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| **Oxford Health** |
| 12-week intervention process |
| Children’s Integrated Therapies – Occupational Therapy |

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| Childrens Occupational Therapists  9-15-2022 |



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##### Attention and concentration

[Attention-and-Concentration.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FAttention-and-Concentration.pdf.docx&wdOrigin=BROWSELINK)

Gives no eye contact when you are talking

[Attention-and-Concentration.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FAttention-and-Concentration.pdf.docx&wdOrigin=BROWSELINK)

Leans on others on the carpet

Cannot sit still in lessons

[Attention-and-Concentration.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FAttention-and-Concentration.pdf.docx&wdOrigin=BROWSELINK)

[Attention-and-Concentration.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FAttention-and-Concentration.pdf.docx&wdOrigin=BROWSELINK)

Drifts off during lessons

##### **Cutting with scissors**

[Fine-Motor-Development-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

Child’s approach appears awkward

[Fine-Motor-Development-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

Child always has jagged edges to their cutting

Child does not cut on the line

[Fine-Motor-Development-Pre-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Pre-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

[Fine-Motor-Development-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

[Fine-Motor-Development-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

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

[Fine-Motor-Development-Scissor-Skills1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Scissor-Skills1.docx&wdOrigin=BROWSELINK)

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

##### **Dressing (fasteners)**

*N.B. review backward chaining for all areas of dressing -* [Self-Care-Skills-Backward-Chaining.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Backward-Chaining.docx&wdOrigin=BROWSELINK)

Child cannot do buttons

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

Child cannot dress top half

Child cannot dress bottom half

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

Child cannot put on socks and shoes

[Self-Care-Skills-Buttons-and-Zips.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Buttons-and-Zips.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Buttons-and-Zips.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Buttons-and-Zips.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Shoelace.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Shoelace.pdf.docx&wdOrigin=BROWSELINK)

Child cannot tie a shoelace

Child cannot do up their coat zip

##### Eating and drinking

[Self-Care-Skills-Eating-and-Drinking-Stages.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Eating-and-Drinking-Stages.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Developing-Cutlery-Skills.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Developing-Cutlery-Skills.docx&wdOrigin=BROWSELINK)

[Self-Care-Developing-Cutlery-skills-older-children-2015.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Developing-Cutlery-skills-older-children-2015.pdf.docx&wdOrigin=BROWSELINK)

[Picky-Eaters-Extreme-Food-refusal-Leaflet-.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F09%2FPicky-Eaters-Extreme-Food-refusal-Leaflet-.docx&wdOrigin=BROWSELINK)

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

Child cannot tolerate certain food textures

[Self-Care-Skills-Eating-and-Drinking-Stages.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Eating-and-Drinking-Stages.docx&wdOrigin=BROWSELINK)

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

[Self-Care-Skills-Eating-and-Drinking-Stages.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Eating-and-Drinking-Stages.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Developing-Cutlery-Skills.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Developing-Cutlery-Skills.docx&wdOrigin=BROWSELINK)

[Self-Care-Developing-Cutlery-skills-older-children-2015.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Developing-Cutlery-skills-older-children-2015.pdf.docx&wdOrigin=BROWSELINK)

[Bilateral-Integration.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FBilateral-Integration.docx&wdOrigin=BROWSELINK)

[Body-Awareness-Under-5s.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FBody-Awareness-Under-5s.docx&wdOrigin=BROWSELINK)

[Body-awareness-Over-5s.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FBody-awareness-Over-5s.doc&wdOrigin=BROWSELINK)

Child insists their food is separated on the plate

[Picky-Eaters-Extreme-Food-refusal-Leaflet-.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F09%2FPicky-Eaters-Extreme-Food-refusal-Leaflet-.docx&wdOrigin=BROWSELINK)

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

[Sensory-Strategies-for-Challenges-Relating-to-Food.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Strategies-for-Challenges-Relating-to-Food.pdf)

##### Environmental factors

Is the child giddy after break and struggles to settle?

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

How busy is the classroom?

* Are people up and moving about?
* How are the tables/desks placed?

[Sensory-Auditory-sensitivities-July-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Auditory-sensitivities-July-2015.pdf)

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

What can you smell?

Is there a smell lingering from the dinner hall?

What is the sound like?

Close your eyes and listen beyond the noise of the children

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

What sort of lighting is on?

* Does it flash
* Is it fluorescent?
* Is the sun over their desk

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

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

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

[Attention-and-Concentration.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FAttention-and-Concentration.pdf.docx&wdOrigin=BROWSELINK)

##### Handwriting

Child holds the pen very tightly

[Fine-Motor-Development-Tripod-grasp1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FFine-Motor-Development-Tripod-grasp1.docx&wdOrigin=BROWSELINK)

[Handwriting-General-Hand-Activities-Primary-Children.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-General-Hand-Activities-Primary-Children.docx&wdOrigin=BROWSELINK)

Also view the ‘Writing aids’ section: [Writing and drawing - Children’s Integrated Therapies (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/cit/resources/writing-drawing/)

Child gets a sore hand when writing

[Handwriting-Letter-formation.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-Letter-formation.docx&wdOrigin=BROWSELINK)

[Handwriting-Mark-Making.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-Mark-Making.docx&wdOrigin=BROWSELINK)

Child cannot form letters correctly

[Writing and drawing - Children’s Integrated Therapies (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/cit/resources/writing-drawing/)

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf) – page 11

Child is resistant to writing

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

[Visual-Perceptual-Skills-Primary-Children.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-Primary-Children.doc&wdOrigin=BROWSELINK)

[Visual-Perceptual-Skills-Secondary-Children.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-Secondary-Children.doc&wdOrigin=BROWSELINK)

Use boxes rather than lined paper

Letters are large

There are no finger spaces between words

Video/ Mr Spaceman

##### P.E.

<https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Preparing-for-Busy-Environments.pdf>

Give child other jobs to do

Adapt game so they can play a part

Child is not physically able to take part due to a physical need

Child has autism and struggles in the lesson

[CO-OP-Task-Breakdown.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/CO-OP-Task-Breakdown.pdf)

[Motor-Planning.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FMotor-Planning.pdf.docx&wdOrigin=BROWSELINK)

[Visual-Perceptual-Skills-Information.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-Information.doc&wdOrigin=BROWSELINK)

Child is unable to throw and catch at a similar level to their peers

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

[Visual-Perceptual-Skills-General-Games.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-General-Games.docx&wdOrigin=BROWSELINK)

Child cannot get their body into requested positions, for example: lie on your back

##### Playtime

[Sensory-Preparing-for-Busy-Environments.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Preparing-for-Busy-Environments.pdf)

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

Child is terrified of the playground

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

[Visual-Perceptual-Skills-Information.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-Information.doc&wdOrigin=BROWSELINK)

Child bumps or hits other children

Child gets really silly when running and playing tag type games

Child walks around the perimeter of the playground

[General-Sensory-Strategies-February-2015.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/General-Sensory-Strategies-February-2015.pdf)

Child cannot get in a line, yet if in a line, will cause trouble

Is there adult led activity they can be part of?

Is the environment too busy? They need a smaller space?

##### Seating posture

Child sits slumped in a chair

[Handwriting-A-good-sitting-posture.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-A-good-sitting-posture.docx&wdOrigin=BROWSELINK)

Child sits on their feet in their chair

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

Child’s arms get tired when sitting

Child hooks their feet on the chair legs

[Handwriting-A-good-sitting-posture.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-A-good-sitting-posture.docx&wdOrigin=BROWSELINK)

[Handwriting-A-good-sitting-posture.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-A-good-sitting-posture.docx&wdOrigin=BROWSELINK)

Child cannot sit for long periods

[Sensory-Classroom-Strategies.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Classroom-Strategies.pdf)

Child stands at their desk

[Handwriting-A-good-sitting-posture.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FHandwriting-A-good-sitting-posture.docx&wdOrigin=BROWSELINK)

##### Spatial organisation

Give less lines on the page

Use a ruler or make a viewing window with card, so sentence can be seen clearly

Letters float on lines; pages are missed in books

Child does not seem to see others or things in their way

[Visual-Perceptual-Skills-Information.doc (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-Information.doc&wdOrigin=BROWSELINK)

[Visual-Perceptual-Skills-General-Games.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Perceptual-Skills-General-Games.docx&wdOrigin=BROWSELINK)

Child forgets pencil case/water bottle at school

Child is always losing things

[Organisational-Skills-DCD.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-DCD.pdf.docx&wdOrigin=BROWSELINK)

[Organisational-Skills-General.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-General.pdf.docx&wdOrigin=BROWSELINK)

[Organisational-Skills-General.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-General.pdf.docx&wdOrigin=BROWSELINK)

Child never has the right things for the day

[Organisational-Skills-DCD.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-DCD.pdf.docx&wdOrigin=BROWSELINK)

[Organisational-Skills-General.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-General.pdf.docx&wdOrigin=BROWSELINK)

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

[Organisational-Skills-DCD.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-DCD.pdf.docx&wdOrigin=BROWSELINK)

[Organisational-Skills-General.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FOrganisational-Skills-General.pdf.docx&wdOrigin=BROWSELINK)

##### Throwing and catching

Child cannot throw the ball/beanbag at a target

[Visual-Motor-Coordination-Stages.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Motor-Coordination-Stages.docx&wdOrigin=BROWSELINK)

[CO-OP-Task-Breakdown.pdf (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/CO-OP-Task-Breakdown.pdf)

Child cannot catch a ball/beanbag when seated on the floor

[Motor-Planning.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FMotor-Planning.pdf.docx&wdOrigin=BROWSELINK)

Child does not move their body to catch an item thrown to them

Child closes their eyes when catching

Build tolerance by throwing into a bucket

Roll a ball to them

[Motor-Planning.pdf.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FMotor-Planning.pdf.docx&wdOrigin=BROWSELINK)

[Visual-Motor-Coordination-Stages.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2F2014%2F05%2FVisual-Motor-Coordination-Stages.docx&wdOrigin=BROWSELINK)

Child moves about; is not able to focus on the catching or throwing

Use a hoop to stand in or carpet or picture of feet

##### Toileting

[Self-Care-Skills-Buttons-and-Zips.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Buttons-and-Zips.docx&wdOrigin=BROWSELINK)

[Self-Care-Skills-Dressing-Steps.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Dressing-Steps.docx&wdOrigin=BROWSELINK)

Child cannot do fastenings on their trousers

[Self-Care-Skills-Backward-Chaining.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Backward-Chaining.docx&wdOrigin=BROWSELINK)

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

**Consider the environment**

[Self-Care-Skills-Sensory-1.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.oxfordhealth.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F22%2F2021%2F08%2FSelf-Care-Skills-Sensory-1.docx&wdOrigin=BROWSELINK)

[Slide 1 (oxfordhealth.nhs.uk)](https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf)

Child will not use the school toilet