

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

## WORKSHOPS, KEYNOTES, and PRODUCTS

Presented by:  
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### Today's Agenda

1. Purpose of Presentation
  
2. Types of Pencil Grasp
  - Appropriate
  - Inefficient
  
3. Prerequisites for Managing a Pencil
  - Developmental sequence from the inside out
  - Demonstration of activities/strategies to improve fine motor
  
4. Prerequisites for Writing
  - 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:

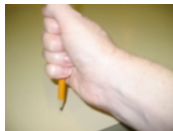


- Adapted:



### Inefficient Pencil Grasps (infinite)

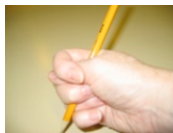
- Fisted:



- Thumb Wrap:



- Thumb Tuck:



- Quad:



- Index:



- ????:

\*Aha! Moment:

### Prerequisites/Activity Ideas for Holding and Managing a Pencil

- **Head and Neck Stability**
- **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!

Activities: Gross motor play, snowball, superman, exercise ball, sock pull, hand presses

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

Activities: Push-ups, rocking on all fours, wheel barrow, crab walk, **use of vertical surface**

- **Forearm and Elbow Stability:** Supports wrist hand and fingers appropriately.

Activities: All above plus, one-handed marble retrieval out of putty

- **Wrist Stability:** Allows for dynamic movement of fingers as in holding a pencil and writing.

Activities: All above plus jar lids, Wheelo, Chinese yo-yo's, Twisty Puzzle

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

Activities: Squirters, squeeze balls, worm ball, hole punch

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

Activities: Jumping frogs, spin tops, Lite Brite, stringing beads, wedges, "I love you" sign, clothespins

- **Web Space:** Maintain "O" shape with thumb and index.

Activities: Zip Lock bags, "Straw Wars", putty balls (just using thumb and index)

- **Palmar Arches:** Hands can "cup".

Activities: shake dice and jingle bells, rubber bands, "more" sign, mini slinky

- **\*Separation of Hand: Critical! The two halves of the hand have different jobs.**

Activities: Sparky, Animal Grabbers, spray bottles, using scissors, snapping fingers, wind-up toys, spin tops, crayon stubs, mini hole punch, mini locks, tweezers, tongs, pickers-uppers, pillows, etc...

**Busy Fingers (3):**

**Sleeping Fingers (2):**

**Pillow: cotton ball, pom pom, make-up wedge**

**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!

- **Song available in English and Spanish at [www.writeoutofthebox.com](http://www.writeoutofthebox.com)**

- **Shift:** The ability to make small pencil adjustments without thinking about it

Activities: cards, page turning, buttoning

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

Activities: coins in vending machine, pick up buttons one at a time and store in palm.

- **Rotation:** Use fingers in precise rotation movement such as turning a coin or other small object without wrist movement.

**All skills lead to .....Tripod Grasp!**

This is the most efficient pencil grasp position.

#### 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 copy basic shapes:

##### Y-M (Age)

2-10	vertical line (top to bottom reinforced)
3-0	horizontal line (left to right reinforced)
3-0	circle (counter clockwise reinforced please!)
4-1	+ (plus or cross sign)
4-4	/
4-6	square with 4 defined sides
4-7	\
4-11	X
5-3	triangle with 3 defined corners

6. Able to use 2 hands in an activity
7. Able to coordinate eyes and hands together
8. Able to maintain proper sitting posture
9. Oriented to print
10. Mastery of letter recognition and letter sounds
11. Has interest in writing
12. Able to attend to a task for a minimum of 1 minute

### References

Beery, K. E. (2004). The Beery-Buktenica Developmental Test of Visual-Motor Integration (5<sup>th</sup> ed.). NCS Pearson Assessments.

Smith-Case, J., Allen, A., & Pratt, P. (1996). Occupational Therapy for Children (3<sup>rd</sup> ed.). St. Louis: Mosby.

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- **Information about having a 3-hour Write Out of the Box workshop at your district, school, or facility - See the Workshops page on the web site for more details!**
- **E-Blasts with educational tips for teachers and parents**
- **Product discounts on fabulous fine motor products**
- **Access to a resource to share with parents on fine motor development and downloadable "handy" handouts**