

Fine Motor Skills Observations

There are many checklists available that will tell you the activities that a child of a certain age can do, or is supposed to be able to do. These are freely available and are enclosed in this workshop pack. Children who have developmental concerns often are behind in attaining these skills and most often parents are well aware of this. The checklist then is only of benefit in giving direction to the parents on the types of activities that are useful to encourage and develop with their child. For parents with children who are developing well, the checklist can only confirm what the parent usually already knows. Many parents with children who either don't engage in fine motor issues or who are less refined, however, will find it useful to review how their child performs fine motor skills. Often children with subtle fine motor control issues will be able to complete a task but the quality, control and the way they do the task is different. The skills we are going to review are the factors that underpin well refined and efficient fine motor skills in this age group.

I often say it's not what they do but the way they do it that is so important. Rather like the difference between a average dancer and an exceptional one they can both be doing the same steps but the quality and way they move is the factor that makes the skill graceful and effortless.

The skill checklist will give you an idea of what your child should be able to do for their age. The checklist that I would like you to fill in over the next two weeks looks at HOW they do some of those skills so we together can identify where your child is at.

Many parents have been informed and told that each child is different and will develop at their own rate and this of course is true, BUT a child will not go on to develop increased control and fine motor skill finesse if they don't have the underlying manipulation and dexterity. Just as a car can't work without a battery and simply waiting for it to "re-energize" is pointless, our hands won't work well without adequate muscle control.

Simply allowing more time for them to "mature" without any input is just pointless and often leads to other secondary issues.

This does not mean the child needs "therapy" in order to develop hand skills as many tasks that we do at home can develop good manipulative skills. All it takes is for you the parent to understand how we use our hands and how every day hand activities can develop the skills your child may need to develop.

It is fascinating that we use our hands every single day thousands of times but most of us are not even aware of how they move and function. We are going to discuss how our hands work and you can write some notes so you can accurately look for these skills in your child at home.

4 YEARS TO 5 YEARS.

GROSS MOTOR

Skips on one foot	4y 0m	
Bounces a large ball to a wall from less than 1 metre	4y 0m	
Pedals a tricycle around obstacles and makes u turns	4y 1m	
Walks on 2.5 cm straight line 3 mtrs	4y 2m	
Runs around obstacles and turns corners	4y 3m	
Walks down stairs alternate feet no rail	4y 5m	
Catches a big ball bounced from $\frac{1}{2}$ mtr away	4y 5m	
Stands on 1 foot for 10 secs or longer	4y 6m	
Hops 5 times on one foot	4y 6m	
Bounces a ball 2 - 3 times	4y 6m	
Catches a beanbag with hands and chest	4y 6m	
Stands on tiptoes with hands overhead for 8 secs	4y 6m	
Changes rhythm when music shifts from slow to fast	4y 7m	
Pumps and maintains momentum on a swing may be started by a push from adult	4y 7m	
Sommersaults without help or falling off to side	4y 8m	
Begins to jump rope	4y 9m	
Walks on tiptoes 10m	4y 9m	
Walks on a 10cm wide beam without falling off	4y 10m	
Stands on one foot for 10sec hands on hips	4y 11m	
Walks backwards 5 steps on a 10cm wide beam	4y 11m	
Anticipates the swing of a rope and jumps over it	4y 11m	

4 YEARS TO 5 YEARS.

FINE MOTOR and VISUAL MOTOR

Points to the smallest of three circles when asked	4y 0m	
Unbuttons one or more buttons on own or dolls clothing	4y 0m	
Draws a person with 3 different body parts	4y 0m	
Colors within the lines and no more than .6cm	4y 0m	
Copies a vertical & horizontal cross	4y 1m	
Colours almost entirely within the lines of a 10 cm circle	4y 3m	
Dresses and undresses without much help	4y 3m	
Points out which group has more or less objects from a choice of two	4y 3m	
Differentiates long, longer, longest from a group of three	4y5m	
Completes unfinished shape drawing	4y 5m	
Reproduces colour and shape sequences of beads or blocks	4y 5m	
Matches two identical pictures (photos)	4y 5m	
Fastens buttons well	4y5m	
Grasps pencil with fingers and not a fist	4y5m	
Rolls playdoh into a ball using fingers and table	4y5m	
Touches tip of thumb to each finger	4y 6m	
Uses a static tripod grasp of pencil consistently	4y 6m	
Sorts objects by size, shape and colour	4y 6m	
Follows moving objects with eyes	4y 6m	
Screws and unscrew nuts and bolts	4y 6m	
Copies a square	4y 6m	
Cuts easy food with a knife	4y 6m	
Strings small beads following shape and colour sequence	4y 6m	
Cuts out a big circle with scissors	4y 7m	
Draws a line between horizontal and vertical lines	4y 7m	

Zips most zippers	4y 7m	
Brushes teeth quite well	4y 7m	
Counts objects aloud to at least 6	4y 9m	
Uses squeeze tools that build hand strength	4y 9m	
Feels objects and can identify triangle, circle and square	4y 9m	
Traces around own hand with a crayon	4y10m	
Draws some simple recognizable objects	4y10	
Focuses using one eye	4y 11m	
Visually locates from verbal cues	4y11	
Matches similarities in size and shape	4y 11m	
Arranges three simple pictures in correct sequence	4y 11m	
Cuts a 10cm square drawn within .6cm accuracy	4y 11m	
Connects a series of dots to make a simple drawing	4y 11m	
Traces around the edge of a template using straight not wavy lines	4y 11m	
Draws cuts and makes a collage of easy shapes	4y 11m	
Eyes smoothly follow balls or marbles	4y 11m	
Places key in and can open lock	4y11m	
Places a paper clip on paper	4y11m	
Hammers	4y 11m	
WRITES OWN NAME	Kindy	This ranges due to name length.

In this kindy year it is most beneficial if the child understands how to hold his / her pencil and can use a tripod grasp. They need to build up the pencil control skills in this year to build endurance via colouring, eye hand skills by staying in the lines and completing dot to dots, simple mazes and tracing. Kindy kids need lots of practice in using tools like scissors, tweezers and tongs to build up their fine motor dexterity, control and strength.

They need to be developing a consistent dominance so as to develop dexterity and co-ordination. In kindy children will need to develop the ability to draw some simple things, shapes, people and houses so they can practice their pencil control. Good drawing skills are linked to better writing outcomes.