

FINE MOTOR SKILL DEVELOPMENT DECISION CHART (Part 1)



The Fine Motor Skill Development Decision Chart was prepared to help teachers assess the required level of support and to provide links to appropriate support resources

TIPS

HOW TO USE THIS CHART

1. Locate the developmental challenges the student(s) exhibit and follow appropriate recommendations.
2. When implementing strategies, remember the flow chart decision making tools are dynamic, not static.
3. Ensure students follow the prescribed frequency of practice (20 minutes, 2 or 3 times a week over one term).
4. Document the strategies you implement, including the level(s) and frequency, before consulting with an occupational therapist.



CONCERN/BEHAVIOUR

Student has difficulty with fine motor. For example, they may have trouble opening containers, cutting with scissors, working with zippers, or may hold the pencil awkwardly.

RECOMMENDATIONS

For best outcomes, begin implementing one of the following recommended strategies:

1. LEVEL 1: CLASSROOM-WIDE STRATEGIES
2. LEVEL 2: SMALL GROUP STRATEGIES
3. LEVEL 3: INDIVIDUAL STRATEGIES
4. LEVEL 4: CLASSROOM-WIDE, SMALL GROUP STRATEGIES, AND INDIVIDUAL STRATEGIES

Ensure recommendations are implemented for **at least 20 minutes, 2 or 3 times a week over one term**. Document interventions in the form provided with information such as strategies implemented, frequency offered, levels offered.

1 CLASSROOM-WIDE STRATEGIES

Daily Fine Motor Centres in class.

- At least 20 minutes, 2 or 3 times a week over one term.

RESOURCES

- K-Developmental Rubric
- Fine Motor Daily Group Schedule
- Tasks Galore Book
- Therapy Sheet Handouts:
 - Visual Motor Integration
 - Bilateral Coordination
 - Eye/Hand Coordination

2 SMALL GROUP STRATEGIES

Fine Motor Group.

- At least 20 minutes, 2 or 3 times a week over one term.

RESOURCES

- Fine Motor Daily Group Schedule
- Fine Motor Olympics
- Any resources classroom wide

3 INDIVIDUAL STRATEGIES

Student requires additional fine motor practice

- At least 20 minutes, 2 or 3 times a week over one term.

RESOURCES

- Free online printable worksheets
- Any of the above or below with extra time/frequency

4 CLASSROOM-WIDE, SMALL GROUP OR INDIVIDUAL STRATEGIES

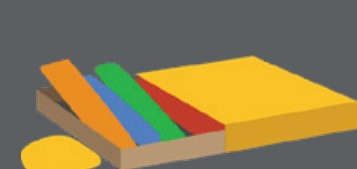
Student requires additional fine motor practice

- At least 20 minutes, 2 or 3 times a week over one term.

RESOURCES

- Physical Development Scissor Skills Ideas
- Scissors Skills, Program 1
- Scissors Skills, Program 2
- Therapy Sheet Handouts:
 - Scissor Skills
- Positioning for Fine Motor and Printing
- Scissor Skills Animal Cut-Outs
- Scissor Skills Spiral Challenges

STUDENT HAS ONGOING DIFFICULTY



- Student continues to have difficulty developing fine motor skills
- Strategies at all levels have been implemented
- Student has been offered sufficient time/frequency for practice