

# Pediatric Development Center



~ Newsletter ~  
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We provide occupational therapy evaluation, treatment and consultation for children with developmental delays, autism/Asperger, cerebral palsy, Down's syndrome, sensory processing disorders, attention, behavioral concerns, handwriting, and other areas of weakness.

Contact us for further information:

125 Presumpscot St.  
Portland, ME.  
(207) 699-5531

## Good Resources:

<http://www.quia.com/pages/sequencingfun.html>

<http://theapple.monster.com/benefits/articles/7738-10-strategies-for-visual-motor-integration-problems>

[http://edhelper.com/visual\\_skills.htm](http://edhelper.com/visual_skills.htm)

<http://www.1donline.org/article/6390>

## Activities for Home Use

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### Sequencing:

Sequencing is the ability to organize auditory, visual and motor information in a meaningful way. It is necessary for following directions, both auditory and visual, and for imitating a series of actions. It is necessary to remember a sequence of directions to complete projects, get to a new location, remember phone numbers, etc. Copying and imitating the correct sequence of actions is necessary for tasks such as washing and drying hands, tying shoes, completing models, writing, sports, and playing a

musical instrument. To learn sequences of motions it may be necessary to break it down to individual steps, and learning each step well before moving on to the next (chaining).

- Sequencing cards, placing a series of pictures together to tell a story
- Clapping games
- Following a series of directions, ie. put one hand on your nose, turn around twice, then sit on the floor.
- Hop scotch
- Dance steps
- Karate
- Playing the piano or other musical instruments
- Chinese jump rope
- Cat's Cradle
- "Going On A Picnic" game of remembering the sequence of items each child is bringing on the picnic
- Remembering phone numbers
- Following steps to complete a structure or project

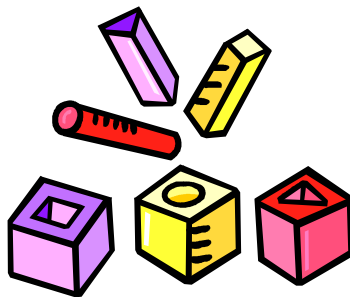
## Visual Perceptual: Visual perception

refers to the ability to interpret visual information to assist us with understanding our environment and for efficient interaction with it. It includes the ability to perceive, remember, discriminate and give meaning to what we see. It involves spatial relationships and spatial organization through the ability to tell the difference between items, to find an object from a confusing background, mentally manipulate (turn around) objects, memory, size and shape consistency, sequence visual information, scanning.

- Matching games
- Matching magnetic letters of different fonts, upper and lower case
- Hidden pictures as found in activity books
- Finding a specified magnetic letter from a group of letters on the floor
- Puzzles
- Memory games for pictures, letters, objects, colors
- Identify objects hidden in a bag by feeling them

and matching them to a picture

- Bingo games of letter or pictures
- Shape sorters
- Separating out construction blocks by shape, size or color
- Separating out doll clothes by size or shape



**Visual Motor:** Visual motor skills are the ability to relate visual information motorically and successfully interact with our environment. It involves the ability to adequately interpret what is being seen and to respond with precise motor output. In addition to perceptual ability it is necessary to be able to control movements of the hand/s in a precise, organized, sequential manner. Visual motor control is necessary for eating, dressing, grooming, writing, manipulatives, sports, driving, and our successful

interaction with the environment.

- block building (wood, snap apart, bristle, etc.)
- stringing beads
- pop beads
- shape sorters
- copying peg board patterns
- coloring and drawing
- cutting
- craft projects
- tossing bean bags into or at a target
- ring toss
- ball toss/catch games
- Games: Perfection, Bed Bugs, Tiddly Winks, Thin Ice, etc.
- Fishing games
- Paper dolls
- Making letters with play-doh
- Play-doh activities with cutters, rolling pin and extruder

