

A9 – Eye-hand coordination

Developing the ability to use visual skills with graded action of the upper limbs are separate skills that develop together in a more coordinated manner as the child participates in daily living and play activities.

Reaching or explorative touch with hands starts with swiping movements that gradually develops into more controlled reaching to grasp objects. The child learns what position their body needs to be in, what direction they need to move in and what distance they need between their body and the object, to achieve success in securing the item. Their hand needs to work out what type of grasps is required to accommodate to the size and shape of the object.

Postural control, body awareness and visual skills are required to develop eye-hand coordination.

Eye-hand coordination aim: to help with developing fine motor skills, pre-writing and increased independence in activities of daily living.

Additional adult support is likely to be required to assist with increasing tolerance and acceptance of unfamiliar or new activities for sensory skill development, to facilitate **hand skills** by using **hand over hand techniques** to teach the coordinated use of hands in functional grasps, with greater resistive force and control with tool use. Additional practice will be needed to repeatedly facilitate completion of each task two to three times per day, to consolidate learning new strategies or techniques.

Grade the amount of help you provide, to reduce the physical or verbal assistance as skills progress. **Vary the positions** used (sitting, lying, standing, kneeling) and **add additional sensory experiences** to motivate & support sustained skill attainment such as table top work indoors or outdoors.

Activities

Introduce the activities at a graded level, within the child's individual level of tolerance and achievement.

Stacking cups & building bricks

- Hide items under the cup and encourage the child to look for it.
- Encourage them to hide an item under a cup.
- Build towers with cups/bricks and motivate them to knock the tower down to rebuild again

Water and sand play

- Encourage the child to pour water, sand or rice from one container to another
- Grade the sizes/types of containers as skills develops
- Pouring their own drinks from a jug to beaker will add motivational purpose to tasks

Posting games

- Posting coins into a money box or letters into a letter box or beads or small toys into narrow neck clear bottles

Threading games

- Encourage threading skills with favoured types of beads (glass, wooden, shapes, characters)
- Use thick thread with feeder end and grade up to plastic thread (Scooby Doos) or pipe cleaners, Wikki Sticks, to motivate participation.

Hammering games

- Hammer pegs into cork or chunkier wood workbench, to aim at focused visual points
- Playing musical instruments or drums that require controlled sounds or points of accuracy

Symbolic play with small world toys

- Place people on swings or horses, in cars or in rooms, on furniture of play houses etc.

See Ball skills (A6)

Frequency of use: Complete 10-15 minutes sessions every day.

Monitor the child's level of response (interest and motivation) in the task and adjust accordingly (to simplify or increase) to obtain the 'just right fit' and grade challenges (less challenging to more challenging).