise 5: Opening and closing jars, bottles, containers, packets Encourage your child to open jars, screw lids, bottles etc. Get your child to make fresh orange juice using manual orange squeezer to squeeze orange halves.</p>	<ul style="list-style-type: none"> - Wrist strengthening - Grip strength 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they open and close lids with less adult support needed? – Yes No <p>Comments:</p>
<p>Exercise 6: Working on a vertical surface Encourage your child to work in a vertical position about eye level – on an easel, white board, chalk board, paper stuck to the wall, water on paintbrush on an outside wall/ fence.</p>	<ul style="list-style-type: none"> - Wrist strengthening - Shoulder strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they maintain wrist position and draw for longer than at start of week? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
Exercise 7: Theraputty – some ideas for use <ul style="list-style-type: none"> • Roll ball between palms. • Flatten with heel of palm to make a 'pizza'. • Roll small pea shapes between fingertips. Flatten with index finger. • Roll into sausage shape. • Pinch using pincer grip along the top of sausage try and squeeze so pads of fingers touching. • Practice cutlery skills. • Pulling of small bits with pincer grip. • Pull fingers through to stretch out putty. • Push fingers through to stretch out putty. • Burying beads or small objects for your child to find. • Lots more ideas on internet search. 	<ul style="list-style-type: none"> - Wrist strengthening - Grip strength - Hand, thumb, finger strengthening 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>Comments:</p> <p>Please make sure that theraputty is used on a hard/ flat/ protected surface and is used under adult supervision.</p>
<p>Please Note – It is important to continue with postural stability exercises from Gross Motor Sessions. Which include:</p> <p>Push up Superman Wall press Static wheelbarrow Ball rolling on tummy</p>	<p>Shoulder stability Hip and wrist strengthening</p>	

Please refer to your DCD information booklet pages 32 - 35 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Fine motor session 2

Hand & finger strength

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Pegs – clothes pegs/ bulldog clips Using 20 clothes pegs, see how quickly you can pick them up and put them onto a piece of cardboard. You are only allowed to open the pegs using the pads of your thumb and index finger. Try different sizes of pegs and resistance.</p> <p>Best time achieved:</p>	<ul style="list-style-type: none"> - Pincer grip - Hand strength 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child open and close pegs using a pincer grip? – Yes No - Has their speed improved? – Yes No <p>Comments:</p>
<p>Exercise 2: Stapler/ Hole punch Use a hand-held stapler or hole punch to punch and make a picture. The child makes random holes in the paper/ card with punch, and then joins the holes with laces/ crayon, and/ or draws a path. Then ask the child to punch holes along the path. Encourage your child to hold stapler/ hole punch in hand rather than press on table top.</p>	<ul style="list-style-type: none"> - Hand strength - Use of hand tools 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has their hand strength improved? – Yes No - Has their control improved? – Yes No <p>Comments:</p>
<p>Exercise 3: Tweezers Get child to pick 50 small objects e.g. bead/ dried peas/ cheerios and put in a container, one at a time, using their pincer grip to hold the tweezers. Time how long it takes them to put them all in the container.</p> <p>Best time achieved:</p>	<ul style="list-style-type: none"> - Pincer grip - Manual dexterity 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has your child's tweezers control improved? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 4: Paper tearing Tearing paper into strips and crumpling into balls using pincer grip. Use ball to flick with thumb and index finger into a goal/ container or use balls to create a collage. Draw shapes such as circle, square, triangle. Get your child to tear around the shape placing it between the thumb and index finger. This should be small, controlled movements moving hands down as children will tend to rip without control</p>	<ul style="list-style-type: none"> - Pincer grip - Finger strength - Bilateral integration 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child scrunch a paper ball using their pincer grip? – Yes No - Can they tear shapes with better control? – Yes No <p>Comments:</p>
<p>Exercise 5: Paper folding – Origami fortune teller Instructions to complete this are on pages 38 – 40 of your pack. Don't just complete once see if they can do other paper folding activities – aeroplanes, hat etc. Bring the finished product(s) to show.</p>	Finger isolation Finger strength	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Has the number of bubbles your child can pop improved? – Yes No <p>Comments:</p>
<p>Exercise 6: Finish the card you started in the session.</p>		

Please refer to your DCD information booklet pages 36 - 40 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.

Homework record sheet - Fine motor session 3

Developing pincer grip & use of tools

Child's name:

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 1: Use of ruler Practice using a ruler: Underlining words and sentences. Join dots together. Draw 10 lines all going in different directions. Draw different sizes of different shapes e.g. square, rectangle, diamond etc. Draw a picture using a ruler to make all the lines. Bring in the examples you have done</p>	<ul style="list-style-type: none"> - Bilateral Integration - Use of tools - Skills for classroom 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child pick up paper clip and link together using a pincer grip? – Yes No - Has their speed improved? – Yes No <p>Comments:</p>
<p>Exercise 2: Stencils Find different objects in the house to draw around such as a cup, a box, a bottle, your hand, your foot. Make sure that you keep the pencil pressed against the object you are drawing around so that the shape you draw is exactly the same as the object. Bring 5 examples in that you have done. Don't tell us what it is, see if we can guess it!</p>	<ul style="list-style-type: none"> - Bilateral Integration - Use of tools - Skills for classroom 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child turn the coin using a pincer grip? – Yes No - Has their control improved? – Yes No <p>Comments:</p>
<p>Exercise 3: Penny dropping (into slot) Get them to put 25 pennies into a money box or slot. Ensure they use a pincer grip and time how long it takes them. Best time achieved:</p>	<ul style="list-style-type: none"> - Pincer grip - Eye-hand coordination - Fine manipulation 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child post all the coin using a pincer grip? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 4: Penny collecting – palm to finger translation Picking up coins using pincer grip get them to slide the coin using their thumb up the back of their index finger and push into their closed palm – hide in palm. Do not let them turn their hand – keep palm facing the table. Repeat until 5 coins are held in closed palm. Then retrieve each coin individually using thumb to slide it back down the back of their index finger onto the table - without turning hand and dropping coin out of palm.</p>	<ul style="list-style-type: none"> - Palm to finger translation - In-hand manipulation 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child get 5 coins into their palm? – Yes No - Can your child get 5 coins out of palm onto the table? – Yes No <p>Comments</p>
<p>Exercise 5: Finger isolation With palm facing up to ceiling. Place coin on each fingertip. Then individually starting with thumb move each finger to put coin into palm.</p>	<ul style="list-style-type: none"> - Finger isolation 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can your child get at least 3 coins individually into their palm without dropping? – Yes No <p>Comments:</p>
<p>Exercise 6: Dropping small items into a container (in between fingers) Place marbles, small piece of rolled up paper, or similar small object in the web spaces between each finger. Get them to drop one at a time in a controlled manner into a container. Ensure you try with both hands.</p>	<ul style="list-style-type: none"> - Finger isolation 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <ul style="list-style-type: none"> - Can they drop 3 small items individually into a container? – Yes No <p>Comments:</p>

Can you learn to?	What are we working on?	Activities completed!
<p>Exercise 8: Threading skills Thread dried pasta or beads onto string. Make sure the bead is picked up between the pads of the thumb and index fingers. Build up to making jewellery and friendship bracelets.</p>	<ul style="list-style-type: none"> - Bilateral Integration - Pincer grip 	<p>Please circle days you have completed (leave blank if not):</p> <p>Days: MON TUES WED THUR FRI SAT SUN</p> <p>End of week observations:</p> <p>- Has your child's threading skills improved? – Yes No</p> <p>Comments:</p>
<p>Exercise 9: Threading skills- Finish the puppet that you started in the session.</p> <p>Please bring puppet back to the next session to show us.</p> <p>Please return needle to staff.</p>	<ul style="list-style-type: none"> - Bilateral integration - Pincer grip - Eye hand coordination - Fine manipulation 	

Please refer to your DCD information booklet pages 41 - 44 for further instructions and ideas on all the homework activities. Please bring your completed form with you next week. If you are not able to do it on specific days then leave it blank so we can see whether progress is or is not being made with your child's motor skills. Any concerns discontinue exercises and seek advice from Children's OT DCD Team on 0151 482 7732.