

Fine Motor Skills... Write Out of the Box 2!®

WORKSHOPS and PRODUCTS

Presented by:
Marianne Gibbs, OTR

Gibbs Consulting, Inc.
www.writeoutofthebox.com
(281) 492-2936

Today's Agenda

1. Review of Busy Fingers, Sleeping Fingers, and Pillows
2. Fine Motor Activity Implementation Ideas
3. Prerequisites for Writing
4. Pre-Writing Stroke Sequence by Age
5. Cutting Tips
6. Q & A: Are fat or skinny pencils better?
Etc, etc., etc.,.....

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Fine Motor Skills...
Write Out of the Box 2!®

1. Review of Busy Fingers, Sleeping Fingers, and Pillows

Separation of Hand: Critical! The two halves of the hand have different jobs. Facilitates tripod pencil grasp position.

Busy Fingers (3): Mobility

Sleeping Fingers (2): Stability

Pillow:

Activities: Sparky, Animal Grabbers, Lacing Card, Tongs, Tweezers, Mini Hole Punch, Mini Lock and Key, Stringing Beads, Wind-up Toys, Spin Tops, Short Pencils/Crayons, Mini Spray Bottles, Scissors, Snapping Fingers, and don't forget the PILLOWS!

Fingers and Pillows
(sung to tune of Oh My Darlin')

I have two hands with ten fingers -- I have five on each hand

First is Thumbkin, then Pointer, then the tall one, Middleman.

These 3 are special, they are busy, and they love to play

They play with toys and hold a pencil in just the right way.

Next is Ringman and Pinky -- they are sleepy little ones

They hug a pillow and stay sleeping so the busy fingers can have fun!

2. Fine Motor Activity Implementation Ideas

The Box:

Less is More:

Plop-Ables:

Small Group:

Pre-writing Center Activity:

Transitions:

Circle Time:

Master Boxers (Peer led):

Box Blitzers (Parents):

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3. Prerequisites for Writing

(Adapted from Vreeland, E. (1998) Maxanna Learning Systems)

1. Established hand dominance with coloring, drawing, or using a fork (may not be in place until 6 years old)
- 2.
3. A functional pencil grasp
- 4.
5. Able to copy basic shapes
- 6.
7. Able to coordinate eyes and hands together
- 8.
9. Orientation to print
- 10.
11. Attending to task for a minimum of 1 minute
- 12.

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4. Pre-Writing Stroke Sequence by Age

(Source: Beery, K. E. (2004). The Beery-Buktenica Developmental Test of Visual-Motor Integration (5th ed.). NCS Pearson Assessments.)

Y-M _____ A _____ B _____

2-10

3-0 (2 of them)

4-1

4-4

4-6

4-7

4-11

5-3

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5. Cutting Tips

Sequence Progression:

Media Types:

Positioned for Success:

Method to Track Progress:

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Busy Fingers, Sleeping Fingers, and Pillows

Understanding that certain fingers have specific jobs when experiencing specific fine motor activities and writing is critical. When children understand the following 3 terms and can apply them to their own hand they are more likely to develop accurate hand skill patterns used for future efficient handwriting. **Tripod grasp position is expressed by the child-friendly terms: Busy Fingers, Sleeping Fingers, and Pillow.**

Sleeping Fingers: Ring Man and Pinky are the Sleeping Fingers. They stabilize the hand in order for the Busy Fingers to work efficiently. Increasing a student's awareness of his Sleeping Fingers promotes tripod pencil grasp development. The Sleeping Fingers "sleep" in the palm of the hand on a Pillow.

Busy Fingers: Thumb, Pointer, and Middle Man are the Busy Fingers when holding a pencil and writing. They hold and manipulate implements such as tweezers, strawberry hullers, mini tongs, etc...in specific Box activities. By separating the Busy Fingers from the Sleeping Fingers the student is using his hand in a way that approximates a tripod pencil grasp.

Pillow: A Pillow is any object that can be held comfortably in the sleeping fingers thus emphasizing the separate roles of the 2 sides of the hand. Sleeping Fingers stabilize the hand so that the Busy Fingers can efficiently manipulate implements, toys and eventually writing tools such as pencils and pens. Pillows can be pom poms, a cotton ball, make-up sponge, penny, piece of candy, marble, etc... Pom poms come in a variety of sizes and can therefore be changed according to how much emphasis the student needs on the Sleeping Fingers (e.g. Use a larger size to provide increased emphasis to the student).

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