



FINE MOTOR



PREREQUISITES FOR PRINTING CHECKLIST

This evidence-based checklist contains an overview of prerequisite skills for printing. It is intended to provide teachers and clinicians with a means of evaluating a student's readiness for printing.

Skill Achievement

Most of these prerequisite skills need to be at the "achieved" level prior to introducing a traditional printing approach. Adaptations should be considered for areas that the child has not yet achieved. Please contact the child's occupational therapist if you have any questions or concerns.

Posture and Balance			
The child is able to:	Achieved	Still learning	Needs to learn
Sit independently with hands free			
Sit with feet flat on floor or stool without arm/hand support and reach outside his/her centre of gravity			

Possible adaptations: Supported seat and back rest, footstool, cut out table.

Shoulder/elbow/wrist stability			
The child is able to:	Achieved	Still learning	Needs to learn
Use a pencil with elbow and wrist supported on table			
Hold/manipulate objects with the wrist in an extended (up) position			
Build a tower of blocks			

Possible adaptations: Cut out table, easel, slanted work surface.

Fine Motor			
The child is able to:	Achieved	Still learning	Needs to learn
Use the thumb and first 2 fingers for skilled activity while keeping the 4 th and 5 th fingers stable/tucked into palm (e.g. cutting with scissors, using tweezers or a spray bottle)			
Shift/rotate a pencil within dominant hand during writing tasks i.e. flip pencil end over end using only dominant hand			
Pick up several small objects (e.g. pennies) one at a time and store in palm and then place back on the table one at a time (without using the other hand or body to assist)			

Possible adaptations: Pencil grip, adaptive technology i.e. computer.

Pencil Grip			
The child is able to:	Achieved	Still learning	Needs to learn
Demonstrate a consistent, functional pencil grip. This includes: dynamic tripod, lateral tripod (wrap and tuck), quadruped (quad) grasp. See below			

Possible adaptations: Trial different pencil grips.



Dynamic Tripod



Lateral (wrap)



Lateral (tuck)



Quad

Pencil Control			
The child is able to:	Achieved	Still learning	Needs to learn
Maintain a pencil grip firm enough to control a pencil			
Sustain grip without fatiguing or cramping (no white knuckles or need to shake hand out)			
Follow a simple maze without touching lines			

Possible adaptations: Softer or harder lead pencil, adapted lined paper, trial of a variety of pencil diameters.

Visual Motor Skills			
The child is able to:	Achieved	Still learning	Needs to learn
Copy (not imitate) nine prerequisite shapes, see below:			
Vertical line			
Horizontal line —			
Circle O			
Cross +			
Down left diagonal /			
Square □			
Down right diagonal \			
Oblique cross x			
Triangle Δ			

Possible adaptations: Raised lined paper, use a popsicle stick or finger spacer, printing on every other line, interlined paper, keyboarding.

Motor Planning/Proprioception			
The child is able to:	Achieved	Still learning	Needs to learn
Imitate finger positions (e.g. sign language, finger snapping, hand movements for Itsy Bitsy Spider)			

Possible adaptations: Typing, adaptive technology i.e. computer.



Hand Dominance/Laterality			
The child is able to:	Achieved	Still learning	Needs to learn
Consistently use one hand for skilled activities such as spoon feeding, coloring and scissor use			
Use non-dominant hand to hold/stabilize paper or objects during skilled activity			
Cross body midline with the dominant hand during activities			

Possible strategy: Encourage consistent hand use in printing if the child is 6 years or older.

Cognitive/Behaviour			
The child is able to:	Achieved	Still learning	Needs to learn
Understand simple spatial language up/down, big/little, left/right, top/bottom, beside, under/on, in/out			
Understand same/different			
Sit in place for at least 10 minutes doing a preferred activity			
Follow simple 2 step verbal commands			
Show an interest in fine motor/table top activities			
Recognize alphabet letters by indicating a letter on request.			

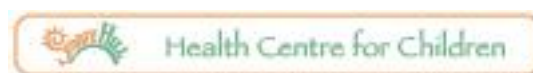
Possible adaptations: Interlined paper, wider spaced lines, raised line paper, quiet workspace with reduced distractions.

This resource has been developed by a team of occupational therapists at Sunny Hill Health Centre. The information included in this handout is based on current research and expert clinical opinion on prerequisite skills for printing



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