

# Does your child have difficulties with co-ordination?



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# Does your child have difficulties with co-ordination?

## Introduction

Some children have difficulty organising their movements smoothly: they are sometimes called 'clumsy' children. Often they realise they are not doing as well as other children, then their self esteem can suffer, they may lack in confidence and feel they are a failure. Behaviour associated with this may include being the 'class joker' or avoiding particular activities. These children may be labelled as naughty or disruptive.

This booklet has been prepared to help you structure part of your child's leisure time to help them improve their basic co-ordination skills. Children need these good foundation skills to help them organise information from their senses. Development of these skills will help them become more efficient at reading, writing, co-ordinating their movements and controlling their behaviour.

Parents can help children develop these basic skills so they are better prepared for learning new skills.

If you feel that your child is suffering from a lack of confidence and low self esteem, here are some simple techniques you can use every day to help them.

### ● **Everyday successes**

Focus on your child's strengths as much as possible and find ways to use their skills so they feel good about what they can do: ask them to help a younger child to learn to read, for example. Giving them special roles and responsibilities and involving them in family decisions – such as where to go at the weekend – will make them feel positive about themselves.

Focus on your child's improvements: never compare their skills and achievements to those of other children.

Try to finish the day in a positive way, ask your child, "What went well today?".

### ● **Feeling like a failure**

When you feel frustrated with your child, stop and think: are their co-ordination difficulties to blame when they have been clumsy or made a mess? Are they feeling frustrated too and revealing that through different types of behaviour, such as aggression?

If they have had a bad day and are upset, try to get them to talk about it and channel their energies into something they are good at that will be encouraging for them.

If your child struggled with an activity, talk to them about ways to make it easier next time. Remember that new activities can be difficult to learn and your child may need extra time to develop the relevant skills.

Try to predict what situations or activities will be too challenging and will frustrate your child and find ways to make those activities more manageable. Allow more time to get dressed, for example, setting the alarm clock earlier so you can get everything done or prepare things for school, etc, the night before. You could help them on school days and let them practise when there is no time pressure – at weekends, for example.

Encourage your child to keep trying – praise them for the effort they put in and not just the results. Remind them that if anybody wants to improve, they have to try things that may seem a little difficult at first.

### ● **Working on the activities in this booklet**

It is important that your child is the focus when doing these activities as they need to be able to track their own progress. It can be very motivating, however, to have other members of the family cheering them on!

# Does your child have difficulties with co-ordination?

Don't worry too much about choosing the 'right' activities for your child, try to vary the activities as much as possible and spend a minimum of 10 minutes each day working with your child on a couple of activities – you should certainly see results in the long term. Your child will benefit from any of the activities listed and will enjoy trying many of them. Never force your child to take part in an activity – the activities need to be fun, so try to give them a choice of similar activities. If possible, build some of these activities into your weekly routine, especially those activities that your child particularly enjoys and could develop into a long-term hobby or interest.

Your child's co-ordination may take months or years to improve, so look at this as a long-term effort. Try not to feel disheartened if there is little improvement straight away and encourage your child to keep trying. Modify activities as your child gets older to challenge them and keep them interested.

You may want to photocopy the certificate on the inside back page of this booklet at your local library

or post office, fill in the details and present it to your child when they have done particularly well. A certificate can make a world of difference to a child who is not used to success and rarely feels they have ever done well. An alternative to this would be to give them a choice of reward, such as a trip to the zoo or indoor playground.

Please also supervise your child for their safety.

If your child's school seems to be unaware of their difficulties with co-ordination, talk to the class teacher and explain the activities you are working on. Many of the activities listed here can be worked into the school day and most schools will be keen to help your child improve.

It is important that a child with co-ordination difficulties is seen by a doctor as some problems may be symptoms of an underlying condition. If you have not discussed your child's difficulties with your family doctor, please make an appointment.

Does your child have problems with co-ordinating their body movements, sometimes called 'gross motor skill' problems? Do they have difficulties with balance or ball skills?

### Activities to try:

#### ● Outdoor activities at home

Riding a bicycle; using a skateboard, roller skates or scooter; skipping and hopping games such as hopscotch; throwing and catching a large ball or balloon; playing tug-of-war; gardening.

Help them to walk on their hands, sometimes called 'wheelbarrows'. A starting point for this exercise would be to lie on their stomach on an exercise ball or footstool, supporting their body with outstretched arms.



#### ● Space hopper or therapy ball activities

Exercises with a space hopper or therapy ball can improve balance, body awareness and stability. When sitting on the ball your child's knees should be in line with their hips and directly above their ankles with their feet flat on the floor. Make sure your child's knees and feet are hip width apart. If you are using a space hopper, turn the handles to one side so that your child cannot grip them unless the exercise asks you to hold on to the handles.

Bounce on the space hopper keeping feet on the floor. Remember not to hold on to the handles.



Hopping along with the space hopper, legs slightly spread, feet on the floor. Holding the handles, start jumping forward with the hopper, using your hands to move the hopper along.



Sit on the hopper to throw and catch a ball. As your child's balance improves, increase the distance they have to reach for the ball by changing the angle of your throw.



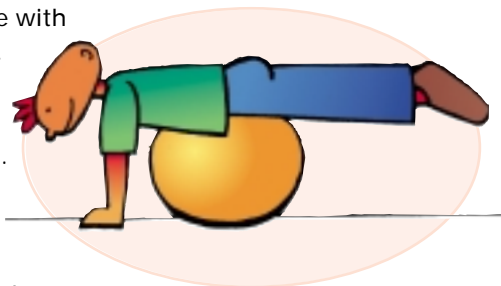
Sit on the hopper as you would on a chair. Maintain this position throughout the activity. An adult needs to hold a bean bag or soft toy in front or to the side of the child and ask them to take it and throw it into a box placed in front of them. Your child can also read a book or do a table-top activity in this position.



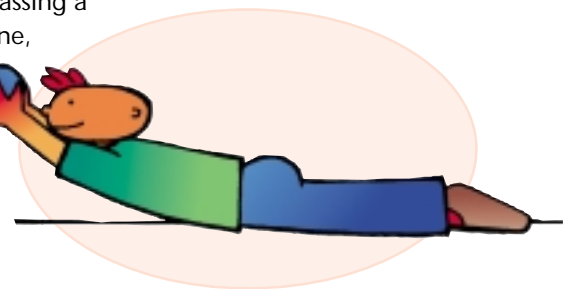
Does your child have problems with co-ordinating their body movements, sometimes called 'gross motor skill' problems? Do they have difficulties with balance or ball skills?

Activities to try:

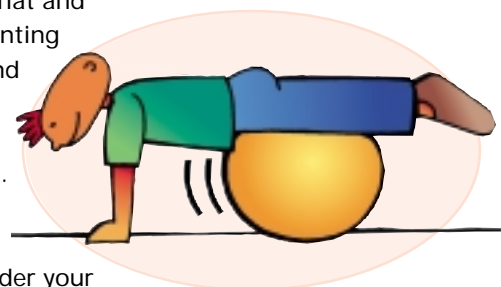
Lie across the hopper, keeping knees straight and supporting yourself with hands flat and fingers pointing forward. Hands should be directly under your shoulders and your neck in line with your spine. Elbows should not be 'locked'. Try an activity from this position such as a jigsaw or throwing bean bags into a box.



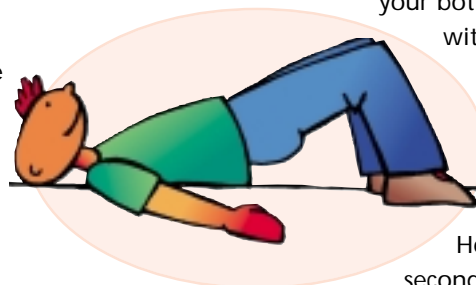
Lie on the floor on your stomach, keeping your legs straight. Try passing a ball to someone, then, when confident, try to throw and catch a ball by lifting both arms off the ground.



Lie across the hopper as in the exercise above. Walk your hands forward so only your lower legs are on the hopper, supporting yourself all the time on your hands, then move back slowly until your stomach is over the hopper again. Repeat this move. Hands should be flat and fingers pointing forward and elbows should not be 'locked'. Hands should be directly under your shoulders and your neck in line with your spine.



Lie on your back with your knees bent and your feet flat on the floor. Place your arms by your sides. Lift your bottom slowly without swaying, keeping your knees a hand's width apart. Make sure your back is straight. Hold for three seconds and then slowly lower your bottom down to the floor without a bump.



● **Stability exercises**

These are especially useful for children who have difficulty controlling the muscles around their shoulders and hips. This can make it hard for them to hop or kick a football, for instance, and may affect their 'fine motor skills'. These exercises need to be done in a slow and controlled way. If your child finds it difficult to maintain their balance at first, support them at the hips.

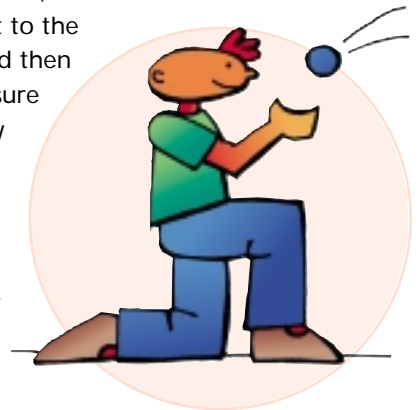
Do the activity above. While your bottom is off the floor, straighten one leg and hold it close to the floor for around 10 seconds, then slowly lower your bottom and leg to the floor. Repeat, then do the same with the other leg.



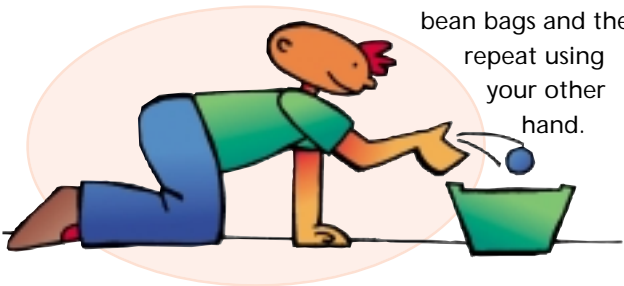
Get on all fours, with your hands directly below your shoulders and your knees directly below your hips. Bend your arms at the elbows and touch the floor between your hands with your nose, then return to the all fours position. Repeat.



Kneeling down on one knee, reach out to touch someone's hand held out to the left, then to the right and then above your head. Make sure your bent knee is directly under your hip. Practice throwing and catching balls in this position. Progress to throwing the ball from above your head. See how long you can stay in the position with your eyes shut.



On all fours, as above, with a box in front of you, reach out with one hand for a bean bag or soft toy that someone is holding out to you and throw it into a box. Continue with more bean bags and then repeat using your other hand.



Try 'wheelbarrows', keeping your hands flat and fingers pointing forward. Try not to raise your hips or let them sway from side to side.



On all fours, as above, stretch one arm out in front of you off the floor and then stretch the opposite leg out behind. Make sure your head, body and leg are in a straight line. Hands should be directly under your shoulders and your neck in line with your spine. Hold this position for as long as you can. Rest if your arm or leg drops.



Do some walking in a 'crab' position – forwards, backwards and sideways. Make sure your fingers are always pointing towards your feet. Once you are confident, try 'crab football'.



Does your child have problems with co-ordinating their body movements, sometimes called 'gross motor skill' problems? Do they have difficulties with balance or ball skills?

### Activities to try:

This one is really tricky! Lean against a wall with your knees bent, as if you were sitting in a chair. Hold this position for as long as possible. Make sure your hips and knees are in line.



#### ● Other activities

Does your child enjoy swimming, woodwork, indoor playgrounds or horse riding? These are all good for balance and co-ordination.

#### ● In the park and at school

Use climbing frames and other playground equipment. Try swinging from ropes, using rope ladders, hanging from bars, pulling yourself along a bench on your stomach.

Obstacle courses – going over, under or through obstacles can be a good challenge. Try a blanket over two chairs to make a tunnel, or your child could crawl under a duvet.

#### ● Indoor activities

Lying on the floor on their stomach, propped up on their elbows to read a book, do a puzzle or watch television. Activities that involve resistance – pushing or pulling against something – for example, pushing a shopping trolley, playing with clay or lego.



# Does your child have difficulty with daily routine activities, such as dressing or using a knife and fork?

## Activities to try:

### ● Dressing

Try to choose clothes with fewer fastenings to make dressing easier. Choose clothes with Velcro fastenings or tops like polo shirts that go over the head.

Instead of encouraging your child to dress independently in the mornings, try to practise dressing at weekends, holidays or in the evenings when the pressure on time is reduced.

Always use the same order or technique of dressing every day to help form a habit.

When learning to dress, motifs on the front of clothing or labels on the back help children to orientate their clothes.

Always lay your child's clothes out in the sequence they will need to put them on.

During practice times, try to use clothes with easy fastenings, such as zips with tags, or large buttons as these are easier than smaller ones.

When teaching your child to dress, take them through the complete process leaving the last stage, or last few stages, for them to complete by themselves. Gradually increase the number of stages that your child completes alone.

If your child finds buttoning especially difficult, try to encourage activities like threading, simple sewing, cutting with scissors, construction toys and working with Playdoh. Also see the yellow pages in this booklet for 'fine motor skill' activities.

### ● Using a knife and fork

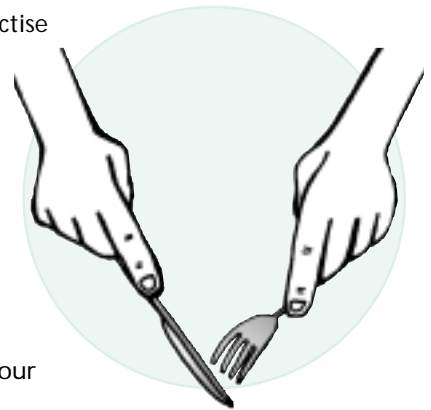
It is a good idea to practise using a knife and fork away from mealtimes when there is less pressure on time.

Practise using Playdoh to make food and cut it up.

Place your hand over your child's to guide them.

Always use the same technique for using cutlery to help form a habit.

To help your child with using a knife and fork try to encourage activities like threading beads, cutting with scissors and construction toys. Also see the yellow pages in this booklet for 'fine motor skill' activities.



# Does your child have difficulty using their hands, sometimes called 'fine motor skill' difficulties?

## Activities to try:

Choose a range of activities from this list, experimenting with activities from different groups. This will strengthen the small muscles in the hand and improve hand skills.

### ● Musical instruments

Learning and playing musical instruments such as drums, maracas, triangles, tambourines, whistles, bells, keyboard and recorder.

### ● Construction toys

For example Lego, Duplo, Stickle Bricks and Meccano. Try creating pictures and patterns on peg boards.

### ● Craft activities

Cutting with scissors, making collages, threading beads, drawing around templates, drawing with a ruler, cooking and baking, model making.

Working with clay, including Play Doh and modelling clay – rolling, pinching and squeezing.

### ● Activities using small pieces

Playing games like Connect 4, Pick Up Sticks or Frustration. Craft activities such as jewellery making kits or model making kits. Doing jigsaw puzzles. Finding small objects hidden in sand, lentils or pasta.

# Does your child find it hard to look, listen and pay attention?

## Activities to try:

Memory games, e.g. card pairs.

Try the shopping game where an increasing list of items must be repeated by your child.

Read a short story to your child and ask them to re-tell it in the right sequence.

Try singing action songs and rhymes.

To help your child to concentrate try using these guidelines:

- Make sure your child is looking at you before giving instructions.
- Give one instruction at a time, using short, simple phrases.
- Give your child time to understand the command and put it into action.
- Ask your child to repeat the instructions in the proper order.
- Give a visual demonstration to explain what you mean and give physical help as necessary.
- Provide some written instructions if that might be helpful.
- Reduce possible distractions such as background noise and cluttered work space.

### ● Resources

Use a Dyn Air Ball Cushion or a Movin Sit Cushion – see page 16 for details.

# Does your child need to improve their basic pencil skills (sometimes called pre-writing skills)?

## Activities to try:

These activities are useful for children who did not develop good pencil skills in early childhood and are now having problems with their handwriting.

It is good for your child to draw or colour in different positions – on all fours, lying on their stomach, kneeling, kneeling on one leg, standing at an easel.

Involving all your child's five senses – sight, hearing, touch, taste, smell – can make the activities below effective and fun. Select a range of activities, including some from each section.

### ● Sight

Try 'writing' on aluminium foil, different kinds of paper, light card or craft paper in different colours.

Use colouring books, including the type in which colours appear when children paint on the pages with water.

Use different colours of chalk, markers, crayons, pens, pencils and paints – including finger paints.

### ● Touch

Try writing on different textures such as corrugated card.

Try 'writing' on sandpaper using your finger – with or without finger paint.

Draw around stencils made from sandpaper or wood.

Trace a finger around a shape made of wool or craft sticks.

Try drawing in sand, tea leaves, shaving foam, mud, lotions, gelatine, oatmeal, cornflour, custard or whipped cream with your finger.

### ● Smell

Draw with scented markers.

Add a few drops of bubble bath or scented oil to finger paints.

Use scented lotions for finger painting.

### ● Hearing

Use a musical toothbrush for painting.

Attach bells to the end of a paintbrush.

### ● Taste

Try finger painting in whipped cream on a flat pan of jelly.

Try drawing with tubes of coloured icing on a cake to decorate it.

Draw with 'squeezy' cheese spread on crackers or bread.

### ● Combined activities for indoors

Give your child a stencil cut out of cardboard, felt or sandpaper and ask them to feel the shape with their eyes closed. Then, with their eyes open, ask your child to draw or paint inside the shape with finger paints, crayons or markers. Remove the stencil so your child can see the shape produced, ask them to follow the outline of the shape with a finger, then ask them to draw or paint the shape without the stencil.

Make a shape on cardboard using wool, sandpaper or flat sticks. Ask your child to feel the shape with one or both hands, then ask them to use finger paints or crayons to repeat the shape.

Stick stars on a piece of paper that, when joined together with a line, will make the outline of a shape. Ask your child to draw from star to star to make the shape, then ask them to draw the shape again without the stars.

Attach crepe paper streamers to the end of a cardboard tube from a kitchen towel roll to make a 'magic wand'. Stand next to, or facing, your child and move the wand through the air to 'draw' shapes or letters. Use the hand you use for writing to hold the wand. Ask your child to imitate the movements.

Use an easel or paper fixed to the wall so you can give verbal directions to help reinforce the movements made to form letters, e.g. round, up and down forms the letter 'a'.

Draw with a 'wobble pen' – a pen that vibrates when in use. See page 16 for a supplier.

### ● Other outdoor activities

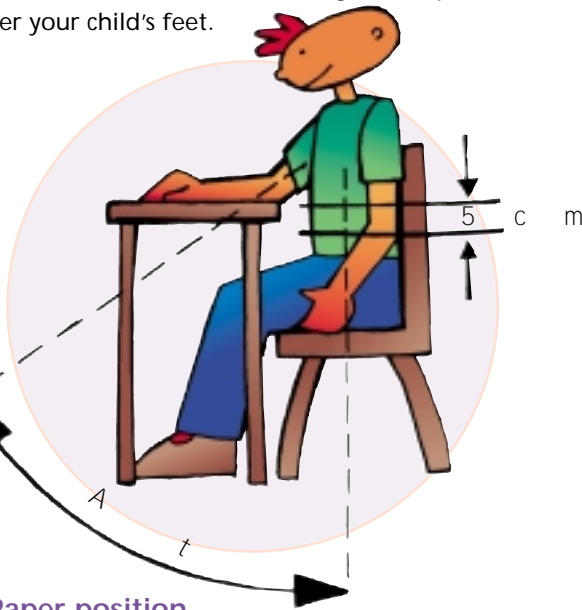
Using water and paintbrushes, 'paint' lines and shapes on the pavement for your child to copy.

# Does your child have difficulties with handwriting?

## Activities to try:

Please look at the orange pages in this booklet for advice on foundation pencil skills before starting this section.

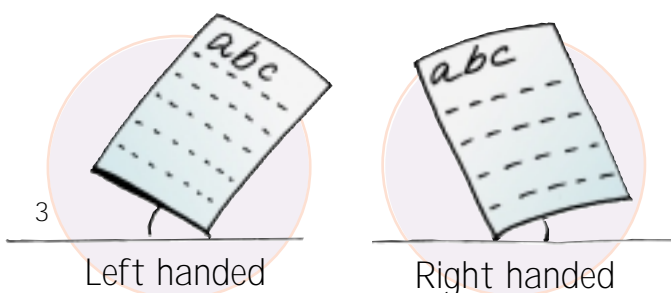
When working on handwriting, it is important that your child is seated at a chair and table of the correct height, with their feet flat on the floor and the table top just above elbow height. This will give them a more stable posture and help to improve their ability to write well. If the chair is too high, then put a box under your child's feet.



Source: See back page.

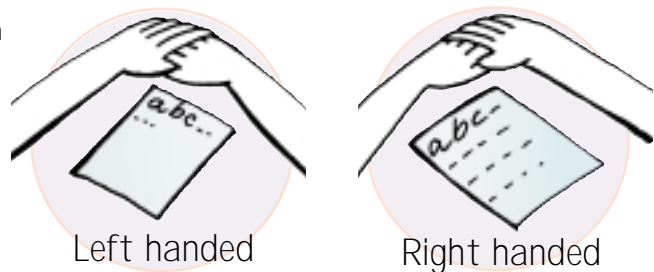
### ● Paper position

The paper needs to be correctly placed in relation to your child. Encourage your child to angle the paper as shown below depending on which hand they use: your child will then be able to see their written work and avoid smearing the writing.



### To help your child to place their paper at the best angle:

- Stick a piece of tape on the table against which your child can place the top edge of their sheet of paper, *or*
- tape a piece of paper on the desk at the correct angle and your child can put their paper over this, *or*
- teach your child to position their paper by folding their hands and placing them on the desk – the paper can be placed in the triangle shape formed by their hands and arms, as on the picture below.



An angled surface can be used for children who find it hard to sit upright when at a desk. A 'lever arch' file can be used as a sloping surface by placing the lever arch spine away from the child, or you can buy an angled desk top – see page 16.

### ● Pencil grasp

Allow your child to try a variety of pencils, triangular pencils and pencils with large barrels, rubber grips, or different nibs such as ballpoint pens, gel pens and fountain pens.

Sometimes when the grasp is well-established, trying to correct it can affect your child's concentration and pencil control. If their pencil grasp is not interfering with their ability to keep up in class, then there is no need to change it.

## Activities to try:

**Encourage your child to hold their pencil or pen correctly by:**

- placing sticky tape or an elastic band around the pencil at the place for correct holding;
- practising with a very short pencil – about 2.5 cm (1 inch) in length – this will encourage the right grasp.

### ● Improving letter formation

It is helpful to practise writing letters from groups that have similar letter formation, such as the groups  
a c d g o q / b h r m n / i l t u y

Use colours, arrows, crosses or stars to show directions and starting or stopping points, e.g. a green dot for the starting point and a red dot for the stopping point.

### ● Writing speed and endurance

To improve writing speed and endurance it is important that your child should practice for a short time each day. If you find that they experience hand strain, encourage them to:

- have a short break from continuous writing before hand strain starts;
- drop their arm beside their body and shake their hand gently;
- put their flat hand under their thigh and shift their body weight on to it to stretch the tense hand muscles, then gently shake the hand again.

### ● Pressing too heavily on the paper

**If your child presses too heavily try:**

- large barrelled pens and pencils or ones with non-slip barrels;
- placing carbon paper between two sheets of paper and then ask your child to try to write on the top sheet without making a mark on the bottom sheet;

- writing or drawing on aluminium foil without tearing it;
- using coloured pencils alter the pressure to make the colour lighter.

### ● Pressing too lightly on the paper

**If your child presses too lightly try:**

- fibre-tipped pens, softer pencils, large barrelled pens and pencils or ones with non-slip barrels;
- placing carbon paper between two sheets of paper and ask your child to write on the top sheet and try to make an imprint on the bottom sheet;
- writing or drawing on aluminium foil, trying to make an imprint;
- using coloured pencils alter the pressure to make the colour darker.

### ● For children who find it difficult to keep up with written work in class

If your child continues to struggle with writing down information in school, there are several ways to help them. Discuss these ideas with their class teacher.

- Try to reduce the amount of written work they need to do to within their limits: this can be achieved by using photocopied notes and worksheets.
- Allow them more time to complete the work.
- Your child may also benefit from alternative methods of recording information, such as a Dictaphone, computer or scribe. Your child will need plenty of time to get used to using new equipment, especially if it is to be used in examinations.
- Ask your child's school to help them by marking their work mainly on content, or by giving separate marks for content, quality of writing and effort.

# Associations, books and web sites

## Associations and websites

### ● Dyslexia Institute Ltd

Park House  
Wick Road  
Egham  
Surrey  
TW20 0HH  
**Tel:** 01784 22300  
**Fax:** 01784 222333  
[www.dyslexia-inst.org.uk](http://www.dyslexia-inst.org.uk)

### ● South Bedfordshire Dyslexia Association

**Tel:** 01582 752444

### ● Dyspraxia Foundation

8 West Alley  
Hitchin  
Herts  
SG5 1EG  
**Tel:** 01462 454986  
**Fax:** 01462 455052  
[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

### ● The Discovery Trust

(For families of children with dyspraxia and other conditions)  
4a Church Road  
Whitchurch  
Cardiff  
CF14 2DZ  
**Tel:** 02920 628222  
**Fax:** 02920 628333  
[www.discovery.co.uk](http://www.discovery.co.uk)

### ● ADDISS – Attention Deficit Information Services

PO Box 340  
Edgware  
Middlesex  
HA8 9HL  
**Tel:** 020 8906 9068  
[www.addiss.co.uk](http://www.addiss.co.uk)

### ● Other Attention Deficit Hyperactivity Disorder (ADHD) web sites:

[www.adders.org](http://www.adders.org)  
[www.addcentre.co.uk](http://www.addcentre.co.uk)  
[www.livingwithadhd.co.uk](http://www.livingwithadhd.co.uk)

### ● MK ADHD Family Support Group

25 Gurnards Avenue  
Fishermead  
Milton Keynes  
MK6 2BW  
**Tel:** 01908 676779  
**Email:** [m1757@yahoo.com](mailto:m1757@yahoo.com)

### ● Autism Independent UK

199–205 Blandford Avenue  
Kettering  
Northamptonshire  
NN16 9AT  
**Tel:** 01536 523274  
**Fax:** 01536 523274  
[www.autismuk.com](http://www.autismuk.com)

### ● Autism Bedfordshire

St Mark's Church Community Centre  
Calder Rise/Avon Drive  
Bedford  
MK41 7UY  
**Tel:** 01234 350704  
**Fax:** 01234 216056  
**Email:** [autismbeds@btconnect.com](mailto:autismbeds@btconnect.com)



## Books

### **Survival Strategies for Parenting your ADD Child**

by George T Lynn

### **Developmental Co-ordination Disorder: hints and tips for the activities of daily living**

by Morven F Bell

### **Dyspraxia: movement development, co-ordination, organisation, sequencing – a guide for teachers and parents**

by Kate Ripley, Bob Daines, Jenny Barrett

### **Dyspraxia in the early years: identifying and supporting children with movement disorders**

by Christine Macintyre

### **Developmental Dyspraxia: a manual on identification and intervention for parents and professionals**

by Madeline Portwood

### **The Out of Sync Child**

by Carol Stock Kranowitz

### **Answers to Questions Teachers Ask About Sensory Integration**

by Carol Stock Kranowitz, Stacey Szklut, Lynn Balzer-Martin

All available from [www.amazon.co.uk](http://www.amazon.co.uk) or on order from your local bookseller.

# Equipment and resources suppliers

## ● Triangular pencils, gel pens, etc

Staples, Office World, Toys R Us and Early Learning Centre or from:

Hope Education  
Ashton Road, Hyde  
Cheshire SK16 5RQ

**Tel:** 08702 433400

**Fax:** 08702 929139

[www.hope-education.co.uk](http://www.hope-education.co.uk)

## ● Wobble pens

Available from [www.theraproducts.com](http://www.theraproducts.com). Search for multiwriter or squiggle wiggle writer.

## ● Sloped boards / angled desk tops

To encourage good posture when writing.

Philip and Tacey Ltd  
North Way, Andover  
Hants SP10 5BA

**Tel:** 01264 332171

[www.philipandtacey.co.uk](http://www.philipandtacey.co.uk)

## ● Therapy balls

These can be bought from the Early Learning Centre (called a Sit 'n' Bounce) or from the Luton Swim Shop, 3 Dencora Way, Luton. **Tel:** 01582 562111.

## ● Dyn Air Ball Cushion

To help improve posture, attention and to reduce 'fidgeting' on a chair.

Order and Information Line. **Tel:** 01457 860444

## ● Movin Sit Cushion

Proactive Health Limited,  
Quarry Court, Bell Lane,  
Cassington,  
Oxfordshire OX8 1DS

**Tel:** 01865 886300

[www.proactive-health.co.uk](http://www.proactive-health.co.uk)

## ● Write From The Start

A programme designed to guide children from early hand/eye co-ordination skills to proficient pencil control. Available from:

Learning Development Aids  
Duke Street, Wisbech  
Cambridgeshire PE13 2AE

**Tel:** 01945 463441

## ● Handwriting without Tears

This programme assists children from the pre-writing stage, through letter formation and on to a fluent writing style. Available from:

The Psychological Corporation  
Harcourt Education, Halley Court, Jordan Hill  
Oxford OX2 8EJ

**Tel:** 01865 888188

## ● Big Strokes for Little Folks

A developmental training programme designed to help children form letters correctly. Available from:

The Psychological Corporation  
Harcourt Education, Halley Court, Jordan Hill  
Oxford OX2 8EJ

**Tel:** 01865 888188

## ● Loops and Other Groups

A writing system that teaches letters in groups that share common movement patterns. Available from:

The Psychological Corporation  
Harcourt Education, Halley Court, Jordan Hill  
Oxford OX2 8EJ

**Tel:** 01865 888188

## ● Hands at Work and Play

A fine motor skill programme aimed at five to seven year olds, incorporating ideas to develop skills in cutting, colouring and writing. Available from:

The Psychological Corporation  
Harcourt Education, Halley Court, Jordan Hill  
Oxford OX2 8EJ

**Tel:** 01865 888188

Information correct as of August 2004.

# Well Done!

This certificate has been presented to

.....

For hard work and achievement in

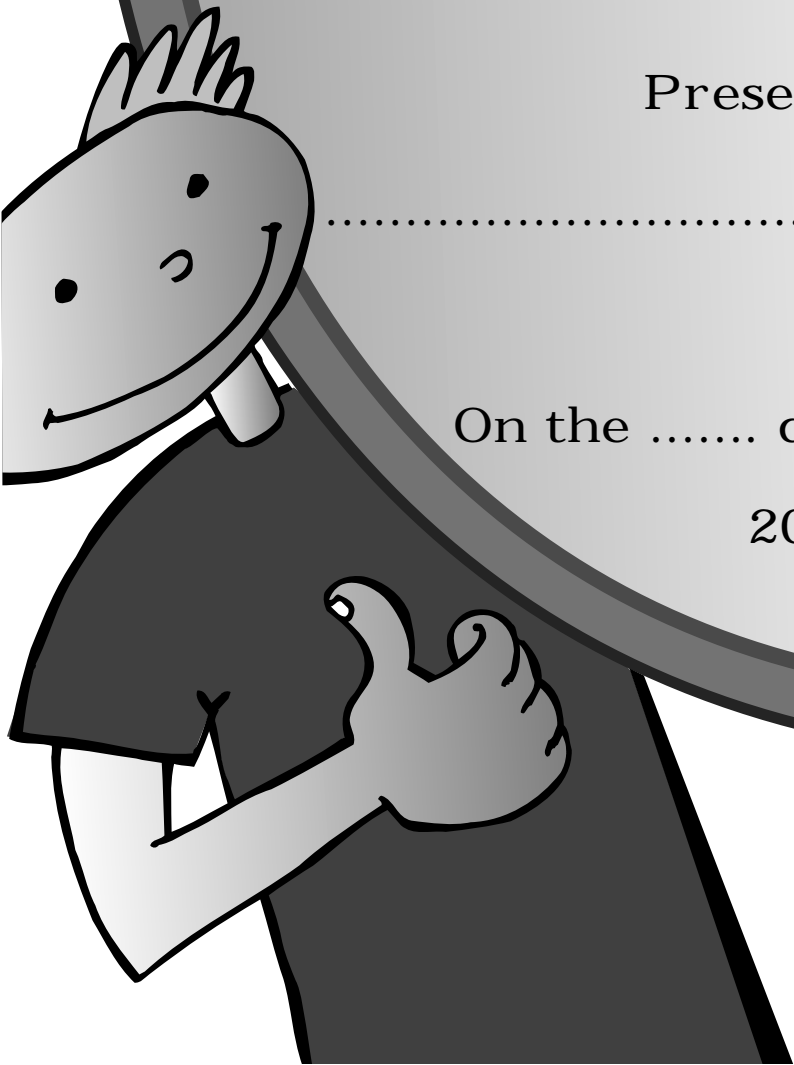
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Presented by

.....

On the ..... day of .....

20.....



If you would like more copies of this publication, a copy in a large print format, read on to audio cassette or help in understanding this information if English is not your first language, please telephone Anita Wonford on 01234 310074.

यदि अंग्रेज़ी आपकी मातृभाषा नहीं है और आपको इस जानकारी को समझने के लिए मदद की आवश्यकता है, तो कृपया हमारे साथ सम्पर्क करें।

ਜੇਕਰ ਅੰਗ੍ਰੇਜ਼ੀ ਤੁਹਾਡੀ ਮਾਤਭਾਸ਼ਾ ਨਹੀਂ ਹੈ ਅਤੇ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਸਮਝਣ ਲਈ ਮਦਦ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਕ੍ਰਿਪਾ ਕਰਕੇ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

ইংরেজী যদি আপনার প্রথম ভাষা না হয়ে থাকে এবং যদি এই তথ্য বোঝার জন্য আপনার সাহায্য দরকার পড়ে তাহলে অনুগ্রহ করে আমাদের সাথে যোগাযোগ করুন।

Nëse Anglishtja nuk është gjuhë e juaj e parë dhe u nevojitet ndihmë për të kuptuar këtë informacion, ju lutemi na kontaktoni.

Siete pregati di contattarci se l'Inglese non è la vostra lingua madre e avete bisogno di aiuto per comprendere le informazioni contenute in questo documento.

Jeśli język angielski nie jest Pana/Pani językiem ojczystym i potrzebują Państwo pomocy, żeby zrozumieć te informacje, prosimy o kontakt z nami.

Ako engleski nije Vaš materinji jezik i trebate pomoć u razumijevanju ovih informacija, molimo Vas da nas kontaktirate.

اگر آپ کی مادری زبان انگریزی نہیں اور آپ کو یہ معلومات سمجھنے میں مدد درکار ہے تو برائے مہربانی ہمارے ساتھ رابطہ کریں۔

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