



<b>Curriculum area: Co-curricular</b>	<b>Hand control and strength</b>
<b>Learning Goal: Improve pincer grip strength</b>	
<b>General guidance</b>  Please consult an Occupational Therapist to give specific guidance for individuals.	
<b>Positioning of the pupil</b>  Seek the guidance of an Occupational Therapist and /or a Physiotherapist about suitable positions for the pupil to maximise their ability to use their hands. Consider positioning the pupil: <ul style="list-style-type: none"><li>• Over a floor wedge</li><li>• In a standing frame.</li><li>• Side lying on the floor or on a special side lying board.</li><li>• Sitting- remember correct sitting posture of the pupil is essential for successful hand control. Good sitting posture ideally requires feet flat on floor, 90-degree angle at knees, bottom back in chair and elbows bent at 90 degrees and resting on the table.</li></ul>	
<b>Hand grips</b>  Seek advice from an Occupational therapist if a pupil is having difficulty with pencil grip. Lots of pencil grip adaptations are available to help children. At this stage pupils often need fat handled tools to enable them to maintain a grasp. Thin or narrow handled mark makers can be very difficult for them to hold. There are lots of pencil grips available to buy online if needed these slip over the body of the mark maker to make it easier for the pupil to maintain a grip  Adapt handles of items to suit the pupil by widening a handle using dense pipe lagging foam and tape, or just build up layers of tape around the handle to fatten it up, or wrapping an elastic band around the mark-maker.  Remember- Some pupils will find a tripod grip too complex and difficult and so it is not necessarily the ultimate goal for every child.	
<b>Ways to include these activities in the classroom / curriculum</b>	
5 minute individual activities Indoor play time games Maths activities- counting, sorting, Art - patterns, collage, printmaking Design and Technology, food technology	

<b>Activity</b>	<b>Resources</b> Please follow health and safety guidance for all materials and resources.  Some of these items are not designed as toys so close supervision is needed at all times.
<b>Exercises</b> Place the pads of one finger and thumb together and make the shape of a circle. Then keeping the pads together push the finger and thumb as straight as possible to squash the shape of the circle.	
<b>Roll</b> Roll small balls of plasticine or play dough between finger and thumb.	Plasticine Playdough
<b>Pick up snacks</b> Pick up raisins, small snacks one at a time with finger and thumb and eat	raisins, seeds, nuts check pupil medical record for allergies
<b>Pick up cake decorations</b> Pick up small cake decorations one at a time with finger and thumb and ice the buns	cake decorations e.g. sugar flowers, balls, icing sugar, bowl and spoon buns or biscuits
<b>Pick up small collage materials</b> Pick up small collage pieces one at a time and careful : place on glue in a pattern. place in a soft material to make a relief pattern place in a tray of plaster to set into a pattern	collage pieces e.g. seeds, buttons, beads, play dough plaster and a polystyrene tray
Encourage drawing and painting on a vertical surface, e.g. easel, or paper taped to wall/door. in this position will force the hand to flex back at the wrist. This automatically puts the forefinger and thumb into position for the pincer grip.	easel, paper, tape, pegs wall or vertical surface
<b>Puffers</b> Use an empty plastic squeeze bottle that has a nozzle at the end. Create a target and try to puff light weight things to the target	empty plastic squeeze bottle that has a nozzle at the end. target- either drawn or a tube on its side light weight things e.g. feathers, cotton wool balls, pom poms



<p><b>Ice cube trays</b> Picking up small things from an ice cube tray means only fingers and thumb fit in so a pincer grip has to be used. Take them out and sort them, make into a pattern or if edible eat them.</p>	<p>ice cube trays small things to put in</p>
<p><b>Find small things in play dough</b> Pull out small things hidden inside play dough</p>	<p>playdough or therapy putty small things that need a pincer grip to pull them out</p>
<p><b>Pressure on the paper</b> Lay a sheet of carbon paper and a second sheet of paper beneath it. Let the pupil work on the top copy and try to make a strong mark on the underneath paper.</p>	<p>paper pencil carbon paper</p>
<p><b>Pressure on the paper to mono print</b> Ink up a flat slab or sheet of plastic with printing ink. (not too thickly) Lay a sheet of paper over the top. Give the pupil a pencil to hold and draw on top of the paper. Can they draw with enough pressure so the ink gets transferred to the paper?</p>	<p>flat slab or piece of plastic printing ink- from art educational supplier roller to roll out the ink paper pencil or biro to make marks</p>
<p><b>Resist mark making</b> Let the pupil draw with wax crayons or oil pastels. Encourage them to press using pressure on the mark maker to make strong marks. Wash over the marks with a thin water based paint, inks or dyes.</p>	<p>wax crayons or oil pastels paper paints, inks or dyes</p>
<p><b>How do I assess progress towards this learning goal?</b></p>	
<p><b>Can the pupil consistently:</b></p> <ol style="list-style-type: none"> <li>1. Use a pincer grip for a sustained period -up to 5 minutes?</li> <li>2. Work with accuracy using a pincer grip?</li> <li>3. Hold a mark maker with a pincer grip for sustained periods- up to 5 minutes??</li> <li>4. Hold a mark maker with a pincer grip and make strong marks?</li> </ol>	

For links to helpful resources see <http://send-inspire.co.uk/resources>