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Occupational Therapy • Physical Therapy • Special Education

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TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS

As a high school teacher, parent, or related service provider, you are undoubtedly well aware of the importance of time management skills for your students. There are so many effective time management activities for high school students that you can use in your classroom. These activities will help your students learn how to better manage their time and develop important time management skills.

WHY ARE TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS IMPORTANT?

Time management activities for high school students are important because they help them develop the skills they need to succeed. These time management skills are essential for effective study habits and organization of tasks, as well as for personal development. These activities should help students learn how to prioritize tasks, plan ahead and manage their time wisely. With proper time management skills, teens can see the big picture of their goals.

ACTIVITIES TO IMPROVE ORGANIZATIONAL SKILLS FOR HIGH SCHOOL STUDENTS

When students are organized efficiently, they can manage their time better as they work through various tasks. You can teach high school students organizational skills in many ways including time management activities. These activities can range from setting up a daily or weekly schedule to using project management tools like Trello or Asana.

USE A PLANNER

Encourage your students to use a daily, monthly, or weekly planner or agenda to track their responsibilities and tasks. They should get in the habit of physically writing out events with a pen or pencil. This will help them become more organized in their activities and make it easier for them to manage their time effectively. It will also allow them to look back at what they accomplished yesterday to gain motivation for today!

SET UP A SCHEDULE

Having a schedule in place is an important part of time management. Time management activities should focus on setting up and following a routine that allows students to work through tasks systematically. This can be done by having students plan out their day, week, or semester ahead of time.

USE TIME TRACKING TOOLS

Time tracking tools like Time Doctor or Rescue Time are great for helping students see where their time is going. Encourage them to use these tools to track how much time they spend on various tasks or activities, so they can better manage their time.

TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS TO IMPROVE PLANNING SKILLS

Time management activities for high school students should also focus on planning skills. You can help your students develop planning skills by having them work on activities that force them to plan ahead. When high school students improve their planning skills, they will also develop their time management skills.

ENCOURAGE STUDENTS TO SET GOALS FOR THEMSELVES

Encourage your students to set realistic, achievable goals for themselves in the short and long term. This will help them stay focused and motivated as they work toward their goals. Read more about SMART Goals for Teens.

BREAK DOWN LARGE TASKS

When it comes to large tasks, it can be overwhelming for students if they try to tackle them all at once. Help your students learn how to break down big tasks into smaller ones. This will make the task less daunting and easier to manage.

LEARN TIME ESTIMATION

Time estimation is an important skill that can help with planning tasks. When students know how to estimate the amount of time they need to complete a task or project, they can better plan out and manage their time.

JIGSAW PUZZLES

Jigsaw puzzles are a fun way for students to learn how to prioritize tasks and plan ahead. Students need to be able to plan where they put each subsequent piece of the puzzle.

CARD GAMES

Grab a deck of cards and play! Card games can also help students learn how to plan ahead. Playing card games requires students to think strategically about their moves and prioritize tasks according to what will be most beneficial for them in the end.

ACTIVITIES TO PRACTICE PRIORITIZING TASKS

Prioritizing tasks is an essential skill for successful time management. Students will improve their time management skills when they work through activities that help them put their most important tasks first.

TIME BLOCKING

This is an effective way for students to plan their day in advance and organize their time accordingly. You can have them use a calendar or chart to block out specific times for studying, completing assignments, taking breaks, etc. Students can parcel out time into hourly blocks to help them accomplish their goals. The number of blocks is not important. The goal is to learn the process for themselves.

TIME MAPPING

Time mapping is a great activity that helps students understand the importance of prioritizing tasks. This involves breaking down a task into its component parts and then deciding which one needs to be done first.

MANAGING INTERRUPTIONS

Interruptions can derail even the best time management plans. Teach your students how to manage interruptions, such as setting aside specific times for checking emails, answering texts, etc.

TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS TO DEVELOP PRODUCTIVITY SKILLS

Productivity skills can help your students get more done in less time. You can help students advance their productivity skills with the right routine activities and productivity steps.

FOCUS TIME

This is a great activity for teaching students how to focus their attention when working on tasks or assignments. Have them set aside a certain amount of time to focus exclusively on one task or project, and free themselves from distractions.

TAKE TIME TO REST

Encourage your students to set aside specific times during the day for rest and relaxation. This will help them stay energized and refreshed, so they can be more productive when it comes time to do their work.

PRACTICE TIME MANAGEMENT STRATEGIES

It's also important that your students practice the time management strategies they learn in class. Have them create an action plan so they can implement the strategies on a regular basis and measure their progress over time. This will help them become more proficient at managing their time, and in turn, be more productive.

TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS TO IMPROVE EXECUTIVE FUNCTIONING SKILLS

Sadly, executive functioning skills elude many students who are working their way through their high school education. These skills are essential for managing time effectively because they involve planning and organizing tasks, setting goals, solving problems, and more. When students work on their goals for executive functioning, they begin to gain more control over their own actions.

TAKE MINDFULNESS BREAKS

Encourage your students to take mindfulness breaks throughout the day. This can involve anything from a few minutes of deep breathing, listening to calming music, coloring with markers/crayons, or going for a walk. Taking these breaks will help your students reduce stress and stay focused on their tasks. Reflections on how the day is going would also be an appropriate mindfulness break.

BRAINSTORMING TIME

Include brainstorming time into daily activities. This is great for teaching your students how to think critically when it comes to managing their time. Have them devise different strategies and ideas for tackling tasks or projects, and then decide which is best for the job.

CREATE TIME MANAGEMENT PLANS

Help your students create a plan that outlines how they will manage their time each day. This plan should involve scheduling specific times for studying, taking breaks, and other activities. This will help them stay organized and on track with their goals, and establish a daily routine.

WORK ON SOCIAL SKILLS

Time management also requires strong social skills, such as communication and collaboration. Have your students practice working together on tasks or projects to learn how to coordinate their efforts and work efficiently as a team. Sign up for team-based extracurricular activities. When they learn how to be a good team member, they will know how to work well with colleagues when they begin working after high school.

Time management activities can benefit high school students in many ways. These activities are great resources to help students develop important skills such as planning, prioritizing, and productivity, which are essential for successful time management. With the right activities and guidance from teachers, students can learn how to manage their time effectively and become more productive. They are more likely to make effective employees in the workforce with these skills as well.

RELATED POSTS ON TIME MANAGEMENT ACTIVITIES FOR HIGH SCHOOL STUDENTS

Career Planning Activities for High School Students

Brain Breaks for High School

Self Advocacy IEP Goals

How to Teach Organizational Skills to High School Students

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FINE MOTOR IEP GOALS

Fine motor skills are needed in the classroom and in daily life. Children will receive an Individualized Education Plan (IEP) for fine motor problems in school once found eligible. Fine motor IEP goals give students a target to work toward in helping students meet their educational needs.

Children need strong hand muscles and a pincer grasp (pinching between the thumb and index finger) to learn to write. They need hand-eye coordination (eyes and hands working together) to feed and dress. Kids need bilateral coordination (using both sides of the body at the same time) to participate in two-handed coordinated tasks.

Once an IEP is established, an occupational therapist will work toward specific fine motor goals. Fine motor IEP goals need to be SMART goals to achieve success in special education services. These goals should be Specific, Measurable, Attainable, Relevant, and Time-bound to show progress.

WHAT ARE EXAMPLES OF FINE MOTOR SKILLS NEEDED AT SCHOOL?

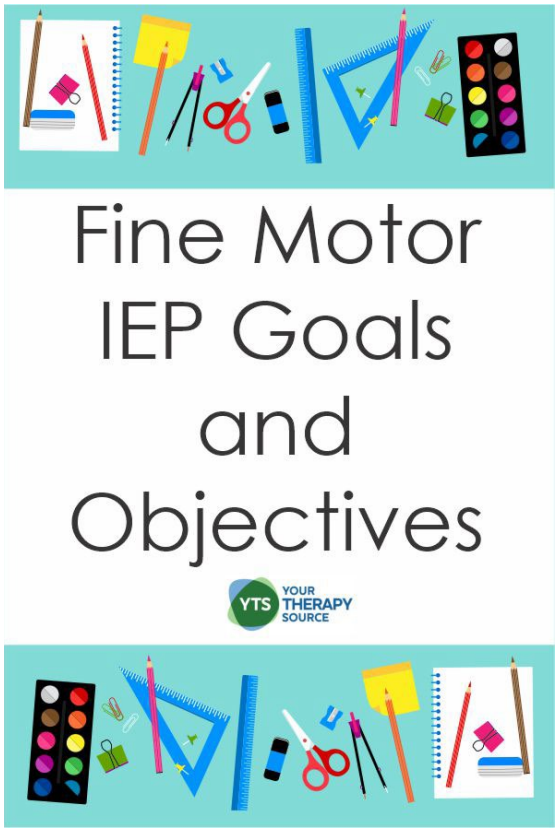
Good fine motor skills are necessary to keep up with peers in the classroom. These skills help students with activities such as handwriting, cutting with scissors, and self-care activities. Fine motor skills are an important part of a child's development and should be encouraged from an early age.

HANDWRITING

Learning how to hold and use a pencil becomes an important skill for future classroom assignments. Strong fine motor skills lead to increased speed, endurance, and legibility in handwriting. Fingers rotate a pencil within the hand to use an attached eraser and twist a pencil when sharpening pencils.

CUTTING TASKS

Cutting is a visual motor activity that coordinates the eyes and the hands together to control and move the scissors. Strong hand strength helps open and close the scissors when participating in cutting activities. Cutting also builds finger strength and dexterity for future handwriting fine motor tasks.



SELF-CARE ACTIVITIES

Children need fine motor skills at school to tie shoes or manage clothing fasteners (i.e. buttons, snaps, or zippers). Feeding themselves with a fork or spoon at snack or lunchtime increases their confidence in interacting with their peers. Students also need good finger and hand strength to zipper and unzipper backpacks and open and close lunch containers.

FINE MOTOR IEP GOALS FOR PRESCHOOLERS

Goals that focus on the development of fine motor skills in preschool are common. Preschool is a time to draw with crayons, cut with scissors, and learn to

manage buttons and snaps. Without fine motor skills, preschoolers can struggle with school activities and keeping up with their peers.

Goals for this age group focus on using one hand consistently to correctly hold crayons or markers and drawing lines and coloring shapes. Preschoolers learn to hold scissors safely and use them properly while incorporating their helper hand during cutting activities. Small object manipulation or the use of a variety of art tools independently such as glue sticks or paintbrushes, are also important.

The use of SMART goals also applies to preschoolers! Writing SMART goals makes writing fine motor goals easier. The following is a list of some fine motor IEP goal ideas for preschoolers:

- copy basic pre-writing strokes (vertical straight lines, horizontal straight lines, and circles)
- manipulate scissors to snip or cut out lines and simple shapes
- develop a functional grasp to hold a crayon/pencil properly
- use fingers to manipulate classroom objects using a correct functional grip
- use eating utensils appropriately during snack time
- manage fasteners on clothing throughout the school day (i.e. buttons, snaps, zippers, tie shoes)

SAMPLE IEP GOALS FOR FINE MOTOR SKILLS

IEP goals for fine motor skills need to be Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) to show progress toward goals. Following SMART goal guidelines will save time and energy when completing all of that paperwork! Ask yourself these questions when writing each fine motor goal.

- Specific – What, why, and how will this specific fine motor goal help successfully impact the student's performance within the classroom?
- Measure – How will you measure or monitor the student's progress for success in this goal (i.e. data collection, observation, teacher report)?
- Attainable – Is the goal attainable and does the student have the skills to achieve this goal?
- Relevant – Is the goal relevant and important enough to the student for success in the school setting?
- Time-bound – When will you reach this goal or when is the deadline?

Here are a few examples of IEP goals to work on fine motor skills to get your mind automatically working toward the SMART goal way.

- Given a verbal cue, the student will independently demonstrate a functional tripod grasp with a writing instrument when performing classroom writing tasks, in 3 out of 4 opportunities observed over a 1-month period.
- Given a letter strip, the student will print 26 of 26 upper case letters and 50% of lower case letters of the alphabet with legible formation over 4 consecutive sessions.

- The student will independently cut out moderately complex shapes involving multiple angles, curves, and turns within 1/8 inch from the guidelines, in 3 of 4 opportunities over a 1-month period.
- The student will independently manage clothing fasteners (buttons, snaps, and zippers), in 3 of 4 opportunities observed over 4 consecutive sessions.

SAMPLE FINE MOTOR IEP GOALS RELATED TO ACADEMICS

Here are several SMART goals that focus on fine motor skills and academics:

- Student will be able to pick up objects from a desk top or any flat surface, 8 out of 10 trials, when manipulating materials to compose opinion pieces, informative text or narration by June.
- Student will write to compose text without complaints of fatigue 80 % of the time by March.
- When creating visual displays, student will use scissors correctly by holding in thumbs up position and cutting within 1/2" of a border 100% of the time by January.
- Using technology, (i.e. keyboard, adapted keyboard, mouse, tablet, etc.) student will be able to type at least 5 words per minute 100% of the time by June.

FINE MOTOR GOALS OCCUPATIONAL THERAPY

The strengths and weaknesses of students are considered when an occupational therapist writes fine motor goals. OT goals may change as students transition to different grade levels due to expectations and requirements in those grades. What may be a goal for a child in preschool may be achieved by the time the child gets to kindergarten. Goals need to be clear, straightforward, and progress to help students succeed in their learning environment.

FINE MOTOR GOALS AND OBJECTIVES

Fine motor goals and objectives should include specific skills to meet the individual needs of the student. They also should include where the goal will take place (i.e. classroom), and the time frame and supports the student will require (i.e. prompts, cues). These goals need a component of measurement (i.e. teacher report, data collection) and accuracy (i.e. 80% of the time, 3 out of 4 opportunities). Strong fine motor IEP goals pave the way for academic success for students in the future!

RELATED POSTS

Written Expression IEP Goals

Daily Living Skills – Goals and Objectives

Social Emotional IEP Goals

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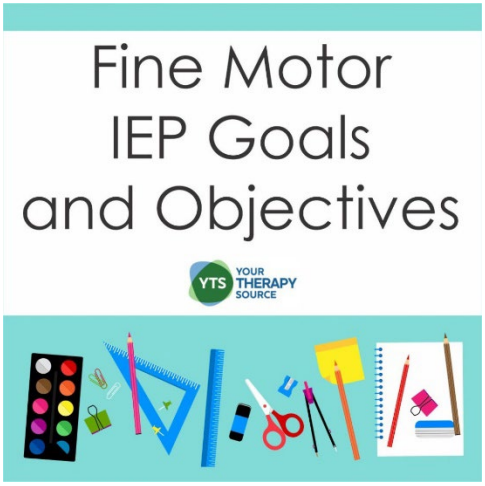
Self Regulation IEP Goals

Executive Function IEP Goals



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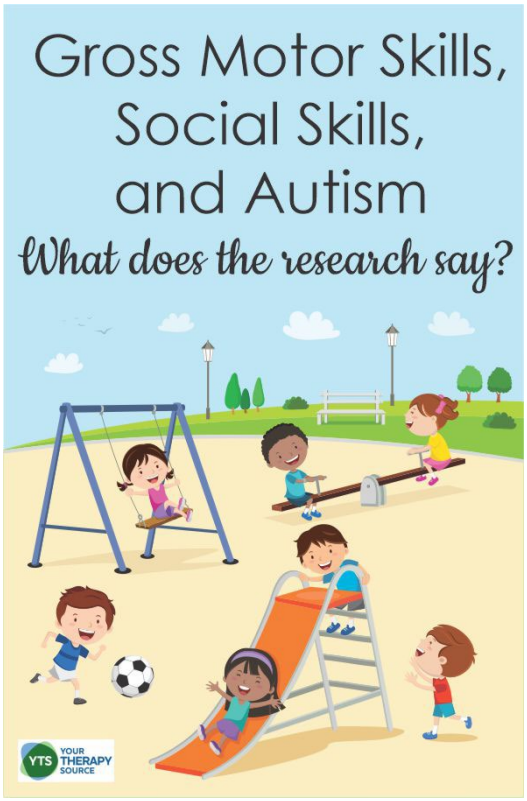
GROSS MOTOR SKILLS AUTISM



What does the research tell us about gross motor skills and autism? There has been quite a bit of research on the gross motor skill abilities of individuals with autism. A recent study took a closer look using a meta-analysis of the research to determine the motor skill abilities of individuals with autism and how this is associated with their social skills.

WHAT DOES THE RECENT RESEARCH SAY ABOUT GROSS MOTOR SKILLS AUTISM?

Gross motor ability is how well a person can move their arms, legs, and body. This is important because it affects how children experience and interact with the environment around them and people. A lot of research has been done on gross motor skills in autistic people, and it shows that they often have trouble with these skills.

Researchers do not yet know which physical skills are affected in autism spectrum disorder, when these differences first show up, and if there is a connection between social and physical impairments.

Two meta-analysis studies were done on this topic of gross motor skills and autism. The first meta-analysis investigated gross motor deficits in individuals with autism compared to neurotypical controls, using data from 114 studies representing 6,423 autistic and 2,941 neurotypical individuals. The results indicated the following:

- a significant overall deficit in gross motor skills in autism that was significant at every level of the tested researchers.
- this deficit was most pronounced for object control skills (i.e., ball skills), clinical assessment measures, and movements of the upper extremities or the whole body.

The second meta-analysis examined whether gross motor and social skills are related to autism. Data was included from 21 studies representing 654 autistic individuals. The findings showed that there is a small but significant connection between deficits in gross motor skills and deficits in social skills in people with autism spectrum disorder.

The researchers concluded that people with autism may have more trouble with movement skills than people without autism. This is true no matter how old the person is, whether they are a boy or girl, or how smart they are. Having trouble with movement skills was also moderately linked to having trouble with social skills for some people with autism (Wang et al, 2022).

WHAT DOES PREVIOUS RESEARCH SAY ABOUT AUTISM AND GROSS MOTOR SKILLS?

There have been several smaller studies on children with autism and their gross motor abilities.

GROSS MOTOR SKILLS AND AUTISM IN CHILDREN 5-10 YEARS OLD

The *Journal of Child & Adolescent Behavior* published research comparing the gross motor skill performance on 21 children with autism spectrum disorder (ASD) and 21 age matched peers (5-10 years) using the Test of Gross Motor Development-2 (TGMD- 2).

The motor performance scores on the TGMD-2 were compared. The following results were recorded:

1. For the locomotor subtest, 67% children with ASD received poor standard scores and 40% of scores were very poor.
2. For object control skills, about 60% children with ASD had poor standard scores and 33% of scores were very poor.
3. For overall gross motor quotient scores, 81% children with ASD were below 79 and classified as poor and about 76% children scored below 70 and received very poor rating.
4. statistical analysis revealed significant performance difference between children with ASD and typically developing children.

The researchers concluded that regardless of how the children with ASD were classified there were delays in gross motor skill performance. This information is important in order to implement appropriate intervention programs that can effectively address the delayed object and locomotor skill performance in children with ASD (Liu, 2014).

GROSS MOTOR SKILLS, FINE MOTOR SKILLS, AND SOCIAL SKILLS IN CHILDREN WITH AUTISM

Another meta-analysis study indicated relationships were seen between social skills, fine motor skills and gross motor skills in children with autism. More specifically the researchers reported that:

- three studies indicated that fine motor skills had a stronger relationship with social skills than did gross motor skills.
- when gross motor skills association with social skills were examined, object control skills seemed most closely linked to social skills.
- manual dexterity seemed to most closely related to social skills when fine motor skills were investigated.

The researchers concluded that these are preliminary results and further research is necessary to determine the overall relationship between social skills, gross motor skills, fine motor skills, and individuals with autism spectrum disorder (Ohara, 2020).

GROSS MOTOR SKILLS, SOCIAL SKILLS, AND AUTISM IN BOYS

Did you know that motor skills and social function are related in young boys with autism? Research indicated that stability and object manipulation skills predicted the most variance in overall social function in boys with autism. The researchers recommended additional studies to examine the potential social benefits from interventions to improve stability and object manipulation (Holloway et al, 2018).

GROSS MOTOR SKILLS AS A CORE DEFICIT IN AUTISM

Additional research was published in *Autism* regarding motor skill development in children with autism. The researchers studied 144 children from 67 families where at least one child had a

diagnoses of autism. The Bruininks Oseretsky Test of Motor Proficiency, 2nd Edition, was performed on sibling pairs. The results indicated the following:

- the lower the score on the Bruininks the greater the degree of social impairment and severity of autism
- total motor composite scores were at least one standard deviation below the mean in 83% of the participants with autism
- only 6% of the unaffected siblings exhibited one standard deviation below the mean with regards to total composite score
- overall motor skills in siblings without autism were essentially normal

The researchers concluded that motor impairment constitutes a core characteristic of autism (Hilton et al, 2012).

Previous research also indicated that postural stability appears to influence the ability of children with autism to perform gross motor skills (Mache & Todd, 2016)..

USING MOTOR INTERVENTIONS TO HELP INDIVIDUALS WITH AUTISM

The researchers concluded that motor evaluations and interventions should be the standard of care for children with ASD. In addition, dyspraxia should be recognized as an important part of the definition of ASD. Read more here. (Kaur et al, 2018)

Another helpful intervention is yoga. Researchers have concluded that creative interventions, such as yoga for autism, are promising tools for enhancing the motor and imitation skills of children with ASD (Kaur & Bhat, 2019).

Read more on using exercise to help individuals with autism here.

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Read more about motor skills deficits and autism here.

SELF REGULATION ACTIVITIES FOR TODDLERS

Do you ever struggle to get your toddlers through their daily activities? Are they often overwhelmed and highly emotional, making it difficult to get anything done? If so, self-regulation activities are invaluable in helping them stay calm while still completing the necessary tasks. These self regulation activities for toddlers can provide them with powerful tools to help manage their emotions in a healthy way that will benefit them both now and throughout their lives.

WHAT IS SELF-REGULATION?

Self-regulation is the ability to recognize and express one's own emotions, thoughts, and needs in a calm, appropriate manner. Self-regulation activities are designed to help your toddlers learn how to identify their emotions, think through their responses to situations calmly, and make decisions that lead to positive outcomes.

WHAT AGE DOES SELF-REGULATION START?

Self-regulation skills can be developed early in life, starting as young as infancy. These skills continue to develop into toddlerhood where children can learn to build the foundation of healthy self-regulation habits.

HOW DO SELF-REGULATION ACTIVITIES HELP TODDLERS?

Self-regulation activities help toddlers by giving them the opportunity to practice and master the important skills they need to effectively manage their emotions. Self-regulation activities also provide an outlet for expressing feelings in a safe, productive way. The tools you teach them in the classroom will be in their emotional toolbox for life. You are teaching them to problem-solve and use impulse control at a very young age.

EMOTIONAL SELF-REGULATION ACTIVITIES FOR TODDLERS

Emotions are a huge part of what makes self-regulation challenging, especially for toddlers. Self-regulation activities that help toddlers begin to gain an understanding of their emotions can be extremely beneficial. Here are some emotional activities for toddlers that also develop self-regulation skills.

SELF-TALK

Self-talk involves teaching your child to recognize and name their feelings. You can do this by talking about the thoughts, emotions, and behaviors associated with each emotion. This

helps children become more aware of their feelings and gives them the language to express them.

VISUALIZATION & SELF-REFLECTION

You can spend some time with your child to do activities that involve visualization and self-reflection. This can be done through drawing, coloring, or writing about how they are feeling in the moment. Doing these activities helps them learn how to recognize and express their feelings in a creative way.

TOYS THAT ENCOURAGE EMPATHY

Toys that encourage empathy can be a great way to teach your toddlers about emotions. When children pretend play with dolls or stuffed animals they can feel that toy's feelings. They can then learn to recognize and understand their own emotions better while also being more aware of the feelings of others around them.

PHYSICAL SELF-REGULATION ACTIVITIES FOR TODDLERS

Self-regulation activities for toddlers can also be physical. Getting children up and moving often helps them learn how to self-regulate. Here are some ideas:

YOGA

Practicing yoga is a great way to help your toddler with self-regulation. It gives them the opportunity to work on mindful breathing and body awareness, helping them stay grounded even when feeling overwhelmed by their emotions.

MOVEMENT BREAKS

Movement breaks are an easy way to give your toddler a break from an emotional situation. This can include jumping on the trampoline, running around the house, or playing tag in the backyard. Allowing them to take a break and move their body can help them release excess energy, calming them down enough to go back and handle the situation. Sometimes it just takes a hallway or bathroom break to help kids get back on track.

PLAYGROUND TIME

Spending some time at the playground can also be beneficial for helping your toddler regulate their emotions. Going down the slides, swinging in the swings, and climbing on the monkey bars all help to get energy out while also giving them a sense of control over their environment.

GOING FOR A WALK

Getting out for a walk is a great way to help your toddler practice self-regulation. Walking gives them the opportunity to clear their head while also giving them control over the pace and direction of the walk. If you can get outside, even better. Sometimes the fresh air is just what they need!

CREATIVE SELF REGULATION ACTIVITIES FOR TODDLERS

Self-regulation activities for toddlers don't have to be physical – there are also a lot of creative self regulation strategies to help your child learn how to manage their emotions.

STORYTELLING

Storytelling can be a fun way for your toddler to connect with their feelings and express them in a healthy way. You can tell stories about characters in the same situation your child is facing and then

ask them how they think the character should respond. This helps them to explore their emotions before responding themselves.

READING BOOKS

When you read to your toddler, you help them learn more about their emotions. You can find books that talk about different feelings and ask your child questions about the characters in the book and how they might respond or feel in different situations. This helps them learn more about what each emotion is like and how to handle it better when they feel it.

MUSIC & DANCE

Incorporating music and dance into self-regulation activities can be a great way for your toddler to express themselves. Creating a fun dance routine or playing music and dancing together can help them move their body in a creative, non-competitive way. A good game of freeze dance is always entertaining!

SELF-HELP REGULATION ACTIVITIES FOR TODDLERS

Children can often learn to regulate their emotions themselves using self-help skills. You can also provide your child with self-help regulation activities to help them manage their emotions.

SELF-SOOTHING TECHNIQUES

Deep breathing, counting, or singing can be used to help children reduce stress and anxiety. Even a simple activity like bubbles or coloring can be soothing.

COMFORT ITEMS

Use a basket of comfort items that your toddlers can use when they are feeling overwhelmed or upset. These items can include things like stuffed animals, blankets, pillows, or books. It's easier to calm down if you're cuddling with a soft blanket.

POSITIVE SELF-TALK

Encouraging your toddler to use positive self-talk can help them regulate their emotions. For example, you can teach them phrases like "I can do this" or "I am brave" when they are feeling overwhelmed.

By teaching your toddler self-regulation activities, you are giving them appropriate ways to manage their emotions in a healthy way and build resilience for the future. Self-regulation skills can help them navigate their emotions in a way that leads to positive outcomes and self-awareness. With these activities, you can give your toddler the tools they need to manage their emotions and stay calm through any situation.

FINE MOTOR SKILLS IN ADOLESCENTS

Adolescence is a time for a change in maturation, physical growth, and physical development. Having two teenagers myself, I am very familiar with a day in the life of a teenager. The busy day usually includes activities such as attending school, participating in sports and clubs, eating meals, using technology, socializing, and sleeping. Five out of six of these activities require good fine motor skills in adolescents.

FINE MOTOR SKILLS IN 12-16 YEARS OLDS

Tweens and teens should have strong fine motor skills by this age. Yet in this digital society, we are starting to see a decrease in fine motor skills among our adolescents. The constant use of computers, tablets, and cell phones limits the ability to build strength in the small muscles of the hands.

Building strength in the small muscles of the hand is necessary for everyday activities. Adolescents need hand-eye coordination (performing activities with the hands with help from the eyes) to write longer paragraphs or essays with a pencil, eat meals with a fork or spoon and participate in most sports. They also need bilateral coordination (using both hands together or having one hand work while the other hand stabilizes) to independently dress, manipulate small objects, and cut food with a knife.

FINE MOTOR SKILLS EXAMPLES FOR ADOLESCENTS

Independence is an important stepping stone toward adulthood and adolescents need strong fine motor skills to complete tasks. Good fine motor skills allow full engagement in activities with peers and increase confidence and self-esteem along the way. It takes a lot of different parts of the fingers and hands to accomplish a task.

PINCER GRASP FINE MOTOR SKILLS

The pincer grasp involves the use of the thumb and the index finger together to pinch an object. Teens use this grasp to turn pages of a book in class. This fine motor skill allows the manipulation of small objects such as fastening paper clips to a stack of papers.

FINGER/GRIP STRENGTH

Finger and grip strength involves placing all of the fingers around an object and applying force. Stronger fingers and hands allow teens to fasten a seatbelt and turn doorknobs. In addition, good finger and grip strength can fasten buttons and zippers on clothing when getting dressed for high school.

IN-HAND MANIPULATION

In-hand manipulation involves moving a small object around in the hand. Adolescents use this fine motor

skill to flip a pencil around to use the eraser attached to the pencil. When keeping several coins in the palm, it is also necessary to place them in a vending machine or to pay a cashier.

FINGER/THUMB ISOLATION

Isolation of the finger and thumb is important in fine motor skill development. Teens need each of the fingers to work separately to swipe their tablet or text a message on their phone. Finger and thumb isolation allows success when typing on a keyboard during class or playing a musical instrument.

THUMB WEB SPACE

The area between the thumb and the index finger is the thumb web space. The tip of the thumb touches the tip of the index finger to tie shoe laces successfully. Adolescents also need an open thumb web space to play video games.

TRIPOD GRASP

A tripod grasp uses the thumb, index finger, and middle finger to grasp an object. The smooth movement of these three fingers working together enables adolescents to hold a pencil and write legibly. A tripod grasp allows the operation of tongs to pick up food and tighten and loosen lids on a container.

CAN ADOLESCENTS IMPROVE FINE MOTOR SKILLS?

It is never too late for adolescents to improve their fine motor skills. With a little bit of patience and consistent practice, fine motor skills can be improved! A pediatrician can also refer adolescents to an occupational therapist who can also help further the development of fine motor skills during an occupational therapy session.

FINE MOTOR ACTIVITIES FOR OLDER STUDENTS

Finding fun activities in fine motor for teens to participate in may seem impossible. But with a little creativity, activities can be fun and improve the fine motor skills of older students. The key is to find activities that older students are interested in.

- jigsaw puzzles – fun and challenging puzzles with smaller pieces that older students find enjoyable (300-500 piece puzzle is good for this age)
- board games – board games that are interactive or have small pieces to manage are great (i.e. Monopoly, Jenga)
- friendship bracelets – use different materials such as wire, fabric, and yarn to make different pattern bracelets
- lego sets – select a favorite theme from characters, landmarks, or vehicles (1000-5000 piece set is a good challenge for a teen)
- dice games – cupping, rolling, and releasing the dice incorporates a variety of fine motor skills
- clay or pottery activities – build and sculpt the clay to improve our motor skills using the hands
- origami – use fingers to fold paper into different shapes (easy-to-follow videos online)

- bake and cook – measure, pour, stir – the fine motor activities are endless!
- sew – many easy sewing projects out there for teens and a great life skill!
- paint – paint figurines or paint on a blank canvas
- model making – build or construct model cars or replica buildings

As you can see, there are many ways to improve fine motor skills in adolescents. Even though it is important to focus on fine motor skills at a younger age, it is just as important to focus on fine motor skills in older students. This will make the transition into adulthood a little easier.

RELATED POSTS:

Coping Skills for Teens – the importance of different coping skills for teens

15 valuable life skills to teach teens

Therapy Activities for Teens – therapy activities, games, and worksheets for teens

SMART Goals for Teens – the purpose of SMART goals and examples of SMART goals for teens to achieve success

SPATIAL AWARENESS EXERCISES

Are you looking for ways to help your students improve their spatial awareness? Let's look at a few spatial awareness exercises that can help with student development of spatial awareness. These activities are not only fun and entertaining, but extremely beneficial.

WHAT ARE SPATIAL AWARENESS EXERCISES?

Spatial awareness exercises are activities designed to help improve a person's ability to visualize and manipulate objects in space. Spatial awareness is an important skill that can help children learn math, science, engineering, and navigation.

WHY ARE SPATIAL AWARENESS EXERCISES IMPORTANT?

Spatial awareness is an important skill for children to learn and can help them in everyday life. Spatial awareness exercises help develop a child's capability to visualize objects. This helps with problem-solving, enhances creativity, increases memory retention, and overall expands their knowledge of the world around them.

INDOOR SPATIAL AWARENESS EXERCISES

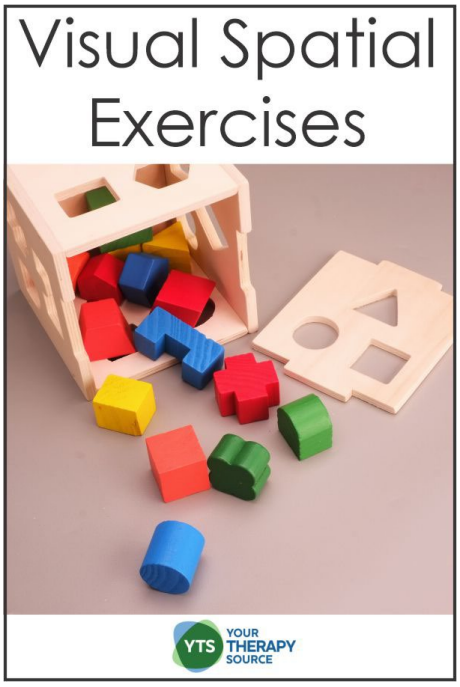
You can certainly work on spatial awareness activities inside your classroom every day. Some great indoor exercises could include:

BUILD A MODEL

Each student builds a model of something using Legos, blocks or other building sets. This helps students develop skills in visualizing and manipulating shapes and sizes.

SPATIAL PUZZLES

Jigsaw puzzles or Rubik's Cubes are excellent spatial puzzles and can help improve spatial awareness. Working through the puzzle helps students learn how shapes fit together, improves problem-solving skills, and encourages critical thinking.



SPATIAL ORIENTATION

Spatial orientation activities such as drawing maps and mazes can help students understand directionality and navigation. Start with simple activities, like tracing a maze on paper, and then progress to more complex tasks such as creating their own maps. Here are some great exercises you can use to get started with no prep!

MATHEMATICS SPATIAL AWARENESS EXERCISES

In mathematics, spatial awareness is the ability to visualize and understand shapes, sizes and measurements. Spatial awareness exercises can help

strengthen this skill in students while improving their math skills. Here are some great mathematics-focused activities:

SHAPE SORTING

Students practice recognizing different geometric shapes by sorting them into groups. You can use shape sorters or cut out paper/cardboard shapes to do this activity.

TANGRAMS AND PATTERN BLOCKS

Tangrams and pattern blocks are great activities for improving students' spatial awareness. They help children understand how shapes fit together, as well as develop problem-solving skills.

MEASUREMENT SPATIAL TASKS

In these tasks, students have to measure objects with rulers or other measuring tools. This helps them learn about the size and shape of objects in space.

OUTDOOR SPATIAL AWARENESS EXERCISES

Sometimes getting out for a little fresh air improves student mood and enthusiasm towards learning new skills. Outdoor spatial awareness exercises can include activities such as:

OUTDOOR NAVIGATION

Go on a walk outside with your students and give them directions to follow. Students learn how to orient themselves in space and practice directionality and problem-solving skills.

OBSTACLE COURSE

Creating an obstacle course can help students practice spatial awareness and movement. Set up an area with obstacles and have them maneuver around them while keeping their balance. This can work as an indoor exercise as well.

OUTDOOR TRACKING

Give students a list of items to find outdoors, such as leaves, rocks, or sticks. This activity helps children understand spatial orientation, navigation, and how to recognize objects in the environment.

SOCIAL SPATIAL AWARENESS EXERCISES

Kids can work on their spatial awareness while also developing important social skills. Here are some social spatial awareness activities to try:

PERSONAL SPACE GAMES

Have students practice spatial awareness in relation to other people. Ask them to walk around the room without running into each other or bumping into furniture. This activity helps children learn how to be aware of their surroundings and respect personal boundaries. Look here to find some Personal Space Journey activities as well as many other spatial awareness activities.

GROUP SPATIAL AWARENESS

Group spatial Awareness activities help students learn how to interact and move within a group setting. Students form different shapes with their bodies or arrange themselves in a certain order. This helps children understand spatial awareness in relation to others.

DANCING

Dancing and movement activities help improve spatial awareness in an engaging way. Students can create their own dance moves or organize group dances. This is a great way to practice body awareness while having fun!

INDIVIDUAL SPATIAL AWARENESS EXERCISES

Individual spatial awareness exercises help students practice visualizing and manipulating objects on their own. Here are some activities you can do with minimal to no materials:

MENTAL ROTATION

Ask students to mentally rotate shapes in their minds while they look at them. They can then draw the rotated shape or name it after rotating it a certain number of times. This activity helps students build their mental visualization and spatial reasoning skills.

MEMORY SPATIAL AWARENESS

Have students remember where certain items are placed in the classroom or on a table. Next, they can recall the locations of the items after rearranging them in different ways. Through this exercise, children practice their memory and visual-spatial abilities.

VISUALIZATION EXERCISES

Spatial awareness exercises can also help students practice visual spatial reasoning skills. Students can imagine a 3-dimensional object and then draw it on a piece of paper or create it using clay. Ask them questions about the object, such as its color, number of sides, etc.

PHYSICAL SPATIAL AWARENESS ACTIVITIES

Physical spatial awareness exercises help students build their motor and coordination skills. Here are some physical activities to get your students moving:

BALANCE EXERCISES

Students can practice balancing in different positions and on different surfaces. Ask them to stand on one foot or balance a beanbag while they walk, skip, or hop. Children can learn how to stay balanced in different environments.

BOUNCING OR THROWING BALLS

Students can grab a baseball, soccer ball, or other type of ball and practice bouncing it or throwing it at different targets. This activity helps children understand the trajectory of a moving object, which builds their spatial awareness and hand-eye coordination.

BUILDING STRUCTURES

Let students build towers, bridges, and other structures using blocks or toys. Prompt them to create a particular shape or design with the objects they are given. This way children can practice their motor skills and spatial awareness.

GYMNASTICS

Gymnastics helps children develop their motor skills and coordination. Have them practice different moves such as cartwheels, handstands, or forward rolls. Students work on moving in different directions while maintaining balance.

CREATIVE SPATIAL AWARENESS EXERCISES

Creative spatial awareness exercises help students understand how to manipulate objects in a creative way. Here are some activities you can do to inspire their creative sides:

DRAWING SPATIAL SHAPES

Draw shapes, patterns, or objects from memory. Students can create a particular shape or design that you can discuss afterward. This activity helps children practice their visual-spatial abilities.

CREATING SPATIAL ART

Ask your student to use everyday objects such as paperclips and beads to create art pieces. Bring out the crayons, markers, colored pencils and glue! They can create a particular design or shape with the objects they are given. Children get to practice their creativity and spatial awareness skills.

GEOBOARD ACTIVITIES

A geoboard is a tool used for teaching students about shapes and angles. To create a geoboard activity, you can use rubber bands or paper clips to form different shapes on the board. Your students recreate each shape and then draw it on a piece of paper.

Spatial awareness is an important skill for children to develop and these exercises can help them practice and improve their abilities. Spatial awareness exercises are exciting activities that will help students understand spatial relationships, build problem-solving skills, and improve memory. Try some of these spatial awareness exercises with your kids or students today!

THE MOVEMENT AND LEARNING CONNECTION: WHY IT MATTERS

Did you know that movement is essential for learning? It's true! In fact, movement helps to stimulate the brain and promote better learning. That's why it's so important for children to get up and move around often. This free handout discusses the movement and learning connection in more detail. We'll talk about how movement helps to improve cognitive function, focus, memory, and more. So download our handout today and learn more about how movement can help your child learn and grow! You can download a FREE handout at the bottom of this post.

WHAT IS THE MOVEMENT AND LEARNING CONNECTION?

The movement and learning connection is the relationship between physical activity and cognitive development. It's based on the idea that movement can help to stimulate the brain and positively affect a child's learning experience.

When children are physically active, their brains release hormones like dopamine, serotonin, and endorphins which can improve concentration and focus. Additionally, physical activity helps to form neural connections in the brain that improve memory, language, and problem-solving skills.

You can read more on how physical activity impacts academic performance.

HOW CAN MOVEMENT HELP CHILDREN LEARN?

Movement can help children learn in a variety of ways. Here are just a few:

1. Movement can increase concentration and focus. When children are physically active, their brains release neurotransmitters that help to improve concentration and focus. This can make it easier for them to stay on task and complete assignments.

2. Movement can boost memory recall. Physical activity helps to form strong neural connections in the brain which supports improved memory recall This can be beneficial when studying for tests and exams.

3. Movement can increase creativity and problem-solving skills. Physical activity helps to stimulate the brain and can lead to greater creative thinking and improved problem-solving skills. This can be beneficial in all areas of learning, from math to writing to art.

Read more on gross motor skills and academics.

HOW CAN YOU PROMOTE THE MOVEMENT AND LEARNING CONNECTION AT SCHOOL?

There are several ways to promote the movement and learning connection at school. Here are a few ideas:

1. Incorporate physical activity into lessons. Movement can be integrated into any lesson plan, from math to language arts to science to social studies. For example, you could have students answer questions while standing up or move around the classroom to simulate an experiment.

2. Create a "movement break" time. During breaks or transitions, have students engage in physical activity such as stretching, hopping, jogging in place, or doing jumping jacks. This will help to rev up their energy and focus for the next activity.

3. Offer physical activities at recess. Provide students with a variety of fun and engaging physical activities during recess such as kicking a ball, throwing a frisbee, or playing tag. This will help them get the movement they need throughout the day.

By implementing these strategies, you can take advantage of the movement and learning connection and help your students learn more effectively. So get started today and watch their learning soar!

In summary, movement is essential for learning and should be encouraged in the classroom. By implementing strategies such as incorporating physical activity into lessons, creating a "movement break" time, and offering physical activities at recess, you can help your students reap the benefits of the movement and learning connection.

WHAT ARE THE BENEFITS OF MOVEMENT IN THE CLASSROOM?

The benefits of movement in the classroom are numerous. Studies have shown that physical activity can help improve concentration and focus, boost memory recall, increase creativity and problem-solving skills, and reduce stress and anxiety.

Physical activity can lead to improved classroom behavior and academic performance. All of these benefits make it clear why movement should be encouraged in the classroom.

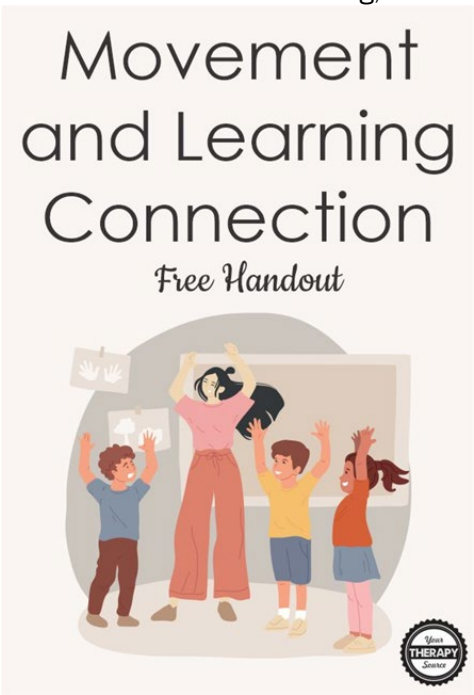
HOW CAN YOU PROMOTE MOVEMENT AT HOME?

There are many ways to promote movement at home. Here are a few ideas:

1. Encourage your child to go outside and play for at least 30 minutes each day. This can help to stimulate their brains and improve cognitive functioning.

2. Set aside time for physical activities like yoga, dance, or even running around the house. This can help to improve concentration and focus while also giving children an outlet for their energy.

3. Leave time for active breaks throughout the day. This can include activities like stretching, jumping jacks, or walking in place during study sessions or when completing chores.



WHAT IS MOVEMENT-BASED LEARNING?

Movement-based learning is a term used to describe the use of physical activity to support cognitive development and learning. It uses movement as an integral part of learning, to help students engage with content and retain information.

Movement based learning has been shown to increase focus, memory recall, creativity, problem-solving skills and more. Examples of movement based learning activities include dance, yoga, physical games, active problem-solving, and outdoor activities.

By encouraging your child to move often, you can help to improve their learning experience. So, keep the movement and learning connection in mind as you go about your day!

LIST OF EXECUTIVE FUNCTIONS

Are you looking for ways to help your students with their executive functions, so they can optimize their learning and growth? Executive function skills are critical in the classroom; they allow students to plan, prioritize, pay attention and adapt to changing situations. As a teacher, it's important that you understand these skills and how you can best support your students in developing them. Wouldn't it be fantastic to have a list of executive functions to help you?

WHAT ARE EXECUTIVE FUNCTIONS?

Executive functions are mental processes that help us to remember, plan, problem-solve, analyze and execute tasks. They include important skills such as self-regulation, working memory, cognitive flexibility, and inhibition control. This list of executive functions will help you learn more about them.

WHERE IN THE BODY DOES EXECUTIVE FUNCTIONING TAKE PLACE?

Executive functions take place in the prefrontal cortex of the brain. Different areas of the brain are responsible for different tasks, and the prefrontal cortex is responsible for decision-making and problem-solving. The prefrontal cortex is not fully developed until the age of 25. This helps explain why children and young adults need more support in developing executive functions.

WHY IS EXECUTIVE FUNCTIONING IMPORTANT?

Executive functions help us to organize our thoughts, control our behavior and make decisions. They are essential skills for both learning and performing daily tasks. In school, executive function skills enable students to plan their work, focus on tasks, remember instructions and adapt to changes quickly. When students have executive functioning issues, it produces a real inability to succeed in school.

EXECUTIVE FUNCTIONING SKILLS

Students can develop many skills in order to improve their executive functioning ability. When students work on these skills, they are working towards better academic performances, as well as better home experiences. Special education teachers and occupational therapists can work on executive functioning skills with their students. Check out some of these free executive functioning activity worksheets to get you started.

Here is a list of executive functions:

WORKING MEMORY

A working memory makes it possible for students to take in new information and recall it later. Students need to be able to rely on their working memory to remember instructions, complete tasks, and recall information.

SELF REGULATION

For students to have effective self-regulation, they must be able to control their emotions, behavior, and impulses to reach a goal or complete a task.

EMOTIONAL REGULATION

Controlling one's emotions and remaining calm. Students must be able to recognize and manage their own emotions in order to focus on tasks.

MENTAL FLEXIBILITY

For this skill, students need to be able to switch between tasks quickly and adjust as needed when presented with new information or situations.

INHIBITORY CONTROL

This involves students resisting temptation and staying focused on the task at hand. To improve impulse control, students must work on their inhibitory control.

PLANNING AND PRIORITIZATION

Breaking down tasks into smaller steps, prioritizing them and developing a plan of action for completing them.

TIME MANAGEMENT

When students have effective time management skills, they can plan ahead and estimate how long tasks will take. They can make a schedule for themselves and meet academic deadlines effectively.

ORGANIZATION

This means students can arrange ideas and information in a logical way that makes sense to others. Students having difficulty organizing their thoughts or work makes it nearly impossible to accomplish complex tasks.

ADAPTABLE THINKING

A student's ability to adjust one's thinking based on new information or feedback. This feedback can come from teachers, other adults, or peers.

SELF MONITORING

Students are able to recognize their own mistakes and adjust behavior accordingly.

SELF CONTROL

The ability to control one's own behavior and stay focused even when faced with distractions. Students can avoid the urge to do whatever they want, and focus on the task at hand.

TEACHING EXECUTIVE FUNCTIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities often have more difficulty learning executive functioning skills. It is important that teachers provide additional support to help them develop these skills. Some executive functioning strategies may include providing visual supports, breaking tasks into smaller steps, using prompts and cues, and providing feedback and scaffolding techniques. Special education teachers should also pay attention to the executive functioning IEP goals for their students.

VISUAL SUPPORTS

Visual supports can be a great tool for students with disabilities to help them manage their tasks and complete assignments. Examples of visual supports include task lists, calendars and visual cues.

BREAK TASKS INTO SMALLER STEPS

Breaking larger tasks down into smaller manageable chunks is an effective way to help students keep track of their work and stay focused on the task at hand.

USE PROMPTS AND CUES

Provide verbal or visual reminders to help students remember what they need to do and stay on track with their tasks.

PROVIDE FEEDBACK

Give feedback when necessary in order to keep students motivated. Feedback gives students a sense of accomplishment when they're doing well, and a sense of what they still need to work on when they need improvement.

PROVIDE SCAFFOLDED TECHNIQUES

Scaffolding is a strategy in which the teacher provides assistance and guidance to help students master certain skills. This can be done by breaking tasks into smaller steps and providing verbal or visual cues as needed.

By incorporating these strategies, teachers can help students develop executive functioning skills that are essential for success in school and life. With practice and support, students with disabilities can learn to manage their time, stay organized and become more independent learners.

STUDENTS WITH ADHD AND EXECUTIVE FUNCTIONS

Students with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) often struggle with executive functioning skills. Research documents the connection between ADHD and executive function. Symptoms such as impulsivity and forgetfulness can make it difficult for them to complete tasks efficiently and stay organized. It is important that teachers provide additional support and modify their instruction to help students with ADHD succeed in the classroom.

STUDENTS WITH AUTISM AND EXECUTIVE FUNCTIONS

Students with Autism Spectrum Disorder (ASD) often have difficulty learning and understanding executive functioning skills. These students need explicit instruction and practice in order to develop these skills. It is important that teachers provide visual supports, break tasks down into smaller steps, use prompts and cues, and provide feedback and scaffolding techniques in order to help students with autism learn executive functioning skills.

STUDENTS WITH DEPRESSION AND EXECUTIVE FUNCTIONS

Students with depression often have difficulty managing their tasks and staying organized. It is important that teachers provide supportive strategies to help these students develop the executive functioning skills they need in order to succeed in school. It also is important to provide a safe and supportive environment in order for these students to be able to focus on their work.

By understanding these executive function skills, teachers can better support their students in developing them. With a better grasp of executive functioning, teachers can create an environment where students feel comfortable taking risks, practicing self-regulation, and using their creativity to explore new ideas. This list of executive functions is a useful place for you to begin helping your students with these skills.

BALANCE GAMES FOR KIDS

Kids of all ages need strong trunk control for greater balance. Balance is needed to walk across a room, go up and down the stairs, and ride a bike. Without good balance skills, kids may fall over when sitting at their desks in the classroom or trip and fall when running on the outdoor playground.

Why not make it fun and introduce balance games for kids? Balance is a learned skill that needs to be practiced to develop. Playing specific games gives kids the opportunity to practice their balance skills in a safe environment.

WHAT DOES BALANCE MEAN FOR KIDS?

Kids need balance to control their bodies and participate in everyday activities such as getting dressed, going to the bathroom, and sitting at a table for meals. Good balance equals strong overall physical activity and the ability to participate in gross motor activities. It also leads to greater muscle strength, endurance, and agility when participating in activities with their peers. Other important components include:

CONCENTRATION

Concentration requires focus and effort from children during a task. Kids can better balance their bodies when they are focused while participating in activities at school. In turn, poor balance can lead to difficulty concentrating and paying attention.

BILATERAL COORDINATION/HAND-EYE COORDINATION

Bilateral coordination is when children use both sides of the body at the same time during tasks. Hand-eye coordination is when the eyes work with the hands to complete an activity or task successfully. These two components help to keep balance in check and allow kids to move around without falling or stumbling.

POSTURAL CONTROL

Postural control helps keep the neck and trunk stable to complete a task. It is the support that allows kids to move their arms and legs effortlessly. Postural support maintains balance during activities.

PROPRIOCEPTION SENSORY PROCESSING

Processing sensory information from the environment is crucial to appropriately respond to a task or activity. Proprioception is a part of sensory processing for body awareness. It allows kids to be aware of the position of their bodies in space and plan their movements.

WHAT IS STATIC BALANCE COMPARED TO DYNAMIC BALANCE?

Two types of balance that are important for children to develop include static balance and dynamic balance. Static balance is maintaining balance during tasks that do not involve movement such as sitting or standing. Dynamic balance is maintaining balance during moving activities such as walking or jumping. Both are equally important in the development of gross motor skills in kids.

BALANCE GAMES FOR TODDLERS

Most children start to develop balance skills between 18 months to two years. For toddlers to learn how to walk, they constantly need to develop their balance skills. Young children can work on their balance right at home.

- yoga poses game – strike different yoga poses (i.e. tree pose, airplane pose)
- tightrope walking game – walk heel-toe on masking tape or a string attached to the floor or carpet without falling into the imaginary water
- stand on one-foot game – see how long they can stand on one foot without holding onto a wall
- ladder bridge game – prop a ladder with two pillows on each end and try to climb the ladder in the horizontal position from one end to the other
- balloon volley game – stand on a pillow and try hitting a balloon without letting it fall to the ground while staying on the pillow

BALANCE GAMES FOR PRESCHOOLERS

Preschoolers are all about games! A great opportunity to add balance games for preschoolers is during the school day. Not only will these games improve balance, but they will also foster a love of learning.

- obstacle course game – race under, over, and through barriers which can be made simple or challenging
- hopscotch game – alternate hopping left foot and right foot and pick up small objects along the way
- sidewalk twister game – draw colored circles with chalk on the ground outside to play the game
- stepping stones game – use any type of larger foam cutout shapes in a path to walk, jump, or hop on
- exercise/therapy ball game – complete an activity (i.e. homework or lesson) while sitting on an exercise/therapy ball at a desk or table

BALANCE GAMES FOR KIDS

Balance is needed for movement. Without balance, older children cannot participate in physical activities such as riding a bike or swimming. Games are a great way to practice the skill of balance while having fun too!

- freeze dance – move around until the music stops and freeze like a statue while holding a pose
- balance boards – can use a piece of plywood and a pool noodle or foam roller to make a balance board and stand on to rock, wobble and sway back and forth
- paper balance activities – fun activities such as a paper balance beam, one-foot challenge, balance taps, paper lifts, paper hops, and paper kicks
- curb games – walk forwards, backward, and sideways on the curb without falling off of the curb
- interactive balance games – 10 interactive PDF balance challenges to complete while standing or on the floor

Having good balance help kids build the confidence to play sports and participate in activities with their peers. Practice makes balance skills develop even further. Balance games for kids are the perfect type of practice!

RELATED POSTS

Evidence-Based Interventions for Balance Skills – effective interventions for improving balance skills.

Balance Activities and Progressions – 20 different balance activities along with 8 different balance progressions.

Simple Everyday Balance Activities – 10 simple balance activities for kids to practice throughout the day.

FREE PRINTABLES

Snowflake Fine Motor Activities

Visual Memory Challenge

Blizzard Card Game

Letter Bb Activity

Motor Minute Freebies

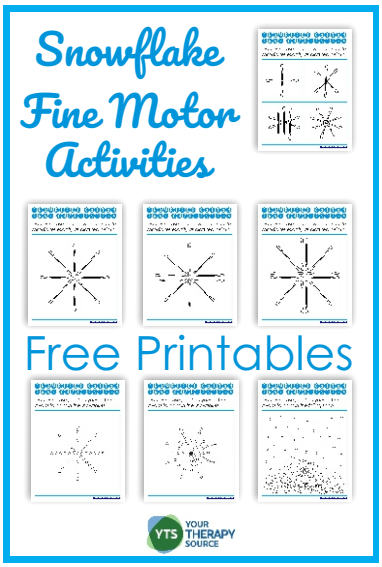
Color By Code Worksheets

Robot Activity

Dot Phonics Maze Freebie

Shape and Letter Maze Freebies

Handprint and Footprint Art

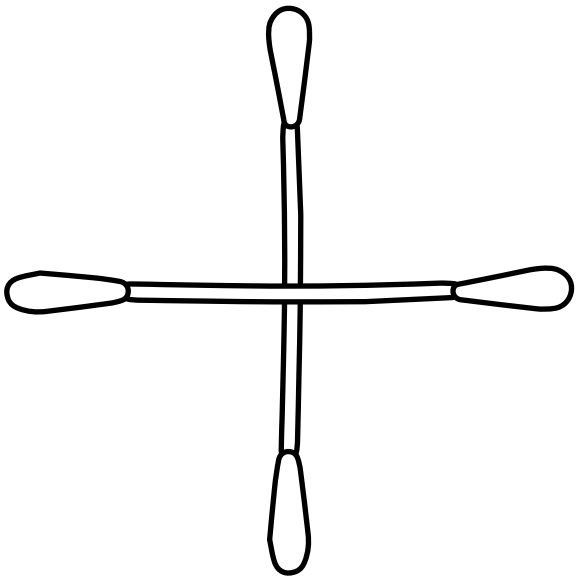


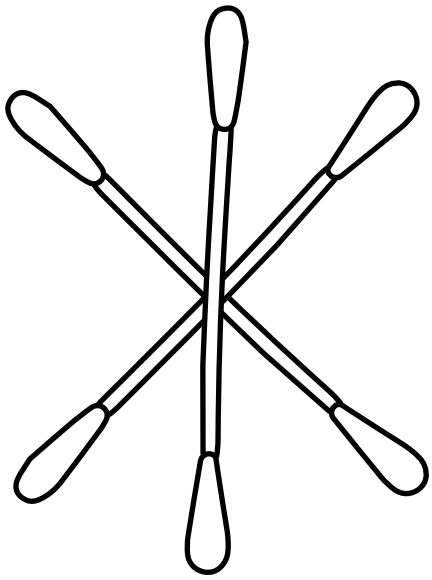
Visit
www.YourTherapySource.com
for more sensory motor fun!

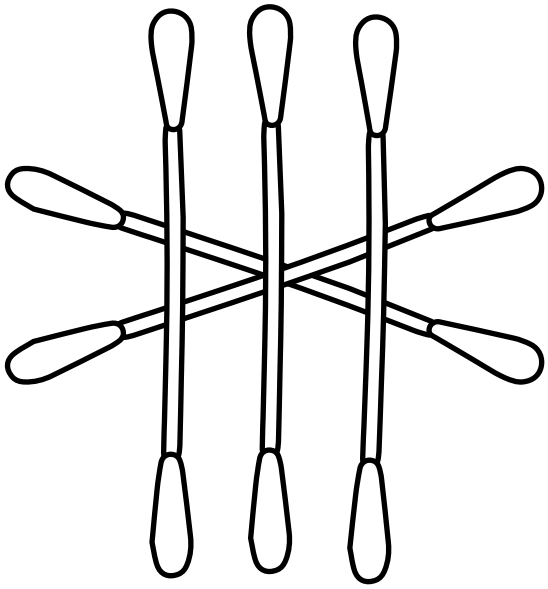
You will need paint and
12 cotton swabs to complete
the fine motor snowflake
activities.

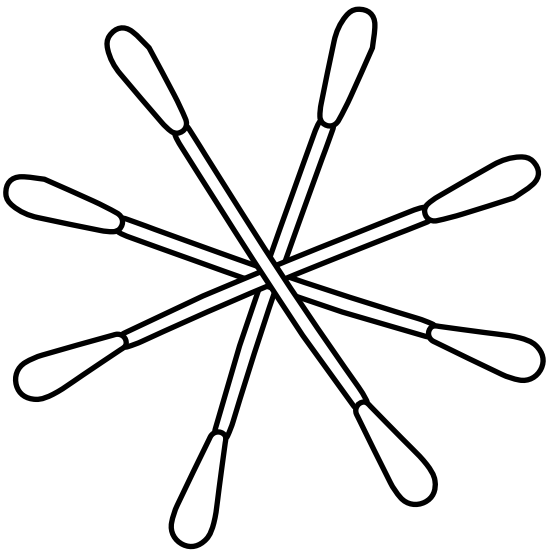
SNOWFLAKE COTTON SWAB CHALLENGE

Directions: Use cotton swabs to create snowflakes exactly as pictured below.









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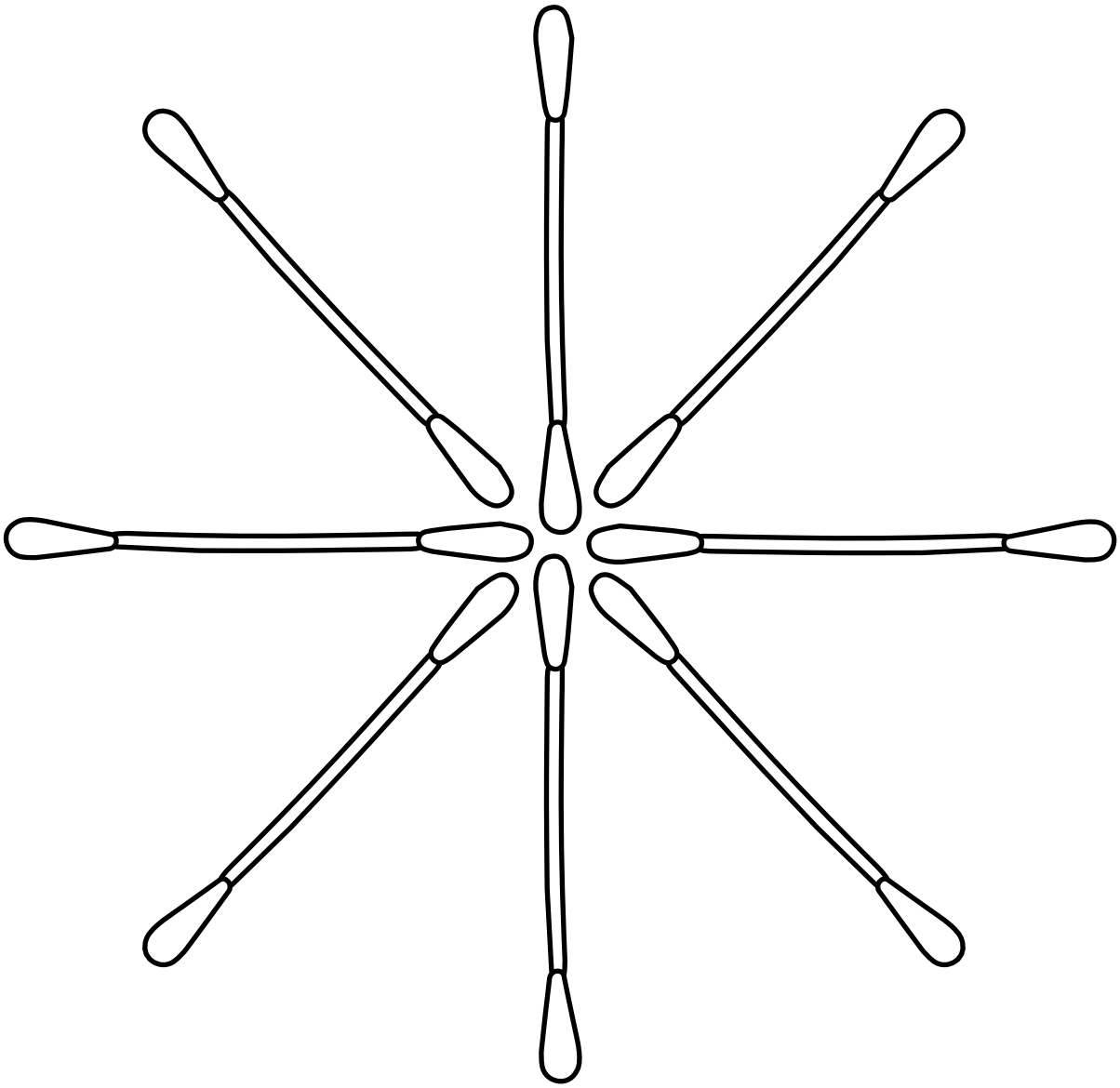

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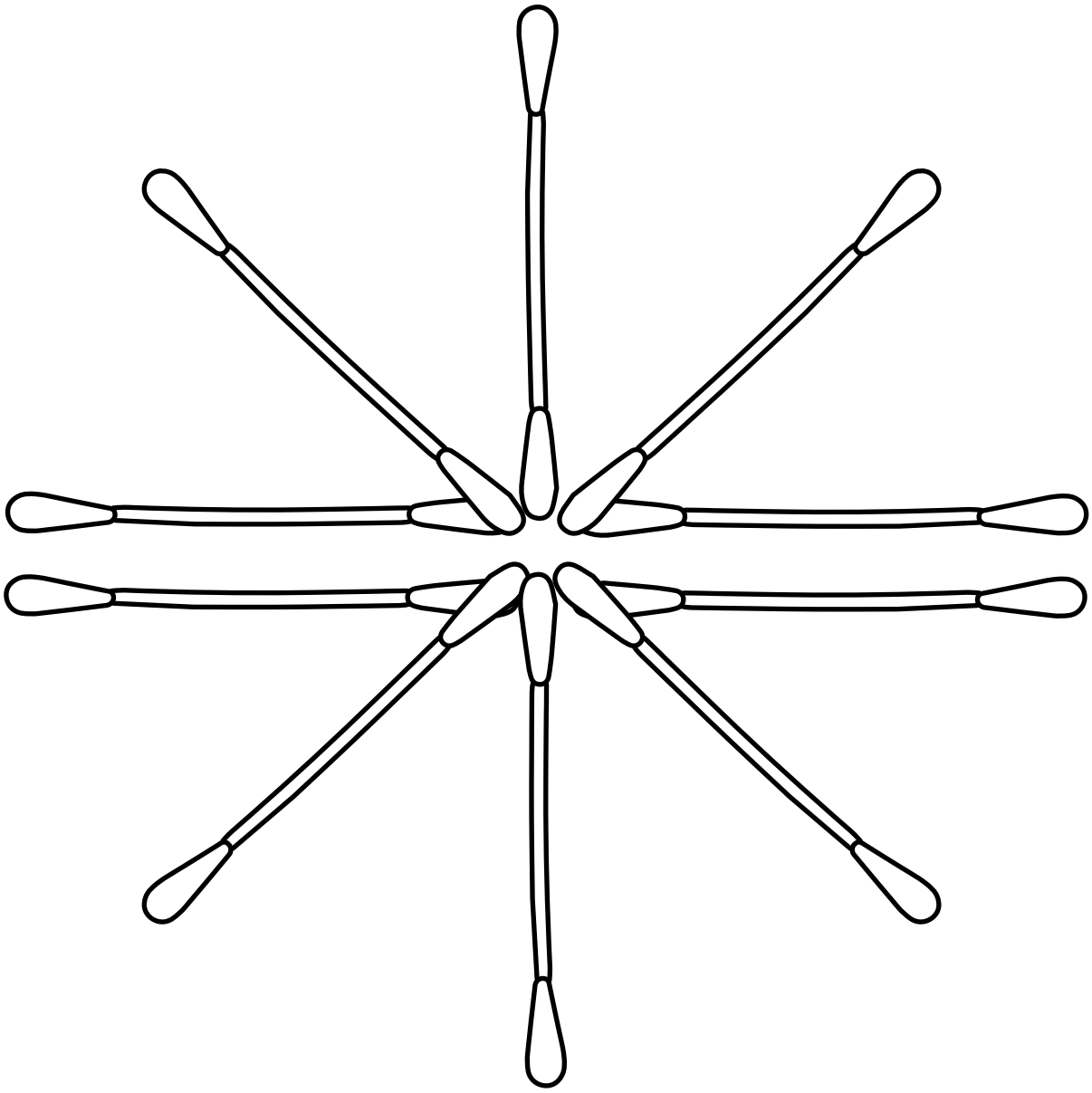

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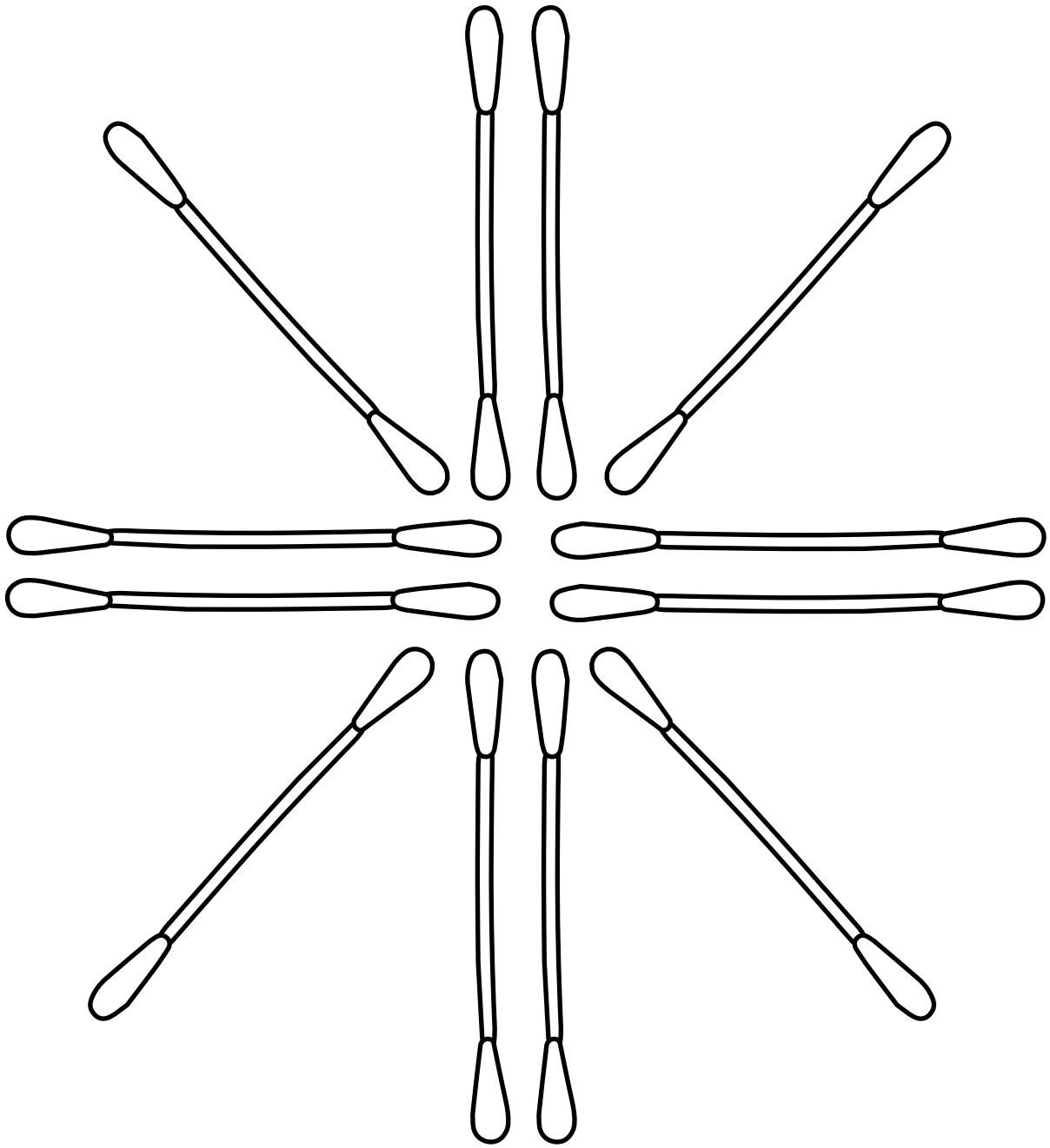
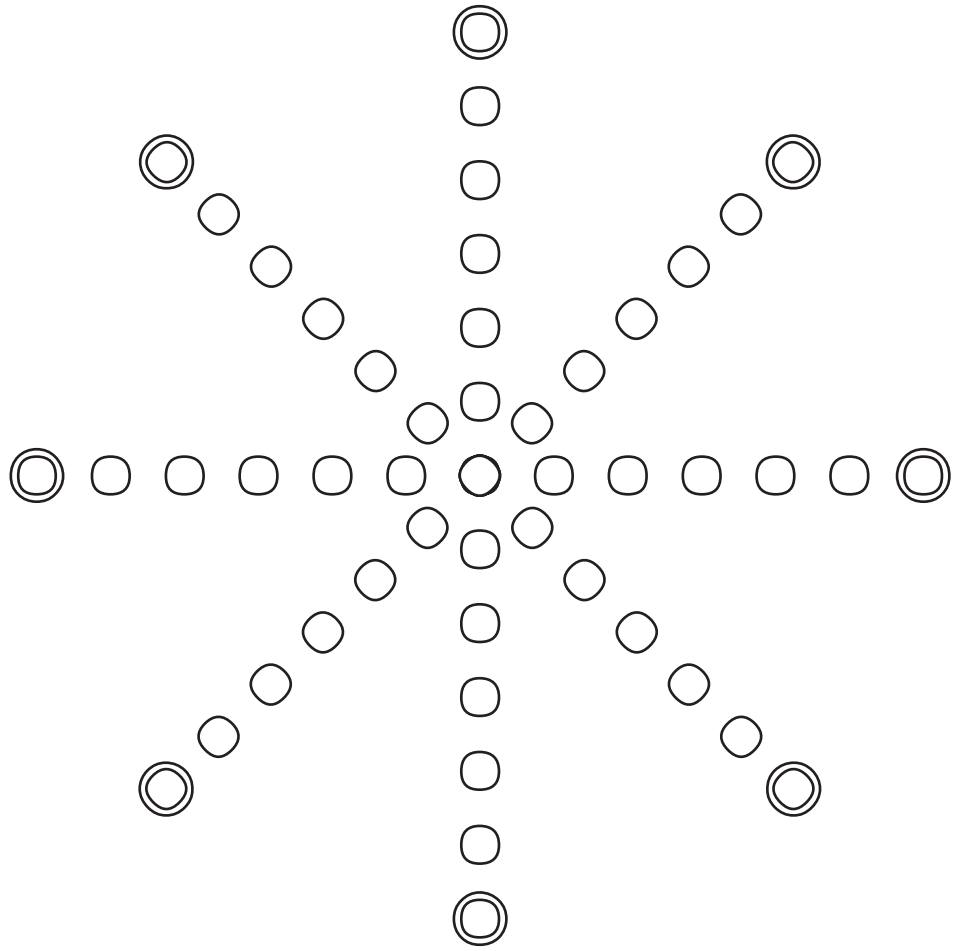


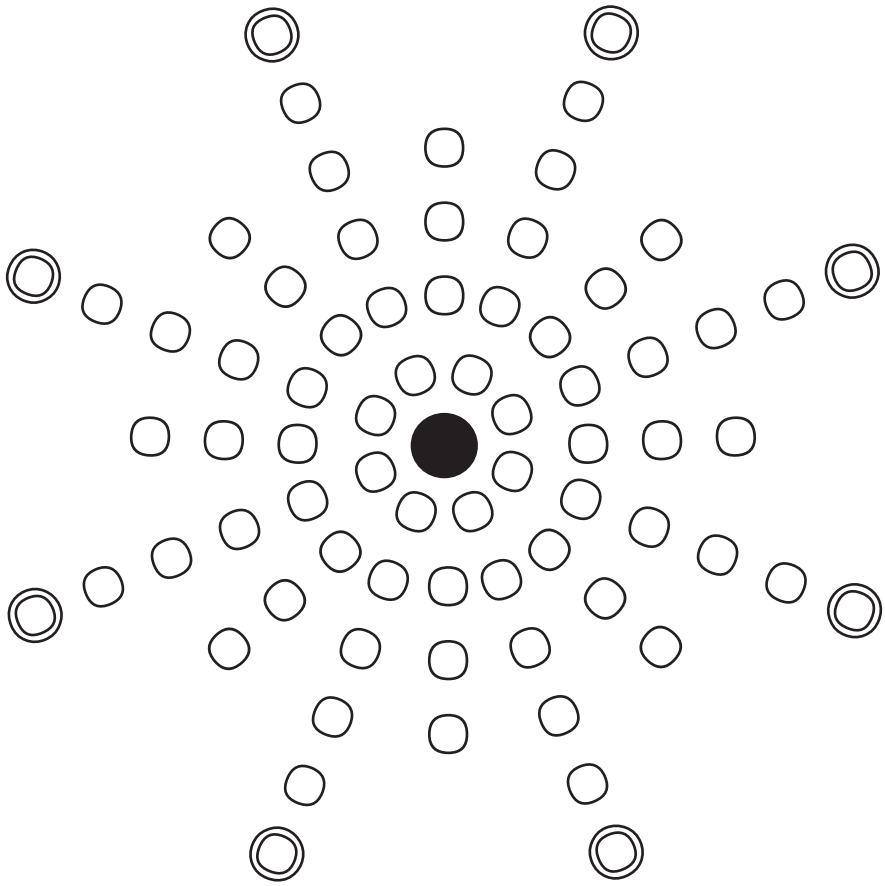
SNOWFLAKE COTTON SWAB CHALLENGE

Directions: Use paint on your cotton swabs to color in the snowflakes.



SNOWFLAKE COTTON SWAB CHALLENGE

Directions: Use paint on your cotton swabs to color in the snowflakes.



SNOWFLAKE COTTON SWAB CHALLENGE

Directions: Use paint on your cotton swabs to color in the falling snow.

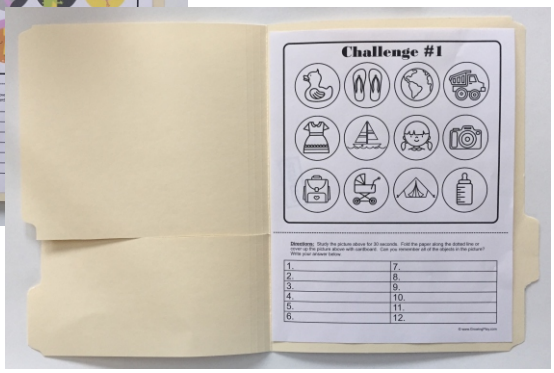
Welcome to the Zoo

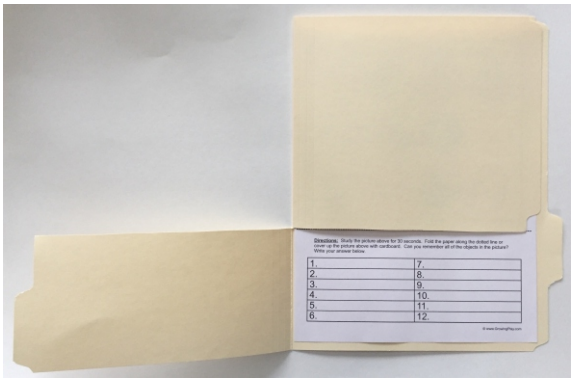
Directions: Study the picture above for 30 seconds. Fold the paper along the dotted line or cover up the picture above with cardboard. Can you remember all of the objects in the picture? Write your answer below.

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

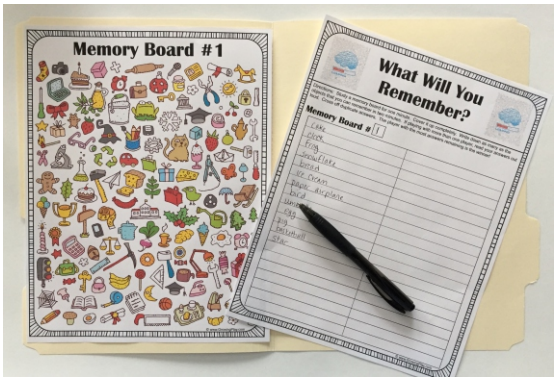
© www.GrowingPlay.com

Put a color or black and white page inside a file folder. Cut across the left hand flap of the folder one third of the way down. Study the picture then close the top third of the folder. Write the objects that you can remember.





The colored circles are easier to remember since the objects are all one theme.



Put the memory boards inside a file folder. Study the picture then close the folder. Write all the objects that you can remember.

What's Missing Game: Cut out the circles and glue on to wooden discs or cardboard. Study the circles. The child then closes eyes. Another person removes an object. The child tries to remember what object was removed.

Memory: Print out 2 copies of a page. Cut out the circles and glue onto wooden chips or cardboard. Turn all the circles face down. Player one turns over two circles. If the circles match, player 1 keeps the pair and takes an additional turn. If the circles do not match the turn is over. Play continues until no circles are left. The winner is the player with the most matching pairs.

Odd Man Out: Use the circles from your Memory game above. Remove one object to be the "Odd Man Out" so that one object does not have a match. You do not want to pick that circle. Put all the circles face down. Play memory (directions above) with the circles. If you pick the "odd man out" you lose a turn and have to put a pair back from your pile of pairs. Mix up all the circles before the next player takes a turn. The player with the most pairs at the end of the game is the winner.

Want to make it easier? Just put all the circles face down. Take turns picking a circle. If you pick the "odd man out" the game is over.

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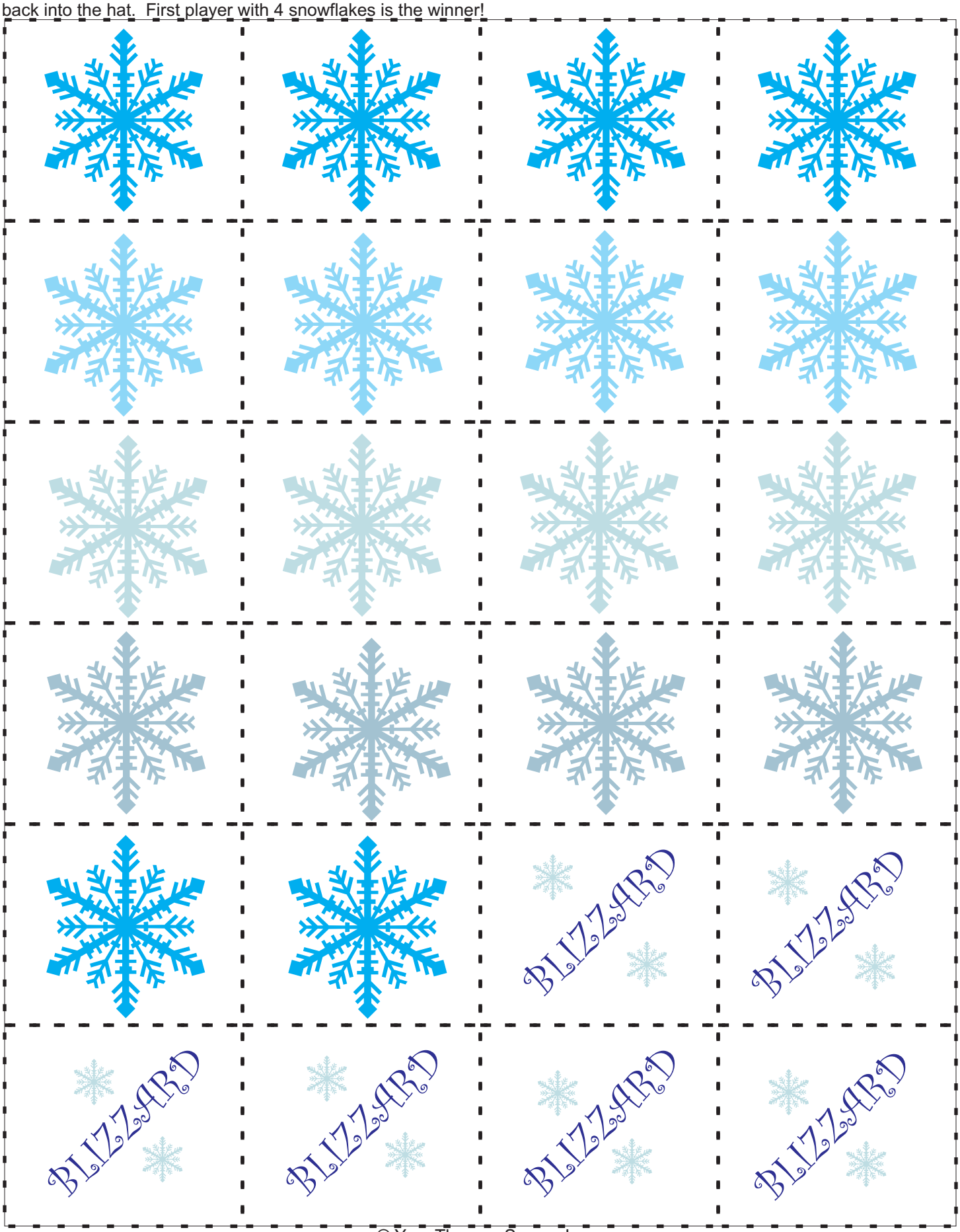
BLIZZARD CARD GAME

Directions: Cut apart the cards below. Using your first two fingers and thumb, roll up each card into a small "snowball". Place all the cards into a winter hat. Player one takes a turn by reaching into the hat to pull out a "snowball". Open up the ball, if it is a snowflake keep it. If it is a blizzard card, you must put all your cards back into the hat. First player with 4 snowflakes is the winner!



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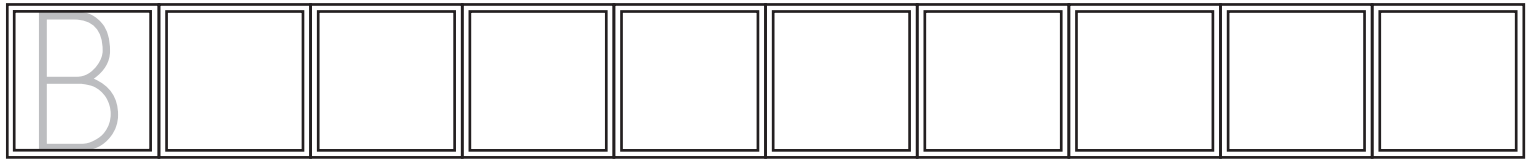
Letter Bb

Race to the Baby

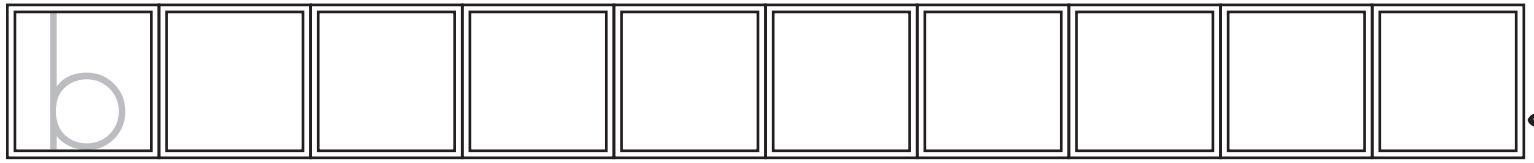
Directions: Guess who will win - capital letter or lowercase letter. Cut out the cards at the bottom of the page. Fold or crumple each card up and place them all in a box. Mix the cards up. Pick a card. If you get a capital letter, write the letter in the capital letter row. If you get a lowercase letter, write the letter in the lowercase letter row. The first row to write all the letters is the winner!

Who do you think will win? Circle your answer before you start: CAPITAL or lowercase

Start



Start



B	B	B	B	B	B	B	B	B	B
b	b	b	b	b	b	b	b	b	b

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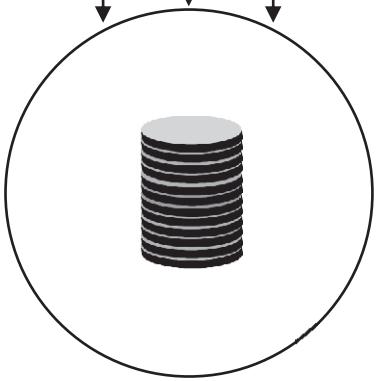
LUCKY PENNIES

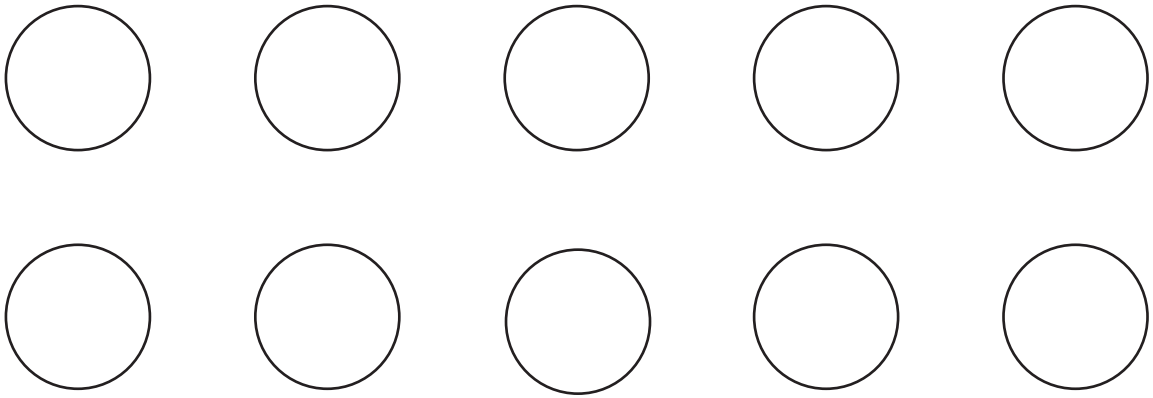
Stack the 10 pennies inside the circle.

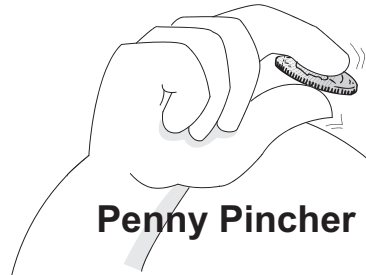


Penny for your thoughts...

Perform your favorite exercise 10 times.

Place all the pennies heads up in each circle and then flip all ten pennies to tails .





Penny Pincher

Hold one penny in between **each** finger and your thumb i.e. pointer/thumb, middle/thumb, ring/thumb and pinky/thumb

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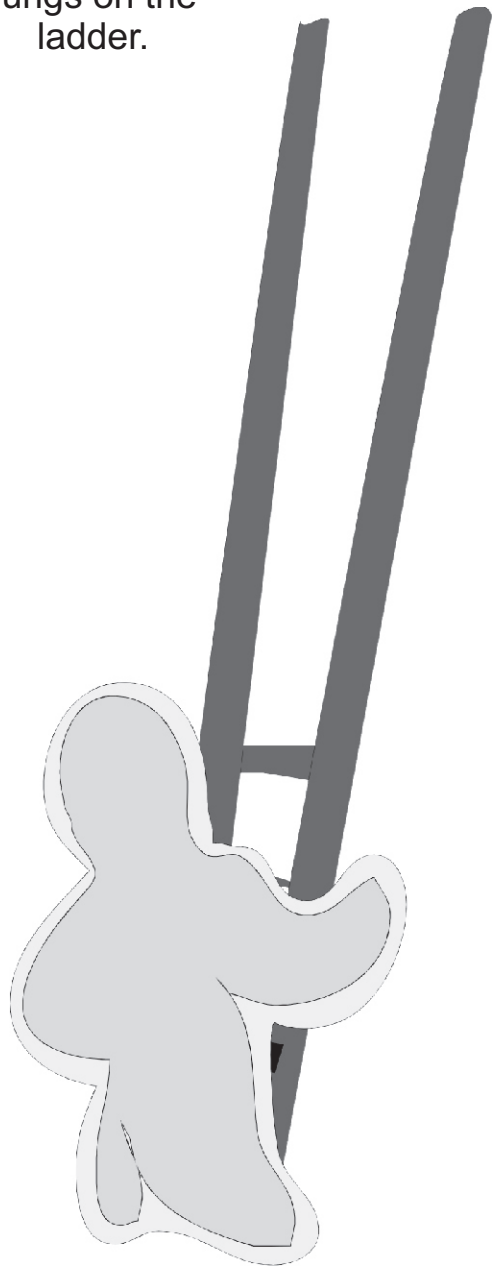
AMOEBA MAN

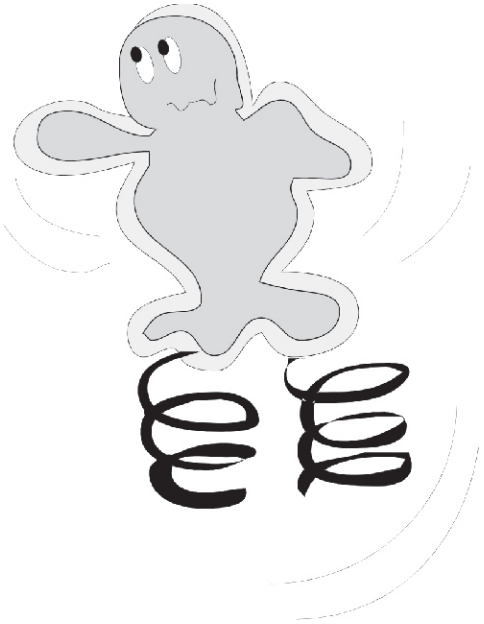
Pretend to skateboard around the room.

Draw 4 more lines from the parachute to amoeba man.

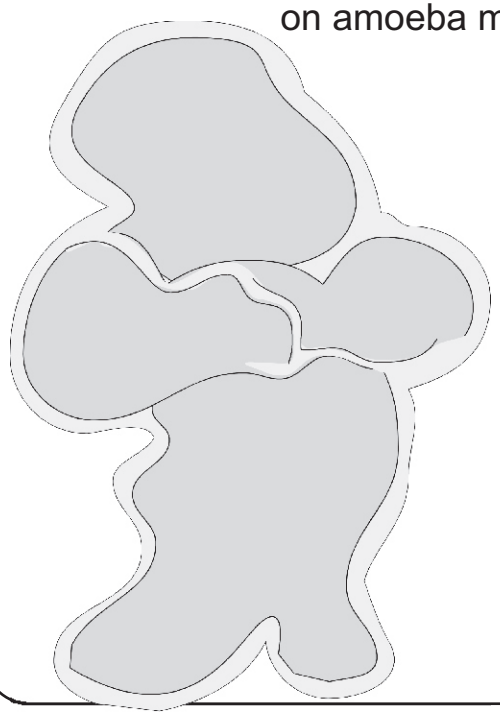
Draw 6 more rungs on the ladder.



Jump up 10 times like you have springs on your feet.



Draw two eyes and a mouth on amoeba man.



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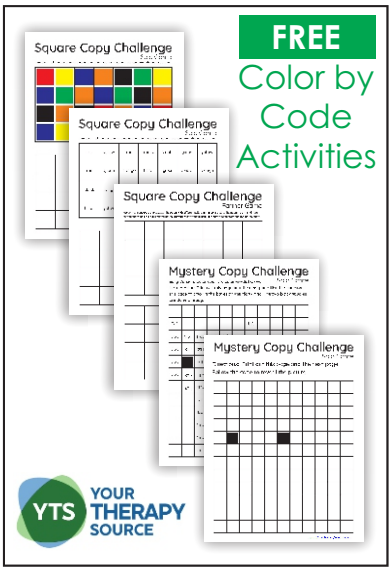

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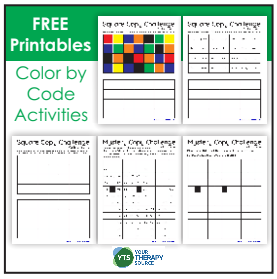
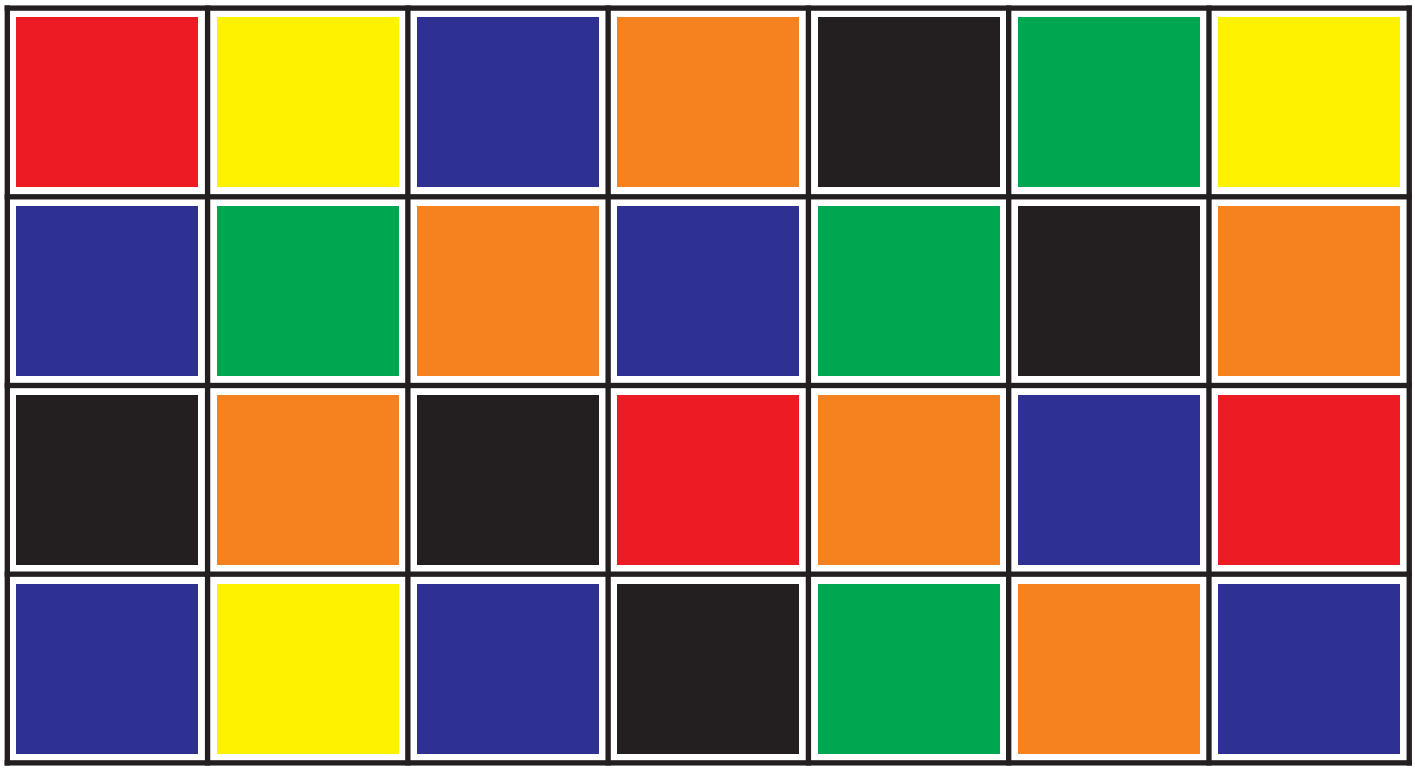


Square Copy Challenge

Solo Game

Directions: Color in the squares at the bottom of the page exactly the same colors from the top of the page.



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Square Copy Challenge

Solo Game

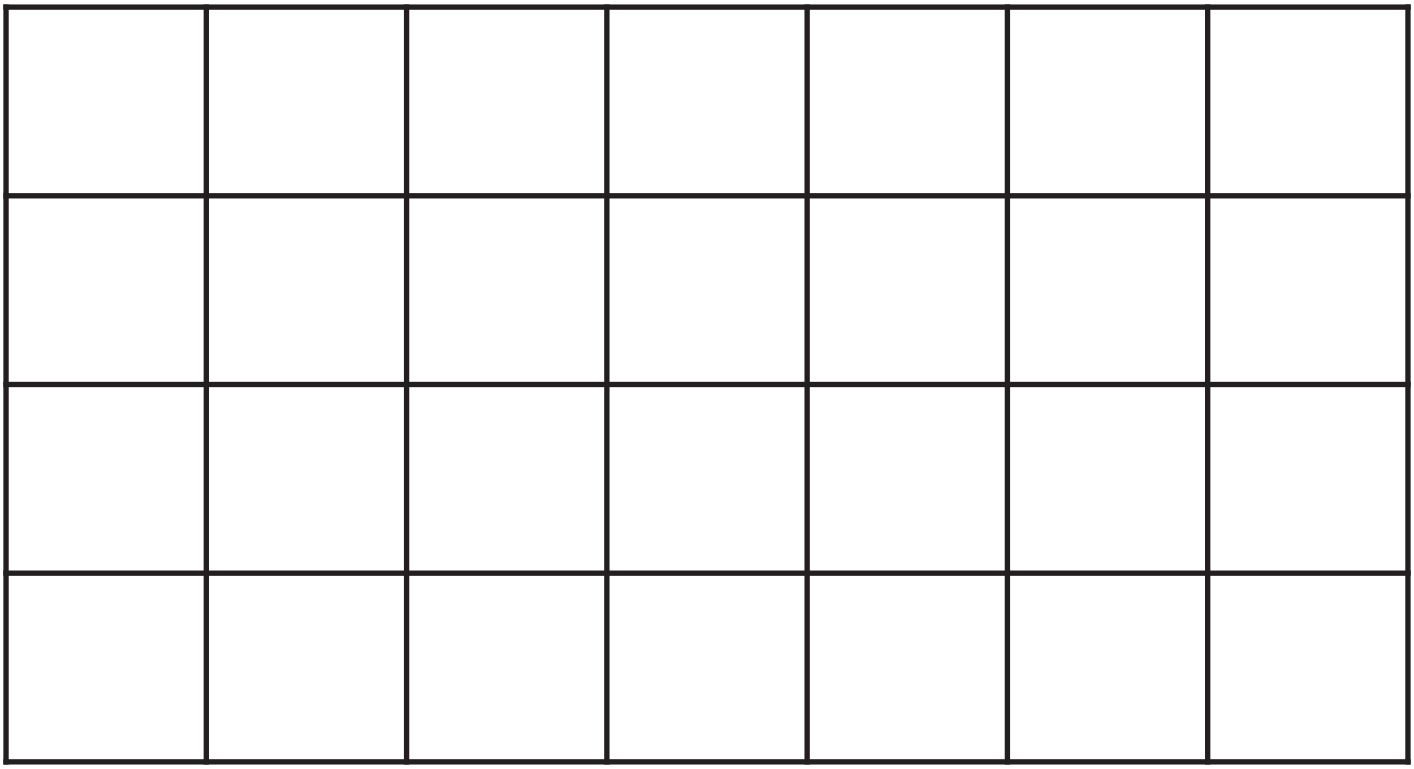
Directions: Color in the squares at the bottom of the page exactly the same colors from the top of the page.

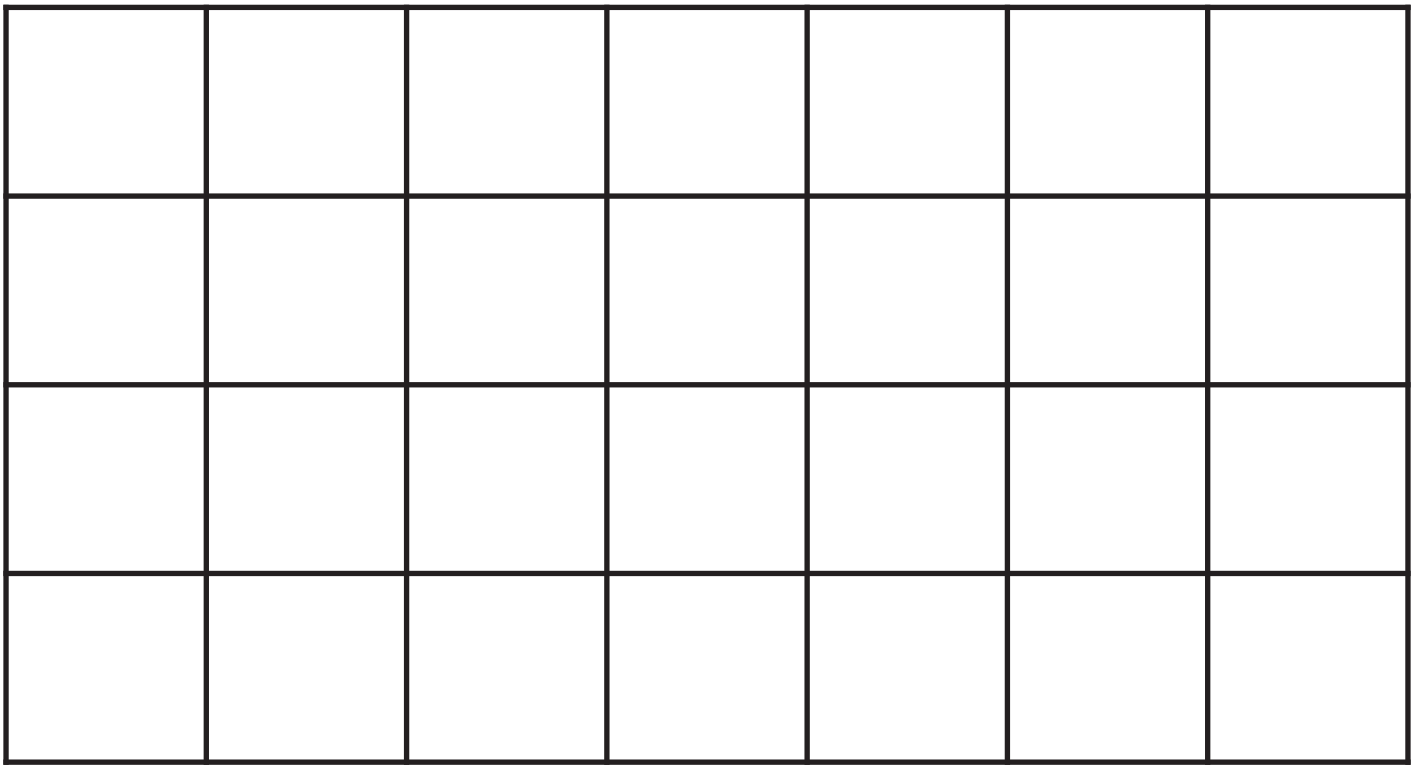
red	yellow	blue	orange	black	green	yellow
blue	green	orange	blue	green	black	orange
black	orange	black	red	orange	blue	red
blue	yellow	blue	black	green	orange	blue

Square Copy Challenge

Partner Game

Color in the squares at the top of the page with different colors in the boxes. Give the paper to a friend. Your friend has to color in the squares at the bottom of the page exactly the same colors from the top of the page.





Mystery Copy Challenge

Solo Game

Easy Version: Color over the color words below.

Hard Version: Print out this page and the next page. Use the code on this page to color in the boxes on the blank grid. The two black squares are done already.

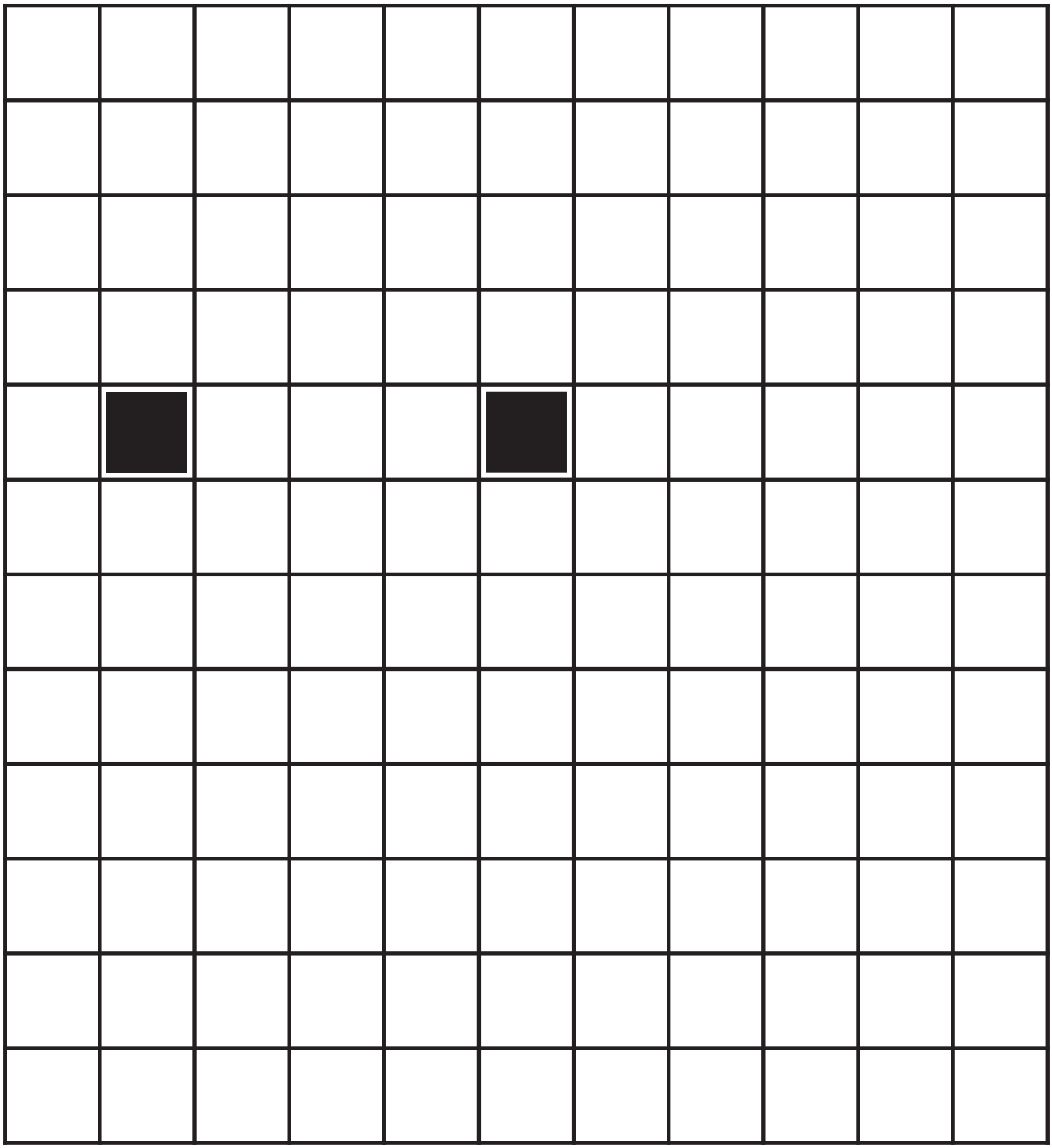
ORANGE						ORANGE				
ORANGE	ORANGE	BROWN	BROWN	BROWN	ORANGE	ORANGE				
ORANGE	ORANGE	ORANGE	BROWN	ORANGE	ORANGE	ORANGE				
ORANGE		ORANGE	ORANGE	ORANGE		ORANGE				ORANGE
ORANGE	ORANGE	YELLOW	RED	YELLOW	ORANGE	ORANGE				ORANGE
	ORANGE	YELLOW	YELLOW	YELLOW	ORANGE				ORANGE	ORANGE
		RED	RED	RED	RED	BROWN	ORANGE	BROWN	ORANGE	
		ORANGE	ORANGE	ORANGE	ORANGE	BROWN	ORANGE	BROWN		
		ORANGE	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE	
		ORANGE			ORANGE		ORANGE		ORANGE	
		ORANGE			ORANGE		ORANGE		ORANGE	

Mystery Copy Challenge

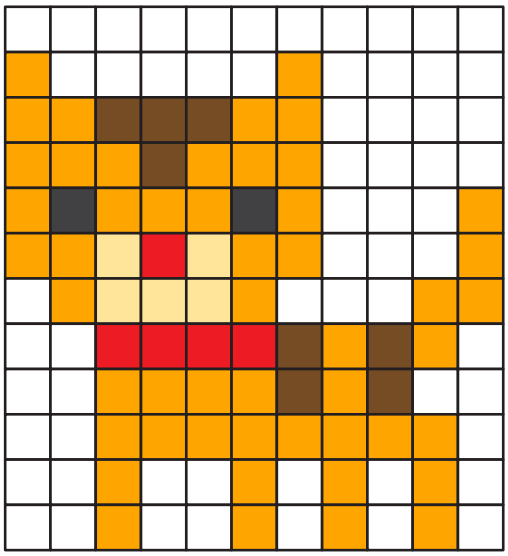
Solo Game

Directions: Print out this page and the next page.

Follow the code to reveal the picture.



Mystery Copy Challenge SOLUTION



BE A ROBOT

Directions: Print this page and cut out the circles. Put tape on the back of each circle. Working in pairs, pick one person to be the robot and stick the buttons on his/her body (i.e. shoulder, knee, elbow, foot, hand,etc). The partner will control the robot. Press a button and the robot has to perform that action. Try to do the actions like a robot would (ie stiff joints).

Jump Up and Down

Walk around like a robot

Bend elbows back and forth

Bend knees

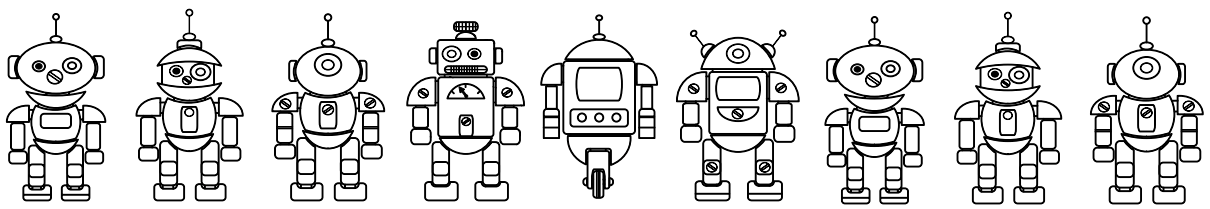
Move hands like a robot

Raise right arm up

Raise left arm up

Kick your right leg

Kick your left leg



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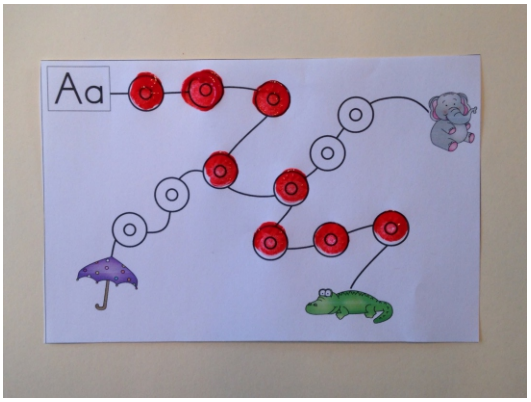
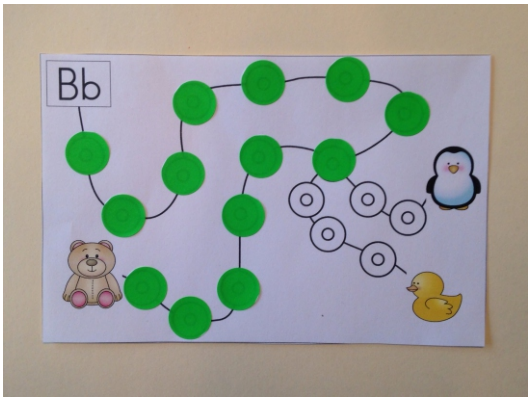
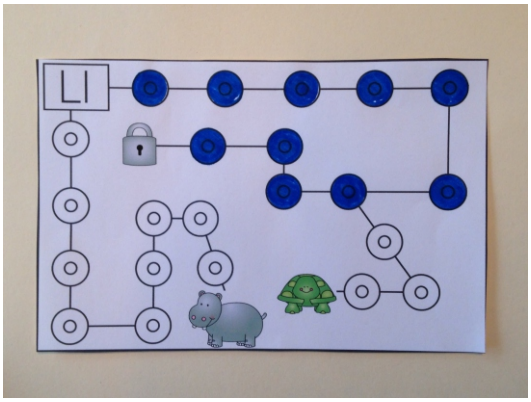
Suggestions for Differentiated Instruction



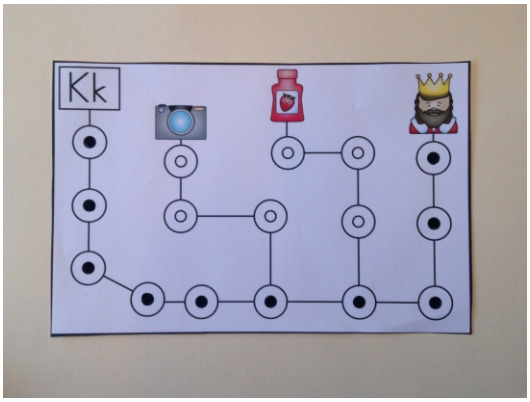
Complete path with dot marker.



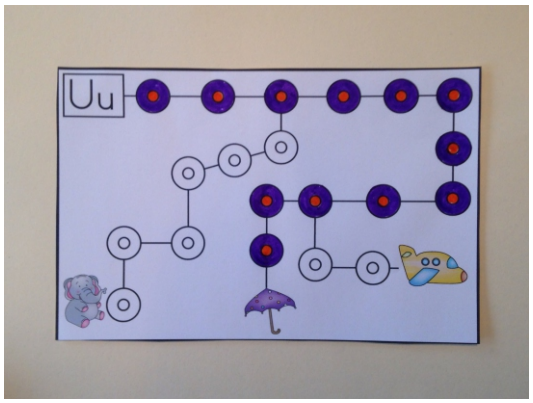
Complete path with circle stickers.



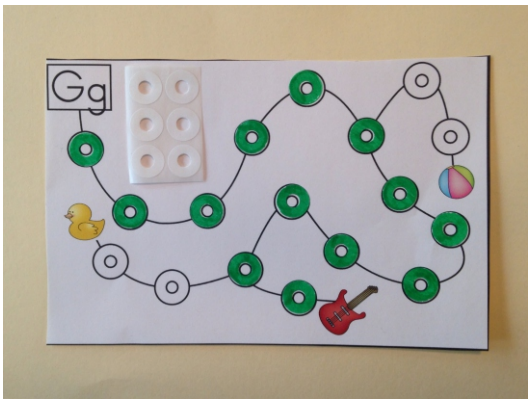
Complete path coloring in each large circle.



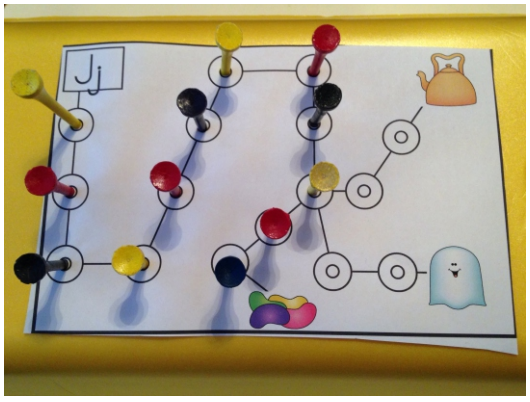
Complete path coloring in each small circle.



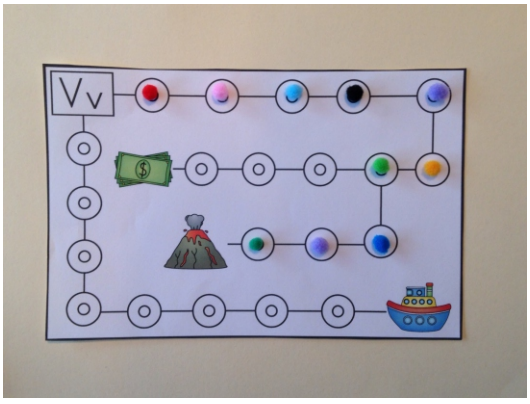
Complete path coloring in the large circle one color and the small circle a different color.



Complete path using page reinforcer stickers exactly in the circle.



Place maze over styrofoam. Push golf tees into the circles to complete the path .



Complete path placing manipulatives inside the circles.

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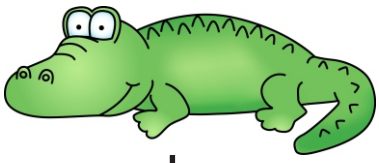
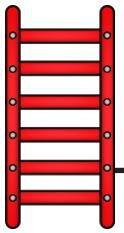
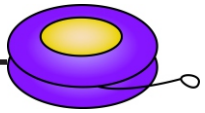
Yy





Zz



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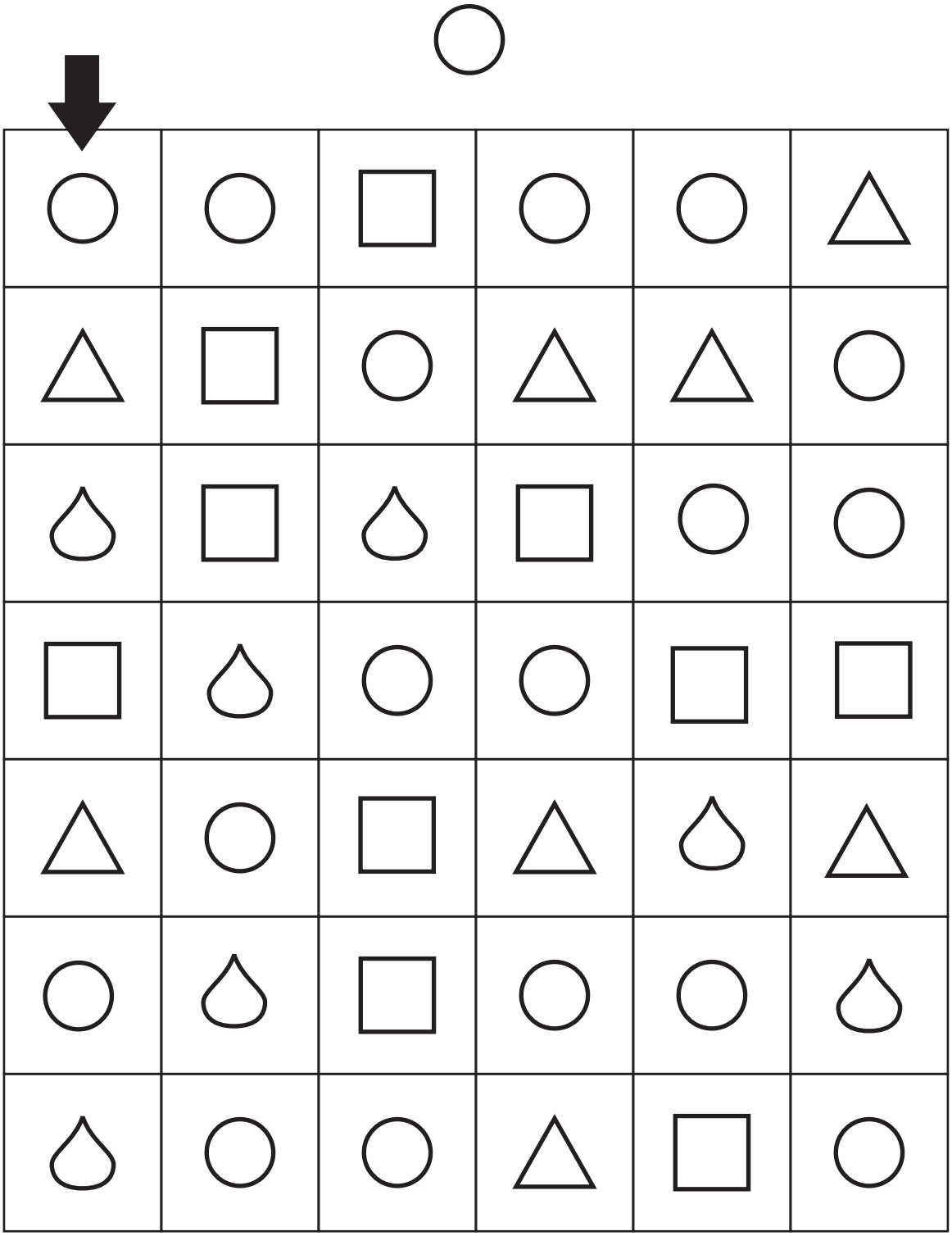
Directions: Start at the arrow at the top of the page. Trace a path through the circles only to exit the maze at the bottom arrow.



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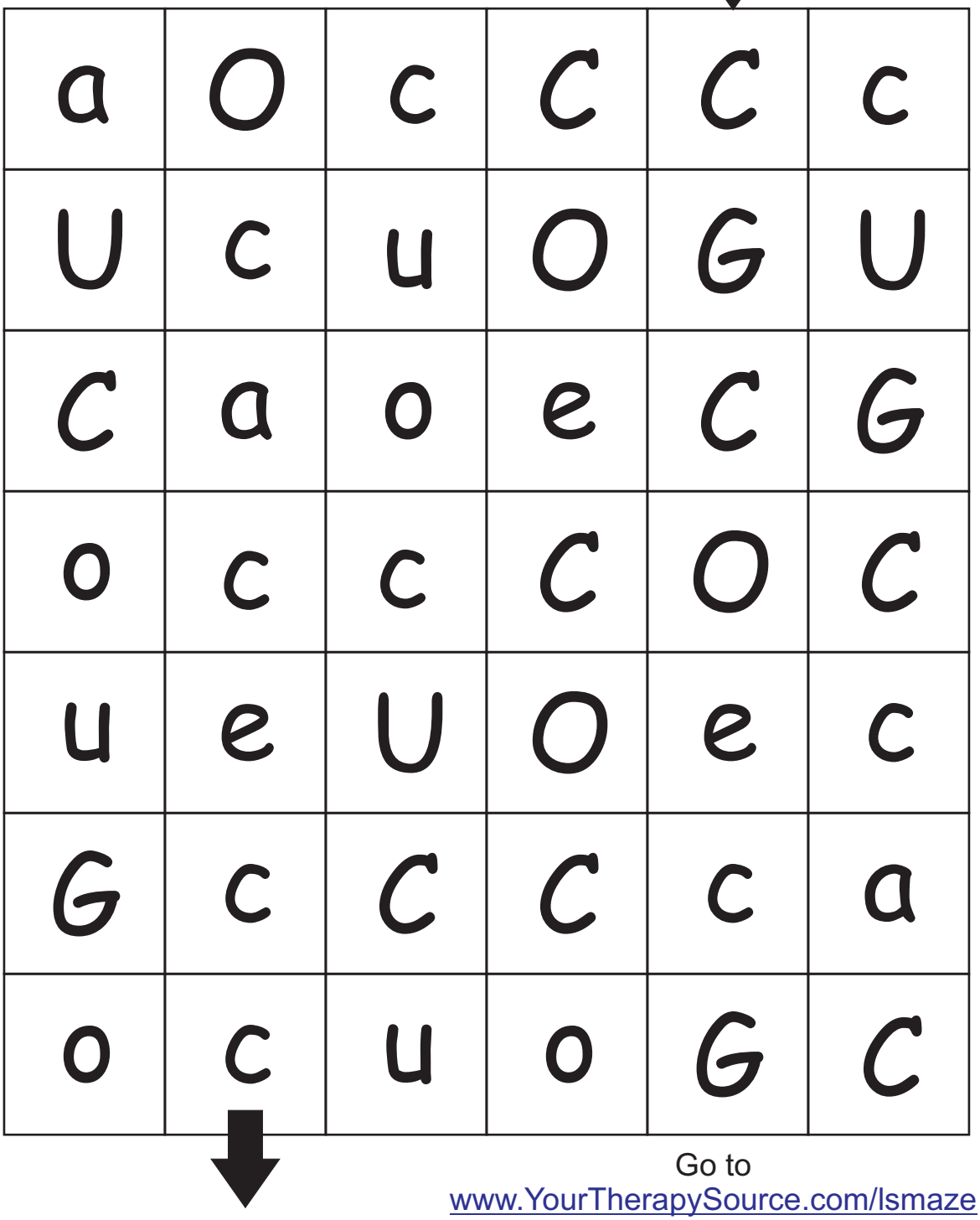
Directions: Start at the arrow at the top of the page. Trace a path only through the letters C or c to exit the maze at the bottom arrow.

Cc



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HANDPRINT AND FOOTPRINT ART

Free Printables

1 - Winter Snowman | 2 - Winter Cardinal | 3 - Valentine's Day | 4 - Valentine's Day | 5 - Valentine's Day | 6 - Valentine's Day | 7 - Valentine's Day | 8 - Spring

9 - Spring | 10 - Easter | 11 - Easter | 12 - Spring | 13 - Spring | 14 - Father's Day | 15 - Father's Day | 16 - Father's Day

17 - Father's Day | 18 - Father's Day | 19 - Father's DAy | 20 - Father's Day | 21 - Father's Day | 22 - Father's Day | 23 - Father's DAy | 24 - Summer

25 - Summer | 26 - Summer | 27 - Summer | 28 - Summer | 29 - Summer | 30 - Summer | 31 - Summer | 32 - Summer

33 - Summer | 34 - Mother's Day | 35 - Mother's Day | 36 - Mother's Day | 37 - Mother's Day | 38 - Animal | 39 - Animal | 40 - Anytime

41 - Halloween | 42 - Halloween | 43 - Halloween | 44 - Halloween | 45 - Thanksgiving | 46 - Thanksgiving | 47 - Thanksgiving | 48 - Thanksgiving

49 - Thanksgiving | 50 - Thanksgiving | 51 - Christmas | 52 - Christmas | 53 - Christmas | 54 - Christmas

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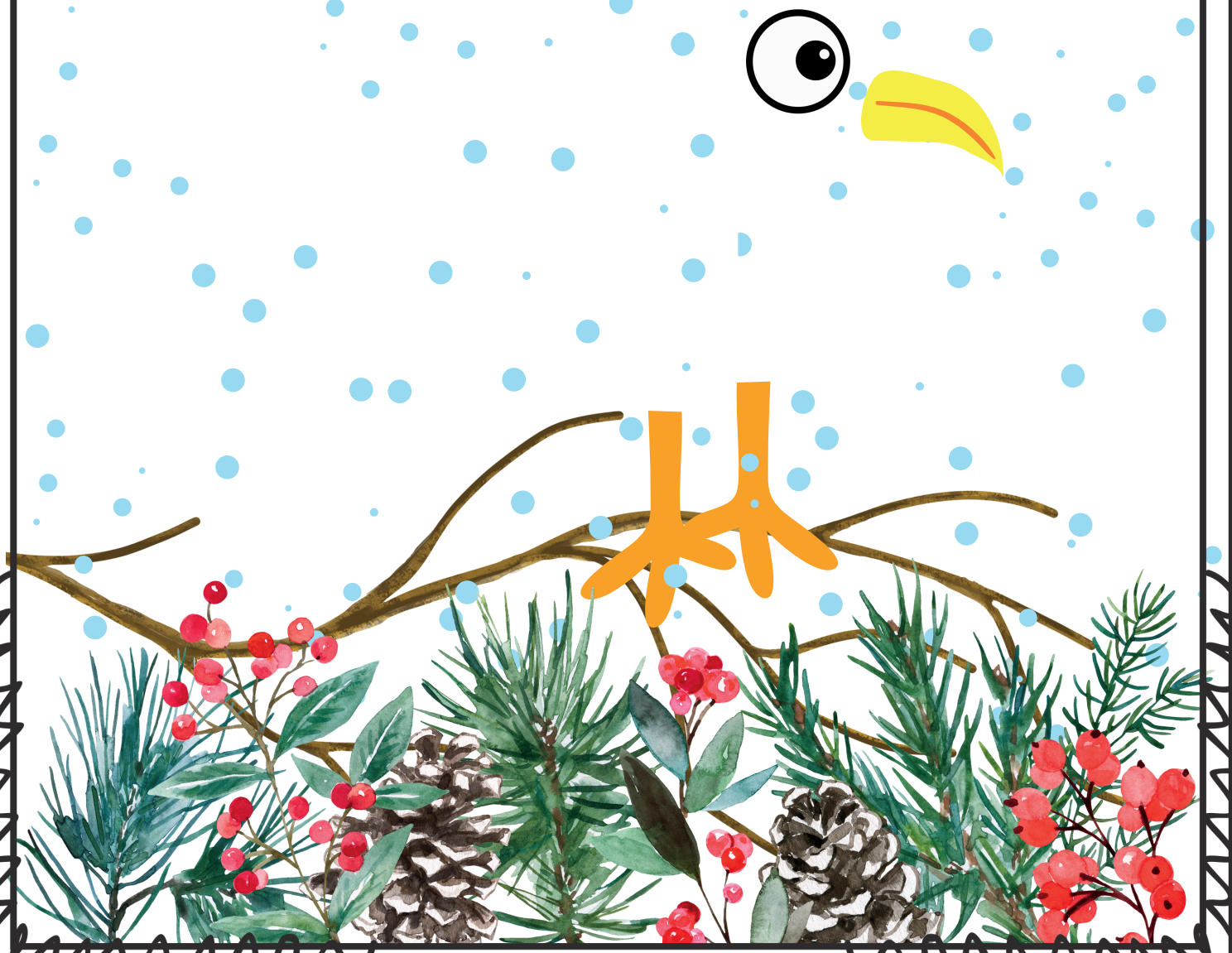
I love you snow much!

I am always with you.




LOVE

Happy Valentine's Day

No matter how big these hands grow, We will always love you

Happy Valentine's Day to the best parents in the whole world

Happy Valentine's Day

Just as this hands grow, so will my love for you

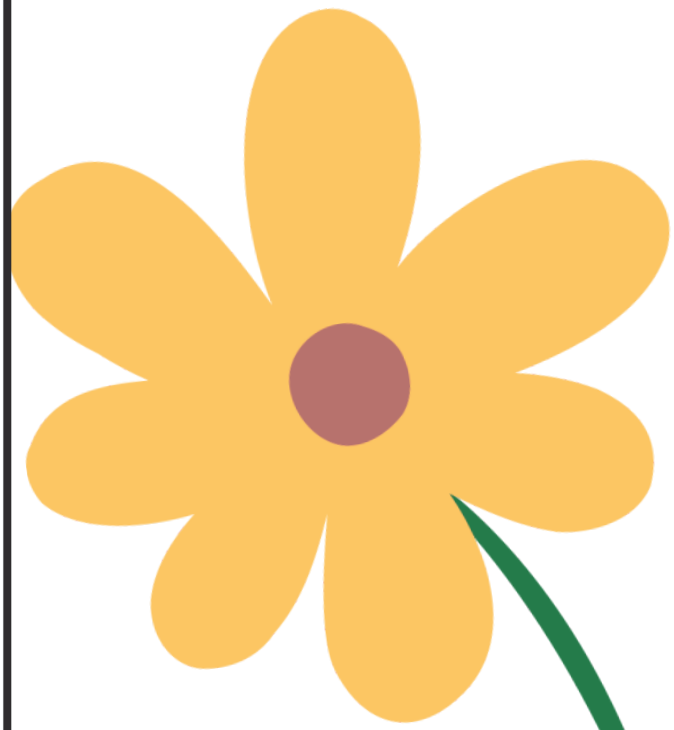
I

YOU

from the top of my head to the tip of my toes

Happy Valentine's Day

*All the **flowers** of all the tomorrows are in the **seeds** of today*



Spring time

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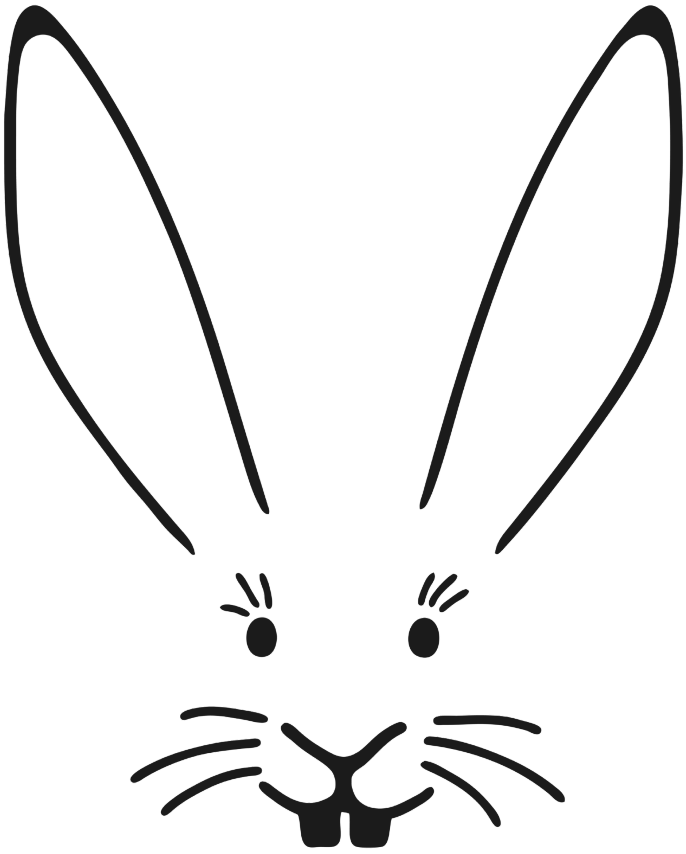
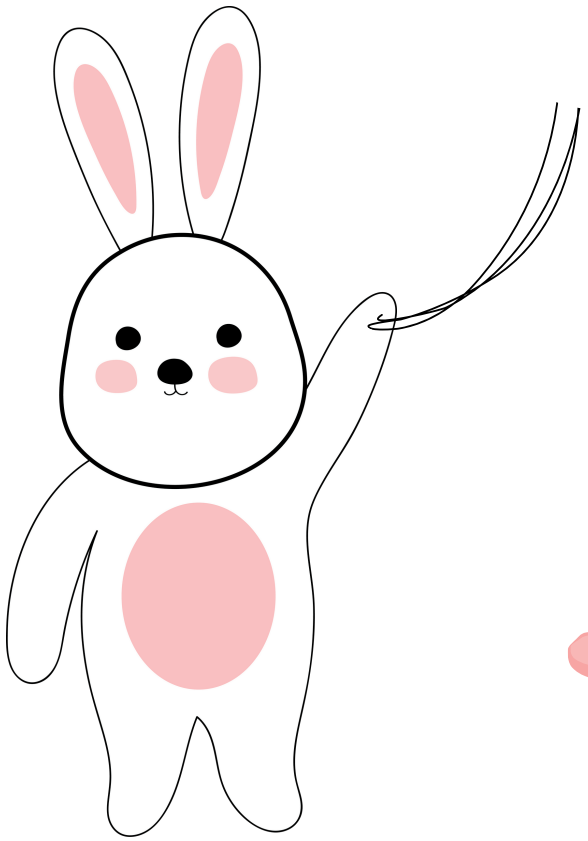
Some bunny loves you!



Happy Easter

WISHING YOU A VERY

Hoppy Easter



Hello Spring

From your little sunshine

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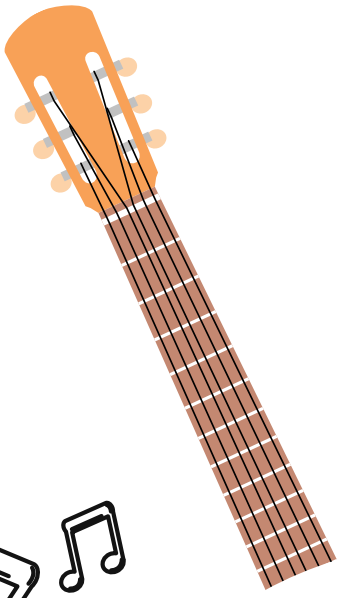
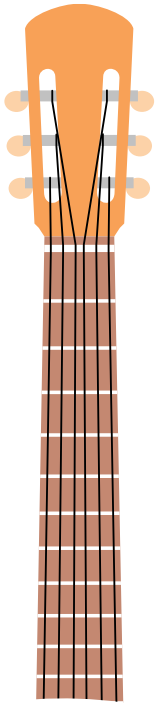
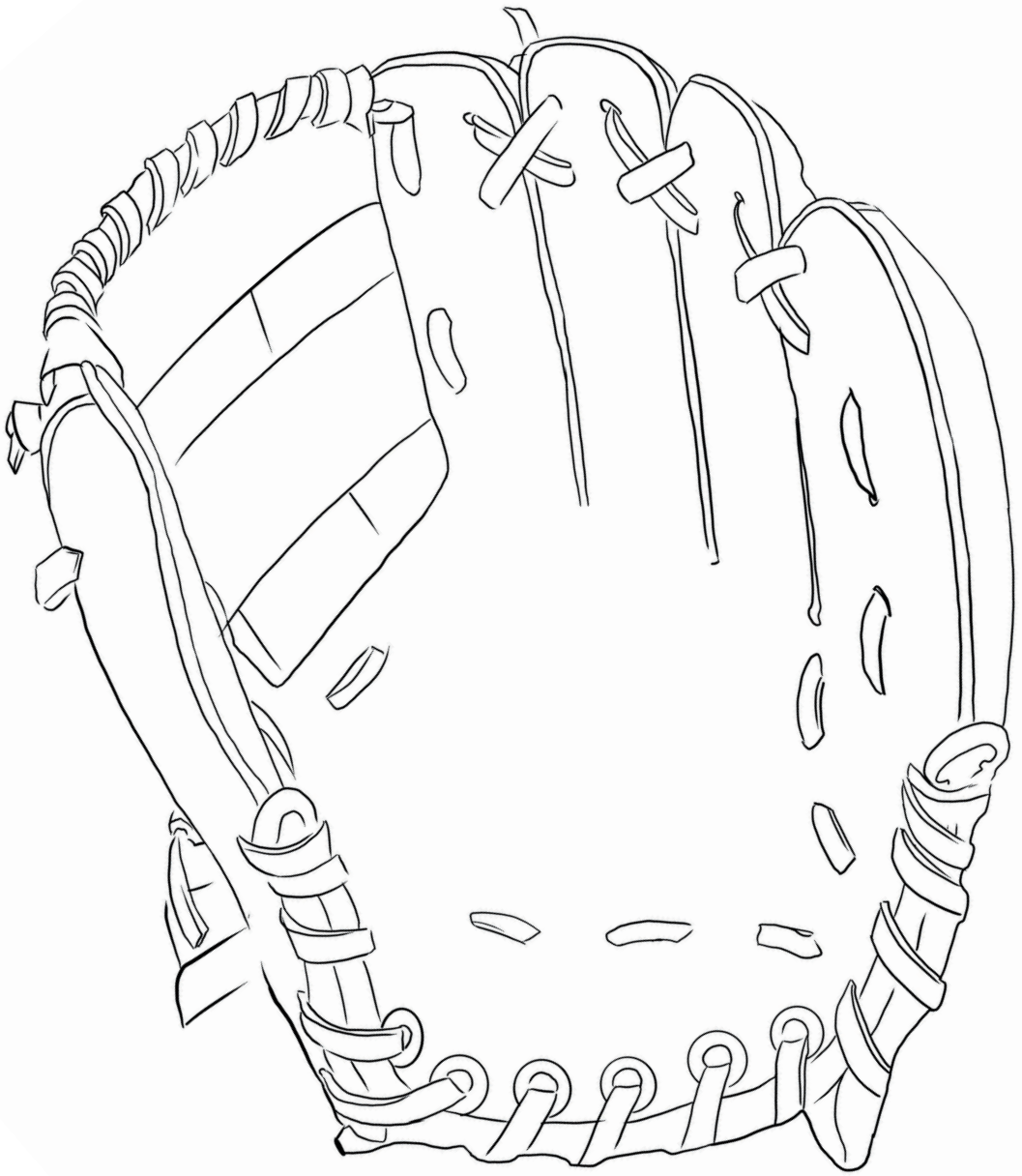


My Dad rocks!



My Grandpa rocks!

Daddy, you're a great catch!



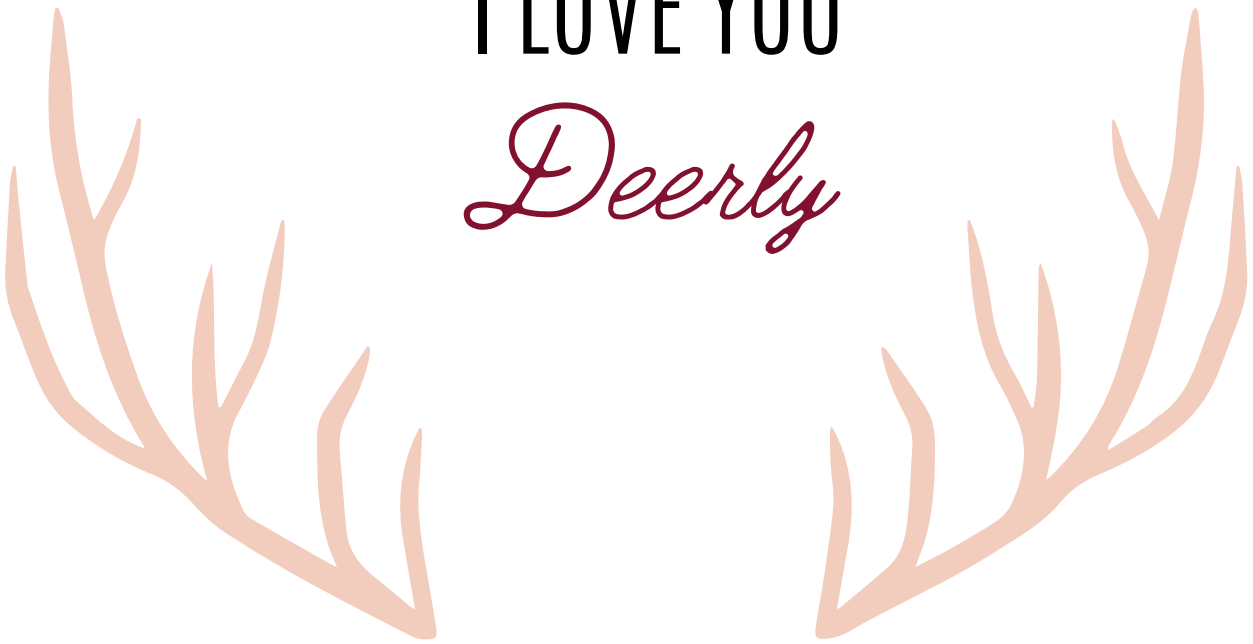
Happy Father's Day

Happy Father's Day

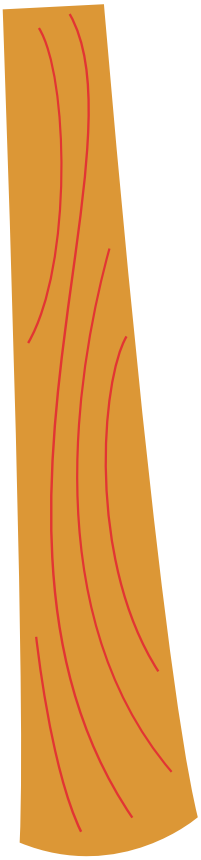
World's Best Dad Award

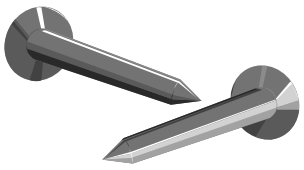
I LOVE YOU

Deerly



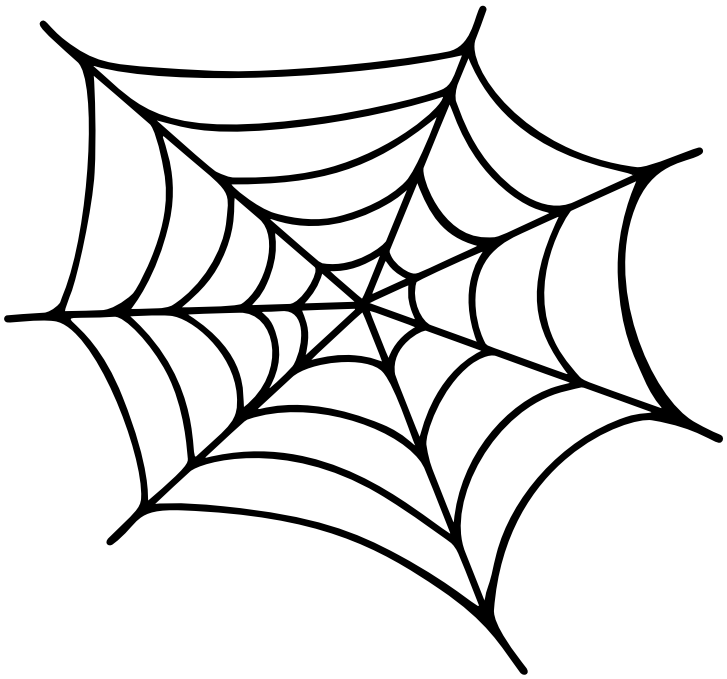
I LOVE
BUILDING
MEMORIES
WITH YOU





I am following in your footsteps.

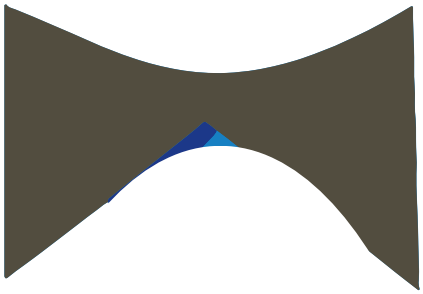
D



D

You are my

SUPER HERO

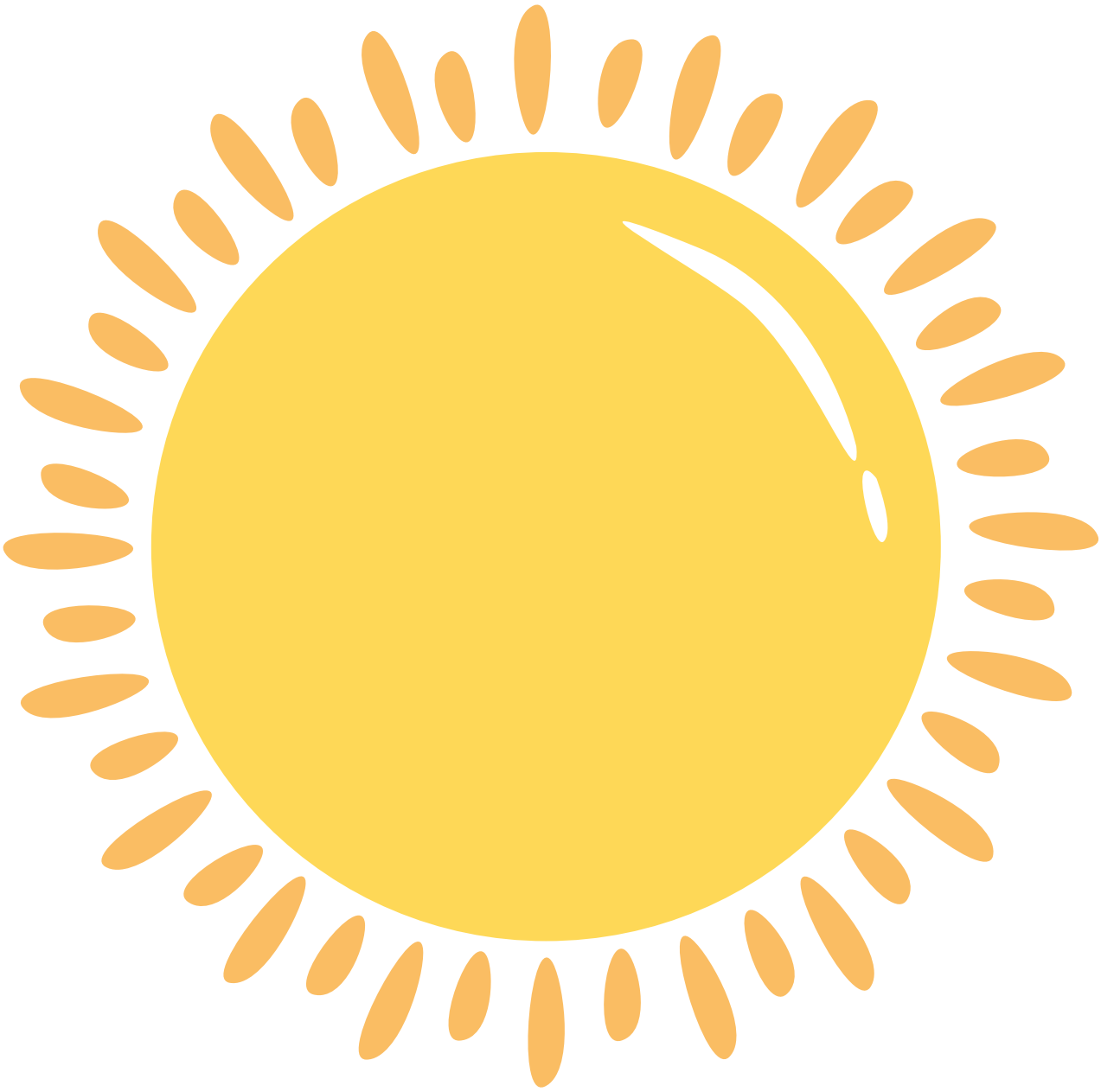


Thank you for being a

tie-rrific

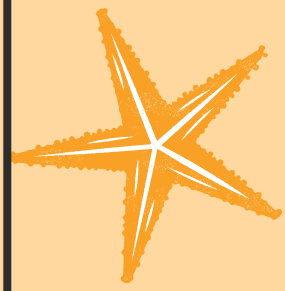
Dad

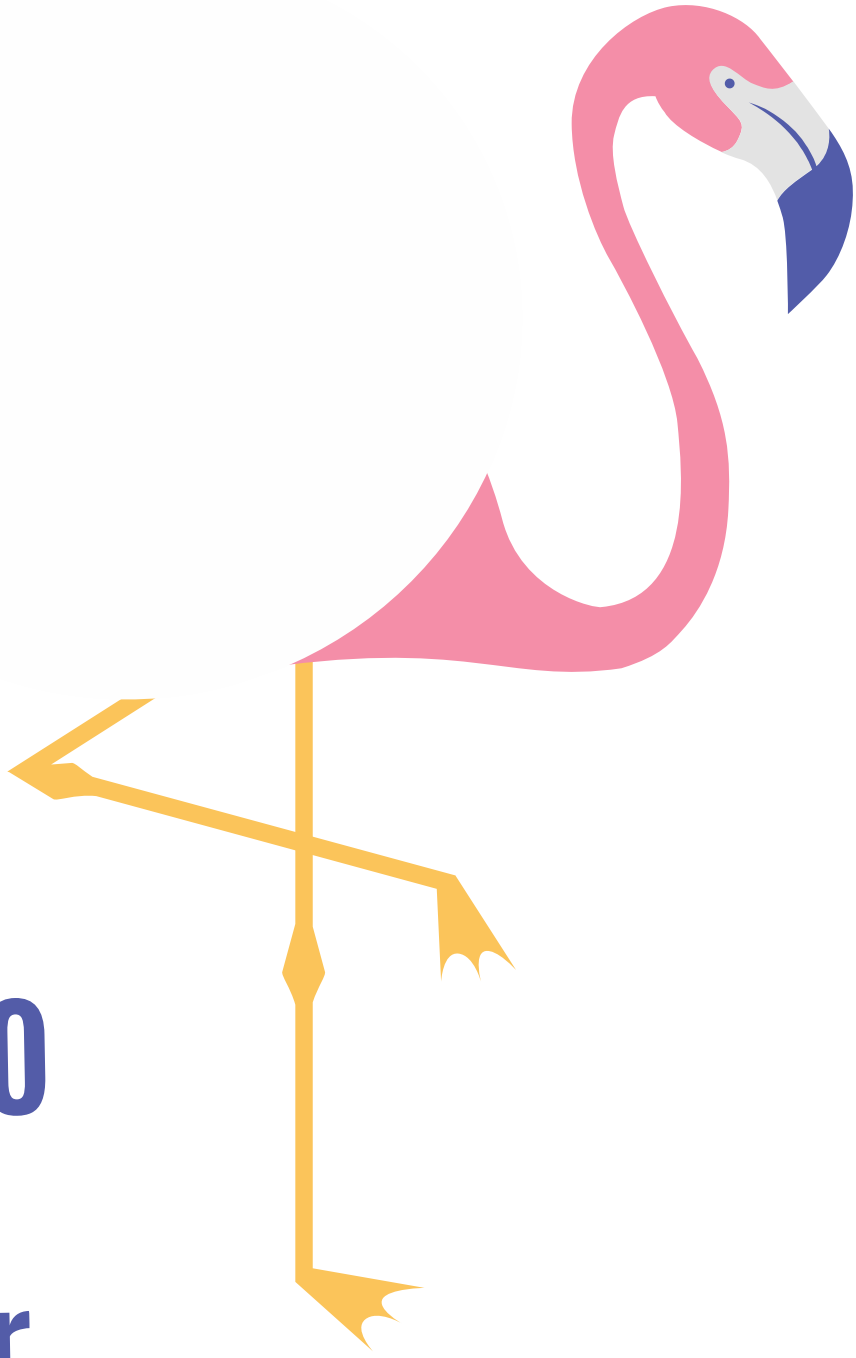
It's hot here



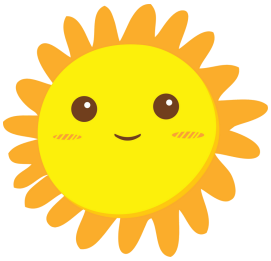
Summer is that you?

Summer
2023



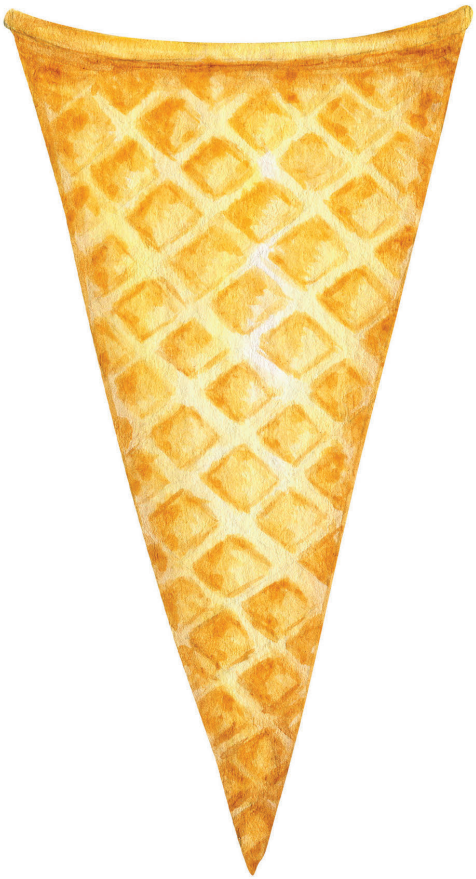


Have a
Flamingo
Good
Summer



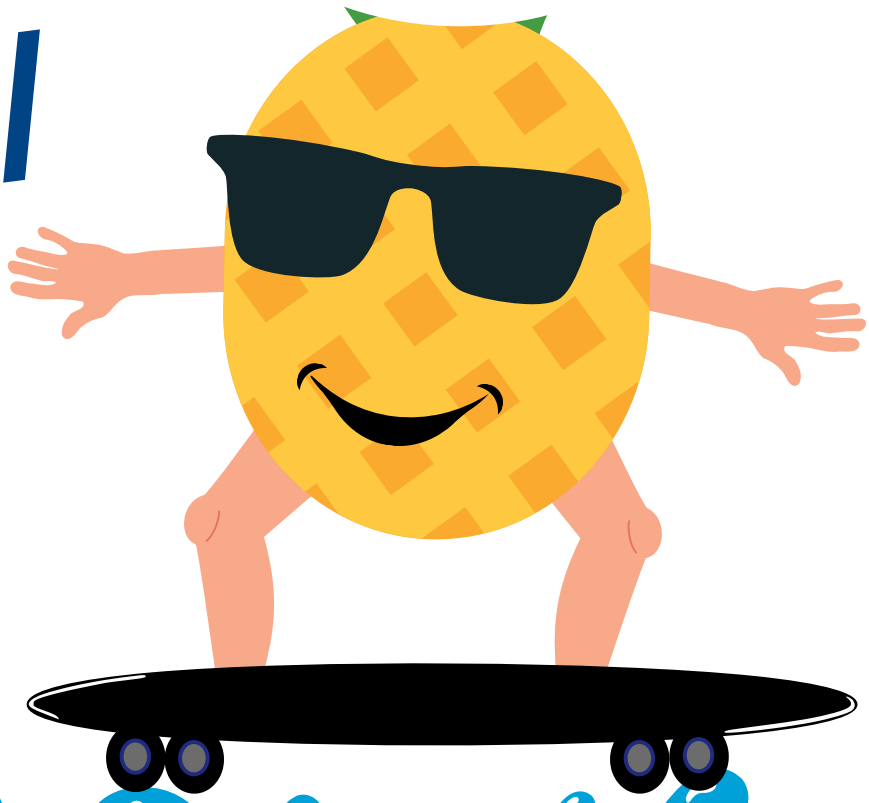
Summer

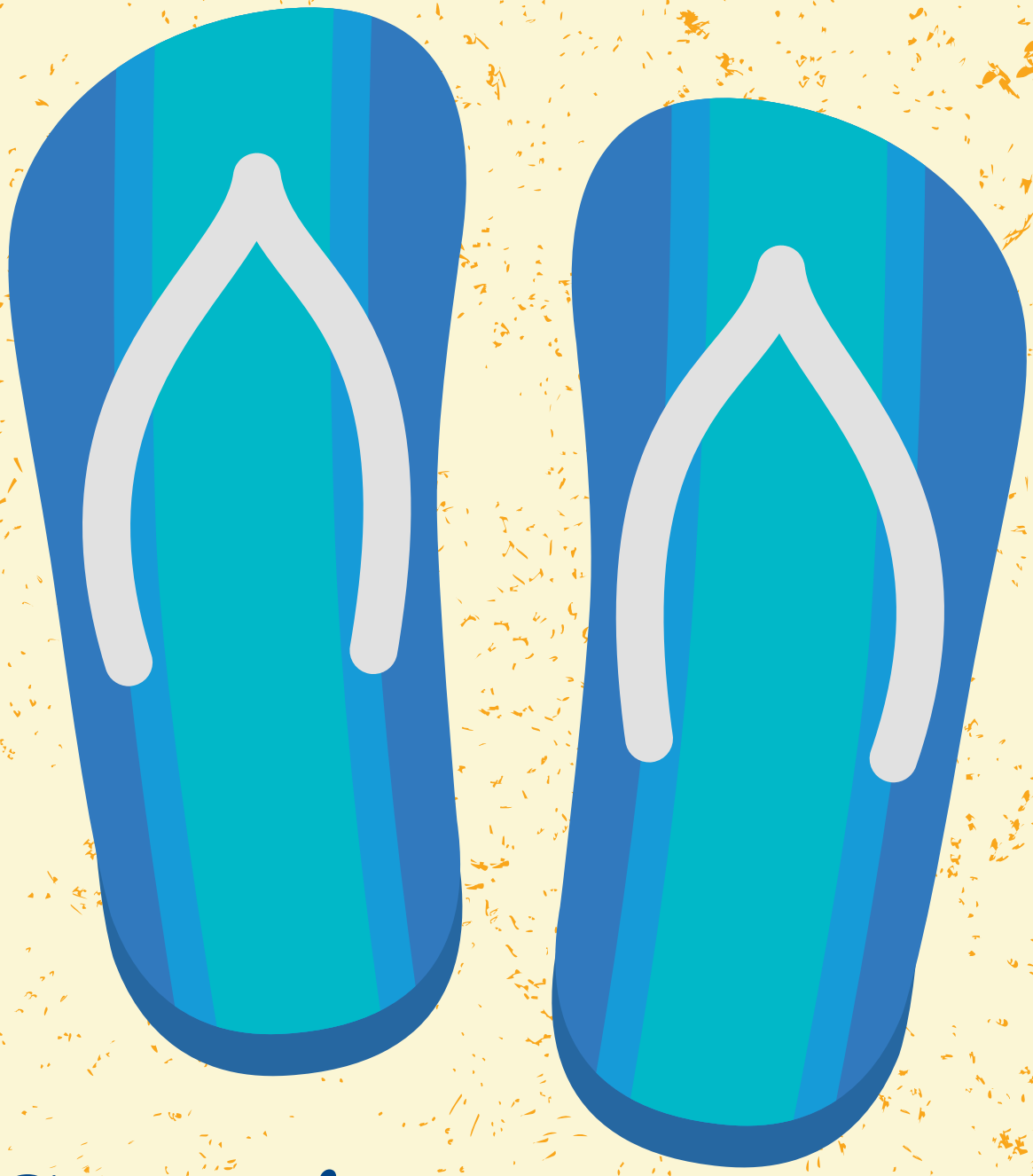
TIME



Enjoy Summer

Stay Cool

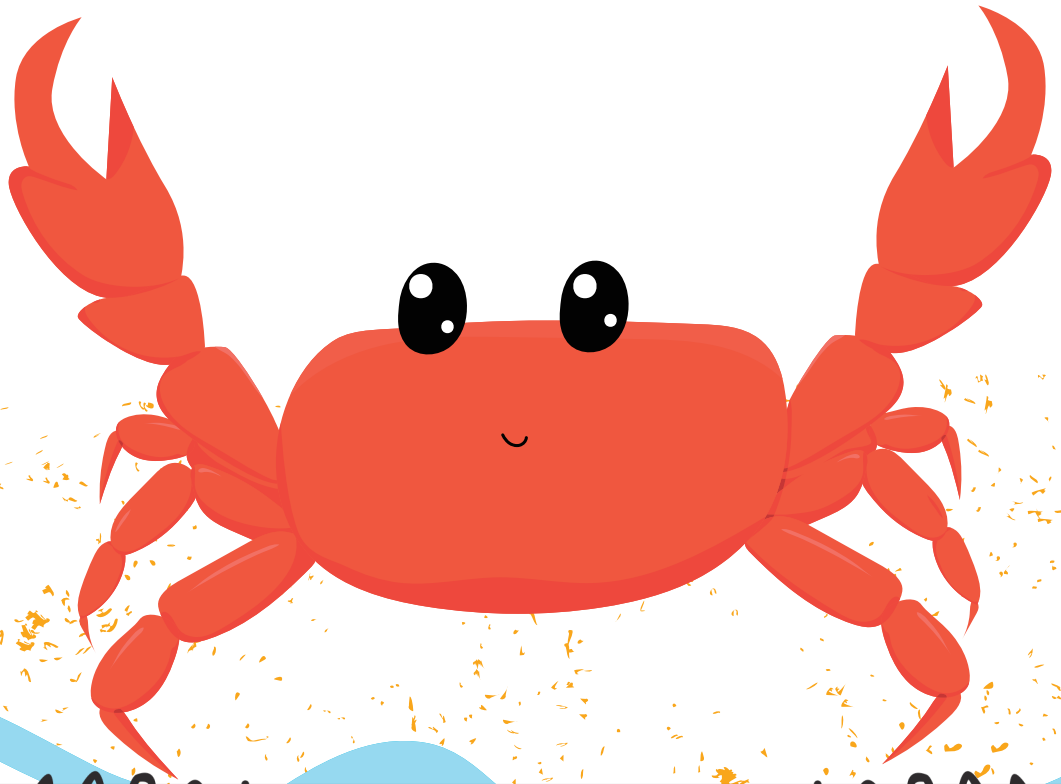




Stepping into Summer

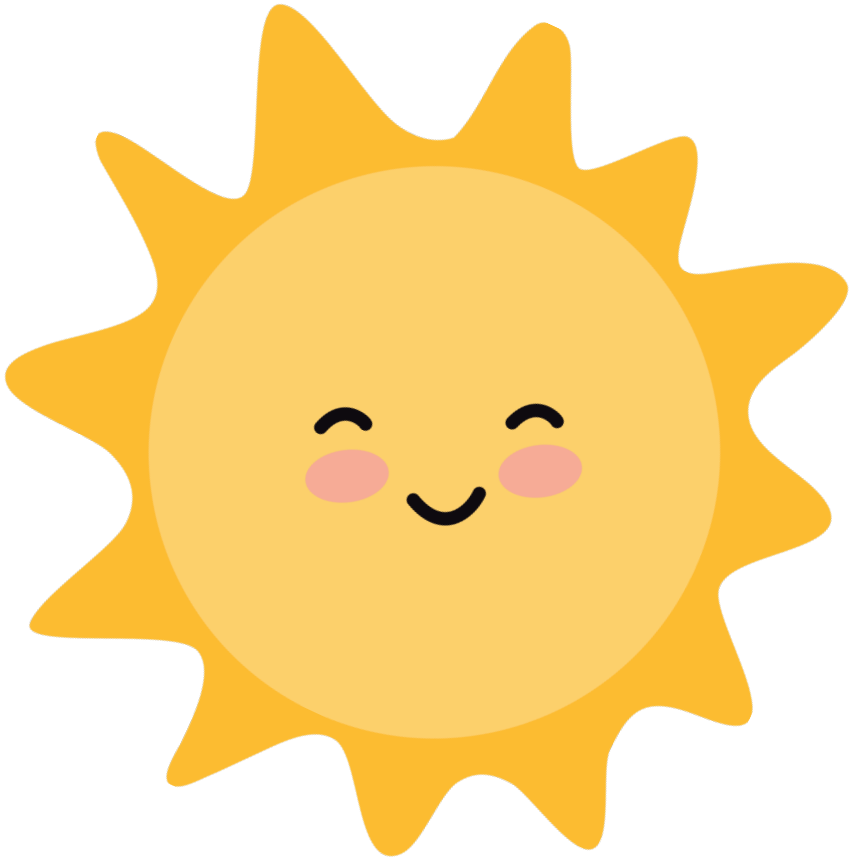
HAVE A

CRABULOUS SUMMER

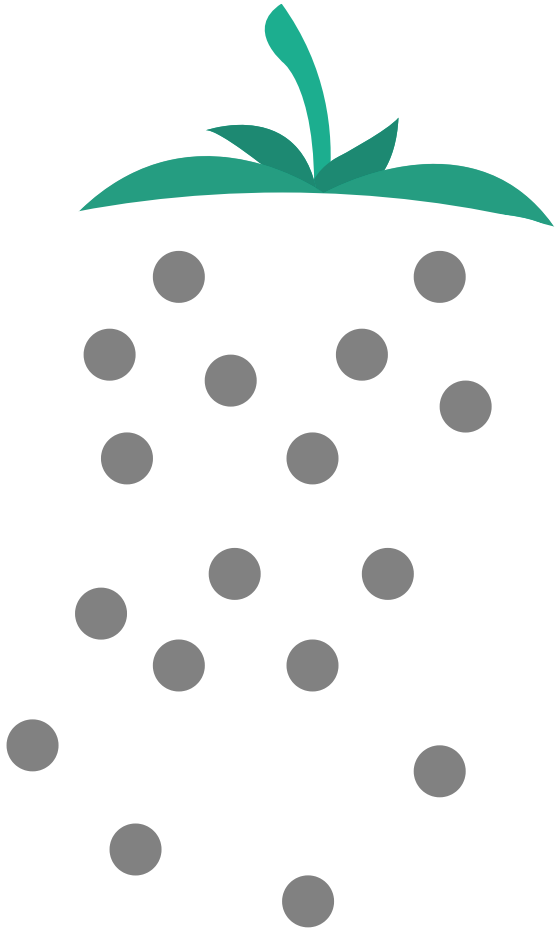


I

Summer



Hello Sunshine

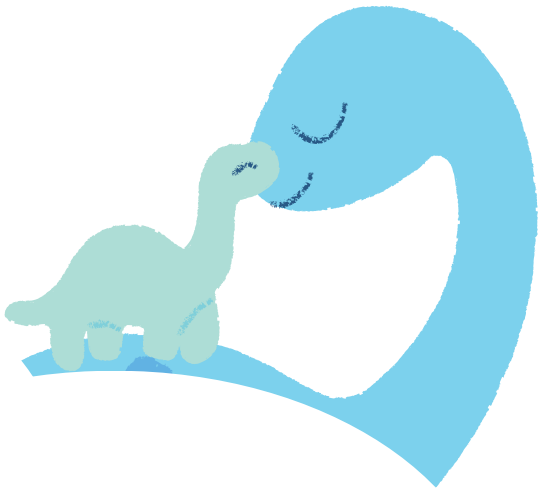


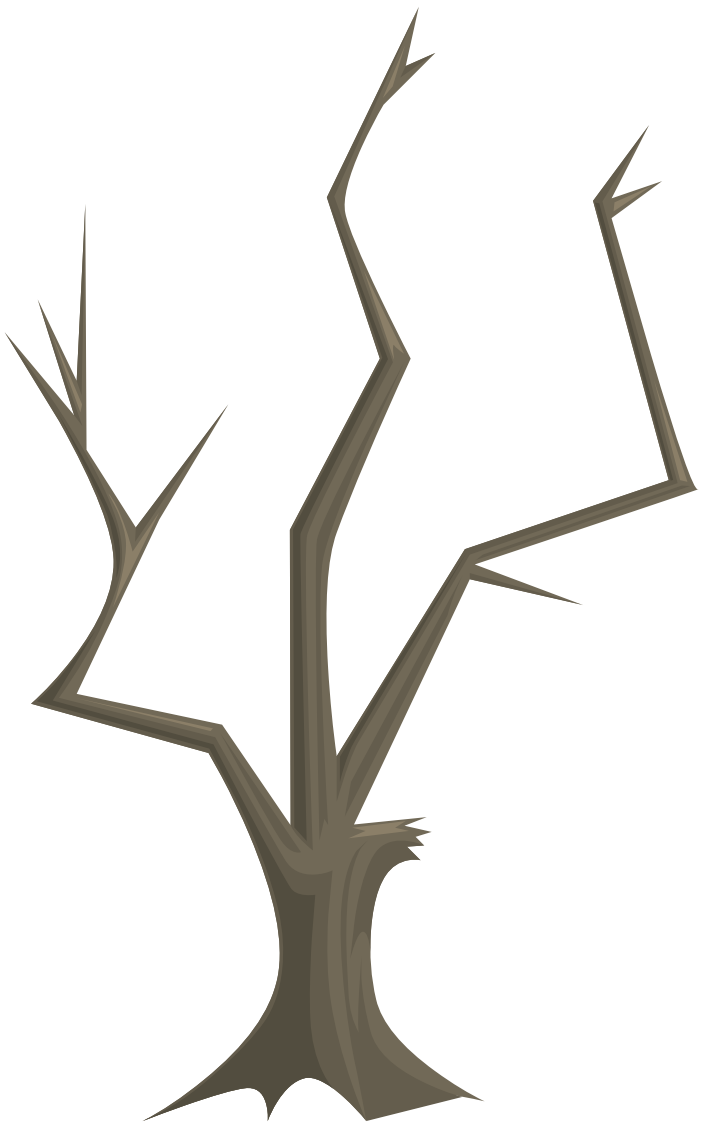
I love you BERRY much

Grandma

I love you from the bottom of my heart to the tip of my toes

My love for you will never go extinct





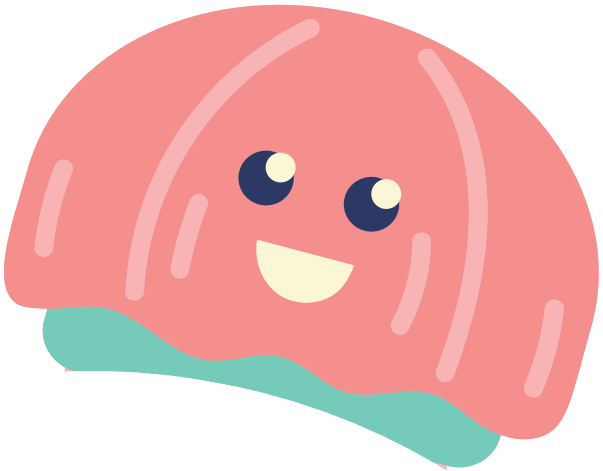
No matter how tall we grow,
We will always look up to you

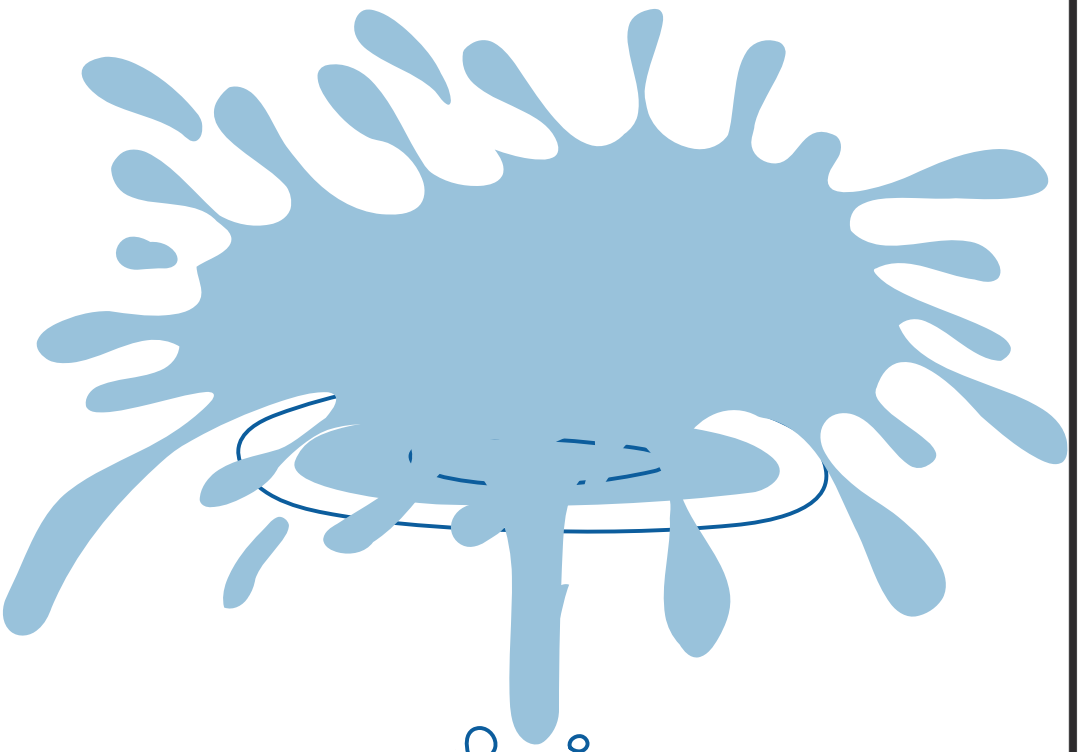
We ♥ you

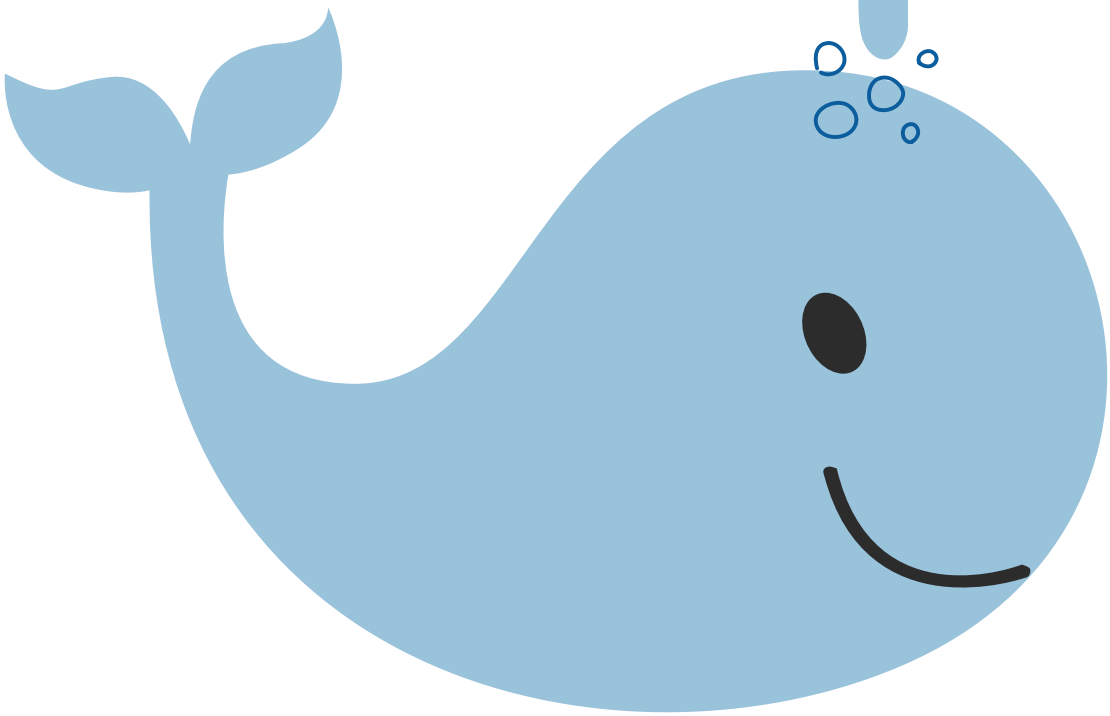
No matter how tall I grow, I will always look up to you

Mommy

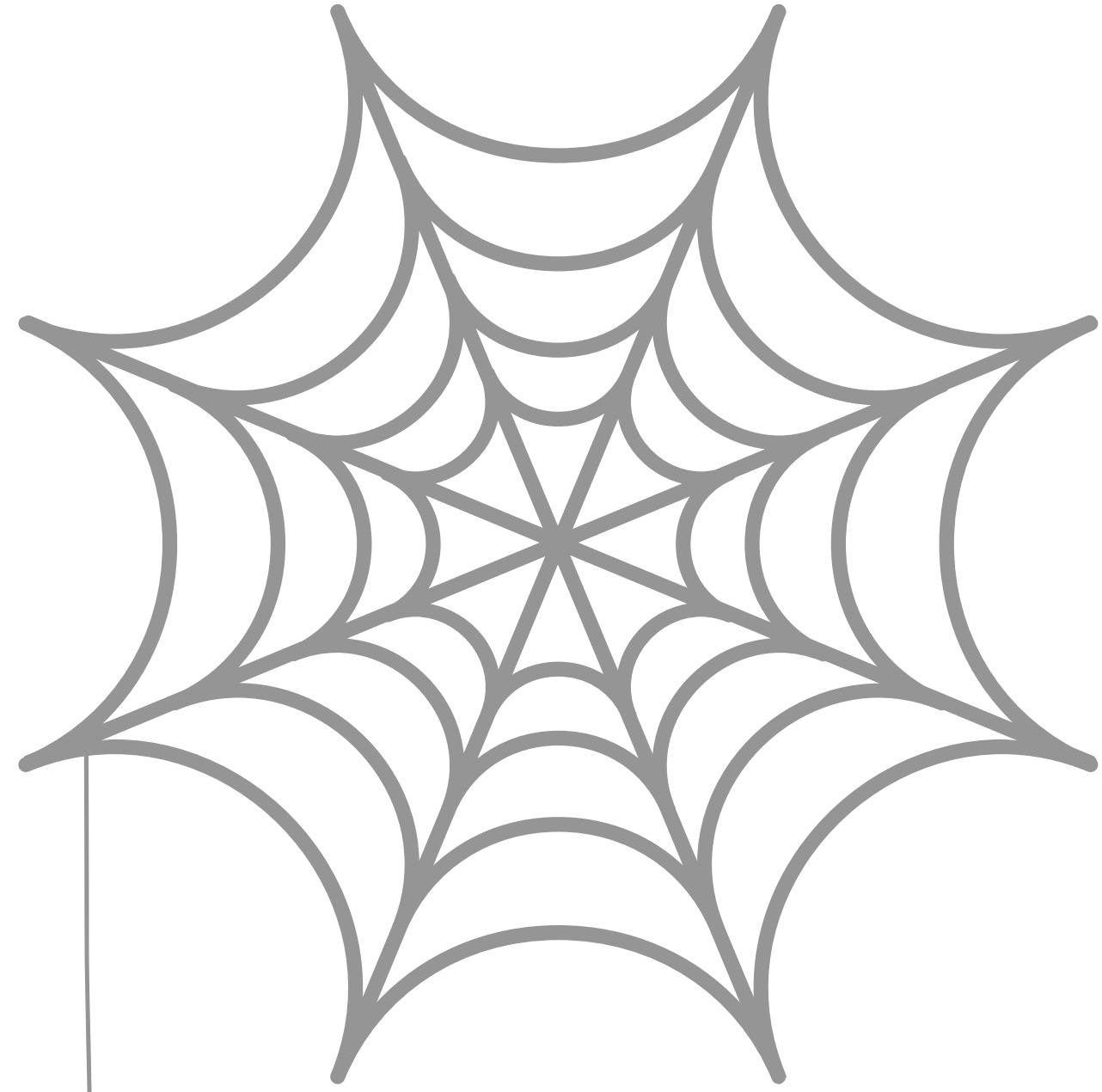
Hello!







I love you to the MOON and back



Happy Halloween

Happy Halloween

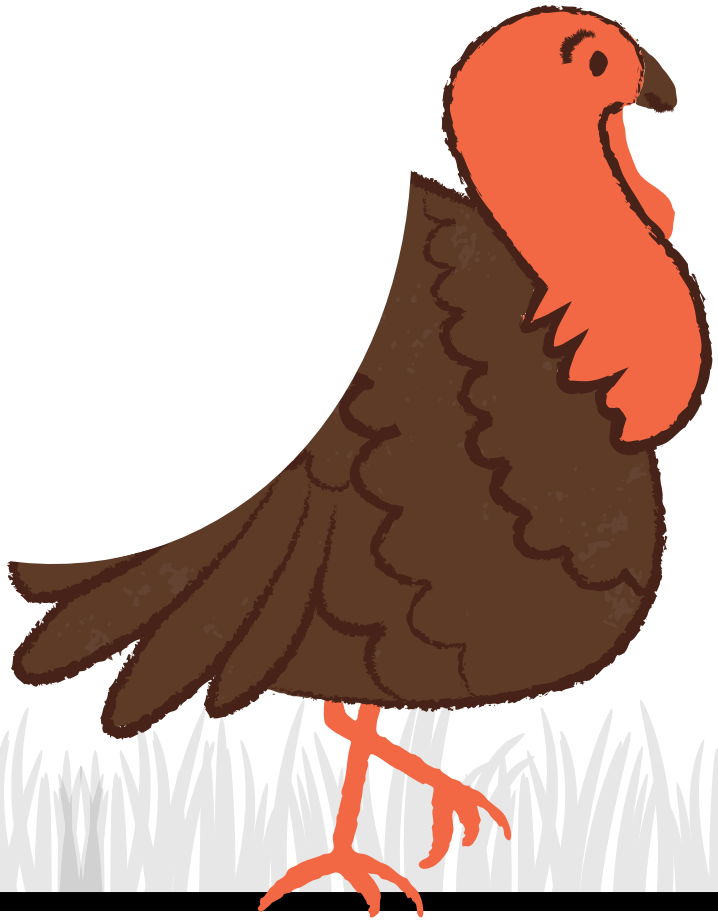
from your little witch

Trick or Treat

www.YourTherapySource.com

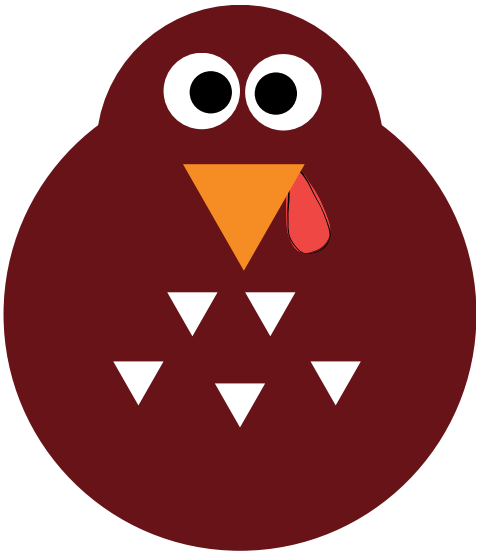
HAPPY HALLOWEEN

This little turkey is thankful for you!



Happy Thanksgiving

Happy Thanksgiving



Happy Fall

y'all

Hello Fall

What are you grateful for?

I am grateful for growth

My first Thanksgiving

Christmas wishes

and mistletoe kisses

Merry Christmas

Merry Christmas

Merry Christmas

HANDPRINT AND FOOTPRINT ART

Free Printables

1 - Winter Snowman | 2 - Winter Cardinal | 3 - Valentine's Day | 4 - Valentine's Day | 5 - Valentine's Day | 6 - Valentine's Day | 7 - Valentine's Day | 8 - Spring

9 - Spring | 10 - Easter | 11 - Easter | 12 - Spring | 13 - Spring | 14 - Father's Day | 15 - Father's Day | 16 - Father's Day

17 - Father's Day | 18 - Father's Day | 19 - Father's DAy | 20 - Father's Day | 21 - Father's Day | 22 - Father's Day | 23 - Father's DAy | 24 - Summer

25 - Summer | 26 - Summer | 27 - Summer | 28 - Summer | 29 - Summer | 30 - Summer | 31 - Summer | 32 - Summer

33 - Summer | 34 - Mother's Day | 35 - Mother's Day | 36 - Mother's Day | 37 - Mother's Day | 38 - Animal | 39 - Animal | 40 - Anytime

41 - Halloween | 42 - Halloween | 43 - Halloween | 44 - Halloween | 45 - Thanksgiving | 46 - Thanksgiving | 47 - Thanksgiving | 48 - Thanksgiving

49 - Thanksgiving | 50 - Thanksgiving | 51 - Christmas | 52 - Christmas | 53 - Christmas | 54 - Christmas

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Free Printable Packet -Includes 54 templates for all year long!

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I love you snow much!


I am always with you.

L

VE

Happy Valentine's Day

Mommy

No matter how big these hands grow, We will always love you

Happy Valentine's Day to the best parents in the whole world

Happy Valentine's Day

Just as this hands grow, so will my love for you

I

YOU

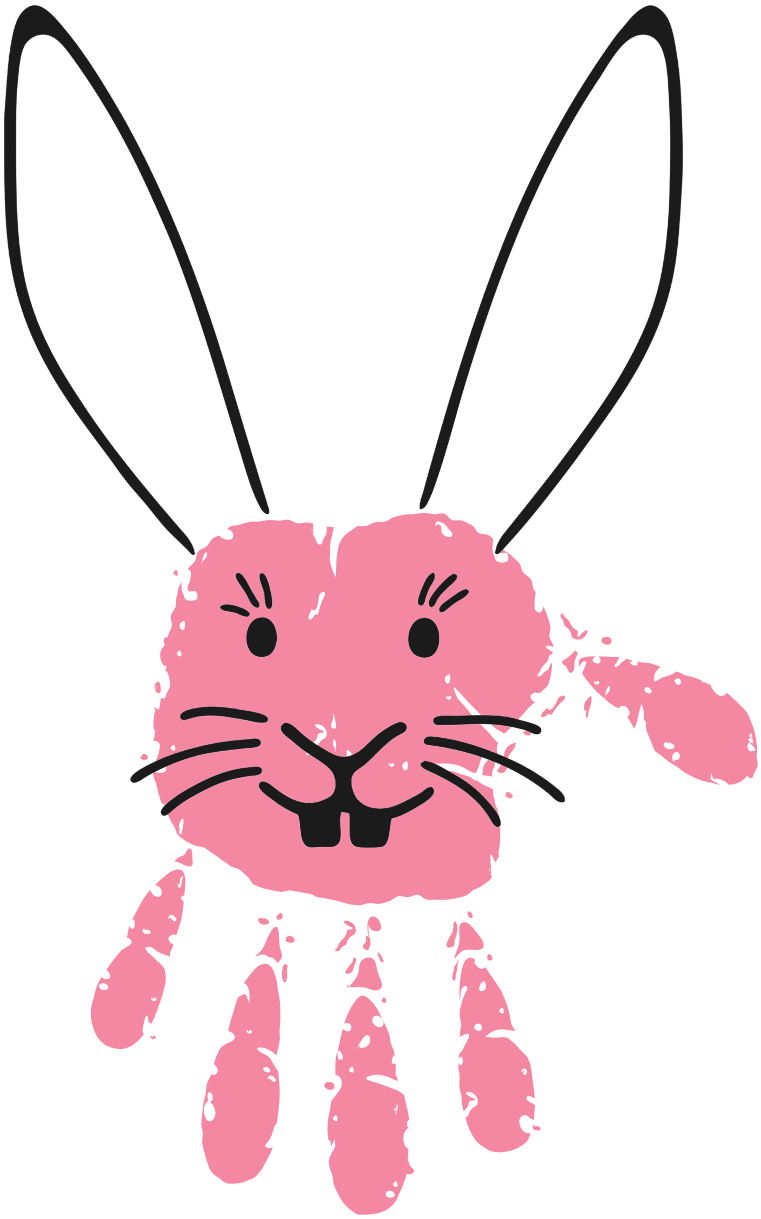
from the top of my head to the tip of my toes

Happy Valentine's Day

*All the **flowers** of all the tomorrows are in the **seeds** of today*

spring time

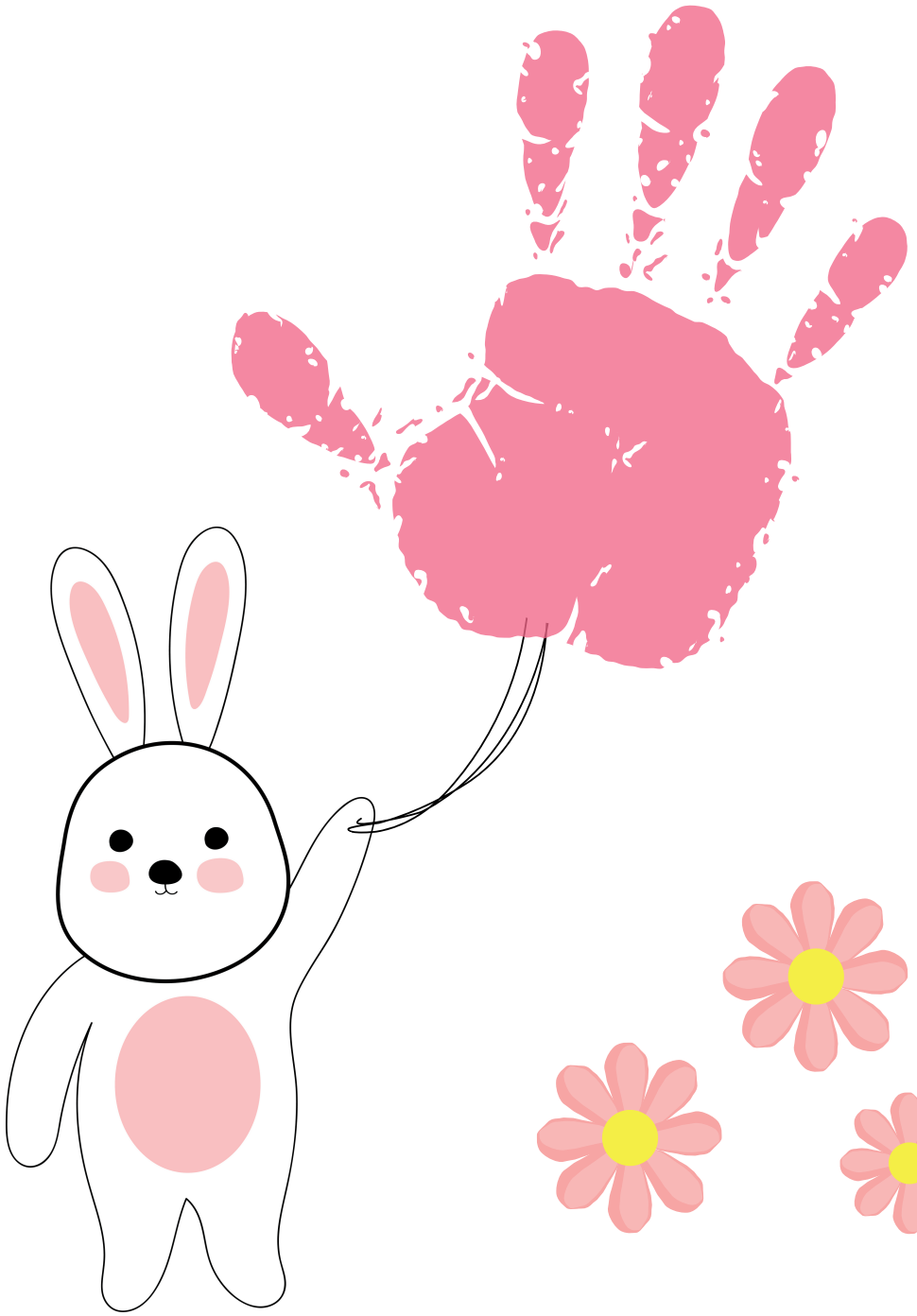
Some bunny loves you!



Happy Easter

WISHING YOU A VERY

Hoppy Easter



Hello Spring

From your little sunshine


My Dad rocks!


My
Grandpa
rocks!

Daddy, you're a great catch!

Happy Father's Day

Happy Father's Day

World's Best Dad Award

I LOVE YOU

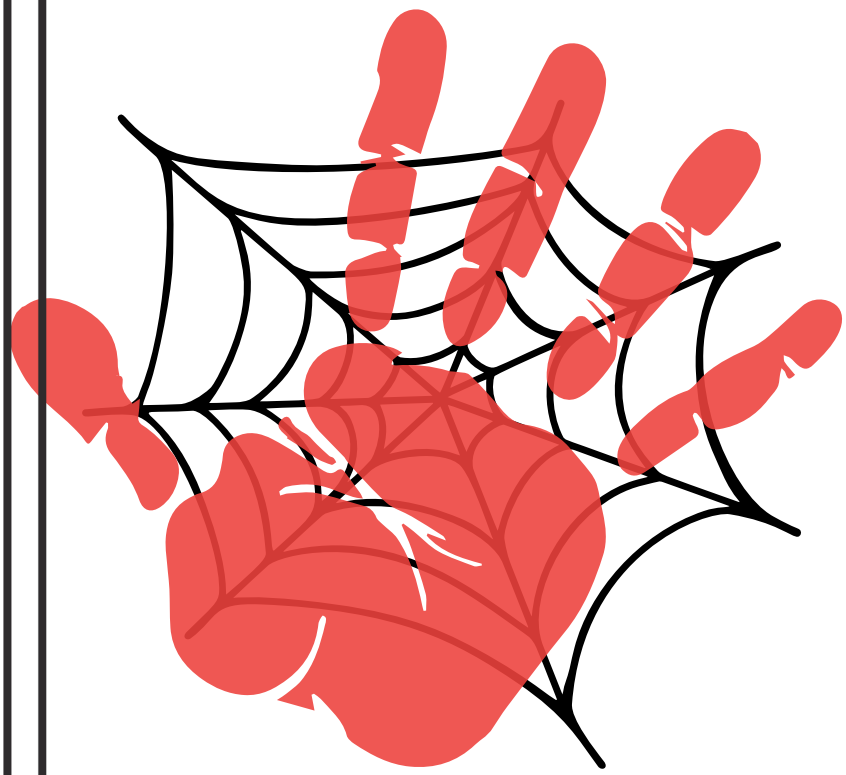
Deerly

HAPPY FATHER'S DAY

I LOVE
BUILDING
MEMORIES
WITH YOU
Daddy

Daddy,
I am
following
in your
footsteps.

D



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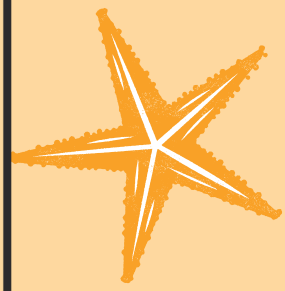
It's hot here

Summer is that you?



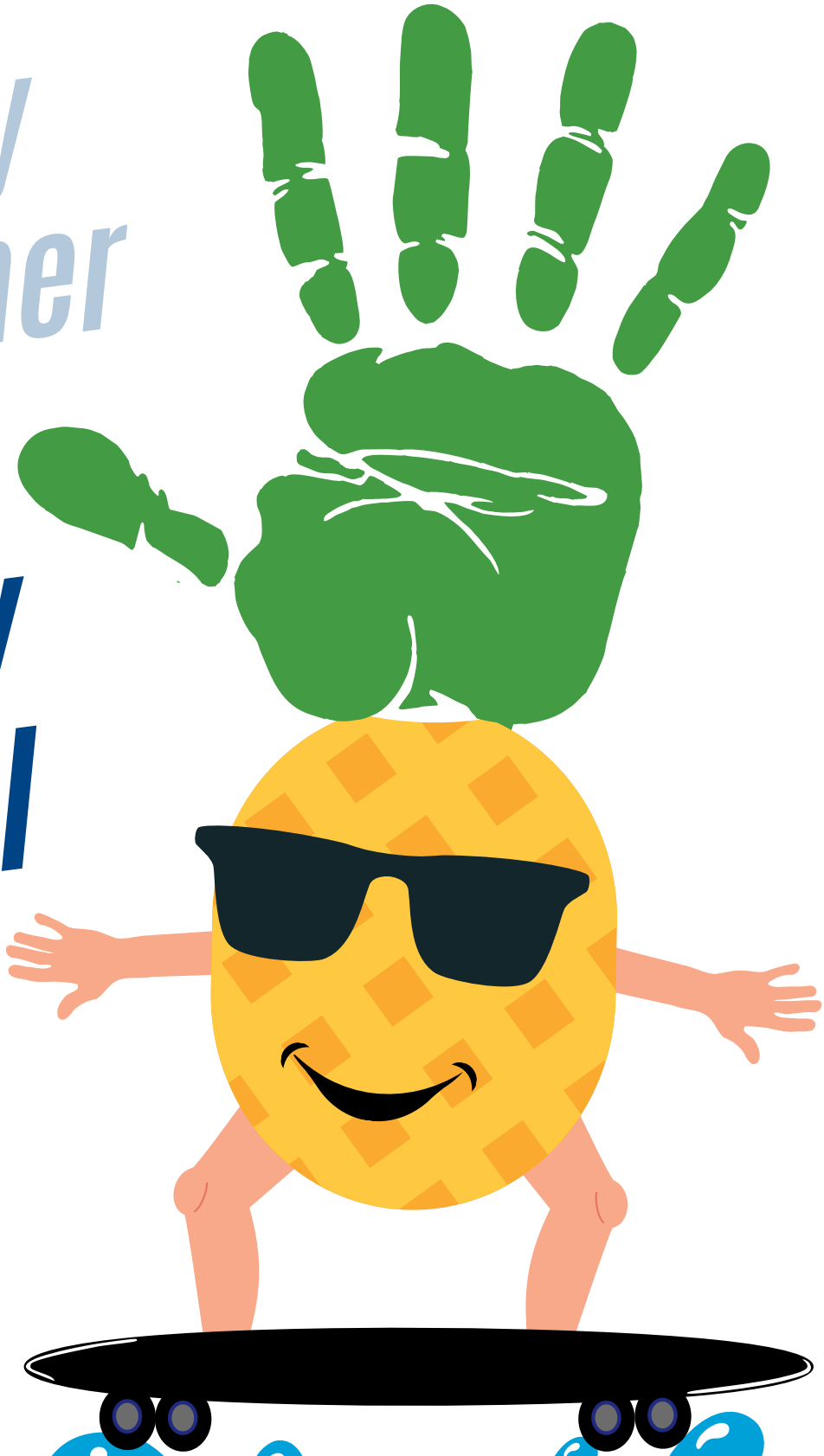
Summer Time Fun


Have a
Flamingo
Good
Summer


Summer
TIME

Enjoy Summer

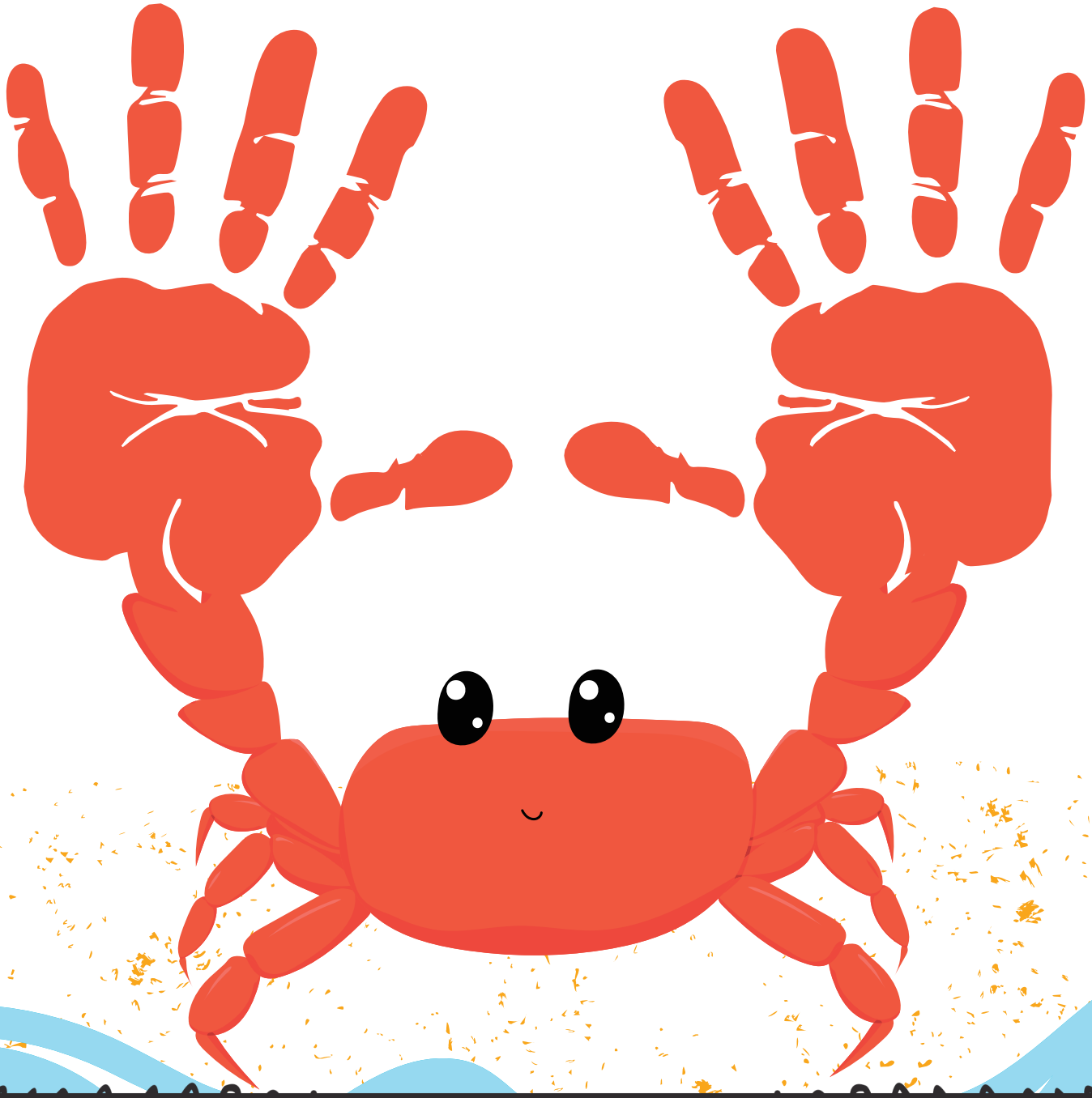
Stay Cool




Stepping into Summer

HAVE A

CRABULOUS SUMMER



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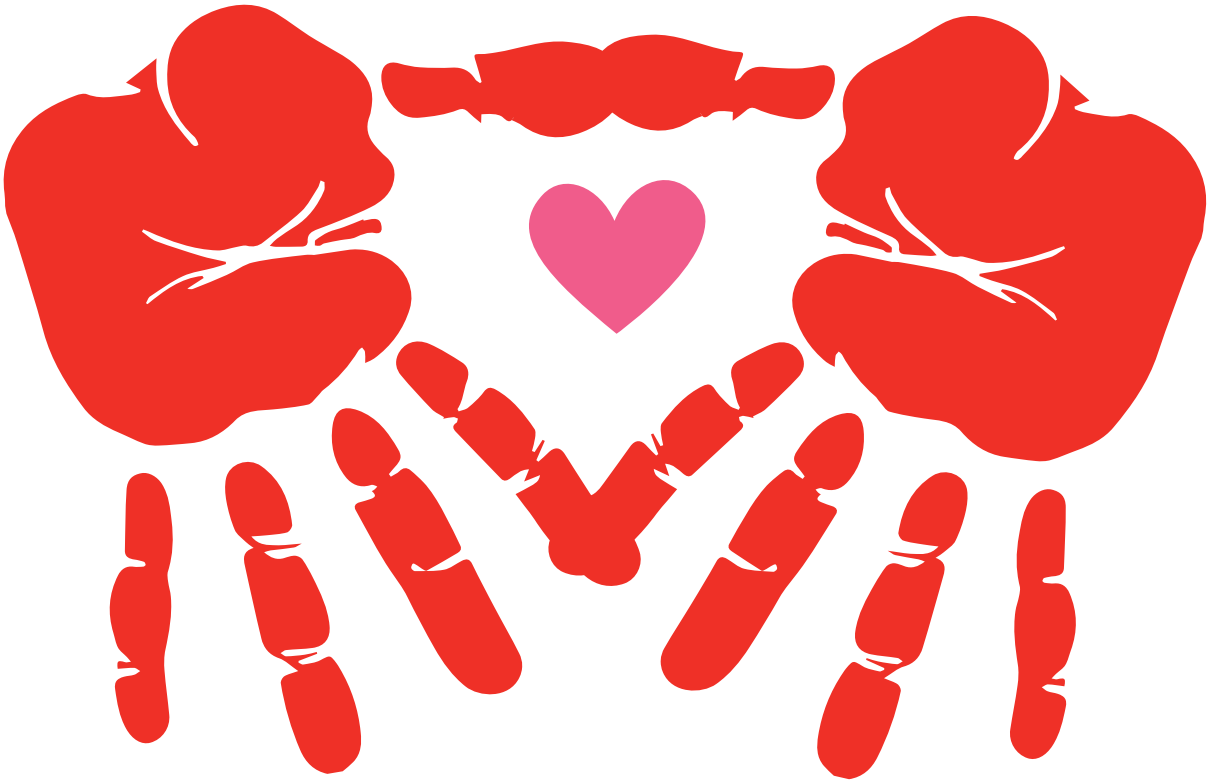
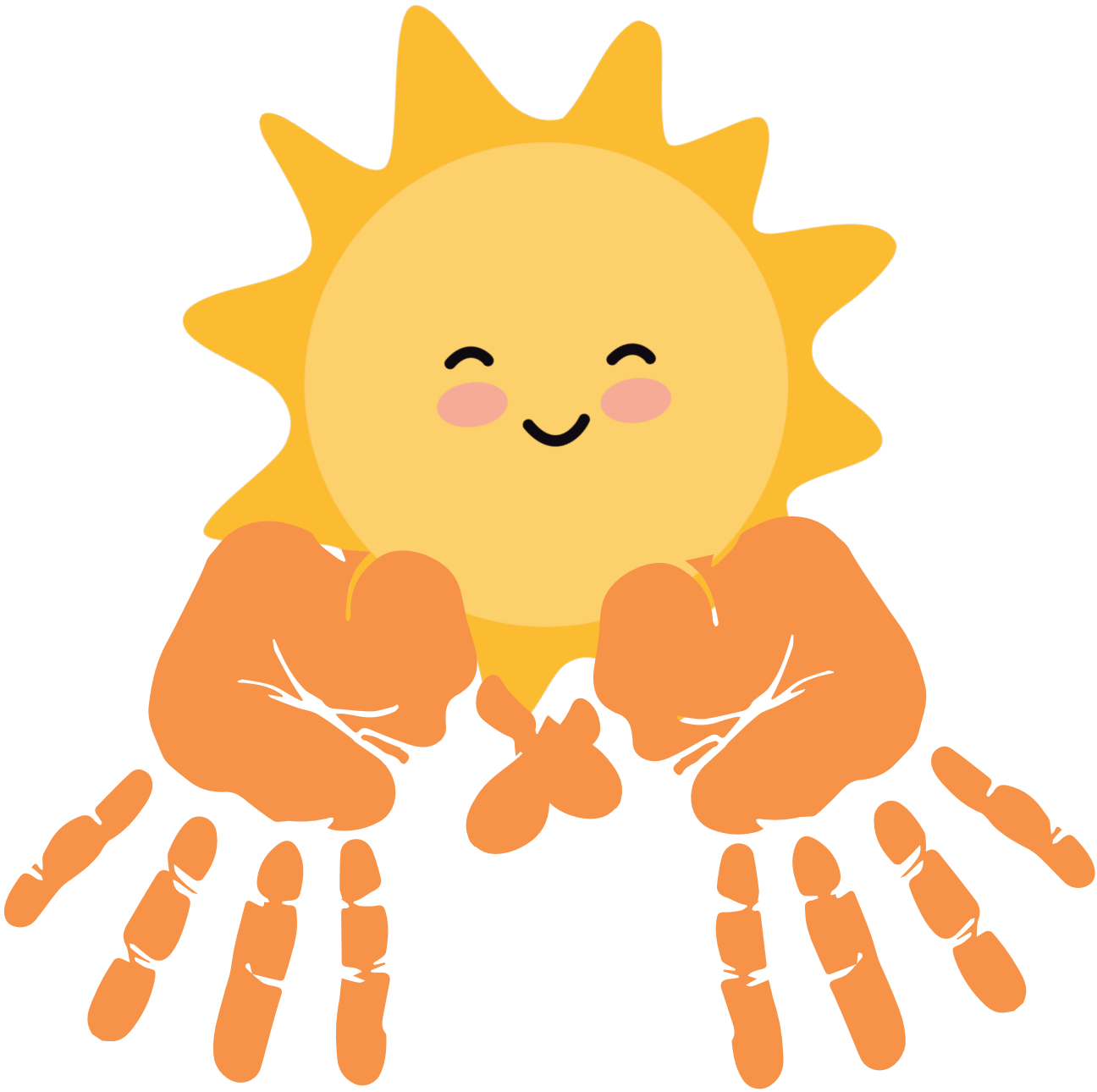
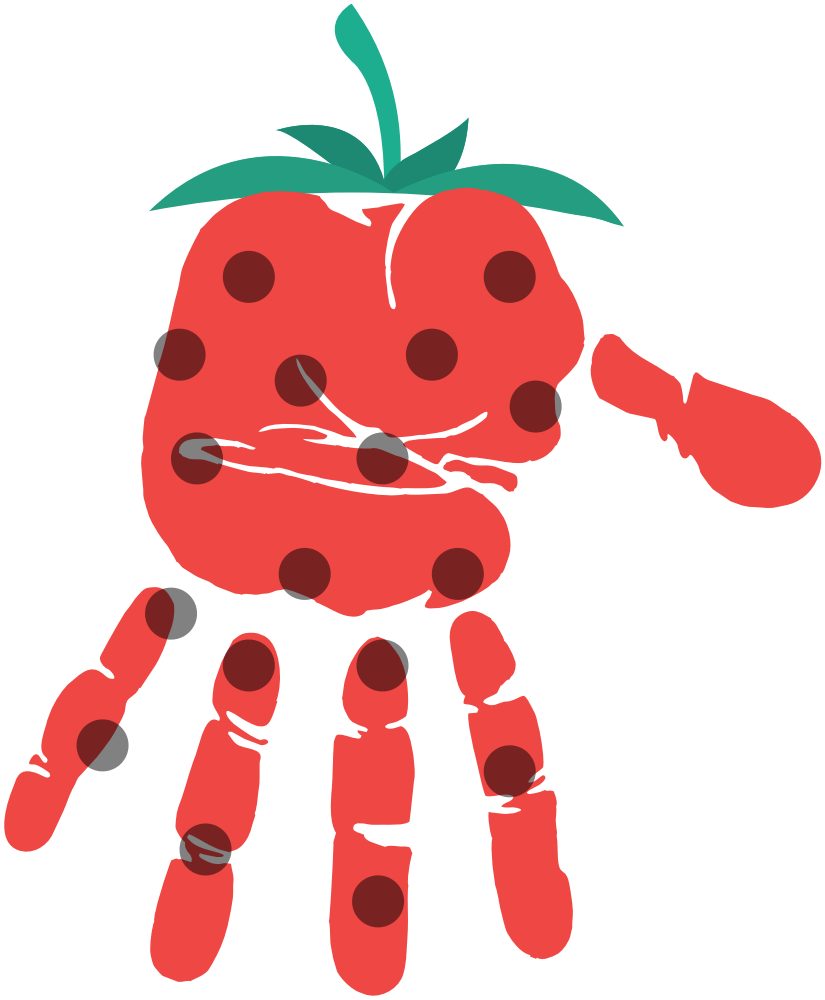


Summer



Hello Sunshine



I love you BERRY much

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My love for you will never go extinct

No matter how tall we grow,
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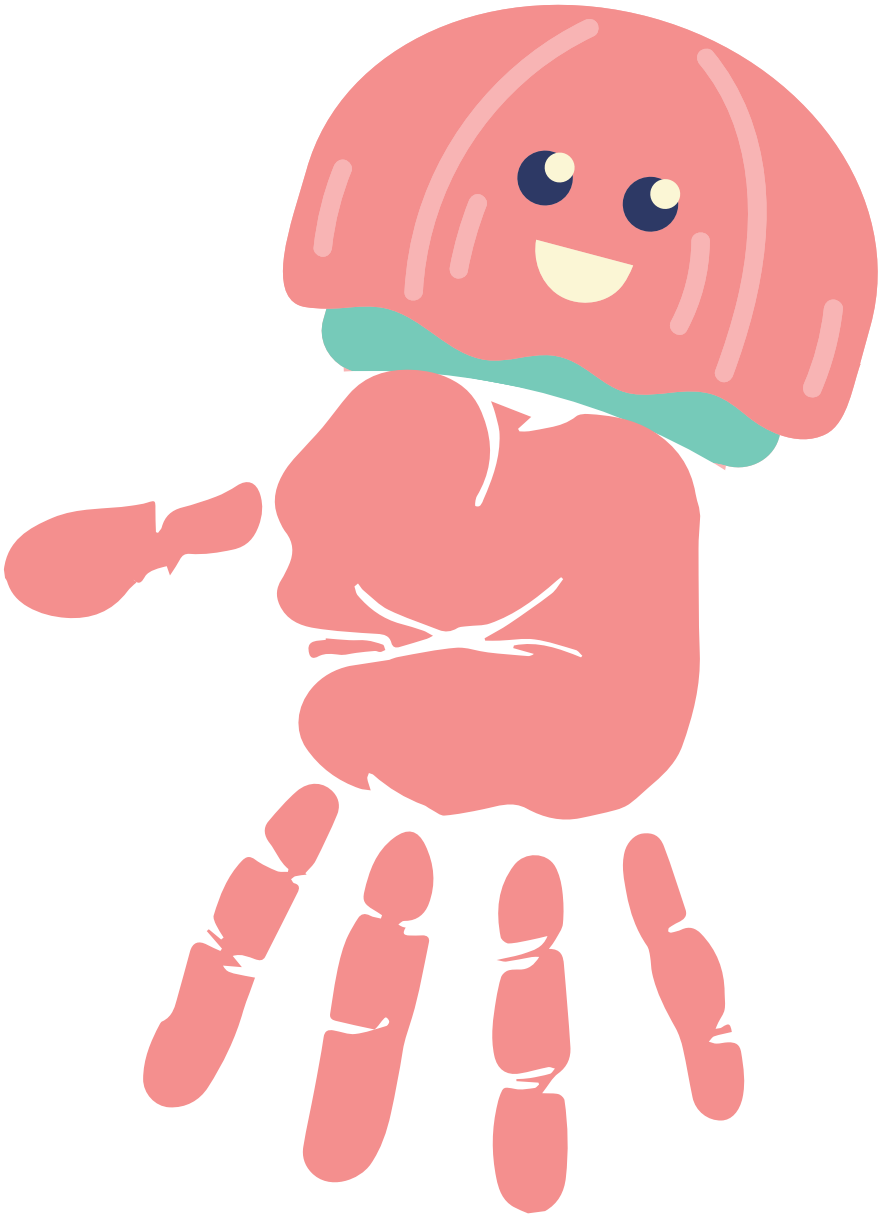

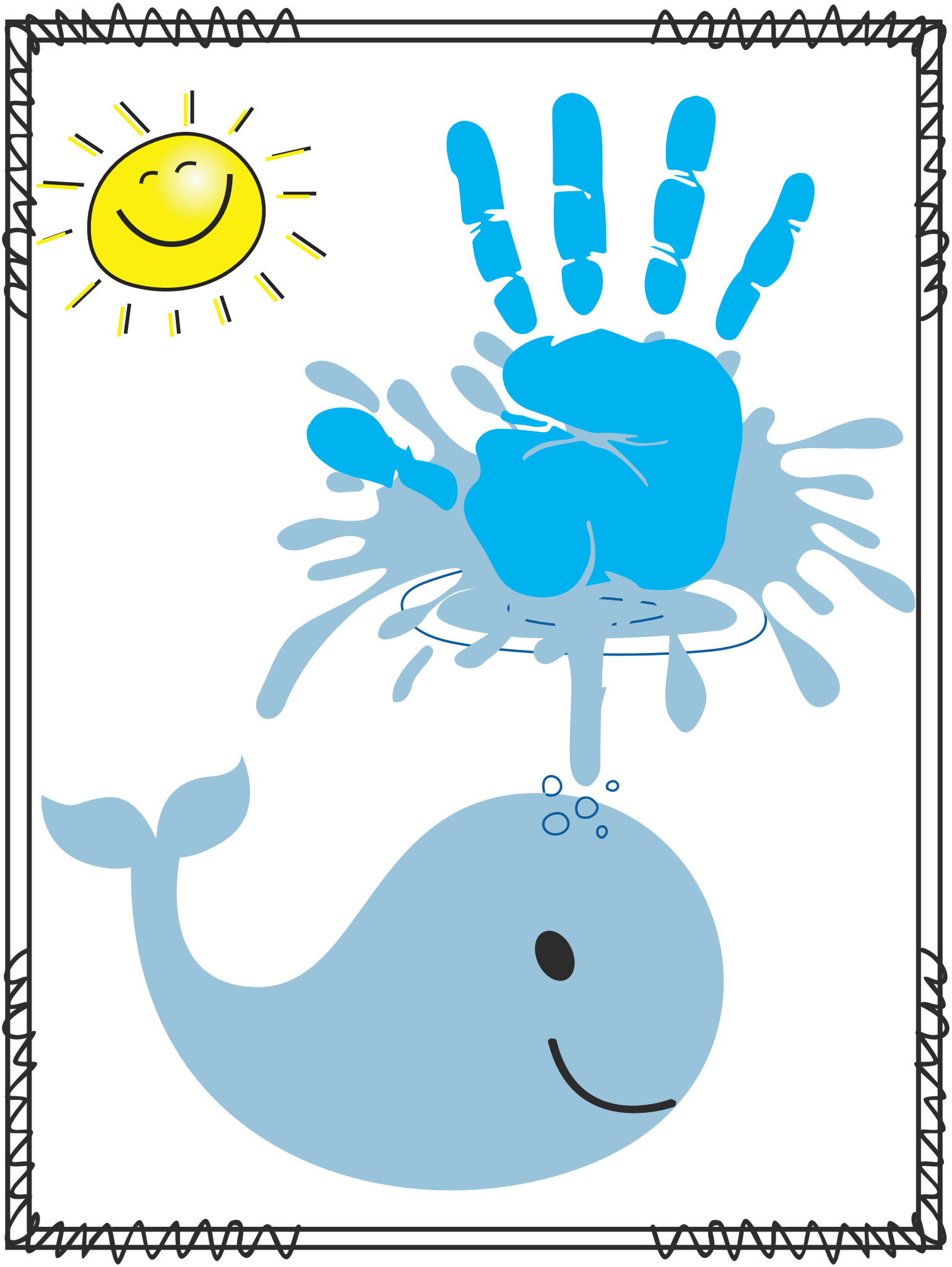

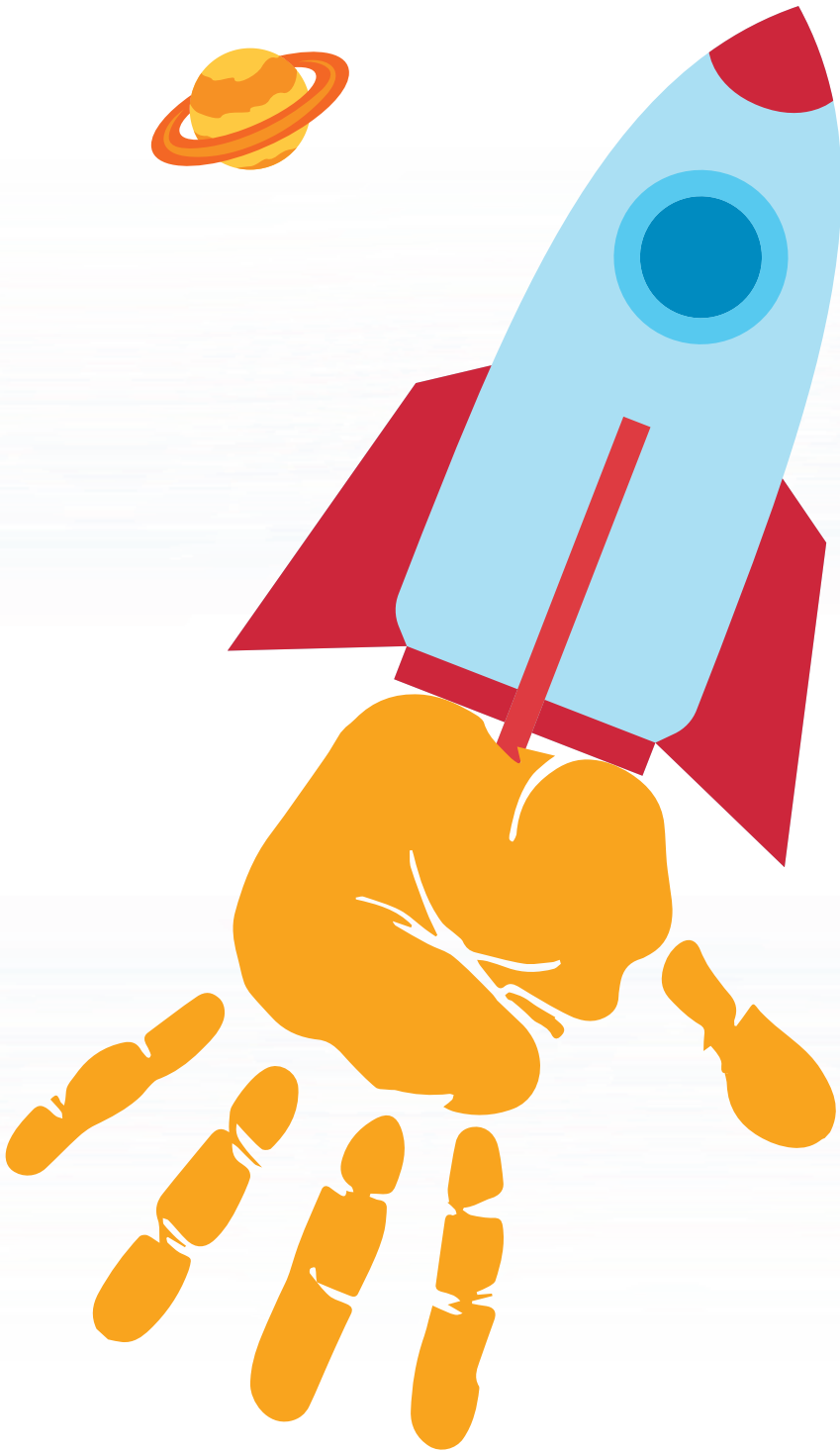

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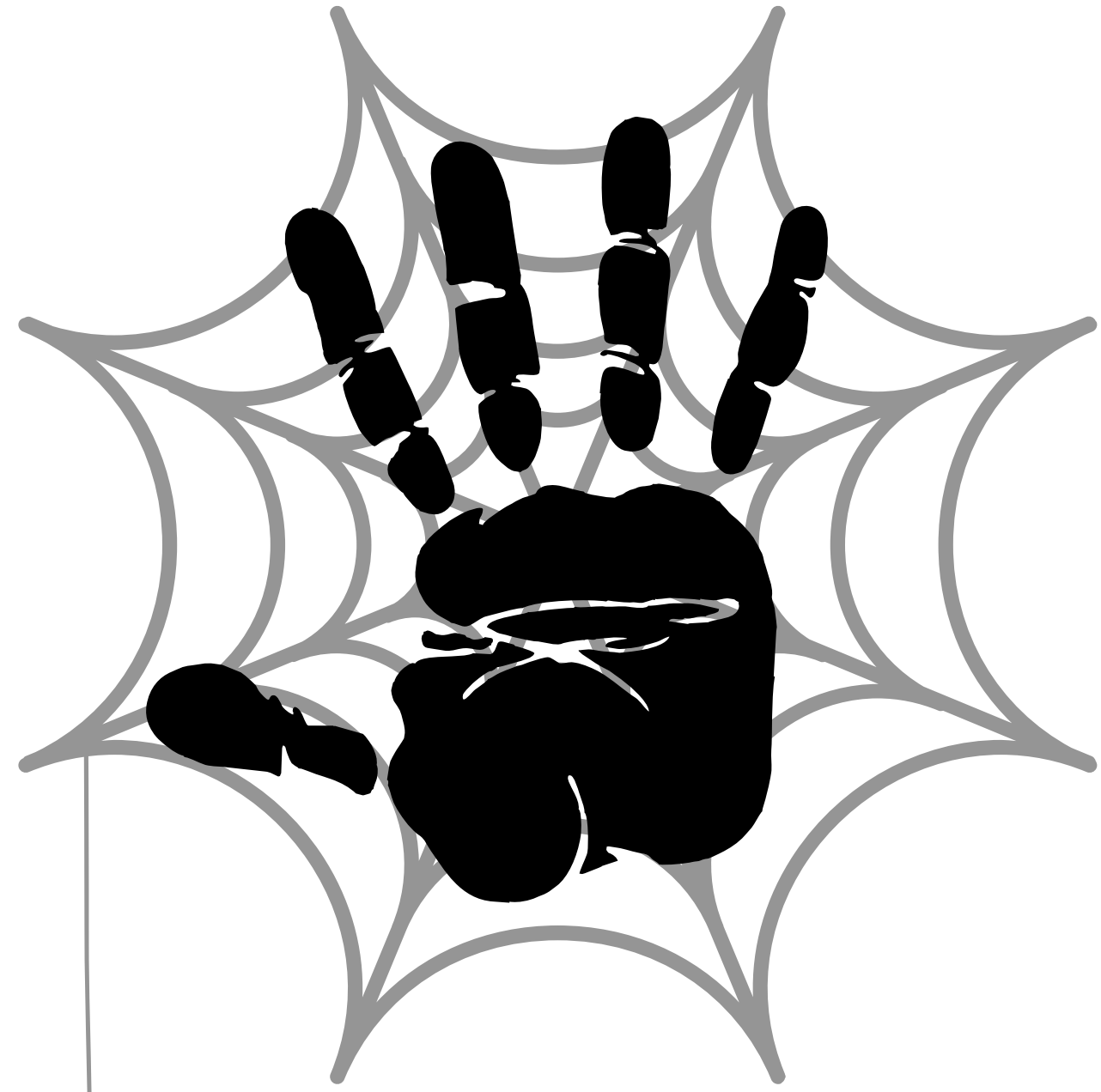


Happy Halloween

Happy Halloween

from your little witch

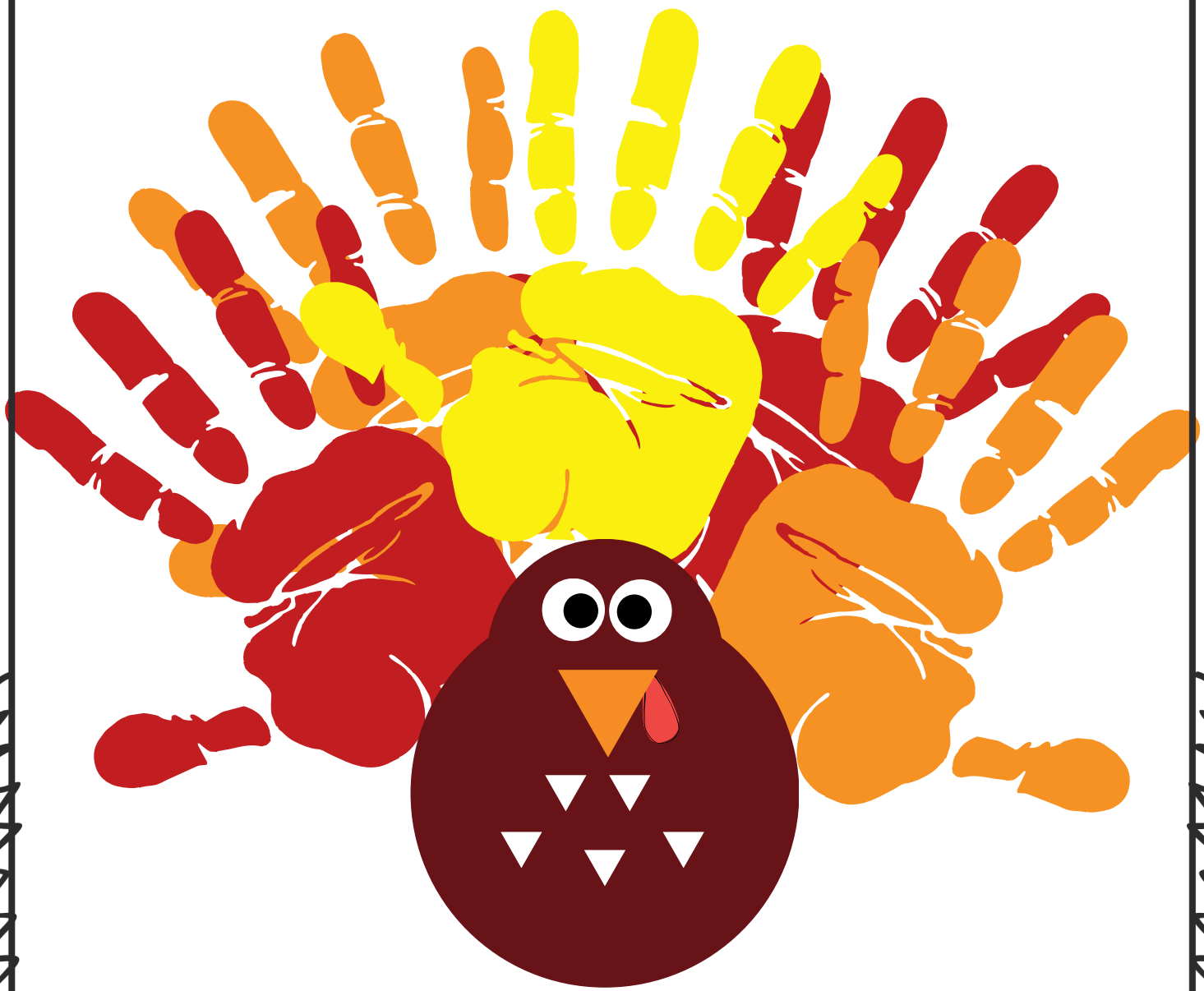

Trick
or
Treat

HAPPY HALLOWEEN

This little turkey is thankful for you!

Happy Thanksgiving

Happy Thanksgiving



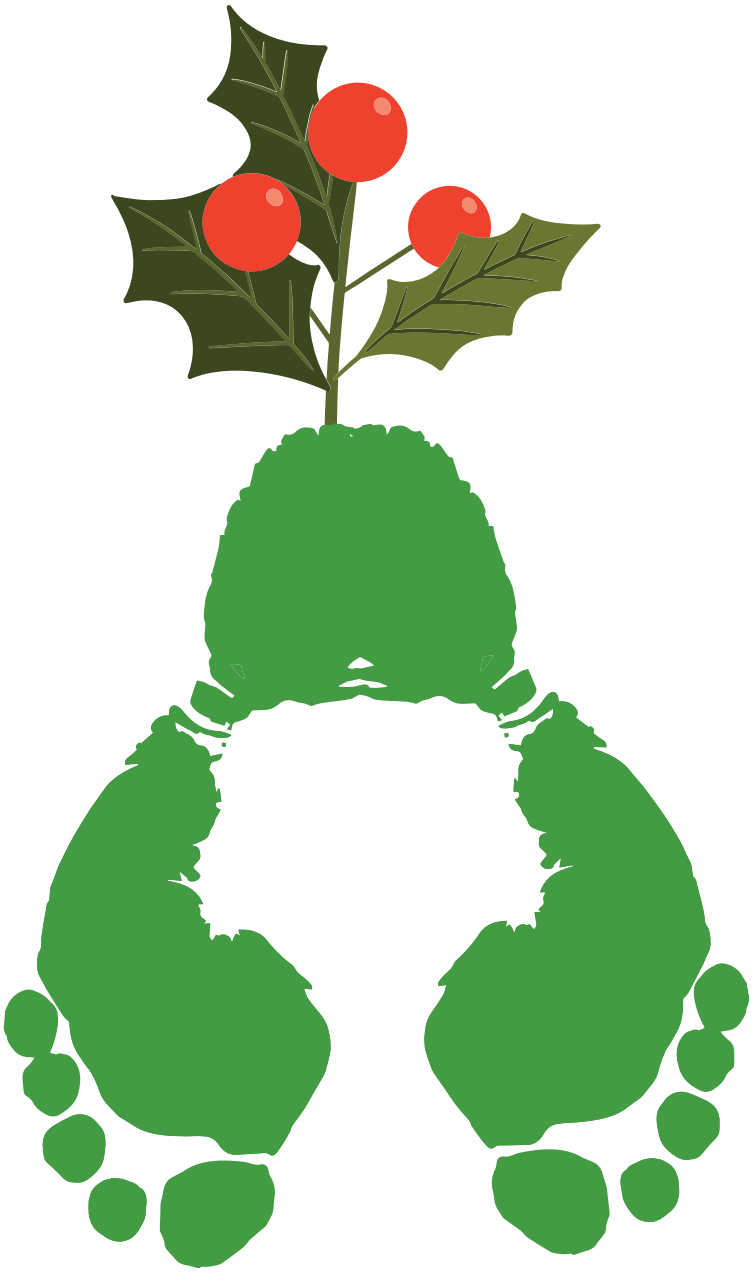

Happy
Fall
Y'all


Hello
Fall

What are you grateful for?

I am grateful for growth

My first Thanksgiving



Christmas wishes

and mistletoe kisses

Merry Christmas

Merry Christmas

Merry Christmas