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| **Oxford Health Children’s Integrated Therapies -Occupational Therapy and Physiotherapy** |
| 12-Week Intervention Programme |
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How to use the 12-week programme

This programme is designed for parents as well as schools.

Find the difficulty on the left-hand side and follow the arrow to the link on the right-hand side. Click on the link and a new document will open.

If a child has difficulties in a variety of areas, please discuss with the teacher/parent and young person to choose a few aspects they would like to improve on first. See [Coaching-approach-.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Coaching-approach-.pdf) for more advice on setting goals.

***Information for parents***- some of the PE/Gross motor activities may need specific equipment. If you haven’t got this equipment, try using something similar or liaise with school to see if you could borrow what you need.

Please follow the advice provided in the document/s on the following pages for 12 weeks, trying to implement suggestions into day-to-day activities.

If you see no improvement and you still have concerns, then please refer to Children’s Integrated Physio and Occupational therapy giving us as much information as you can using this form [12-week-questionnaire](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/12-week-questionnaire-final-version.docx)

Do visit the Can Child website for more information on developmental coordination disorder and parent workshop:

[Developmental Coordination Disorder | CanChild](https://canchild.ca/en/diagnoses/developmental-coordination-disorder)

[Developmental Coordination Disorder | HOME (elearningcanchild.ca)](https://elearningcanchild.ca/dcd_workshop/index.html)

Occupational and Fine motor skills

##### Fine Motor Skills involve movements of the small muscles of the arms and hands. However, fine motor skills are occupational by nature and require focus and attention to be efficient.

##### Leisure, play and self-care are all important occupations for home and school and advice has been provided to support these tasks.

Please use this document to help you approach setting goals and supporting you child to become involved in making the changes that they need to: [Coaching-approach-.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Coaching-approach-.pdf)

If your child is having difficulties doing tasks and you think that the way they **process sensory information** is having an impact, then look at this link to a range of advice sheets: [sensory-strategies](https://www.oxfordhealth.nhs.uk/cit/resources/sensory-strategies/)

Attention and concentration

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

Gives no eye contact when you are talking

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

[Movement-Break-Ideas.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Movement-Break-Ideas.docx)

Leans on others on the carpet

Cannot sit still in lessons

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

[Sleep-advice-.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Sleep-advice-final.docx)

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

[Movement-Break-Ideas.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Movement-Break-Ideas.docx)

Drifts off during lessons or seems tired during the day

Scissors skills

Child’s approach appears awkward

Child always has jagged edges to their cutting

Child does not cut on the line

Child cannot hold the scissors and does not know what to do

[Scissor-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Scissor-skills.pdf)

[Scissor-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Scissor-skills.pdf)

[Scissor-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Scissor-skills.pdf)

[Scissor-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Scissor-skills.pdf)

[Scissor-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Scissor-skills.pdf)

The scissors do not seem to cut, they just bend the paper

Dressing

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

[Dressing-steps.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Dressing-steps.pdf)

Child cannot do buttons

Child cannot dress top half

Child cannot dress bottom half

Child cannot put on socks and shoes

Child cannot tie a shoelace

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

[Dressing-steps.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Dressing-steps.pdf)

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

[Buttons-and-zips](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Buttons-and-zips.pdf)

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

[Buttons-and-zips](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Buttons-and-zips.pdf)

Child cannot do up their coat zip

[Shoelaces](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Shoelaces.pdf)

<https://youtu.be/VMZZuMwC4g4->

Eating and drinking

[Developing-cutlery-skills](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Developing-cutlery-skills-UPDATED.pdf)

Child cannot drink from an open cup

Child cannot carry a tray

Child cannot cut food with a knife and fork

Child cannot use a spoon or fork

[Developing-cutlery-skills](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Developing-cutlery-skills-UPDATED.pdf)

[Bilateral-Integration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Bilateral-Integration-.pdf)

[Eating-and-Drinking-Stages](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Eating-and-Drinking-Stages-NP-UPDATED.pdf)

Environmental factors

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

Analyse the environment if a child is struggling through the school day

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

What sort of lighting is on?

Does it flash

Is it fluorescent?

Is the sun over their desk

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

What is the sound like?

Close your eyes and listen beyond the noise of the children

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

How busy is the classroom?

Are people up and moving about?

How are the tables/desks placed?

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

Is the child giddy after break and struggles to settle?

Handwriting

[Three-fingered-Grasp-fine-motor-skill-develpment-1.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Three-fingered-Grasp-fine-motor-skill-develpment-1.pdf)

Child uses non typical pen grasp

Ensure the child is sitting comfortably and they have a comfortable pen/pencil to hold. Sometimes a wider barrel pen helps. Offer the child breaks when writing longer pieces, give them more time to complete their work.

[Handwriting-the-4-Ps.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Handwriting-the-4-Ps.pdf)

Child experiences pain/fatigue in hand when writing

[Handwriting-the-4-Ps.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Handwriting-the-4-Ps.pdf)

[Handwriting-the-7-Ss.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Handwriting-the-7-Ss.pdf)

[Handwriting-checklist.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Handwriting-checklist.pdf)

[Handwriting-assessment-screening-tool.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Handwriting-assessment-screening-tool.pdf)

Child cannot form letters correctly

[Keyboarding-Skills-PDF.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Keyboarding-Skills-PDF.pdf)

Child’s handwriting has not improved by age of 10.

[Visual-Perceptual-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Visual-Perceptual-skills.pdf)

[Visual-spatial-relations-skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Visual-spatial-relations-skills.pdf)

See also the 4 P’s and 7 S’s, handwriting assessment and checklist.

Letters float above lines and child is not sure where to place letters

Letters are large

You can try using boxed/graph paper rather than lined paper

Use a coffee stirrer or similar to create a visual reminder to leave spaces ( see video link below) <https://www.youtube.com/watch?v=MhysLRudyWA>

There are no finger spaces between words

Playtime and PE

Child cannot get in a line, yet if in a line, will struggle

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

[body-awareness-.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/body-awareness-over-5.pdf)

Child walks around the perimeter of the playground

Large open spaces can be overwhelming for some children. Support the child to engage in play with other children by providing adult directed play and smaller spaces/define areas.

If the child has average motor skills for their age, then bumping into others could be a behaviour; however, if the child struggles in PE then they may have a motor skills deficit.

[Coaching-approach-.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Coaching-approach-.pdf)

[Motor-Planning.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Motor-Planning.pdf)

[body-awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/body-awareness-over-5.pdf)

Child bumps into other children

The child is resistant to PE

[Preparing-for-PE.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Preparing-for-PE.docx)

Seating posture

[Good-sitting-posture.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Good-sitting-posture.pdf)

Child sits slumped in a chair

Child cannot sit for long periods

Child stands at their desk

[Good-sitting-posture.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Good-sitting-posture.pdf)

Child’s arms get tired when sitting

[Good-sitting-posture.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Good-sitting-posture.pdf)

Child hooks their feet on the chair legs

[Attention-and-concentration](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Attention-and-concentration-2.pdf)

[Good-sitting-posture.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Good-sitting-posture.pdf)

Organisational Skills

[Organisational-Skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Organisational-Skills-DCD-UPDATED.pdf)

Child forgets to take P.E. kit or lunch to school

[Organisational-Skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Organisational-Skills-DCD-UPDATED.pdf)

Child forgets pencil case/water bottle at school

[Organisational-Skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Organisational-Skills-DCD-UPDATED.pdf)

Child is always losing things

[Organisational-Skills.pdf](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Organisational-Skills-DCD-UPDATED.pdf)

Child never has the right things for the day

Toileting

[Busy-environments-sensory.](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/06/Busy-environments-sensory.docx)

Toileting-Advice-for-Parents-Ready-Set-Potty

Child will not use the school toilet

[Self-Care-Skills-Backward-Chaining-](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Self-Care-Skills-Backward-Chaining-UPDATED.pdf)

Child cannot manage to pull down or up their pants / trousers / tights

[Buttons-and-zips](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/08/Buttons-and-zips.pdf)

Child cannot do fastenings on their trousers

Gross Motor Skills

Gross Motor Skills involve movements of the large muscles of the arms, legs and torso for activities like walking, balance, jumping or hopping.

Choose 3 -5 exercises from level 1 from each area that corresponds with the child’s difficulties. Complete the exercises 4 times per week for at least 20 minutes each time. Continue with these exercises for 4 weeks.

At the end of the 4 weeks, if the child can achieve these activities consistently, move on to choosing 3-5 exercises from level 2 from each area that corresponds with the child’s difficulties, continue with these exercises for a further 4 weeks.

At the end of 8 weeks, if the child can achieve the activities consistently, move on to choosing 3-5 exercises from the final level 3 from each area that corresponds with the child’s difficulties, continue with these exercises for the final 4 weeks.

Spend time each week in-between sessions practicing the specific activity that the child has difficulty with.

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

General gross motor difficulties

P.E. difficulties

Difficulties with jumping/hopping

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Hopping and Jumping](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Hopping-jumping-DCD.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

[Hopping and Jumping](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Hopping-jumping-DCD.pdf)

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

Difficulties with skipping

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

Child struggles in the park/monkey bars

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

My child is behind his/her peers

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

My child falls frequently and trips

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

My child is clumsy / banging into things

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

My child is wobbly on feet, has difficulties with balance

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

My child has difficulties with general coordination

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

[Learn to Swim — Level Water: The Power of Swimming](https://www.levelwater.org/learn-to-swim)

My child has difficulties with swimming

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

My child is unable to ride a scooter

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

[Motor-Planning.pdf.docx (live.com)](https://ohft365.sharepoint.com/:w:/s/O365Grp-ChildrensIntegratedTherapies2/EdPlrHZ6vuVNn-tCzvRt8cYBN64--XSi8RbjS1z5RcVWeQ?e=7cKeLr)

[Ball skills](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Ball-skills.pdf)

My child has difficulties with throwing and catching

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Coordination](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Coordination.pdf)

[Ball skills](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Ball-skills.pdf)

My child has difficulties with kicking a ball

[Learning to ride a bike](https://ohft365.sharepoint.com/:b:/r/sites/communications/Leaflet%20library/2024/OH%20045.24%20Childrens%20intergrated%20therapies,%20physiotherapy%20-Learning%20to%20ride%20a%20bike.pdf?csf=1&web=1&e=6BSMEM)

[Learn to ride a bike course](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2021/09/Learning-to-Ride-a-Bike-generic-2023.pdf)

My child is unable to ride a bike

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

[Lower limbs and hip strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Lower-Limbs-hips-strenght.pdf)

My child struggles with stairs

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Body awareness](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Body-awareness.pdf)

[Balance](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Balance-.pdf)

My child is very cautious/not confident

[Core strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Core-strength.pdf)

[Lower limbs and hip strength](https://www.oxfordhealth.nhs.uk/wp-content/uploads/sites/22/2023/07/Lower-Limbs-hips-strenght.pdf)

My child can’t walk far