

SELF CARE

Aspect	Emerging	Developing	Applying (5.6)
Dressing	<p>Can undress upper and lower body clothing, can put on pullover clothing with occasional assistance to orient correctly, puts on pants except fasteners, can undo and do up large buttons ^(Pg. 52), can zip up jacket ^(Pg. 53) when zipper is engaged and can fasten some snaps. Can put on slip on shoes and socks. May require prompts for dressing routine.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> ➤ Dressing Skills Activities 	<p>Orients clothing appropriately at all times (e.g. jacket right side up and shoes on correct foot with tongue in place). Can tie and untie a knot, can fasten buttons ^(Pg. 52), can insert zipper into shank and fasten zipper ^(Pg. 53). No prompts required during dressing routine.</p> <p>Activities to Build Skills for Fasteners:</p> <ul style="list-style-type: none"> • Pincer Strength Activities • Two Hand (Bilateral) Activities • Eye-Hand Coordination Activities 	<p>Independent except with clothing selection. Occasional difficulty with difficult fasteners, such as belts. Tying shoe laces typically occurs between 6 and 7 years of age.</p>
Eating	<p>Can use a spoon and fork and cup without a lid with occasional spilling. Can remove plastic lids or screw-top lids with occasional assistance. Requires assistance with food packages.</p> <p>Activities to Build Self Feeding Skills:</p> <ul style="list-style-type: none"> • Utensil Skills • Grip Strength Activities 	<p>Can open thin paper/plastic food packages but requires assistance for metal containers. Requires occasional assistance with tightly closed screw-top lids.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Grip Strength Activities • Two Hand (Bilateral) Activities • Upper Body Strength Activities 	<p>Independent with eating. Can open most food packages.</p>
Toileting	<p>Has daytime and nighttime control. May need help to wipe self and manage clothing fasteners. May require prompts for toileting routine.</p> <p>If Not, Try This:</p> <p>Toileting (Wiping)</p>	<p>May only require assistance with tough fasteners (e.g. belts or tough buttons).</p> <p>Activities To Build Skills for Fasteners:</p> <ul style="list-style-type: none"> • Pincer Strength Activities • Two Hand (Bilateral) Activities 	<p>Fully independent</p>

OTHER SELF CARE ACTIVITIES

[Blowing Their Noses](#)

Playground Skills

Aspect	Emerging	Developing	Applying (5.6)
Swings	<p>Able to get on the swing but requires an adult to push.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Upper Body Strength Activities • Body Awareness • Proprioceptive Activities 	<p>Able to get on the swing and will attempt to use both arms to pump/push the chains and kick with their legs, however, requires an adult to push the swing</p> <p>If Not, Try These Activities</p> <p>Bilateral Coordination Activities</p>	<p>Able to get on the swing and use both arms and legs to “pump” the swing forward</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Motor Planning • Core Strength
Slides	<p>May go up and down the stairs marking time (2 feet per step). Will go down the slide lying on their stomach with feet first.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Motor Planning • Body Awareness • Body Awareness (Proprioceptive) Activities 	<p>Will go up and down the stairs with alternating feet and go down the slide on their back with feet first.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Motor Planning • Body Awareness • Body Awareness (Proprioceptive) Activities 	<p>Able to go down the slide in a seated position with feet first. Will experiment with walking up the slide.</p> <p>If Not, Try These Activities:</p> <p>Fun Strengthening Activities</p>
Balance Activities (Beams/Lily pads/Stepping Stones)	<p>May be able to hop on one foot. Will be able to walk forward on a 1 foot rise. Able to step from one surface to another (stepping stones) while holding onto a railing and adult support.</p> <p>If Not, Try These Activities:</p> <p>Balance Activities</p>	<p>Able to balance on one foot for 10 seconds. Will walk backwards on a 1 ft rise. Able to step from one surface to another with support from a railing.</p> <p>If Not, Try These Activities:</p> <p>Advanced Balance Activities</p>	<p>Able to balance on one foot for 15-30 seconds. Able to jump over 1 ft obstacles independently. Able to step from one surface to another (such as stepping stones) independently without supports to hold onto.</p> <p>If Not, Try These Activities:</p> <p>Jumping Activities</p>
Climbers/ Monkey Bars	<p>Will reach for the bars, however, requires an adult to hold onto them.</p> <p>If Not, Try These Activities:</p> <p>Inclusion on the playground</p>	<p>Will reach up and hang onto the bars for a few seconds then will drop.</p> <p>If Not, Try These Activities:</p> <p>Core Strength Activities</p>	<p>Able to do a short set of bars (3-4) independently, 1 rung at a time.</p>

Centre Activities

Aspect	Emerging	Developing	Applying (5.6)
Painting	<p>Whole hand grasp of large paintbrush; whole hand or index fingers used for finger-painting; random strokes and colour use.</p> <p>If not, try these activities: Upper body strength and stability Sensory strategies (Tactile/Touch)</p>	<p>Varies grasp of brush or other implements – can hold Q-tip to paint; Designs start to represent reality</p> <p>If not, try these activities: Finger isolation activities Eye-hand coordination</p>	<p>Good control of paintbrush; Paintings are recognizable and often involve several items and an indication of background of environment.</p> <p>If not, try these activities: Finger isolation activities Eye-hand coordination</p>
Play-dough	<p>Limited ideas, uses 2 hands to squish or pull apart dough</p> <p>If not, try these activities: Fine motor strength</p>	<p>Can use a rolling pin and cookie cutters, a plastic knife and other basic tools; Can roll a ball, sausage, pinch with fingers and thumb, cut with scissors.</p> <p>If not, try these activities: Bilateral skills Finger isolation activities</p>	<p>Can model (copying examples) letters and animals.</p> <p>If not, try these activities: In-hand manipulation skills Eye-hand coordination</p>
Building (Lego and other blocks)	<p>Makes simple products with large pieces (eg: wooden blocks, foam pieces, Duplo), takes apart pieces using whole hand actions, design evident</p> <p>If not, try these activities: Upper body strength Bilateral skills</p>	<p>Makes more complex structures using smaller pieces (eg: Bristle Blocks, free blocks, construction straws), specific designs evident, builds complex structures by using a wider variety of hand actions (pincer, tripod and lateral grasp patterns with both hands to orientate pieces accurately)</p> <p>If not, try these activities: Finger-thumb opposition Promoting creativity (preschool activities)</p>	<p>Makes recognizable products that replicate reality, likes small construction materials (eg: Kinnex, Lego), attends to detail, able to move small pieces around within each hand to orient accurately.</p> <p>If not, try these activities: In-hand manipulation skills Eye-hand coordination</p>

<p>Sand/water/rice/beans</p>	<p>Pouring, emptying, feeling with fingers, moving objects through the sand/water</p> <p>If not, try these activities: Sensory strategies <small>(Tactile/Touch)</small> Bilateral skills</p>	<p>Using a wider variety of toys and objects to manipulate the sand/water</p> <p>If not, try these activities: Finger isolation</p>	<p>More complex play focusing on other toys moving in the sand/water</p> <p>If not, try these activities: Promoting creativity <small>(preschool activities)</small> Eye-hand coordination</p>
<p>Puzzles</p>	<p>Completes inset puzzles (with knobs or without)</p> <p>If not, try these activities: Fine motor strength Eye-hand coordination</p>	<p>Puzzles in a frame – with or without design drawn on the board.</p> <p>If not, try these activities: Visual Perceptual Activities</p>	<p>Jigsaw puzzles – design not on the board – 25 pieces without a frame.</p> <p>If not, try these activities: Visual Perceptual Activities</p>

Physical Development – Scissor Skills

Aspect	Emerging	Developing	Applying
<p>Scissor Skills</p>	<p>May still switch scissors between hands; varied grasp (thumbs down); may be unsure how to orient fingers/hand on scissors; able to snip paper however demonstrates difficulty managing forward movement of scissors on paper. Winging of elbow when snipping/cutting; cutting may occur at an awkward angle; helper hand engaged but may look awkward. May be able to cut along short lines but has difficulty managing longer lines & simple shapes; may display some resistance to cutting activities.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Pre-Cutting Activities • Activities to Develop Scissor Skills • Two-Hand Activities • Hand Strength • Tearing • Snipping <p>Extra Resources:</p> <ul style="list-style-type: none"> • Effective Teaching of Scissor Skills 	<p>Dominant cutting hand established; may require reminder to orient hand on scissors in thumbs up position; elbow settles down by side and cutting occurs in front of child; able to cut along lines of varying lengths & simple shapes (cut around corners, curves, circles, squares & triangles) as long as they are large. Has some difficulty managing complex shapes but is interested in doing so.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Free Scissor Skills Handouts • Dinosaur Cut & Paste • Animal Cut Out • Eye-Hand Coordination 	<p>Cutting hand firmly established; consistently holds scissors thumbs up and orients hand in scissors easily; uses helper hand effortlessly to negotiate simple shapes; ability to cut complex shapes emerging; eager to engage in cutting activities.</p> <p>If Not, Try These Activities:</p> <ul style="list-style-type: none"> • Build a House • Farm Animal Cut & Paste • Spiral Challenge

Pencil Skills

Aspect	Emerging	Developing	Applying (5.6)
Pencil Grip	<p>Fisted pencil grasp; bent wrist, whole arm movement involved (chicken arm – drawing hand suspended off writing surface) not stabilizing paper with helper hand(hand on paper); Hand dominance unclear</p> <p>if Not, Try These Activities</p> <p>Crossing Midline and 2 handed skills</p> <p>Shoulder Stability</p> <p>Hand strengthening</p>	<p>Functional pencil grasp with whole hand movement. Arm stays on table; helping hand engaged; established hand dominance.</p> <p>How to develop pencil grasp</p> <p>Video with whole hand movement</p> <p>Video with whole hand (wrist movement)</p>	<p>Functional pencil grasp(with dynamic finger movement; adequate hand and finger strength).</p>
Colouring	<p>Using one colour; random contact with paper; scribbling; larger movements</p>	<p>Using more than one colour; vertical, horizontal strokes; turns page to try to stay in lines</p> <p>Colouring Document</p>	<p>Using multiple colours ; using horizontal, vertical, circular strokes; paper stays still; colour mostly within lines</p>
Drawing	<p>Moves from disordered scribbling to ordered scribbling to scribble is ‘named’ – e.g. “This is a dog”.</p> <p>Developing drawing skills</p>	<p>Draws 2 part person- Head with either legs or arms</p> <p>Using HWT Mat Man</p> <p>Build Mat Man Online(Requires log in)</p> <p>Mat Man Envelope Activity</p>	<p>Draws person with head, body, legs, arms, hands, feet and facial features. Spontaneously produces drawings with detail.</p>
Pre printing	<p>Imitates (adult demonstrates) vertical line, horizontal line, circle, cross, square, /, \, X, Δ</p> <p>Practicing Pre- Printing Strokes</p>	<p>Copies (without adult demonstration) vertical line, horizontal line, circle, cross, square, /, \, XΔ</p>	<p>Draws (independently, without a model) vertical line, horizontal line, circle, cross, square, /, \ X and copies a Δ.</p>
Letter formation / Number formation	<p>Letter/number recognition occurring; letters are “drawn’ instead of printed.</p> <p>Most are formed bottom to top, poor sizing, poor spacing and floating.</p> <p>May or may not know L→R direction. Mixing and reversals of upper/lowercase and numbers may be occurring.</p> <p>Letter formation activities and strategies</p>	<p>Letter/number recognition continues. Letters/numbers are formed top to bottom, left to right – by imitation (adult demonstration). Sizing, spacing and sitting on bottom line (baseline orientation) is inconsistent.</p>	<p>Most letters/numbers are recognized. Uppercase Letters/numbers are formed top to bottom, left to right with good size, spacing and sitting on bottom line (baseline orientation) from copy.</p>

Able to sit at table or on the floor in an upright posture both in chair and on floor; when working at table feet on floor, hips, knees, ankles at 90 degrees; [able to work in a variety of positions](#) - sitting, standing, kneeling, lying on floor

Handwriting Without Tears offers a variety of videos. Check out: [How To Videos](#)