



**Digital Magazine for Pediatric
Occupational and Physical Therapy**

June 2018 Issue 103

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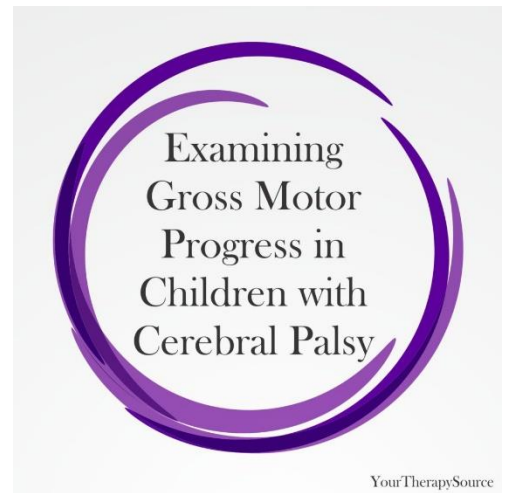
Your Therapy Source Digital Magazine June 2018

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EXAMINING GROSS MOTOR PROGRESS IN CHILDREN WITH CEREBRAL PALSY

Physical and Occupational Therapy in

Pediatrics published research examining gross motor progress in children with cerebral palsy. The researchers wanted to determine the factors that influence progress. The prospective study was based on 2048 assessments of 442 children (2-12 years old) diagnosed with cerebral palsy. The Gross Motor Function Measure (GMFM-66) was used repeatedly to monitor gross motor progress over 2.9 years on average.

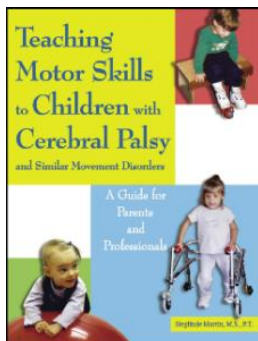


The results of examining gross motor progress in children with cerebral palsy indicated the following:

- intensive training (participation in more than or equal to 3 sessions per week and/or participation in an intensive program) was the **ONLY** intervention factor associated with enhanced gross motor progress.
- gross motor function was on average 24.2 percentiles lower in children with intellectual disability.
- eating problems and ankle contractures by age were associated with long-term gross motor progress.

The researchers concluded that intensive training and preventing ankle contractures was associated with enhanced gross motor progress over 2.9 years with intellectual disability being a strong negative prognostic factor.

Reference: Gunfrid V. Størvold, Reidun B. Jahnsen, Kari Anne I. Evensen, Ulla K. Romild & Grete H. Bratberg (2018) Factors Associated with Enhanced Gross Motor Progress in Children with Cerebral Palsy: A Register-Based Study, *Physical & Occupational Therapy In Pediatrics*, DOI: 10.1080/01942638.2018.1462288.



Read more on [exercise interventions for children with cerebral palsy.](#)

Read more on [educating caregivers to improve mobility skills in children with cerebral palsy.](#)

[Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders](#)

PHYSICAL ACTIVITY AND AUTISM



Autism Research published a meta-analysis on physical activity and autism. The goal of the research was to determine the effect of physical activity interventions on children with autism spectrum disorder. The meta-analysis included 29 studies with 30 independent samples ($N = 1009$). The research on physical activity and autism indicated the following:

- overall moderate effect ($g = 0.62$) of physical activity interventions on a variety of outcomes.
- moderate to large positive effects were revealed for participants exposed to interventions targeting the development of:
 - manipulative skills.
 - locomotor skills.
 - skill-related fitness
 - social functioning
 - muscular strength and endurance.
- the environment was the only subgrouping variable (intervention characteristics) to produce a significant difference between moderators.

The researchers concluded that physical activity is an evidence-based strategy for youth with autism spectrum disorder.

Reference: Healy, S., Nacario, A., Braithwaite, R. E., & Hopper, C. (2018). The effect of physical activity interventions on youth with autism spectrum disorder: A meta-analysis. *Autism Research*.

READ MORE ON EXERCISE AND AUTISM:

[Exercise, Behavior, and Autism](#)

[Aquatic Exercise and Sleep in Children with Autism](#)

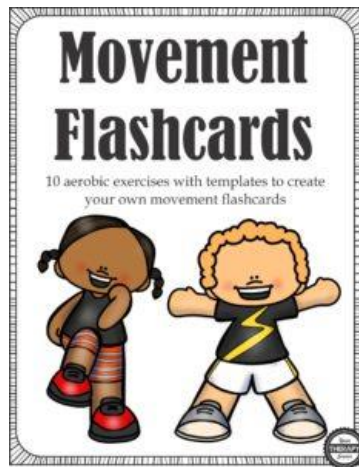
[Exercise, Academic Engagement and Children with Autism](#)

[Exercise, Academics, and Autism](#)

[Gross Motor Skills, Postural Stability, and Autism](#)

[Physical Activity and Adolescents with Autism](#)

[Physical Activity, Math, and Children with Autism](#)

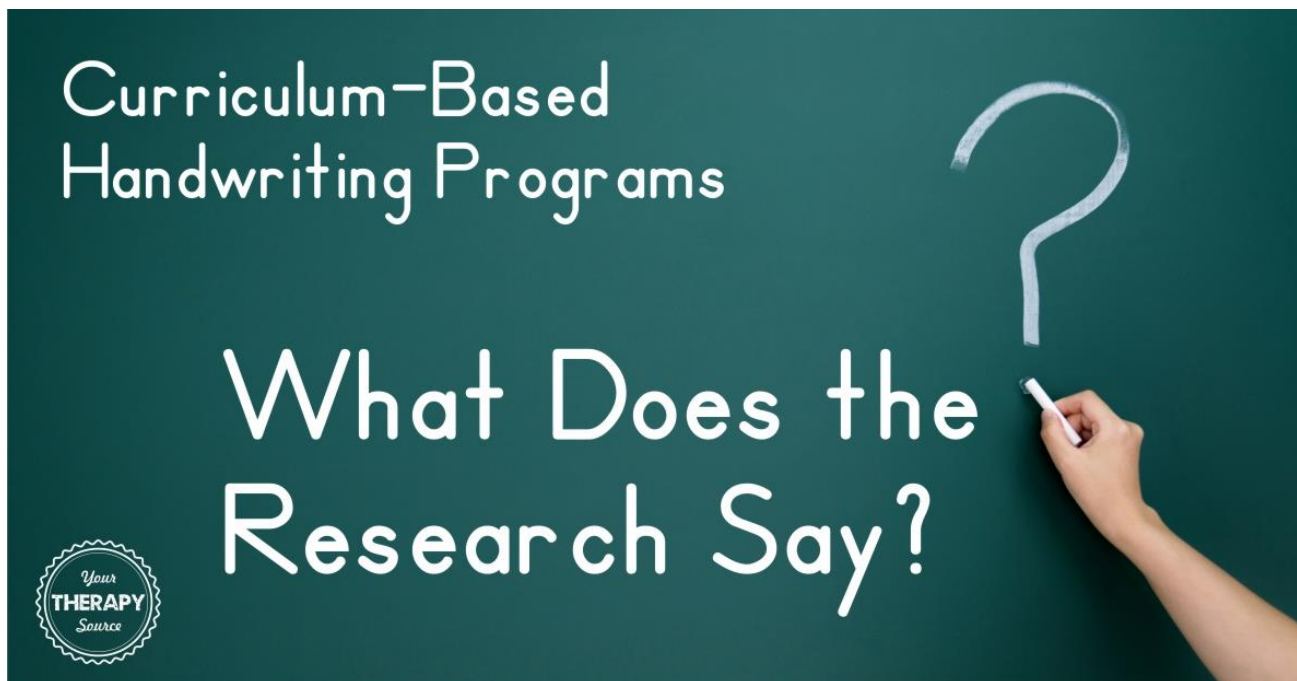


[Movement Flashcards](#) – Movement Flashcards digital download includes 10 aerobic exercises with flashcards templates. Students can get physical activity while reviewing material. The 10 aerobic activities include: run in place, jumping, hopping, squats, lunges, skipping, twists, cross crawls, jumping jacks and marching. Each page includes a picture image of the aerobic exercise along with a blank template to type in 18 flashcards. You choose what to work on for academic material.

[Classroom Activity Posters](#) is a download collection of 16 exercise activities, 4 large posters and a brief, simple video demonstration of each exercise. The posters are divided into four groups: posture, alerting, ready to work and focus/balance. All of the exercises are performed in standing. Try these activities prior to starting fine motor activities, for posture breaks, to refocus students attention and for vestibular/proprioceptive input in the classroom. [Find out more information.](#)



CURRICULUM-BASED HANDWRITING PROGRAMS – WHAT DOES THE RESEARCH SAY?



The *American Journal of Occupational Therapy* recently published a systemic review of curriculum-based handwriting programs for students in preschool through second grade. Challenges with handwriting in school can have a negative impact on academic performance, Occupational therapy practitioners frequently help students improve handwriting legibility, speed, and fluency.

After reviewing 13 studies, the researchers identified the following:

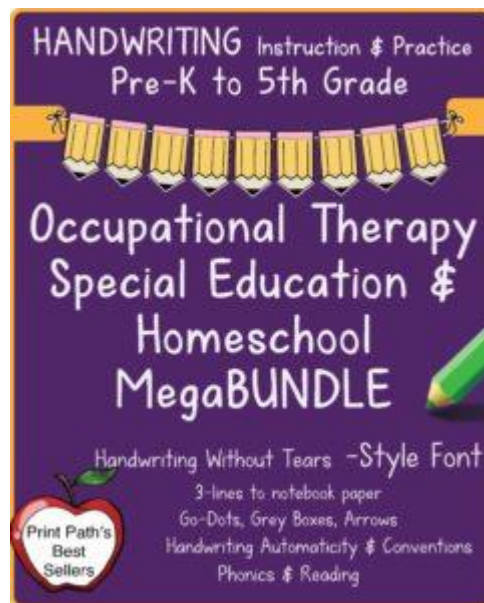
- curriculum-based handwriting interventions resulted in small- to medium-sized improvements in legibility.
- mixed evidence for improvements in handwriting speed.
- insufficient evidence for improved fluency.
- after review of 9 handwriting curriculums, no clear support was found for one handwriting program over another.
- 6 wk of intervention (about 15 hours) may be sufficient to improve legibility.

Certain handwriting programs provided greater benefits with regards to legibility or speed. For example, the Size Matters Handwriting Program may be the best choice for classrooms for which the primary goal is legibility but not speed. If the primary goal is handwriting speed, the research indicated that the explicit

handwriting program (from Kaiser et. al), Write Start, or the intensive handwriting program from (Howe et al.) might be the best choice.

The researchers recommended that Level I research is needed to validate the efficacy of these curricula.

Reference: Engel, C., Lillie, K., Zurawski, S., & Travers, B. G. (2018). Curriculum-Based Handwriting Programs: A Systematic Review With Effect Sizes. *American Journal of Occupational Therapy*, 72(3), 7203205010p1-7203205010p8.



This [Handwriting Bundle](#) for PreK-5th Graders is created by school-based Occupational Therapist, Thia Triggs of Print Path. This Handwriting Without Tears© -style letter font, uses 3-lines to best support your students. There are Go-Dots, Gray-Boxes, and Simple Arrows that inform rather than confuse learners. Best practices include research-based methods incorporating application of developmental and motor learning theories to benefit your struggling learners. Get 10 of the best handwriting instruction downloads for your multi-levelled interventions! [FIND OUT MORE](#).

TIPS FOR STUDENTS WHO COMPLETE SCHOOL WORK SLOWLY



Do you know students who complete school work slowly? Maybe it is a student in your classroom, on your therapy caseload or your own child, but some students have difficulties with the ability to complete school work within the time constraints of a class period, school day or homework. Teachers, therapists, and parents can take action and help teach students techniques to improve their speed of work and/or provide supplementary services.

To help students who struggle with slow completion of school work, here are 5 suggestions to provide explicit direct instruction of:

1. how to respond to verbal prompts and cues – [read more on prompts here](#).
2. self-monitoring techniques – view and download a free [self-assessment checklist here](#).
3. differential reinforcement – apply reinforcement only for the required responses i.e. completing an assignment within the allotted time.
4. role-playing – students can practice time management skills in a supported environment to develop experience and trial different strategies.
5. modeling – demonstrate each step or strategy.

When students need additional help beyond direct instruction try supplementary aids or services such as:

1. checklists – provide a step by step checklist of what needs to be completed for larger projects.
2. timers – set a time limit to work on certain sections.
3. schedule different time frames to complete work.
4. visual support schedules – i.e. once you complete step 1 move onto step 2, etc. Read more on [visual activity schedules here](#).
5. practice, practice, practice!
6. preferential seating – determine what might be influencing the slow rate of speed ie distractions, peers, etc.
7. extended time – be sure to determine how much extended time is necessary. Collect data to support your decision.
8. sensory breaks – students may need different sensory interventions to get the brain and body ready to learn in an efficient manner.
9. shortened assignments
10. organizational systems i.e. color coding, organizers, Eisenhower Box Method, etc.

You can [download worksheets to help support the Eisenhower Box Method organizational system for high school and college students here](#).

This digital download includes 7 worksheets to help older students learn how to get organized and tackle big projects.

Looking for more organizational tips for older students? Check out [Cornell Note Taking System](#) for organized, effective note-taking.

Read more about 5 evidence-based factors that affect [handwriting speed here](#).



Reference: NYSED. IEP and Lesson Plan Development Handbook. Retrieved from the web on 5/13/18
at <http://www.p12.nysed.gov/specialed/commoncore/guidance-commoncore-appC.htm>

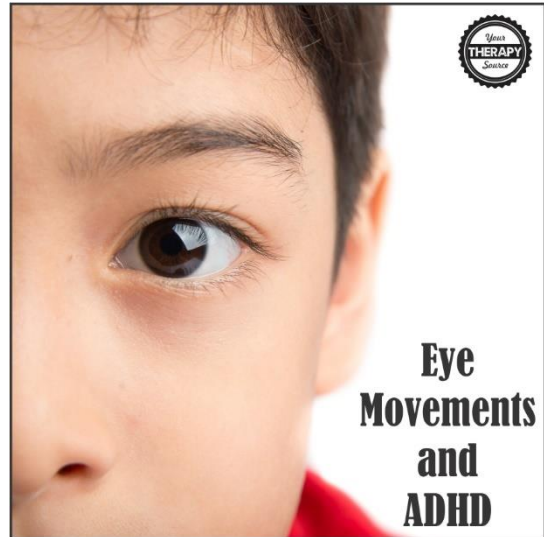
EYE MOVEMENTS AND ADHD

Children with ADHD have decreased attention span and inhibition and increased hyperactivity and impulsivity. Recent research discussed eye movements and ADHD. Approximately 3-7% of school-aged children have ADHD, therefore, learning more about the visual system of these children is important.

Research on the Visual System and ADHD

There has been a considerable amount of research on the visual system and ADHD. The research indicates the following:

- individuals with ADHD display suppressed saccadic eye movements during fixation. Normal saccadic eye movements are when the eyes bounce and move to fixate on different objects but individuals with ADHD may move the eyes too quickly when fixation is necessary.
- the saccadic response is slower and more variable possibly influencing poor eye control in individuals with ADHD.
- unlike healthy subjects, children with ADHD do not show an asymmetry in eye movement control where the eyes move faster when controlled by the right cerebral hemisphere.
- slower smooth pursuit eye movements are within the normal range for subjects with ADHD.



Vergence and ADHD

Vergence is eye movements where the eyes move in opposite direction to obtain or maintain focus. The following is a summary of recent research on vergence for healthy subjects:

- when you orient your attention the eyes converge.
- during gaze fixation, the eyes briefly converge after the presentation of a stimulus to indicate the location of an upcoming peripheral target. The eyes weakly converge or do not converge at all after a stimulus that is not informative about the location of the peripheral target.

- the strength and timing of eye vergence correlate with the onset and strength of the visual event–related potentials at parietal locations.
- high stimulus contrast relates to larger modulation of the angle of eye vergence.

There is additional research related to vergence and ADHD specifically:

- attention related eye vergence is poorly present in children with ADHD.
- Convergence insufficiency (the inability to obtain a single visual field while working at a near distance) is prevalent in children with ADHD and has been shown to relate to attention problems.
- the neural circuits controlling vergence and attention may be closely linked.

Vergence and Diagnosing ADHD

Additional research was completed to determine if vergence can be used to help objectively diagnosis ADHD. The researchers found that compared to healthy peers, children with ADHD showed weak to no significant modulation in the angle of eye vergence while performing an attention task. In addition, children with ADHD appeared less sensitive to visual stimulation. Although this may be helpful to add a piece to the puzzle of diagnosing ADHD, the researchers mention that “no method has shown sufficient sensitivity and specificity when predicting “gold standard” clinical diagnoses of ADHD.” In conclusion, the assessment of vergence during a child-friendly attention task is beneficial to help support the diagnosis of ADHD in children.

Reference: Varela Casal, P., Lorena Esposito, F., Morata Martínez, I., Capdevila, A., Solé Puig, M., de la Osa, N., ... & Supèr, H. (2018). Clinical validation of eye vergence as an objective marker for diagnosis of ADHD in children. *Journal of attention disorders*, 1087054717749931.

Check out the complete [Ready, Set, Scan digital download](#).

Ready, Set, Scan encourages:

- visual scanning
- visual attention
- visual tracking
- visual discrimination skills
- visual motor skills

[Download a FREE Animal worksheet.](#)



SELF-REGULATION AND EARLY WRITING SKILLS



Children with higher levels of self-regulation at the beginning of the school year achieved higher scores in reading, vocabulary, and math at the end of the school year. Researchers have concluded that improving self-regulation in children can improve academic achievement and behavioral responses. Recently, a study examined the relationship between self-regulation and early writing skills. Two studies were conducted on preschool and kindergarten children. Each participant was evaluated with the Head-Toes-Knees-Shoulders Task to measure self-regulation.

The results of the research indicated the following:

self-regulation was significantly and positively related to aspects of early writing.

for preschoolers, self-regulation was significantly and positively related to letter writing and spelling.

for kindergartners, self-regulation was significantly and positively related to composition tasks.

Overall, the relation between self-regulation and early writing is dependent on the specific type of task and the nature of the task.

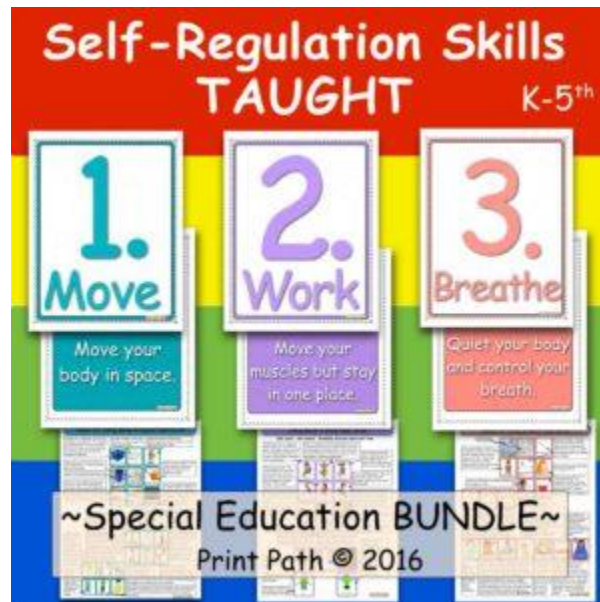
[READ MORE ON SELF-REGULATION HERE.](#)

References:

Ponitz, Claire Cameron; McClelland, Megan M.; Matthews, J. S.; Morrison, Frederick J. **A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes.** *Developmental Psychology*. Vol 45(3), May 2009, 605-619.

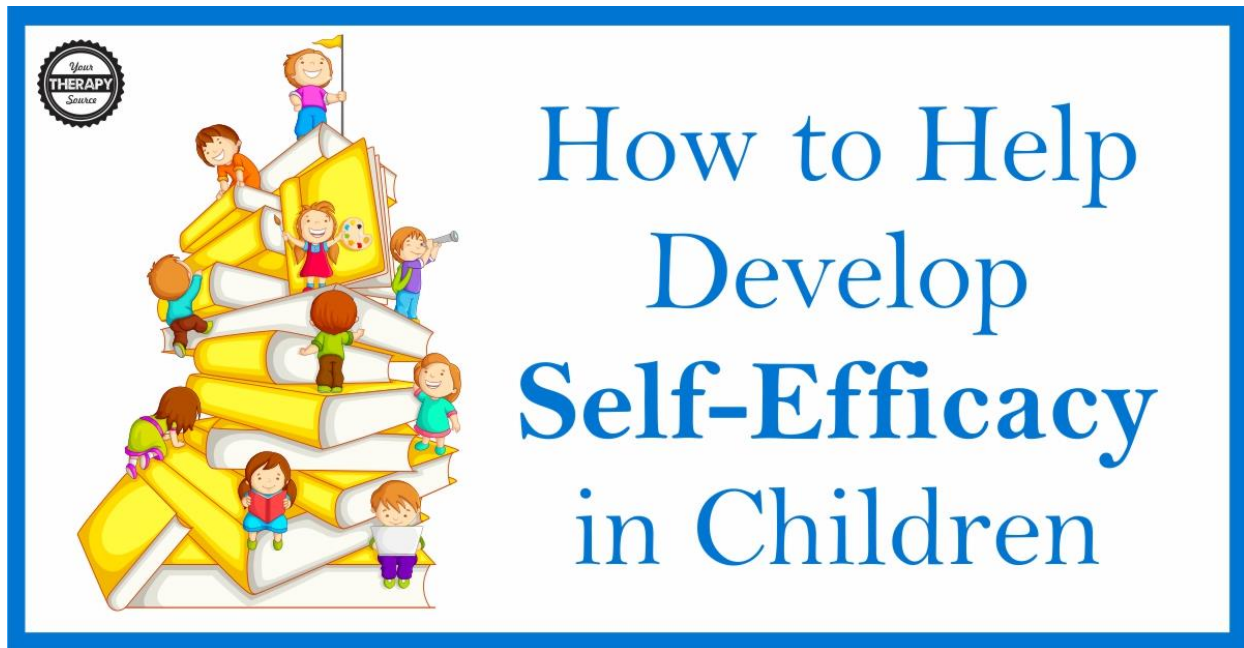
Puranik, C. S., Boss, E., & Wanless, S. (2018). Relations between self-regulation and early writing: Domain specific or task dependent?. *Early Childhood Research Quarterly*.

If you need more ideas to teach self-regulation skills to children [Self Regulation Skills Curriculum](#).



[Self- Regulation Skills Taught](#): This curriculum provides an effective, time-efficient structured system to provide classroom breaks, improve self-awareness and self-advocacy and teach specific self-regulation skills so that kids have tools to use in their classrooms. This system will get kids moving, give them the benefits of a brainpower boost [from getting their heart rate up], give them heavy work and isometrics to help them calm down, and help them learn techniques to quiet and control their bodies in order to return to their academic work. [FIND OUT MORE](#).

HOW TO HELP DEVELOP SELF-EFFICACY IN CHILDREN



Self-efficacy is the belief in yourself that you are capable of achieving a goal. As therapists, teachers, and parents we can help with the development of self-efficacy in children to teach them to persevere by reinforcing their strengths and helping establish steps to reach their goals. Higher levels of self-efficacy are associated with increased positive thinking, greater resilience, higher motivation, increased effort and decreased stress.

Four Building Blocks of Self-Efficacy in Children

During early childhood, four main building blocks of self-efficacy in children begin to develop:

Mastery Experiences: When a child performs a task successfully, it strengthens his/her sense of self-efficacy. On the contrary, when a child is unsuccessful at a task, it decreased his/her sense of self-efficacy. This is why providing children with “just right” challenges is so beneficial.

Social Modeling: When children observe their peers work hard and accomplish a task, it helps increase their belief in themselves that they can accomplish the task too.

Social Persuasion: When children receive specific verbal encouragement from others that they will be successful, it helps them believe that they have the skills and capabilities to succeed.

Psychological Responses: A positive mood can influence your abilities to succeed.

Ways to Help Enhance Self-Efficacy in Children

Here are several ways therapists, teachers, and parents can help enhance self-efficacy in children. Teach children to:

recognize and challenge negative thoughts by replacing the negative thought with a truthful, positive thought.

establish achievable goals.

celebrate small and big successes.

Adults and peers can help children by:

using specific praise regarding the task i.e. “you did well because you tried three times to open the container without giving up.”

providing just-right activities. Children need to be involved in the decision-making process to use and practice new skills that are challenging but achievable.

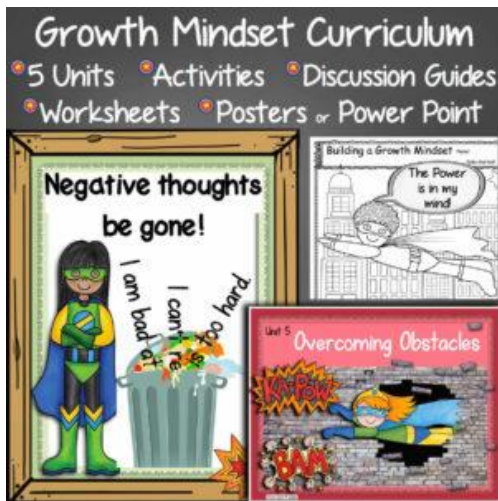
being honest. Do not disregard the situation if the child does not succeed. Acknowledge the situation and offer suggestions for the child to use their strengths the next time.

praising effort.

modeling self-efficacy themselves.

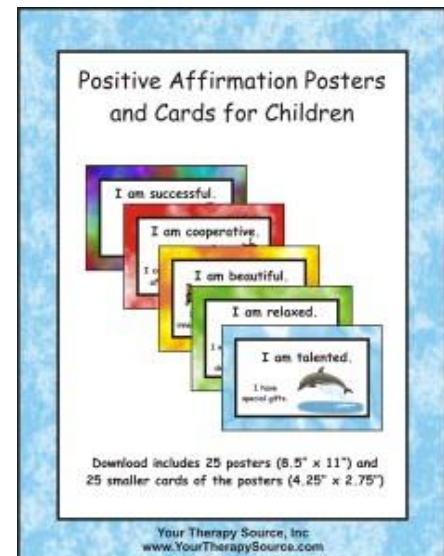
Growth Mindset and Self-Efficacy

Growth mindset and self-efficacy are closely related but slightly different. Children who believe that with effort their skills will improve may have a growth mindset. Children need both self-efficacy (belief in themselves to learn new skills) coupled with a growth mindset (with effort my skills will improve). By helping children develop self-efficacy and a growth mindset they can overcome challenges, recognize their strengths, put forth effort and achieve their goals.



[Growth Mindset Curriculum](#): This Growth Mindset curriculum, created by Thia Triggs, school-based Occupational Therapist, includes 5 units that will help you to support your children in developing a Growth Mindset [FIND OUT MORE](#).

Want to encourage positive thinking? Check out [Positive Affirmations](#) to empower children to realize their full potential.



References:

Cherry, Kendra. Self Efficacy: Why Believing in Yourself Matters. Retrieved from the web on 5/21/18 at <https://www.verywellmind.com/what-is-self-efficacy-2795954>.

National Association of School Psychologists. Self-Efficacy: Helping Children Believe They Can Succeed. Communiqué Handout: November, Volume 39, Number 3. Retrieved from the web on 5/21/18 at https://www.forsyth.k12.ga.us/cms/lib3/ga01000373/centricity/domain/31/self-efficacy_helping_children_believe_they_can_succeed.pdf

MOTOR PERFORMANCE AND SOCIAL PROBLEMS IN CHILDREN WITH ADHD



Motor Performance and Social Problems in Children with ADHD

The *Journal of Attention Disorders* published research on motor performance and social problems in children with ADHD comparing parent and teacher ratings on the Conners' Rating Scales-Revised. The participants included 129 children (9-12 years old) who were assessed with the McCarron Assessment of Neuromuscular Development for motor skill development and the Conners' Rating Scales-Revised for social problems and ADHD symptomology. The rating scale was completed by their teachers and parents.

The results investigating motor performance and social problems in children with ADHD indicated the following:

- when teachers completed the rating scale for ADHD symptomatology and social problems, motor skills remained a significant predictor of social problems over and above the ADHD symptomatology.
- when parents completed the rating scale for ADHD, motor skills did not significantly predict social problems after controlling for ADHD symptomatology.

- after controlling for motor skills, inattentive (not hyperactive-impulsive) symptoms were a significant predictor of social problems in the parent model.
- after controlling for motor skills, hyperactive-impulsive (not inattentive) symptoms were a significant predictor of social problems in the teacher model.

The researchers concluded that there is an important link between motor performance and social competence in children with ADHD. In addition, it is crucial to consider the effect of different raters when exploring the relationship between motor performance and social problems in children with ADHD.

Read more on motor performance and ADHD:

[Motor Performance and Social-Communicative Impairment in Children with ADHD](#)

[Yoga and ADHD](#)

[Acute Effects of Aerobic Exercise on Cognitive Flexibility in Children with ADHD](#)

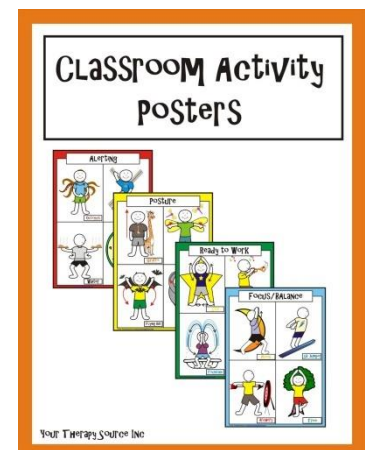
[Idiopathic Toe Walking and ADHD](#)

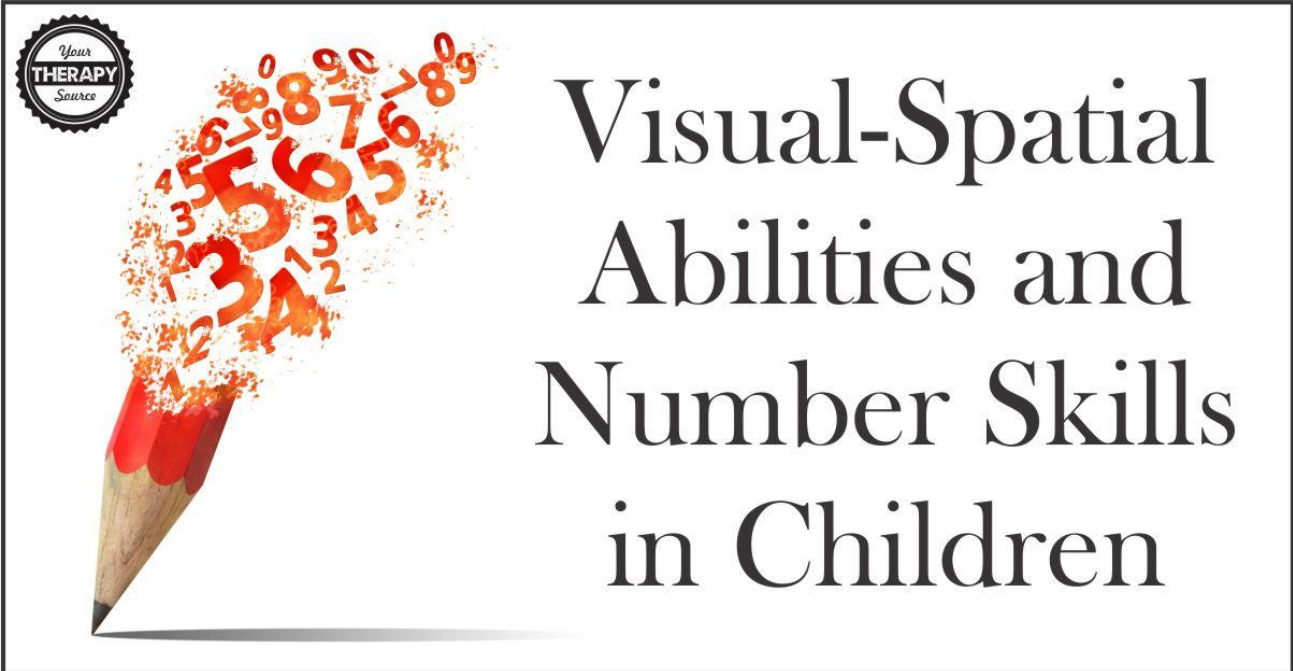
[Physical Exercise and Functional Outcomes in Children with ADHD](#)

[Comparing Motor Impairments: Autism versus ADHD](#)

Reference: Goulardins, J. B., Rigoli, D., Loh, P. R., Kane, R., Licari, M., Hands, B., ... & Piek, J. (2015). The relationship between motor skills, social problems, and ADHD symptomatology: Does it vary according to parent and teacher report?. *Journal of attention disorders*, 1087054715580394.

[Classroom Activity Posters](#) is a collection of 16 exercise activities, 4 large posters and a brief, simple video demonstration of each exercise. The posters are divided into four groups: posture, alerting, ready to work and focus/balance. All of the exercises are performed in standing. Try these activities prior to starting fine motor activities, for posture breaks, to refocus students attention and for vestibular/ proprioceptive input in the classroom. [FIND OUT MORE.](#)





Visual-Spatial Abilities and Number Skills in Children

The *Journal of Experimental Psychology* published research on visual-spatial abilities and number skills in children. The verbal abilities, visual-spatial abilities, and verbal number skills were assessed for the 141 children (5-6 years old) who participated in the study. After statistical analysis, the relationship between verbal and visual-spatial abilities to verbal number skills indicated the following:

- Only visual-spatial abilities emerged as a significant predictor of verbal number skills.

The researchers concluded that visual-spatial abilities contribute to a larger extent to children's verbal number skills than verbal abilities which is important for the conception of early mathematics assessments and interventions.

Another study assessed a spatial orientation task, a spatial visualization task and visual-motor integration task in 125 kindergarten children. The researchers determined:

- that the role of spatial skills, notably spatial orientation, were important for mathematical development.

Since some components of spatial skills may be more predictive of mathematical development than others it is important to differentiate spatial skills when it comes to understanding numerical development.

References:

Cornu, V., Hornung, C., Schiltz, C., & Martin, R. (2017). How Do Different Aspects of Spatial Skills Relate to Early Arithmetic and Number Line Estimation?. *Journal of Numerical Cognition*, 3(2), 309-343.

Cornu, V., Schiltz, C., Martin, R., & Hornung, C. (2018). Visuo-spatial abilities are key for young children's verbal number skills. *Journal of experimental child psychology*, 166, 604-620.

Need ideas to differentiate visual-spatial skill practice? Check out these resources -

[Find the Animals](#)

[Which Way?](#)

[How Many Do You See?](#)

[Follow the Path](#)

[Visual-Spatial Mazes](#)

[Left and Right Worksheets](#)



WHAT IS REFLECTIVE JOURNALING?



A reflective journal helps you analyze your professional and personal growth. By keeping a record of your ideas, reasons, actions, techniques, and assessments you can plan for your future and facilitate a positive outcome. Reflection is defined as “the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behavior.” (Daudelin, 1996).

Who should complete reflective journaling?

Anyone can benefit from reflective journaling. Professionals can use critical thinking to improve their decision-making skills. Parents as primary teachers of children can reflect on how to foster independence and growth in themselves and their children. Students can problem solve assignments to improve academic growth.

What does the research say about reflective journaling?

Teachers who develop the ability to reflect on their clinical teaching experiences learn to recognize their own strengths and weaknesses helping to improve instructional decision-making skills.

Research has demonstrated that teacher candidates who reflect superficially tend to focus most on recalling the lesson chronologically, summarizing events, and describing feelings about the lesson (i.e., awareness). When teachers reflect at a deeper level, they analyze teaching decisions, evaluate the success of different approaches, and plan for future lessons. (deBettencourt & Nagro, S. A., 2018).

One research study indicated that journal writing can be used to obtain important feedback on how physical therapy students learn, how they adjust their learning and coping skills and to promote their reflective thinking (Williams & Wessel, 2004).

When students question their knowledge, they get actively involved in their own learning and expand their capacity to acquire leadership skills (Maellaro, 2013). Reflective thinking can be improved through practice (Dervent, 2015).

When can you start reflective journaling?

You can start reflective journaling right now! Whether you want to encourage student, professional or personal growth, reflective journaling can help jumpstart reaching new goals.

Reflective Journaling for Therapists, Teachers, Parents and Students digital download includes the materials to help you analyze your personal and professional growth. By keeping a record of your ideas, reasons, actions, techniques, and assessments you can play for your future and facilitate a positive outcome. **FIND OUT MORE.**



References:

- Daudelin, M. W. (1996). Learning through experience through reflection. *Organizational Dynamics*, 24(3), 38–48
- deBettencourt, L. U., & Nagro, S. A. (2018). Tracking Special Education Teacher Candidates' Reflective Practices Over Time. *Remedial and Special Education*, 0741932518762573.
- Dervent, F. (2015). The effect of reflective thinking on the teaching practices of preservice physical education teachers. *Issues in Educational Research*, 25(3), 260-275.
- Maellaro, R. (2013). The learning journal bridge: from classroom concepts to leadership practices. *Journal of Leadership Education*, 12(1), 234-244.
- Williams, R. M., & Wessel, J. (2004). Reflective journal writing to obtain student feedback about their learning during the study of chronic musculoskeletal conditions. *Journal of Allied Health*, 33(1), 17-23.

CLIP CARDS FOR HAND STRENGTHENING – FREE



Have you ever tried clip cards for hand strengthening? Clip cards are task cards for children to mark the correct answer using a clothespin. The opening and closing of the clothespin encourages hand strengthening. In addition, academic material can be reviewed such as colors, letters, numbers and letter sounds.

This 9-page FREE pdf printable digital download includes 52 clip cards for hand strengthening and learning beginning letter sounds (you can download at the bottom of the post). There are 2 clip cards for each letter of the alphabet. The child needs to determine the beginning letter sound and clip the clothespin onto the correct letter. You will need to print the clip cards on cardstock paper. The PDF is all black and white so it is economical for printing.

If you do not have clothespins, you could use paper clips to mark the correct letter. Another option is to have the child circle, trace or color the correct letter.

Here are more clothespin activity suggestions:

[Clothes Pin Silly Faces](#)

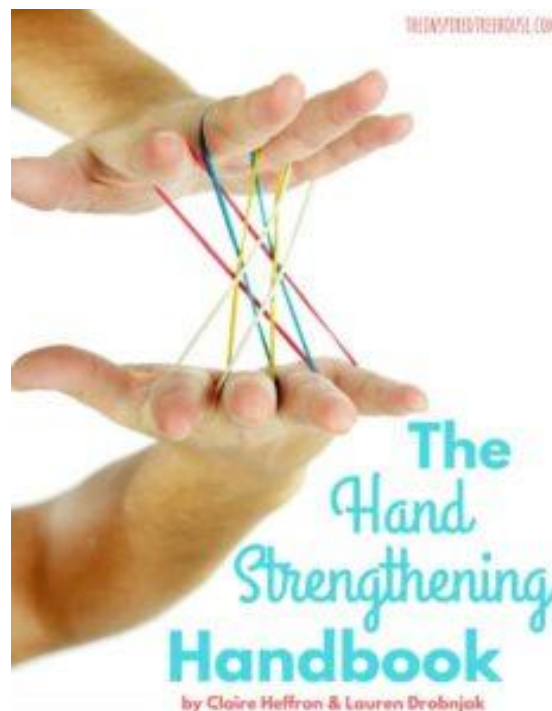
[Clothesline Numbers](#)

[10 Ways to Use Clothespins with Craft Sticks](#)

[Visual Perceptual Clothes Pin Games](#)

[Ninja Clothes Pin Clips](#)

Looking for MORE easy, fun ideas for hand strengthening activities for kids that require little to no equipment and no, extensive preparation? [The Hand Strengthening Workbook](#) [here](#).



[DOWNLOAD YOUR FREE CLIP CARDS HERE.](#)

Clip Cards encourage:

[hand strengthening](#)

[bilateral coordination](#)

[visual perceptual skills](#)

review of academic material

SCISSOR SKILL FREEBIE – TIGER HAT

If you are looking for a quick, cute project to practice coloring, cutting and gluing, download this FREE scissor skills freebie to create a tiger hat. Not only is the black and white AND color copy free you also get the step by step directions to follow to complete the activity.

To start, print the tiger hat templates (download at the bottom of the page). If you print it in black and white, the child can color the tiger in before cutting it out. Once colored or if using the color page, instruct the child to cut around the tiger head and along the straight lines to create three strips. Glue the strips to both sides of the tiger head strip. Size the hat (may need adult help for this step). Glue the strips together so it will fit on the child's head. The tiger hat is all set to go.

Add in gross motor skills and pretend play by crawling around imitating tigers. Can the child crawl slowly? Fast? Pounce like a tiger? Growl like a tiger?

[DOWNLOAD YOUR FREE TIGER ANIMAL HAT AND STEP BY STEP DIRECTION PAGE](#)

This free tiger hat is from the complete [Animal Hats packet](#). This fun, creative digital download includes the templates for 12 different [Animal hats](#) to encourage children to practice coloring, scissor skills, glue use and pretend play! The templates are in color and black and white. Also, includes step by step directions for the children to create the hats. [FIND OUT MORE.](#)

Check out [Hair Cutting Sticks](#) and [Step By Step Circle Animals](#) for more fun scissor activities.

Check out this [Color, Cut and Glue Giraffe](#) freebie.

