

## **FINE MOTOR**



## **IN-HAND MANIPULATION**

## **Intermediate Activities**

This resource has been developed by a team of occupational therapists at Sunny Hill Health Centre for Children. The information and activity ideas included in this handout were compiled based on current research and expert clinical opinion.

**Definition**: In-hand manipulation allows us to move or reposition small objects using just one hand. Examples include: moving a small cracker from the palm to the fingertips, flipping a page, turning a key, and fastening buttons.

To develop these skills, it is best to practice activities regularly. If you are not sure which exercises to use or how often they should be done, please talk to your occupational therapist.

Most of these activities should be done with one hand only. Encourage your child to do these activities without using their other hand, body or table to help.

**Finger to palm** (moving an object from the fingertips to the palm):

Make it a fistful! Have the child pick up small objects, one at a time and hide them in their hand. Examples of appropriately-sized objects include beads, coins, crackers, or pompoms). Make it fun by racing to see who can gather all the objects first or to see who can hold the most objects in their hand.









**Shifting with stabilization** (moving an object at fingertips while holding another object in the palm):

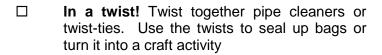
☐ **Tops off!** While holding a pen or marker, pop off the cap using the fingers of the same hand.

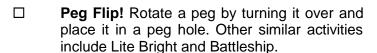
Show your cards! Holding a few cards in one hand, fan them out so that you can see at least the corner of each.



**Complex Rotation** (turning an object more than 90 degrees using only finger and thumb movements):

☐ **Unlock it!** Hold and twist a key to open a lock.





Find the Number! Use a die or place a sticker on one side of a small wooden cube. Encourage your child to hold the die or cube between the tips of fingers and thumb and to turn it around and over to find the sticker or a certain number.





## References:

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