

Development of Motor Development

LLP Projekt ECI2.0

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This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals



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The Development of Motor Functions

At the beginning of a child's life, gross and fine motor skills are, for many parents, important cornerstones and indicators of a well-developing child. You may notice a certain pattern of movement, in which your baby uses their whole body, e.g. kicking their legs, rolling, etc. At 6 months, your baby may demonstrate more subtle movements with their hands and fingers. Grasping an object is described as a fine motor skill. Movements of the whole body, such as lifting the head, rolling from one side to the other, supporting the body, sitting, standing up or walking, are called gross motor skills.

Alongside a well-evolving mind, the child's motor development is important for orientation and fine motor skills, and support the learning process of actively exploring and manipulating the environment.

It has been observed that the pace of motor development varies from child to child: some children may walk freely before their first birthday, while others may need until 18 months of age.

Motor development is primarily checked by pediatricians, who look for important milestones, such as sitting or walking freely.

Not only do children develop differently from each other, a child may also be quicker in one area of development and less in another. At certain times, certain aspects of your baby's development, such as gross motor skills, may develop more rapidly. You may notice then that fine motor skills or speech development seem to remain at their current level. Thus, the different domains of your child's development do not all progress simultaneously or as quickly as other domains. The older the child, the more you will notice differences between children.

Maturing processes always play a big part in the development of motor function. Early on, you baby may be unable to control his movements, however you will later notice that he appears to be grasping objects more willingly or that he brings his hands together at his middle.

If you have any doubts about your child's muscle tension, perhaps if the muscles seem to be quite limp or rigid, we recommend you to go see professionals early on, e.g. a pediatrician, physiotherapist or Early Intervention Specialist.

The importance of “let me try”

Even motor development needs practice: try creating an environment for your baby which encourages him to reach for toys, experience a variety of textures to lie on, play with different sized objects, etc. This might help your child enjoy moving around a room and actively explore the environment.

It is important to note that children with developmentally delayed motor skills seem to progress through development in a similar order to that of typically developed children with the main difference being the pace of development: the process of learning movements usually takes longer.

Motor development in the public eye

Some parents may feel ashamed of visiting public places with their children whose motor development is delayed child, as they may fear being looked at strangely by other people, for example because their pre-school aged child still uses a buggy. It takes a lot of courage for those parents to say to a stranger, who stares at their child: “I have a wonderful child, who suffers from motor disabilities, which is why he is sitting in a buggy. Now, why are you staring at my child?”

“The grass doesn’t grow faster, because you pull it” (German idiom)

Many parents who get in touch with early childhood development support, initially wish for their children to start walking first, then talking. Sometimes it takes a lot of time and patience for parents to acknowledge the slow-moving process of development: you can never force an individual’s development, but you can support it, and there are people and materials that can help you take it one step at a time.

In lieu of an ending

... but you can water grass, you can fertilize it and take care of it, so that it thrives and prospers...

AIMS

- GMS 1: Your baby is able to turn his head left and right to look around.
GMS 2: Your baby is able to lift his head up while lying down.
FMS 1: Your baby is able to move his hands and fingers to his mouth.
FMS 2: Your baby is able to hold and shake a toy.

ICF-CODE

YOUR BABY CAN ALREADY:

- Close his fingers as soon as you touch his palm.
- Move his hands and legs.
- Bend one elbow and straighten the other when his head is turned.
- Suck from the breast or bottle

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Use objects and toys that your baby likes.
- Make eye contact and talk to your baby to improve his motivation.
- If your baby's responses are slow, wait for 5 seconds before trying the activity again. This will give him the opportunity to start the task.
- Use the same toys when doing these activities with your baby and do the activities at similar times of the day.
- When you are doing something with your baby don't ignore your baby's own actions and support him if he does the activities by himself.
- Repeat the activities that your baby likes in different rooms and with different family members.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 1: Lay your baby down on his back and try to get his attention by shaking a rattle at his left or right side. When he makes eye contact with the toy, slowly move the rattle to the other side and support him to turn his head.

GMS 1: When you feed your baby, touch the bottle against his lips from the side that you want him to turn his head and wait for him to turn. Lean towards your baby and talk to him during this activity.

GMS 2: Lay your baby down on his front and place his elbows under his shoulders and gently push his bottom. This will help your baby to lift his head.

GMS 2: Lie on your back with a large pillow under your head and hold your baby on your chest. Place his hands onto your body and touch the muscles behind his head, helping him to lift his head. Talk to him and maintain eye contact during this activity.

FMS 1: Lay your baby down on his back. Tie a dummy to a string and hang it above him. Make the dummy touch your baby's fingertips and chin and wait for him to move his hands to his mouth. Alternatively, place your index finger in your baby's palm and when he grabs your finger, slowly help him to bring your finger to his mouth.

FMS 2: If your baby keeps his fingers open, touch the rattle against his hand and help him to grab the rattle. If he keeps his fingers closed, touch the rattle against the outside part of his fingers and hands and wait for him to open his fingers. When he opens his fingers, he will be ready to grab the rattle.

USEFUL OBJECTS OR CONDITIONS

- Toys hanging from a string (these get his attention and increase his arm movements) (FMS 1).
- Pillow (for support) (GMS 2).
- Rattle (helps get his attention by making a noise)
- Dummy and bottle (for developing the sucking reflex and for helping your baby turn his head to the left and right) (GMS 1).
- Mirror (can help your baby to lift his head and look at himself) (GMS 2).

AIMS

ICF-CODE

GMS 3: Your baby is able to turn himself over when he is lying face down on the bed.

GMS 4: Your baby is able to hold his head up when being lifted up to a sitting position.

GMS 5: Your baby is able to push himself up using his hands and look around.

GMS 6: Your baby is able to sit with support.

FMS 3: Your baby is able to reach for a toy with one hand when in a supported position.

FMS 4: Your baby is able to reach for and grab a toy with each of his hands

YOUR BABY CAN ALREADY:

- Lift his head a little while lying face down.
- Move his head to the left or right to look around when lying on his back.
- Move his hands and fingers to his mouth.
- Hold and shake a toy in his hand.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 3: Place a pillow behind your baby's back to create a slope which will help him turn more easily. Go behind him and shake a rattle to make him turn towards you.

GMS 4: When your baby is lying down on his back, put his favorite toy on his tummy and lift him forwards by his shoulders to a sitting position. The effort of looking at the toy will make him to keep his head up.

GMS 5: When your baby is lying face down on the floor, make a towel into a roll and place it under his chest. Place his arm in front of the towel and make sure that he is supported by the floor. This will enable your baby to look around and raise his head and shoulders.

GMS 6: Sit your baby in front of you with his back facing you. Place a pillow on his legs and put his favorite toy on the pillow. If he risks falling backwards, support his back with your body and help him to keep sitting.

FMS 3: When your baby is lying face down, put one of his hands under one side of his body and place his favorite toy on the other side. Sit in front of him and encourage him to reach this toy.

FMS 4: Sit your baby up. First, encourage him to touch a toy with his fingertips and wait for him to grab the toy. Then do the same thing for the other hand. You can help your child by touching his shoulders to encourage him move his arms.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Play with your baby as if he is your play mate.
- Initiate new playing behavior through small games.
- Use your baby's favorite toys.
- Help your baby begin the activities and gradually reduce your support.
- Make eye contact and talk with your baby during the activities.
- Your baby might grab a toy and put it into his mouth. Do not try to stop him doing this. These actions will help him to build the skills necessary for muscle development.
- Make different facial expressions or exaggerated mimics to get your baby's attention and keep him engaged in the game.
- Try to introduce small games into his daily routines (feeding, bathing etc). For example; to develop his skills in reaching for a toy, encourage him to reach for the bottle during feeding time, or to develop his skills in supported sitting, make use of the time when he is in the bath tub

- **USEFUL OBJECTS OR CONDITIONS:**
- Mirror (this can get his attention and he might copy his actions).
- Fish tank (if you have one, the moving fish will get his attention).
- Laundry basket (can help for supported sitting) (GMS 5).
- Pillow (for the turning movement) (GMS1).
- Rattle (the sound can get his attention).
- Bath tub (can help for supported sitting) (GMS 6).
- Corner of the sofa (can help for supported sitting) (GMS 6).

AIMS

GMS 7: Your baby is able to roll himself over when he is lying on his back
GMS 8: Your baby is able to sit without support.
GMS 9: Your baby is able to reach a crawling position.
GMS 10: Your baby is able to crawl with his arms and legs.
FMS 5: Your baby is able to grab a toy with his hand.
FMS 6: Your baby is able to pass the toy from one hand to another.
FMS 7: Your baby is able to hold a toy in his palm and with his thumb and index finger.

ICF-Code

WHAT YOUR BABY CAN ALREADY DO

- Roll himself over when he is lying face down.
- Push himself up and support himself with his hands when he is lying face down.
- Sit with support and keep his head up.
- Reach a nearby object with one hand.
- Play with a toy with both hands

FMS 6: Encourage your baby to grab a toy with his hand. Then hold him from behind and help him move one hand towards his other hand, by gently guiding his elbow from behind. Let him touch the toy against his empty palm and fingers and encourage him to move the toy from one hand to the other.

FMS 7: Just before meal time, give your baby a small piece of food that he can bite (baby carrots etc.). Encourage him to grab the food with his thumb, index finger and the palm of his hand.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 7: To help your baby roll over, place one of his arms under his stomach and place one of his legs onto his other leg. Then go to the side that your baby will roll onto (right or left side) and encourage your baby to roll himself over.

GMS 8: Sit your baby on the floor, making sure that his knees are spread out and the soles of his feet face each other. Put his favorite toys in front of him and wait for him to play with them. While you are waiting, maintain eye contact with your baby and talk to him. Whenever he is able to play with the toy without losing his balance or without needing support, move the toys a little farther away, (making sure that you are not making your baby frustrated). This game helps you teach your baby to keep his body balanced.

GMS 9: When your baby is playing and sitting without support, bend one of his knees and turn his body slowly so that he gets onto his hands and knees in a crawling position. Alternatively, when he is lying down on his front, pull him up from his bottom and let him crawl.

GMS 10: When your baby is laying in front of you, place a toy box in front of him. Then pull the box slowly towards you, away from your baby. Support him as he tries to reach for the box e.g. he might try to push against the floor to reach the box. He might also use his hands and legs to drag himself forward to reach the toy. During his first attempts to drag himself forward, you might place your hand against the soles of your baby's feet so that he can push his feet against your hand and push himself forwards towards the box.

FMS 5: When your baby is laying on his back, touch the area around his mouth with a round or cubic toy that can fit into his palm. When he wants to bite it, pull the toy down to his chin. He will want to grab the toy and bring it to his mouth.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Sometimes your baby's reactions might be slow, but don't interfere immediately. Wait and count to 5 to give your baby a chance to do the activity.
- Your choice of toy might not always be the best, so make sure to use a toy that your baby likes.
- Don't force your baby to do activities that he cannot or does not like. Encourage him to do activities that he can manage. By doing this you will consolidate his learning.
- Encourage your baby as he does these activities by maintaining eye contact, smiling and talking to him.
- Your baby will be interested in grabbing toys and bringing them to his mouth. Do not try to stop him doing this, as these actions will help him to develop his FINE MOTOR skills.

USEFUL OBJECTS OR CONDITIONS:

- Noisy materials like newspaper or plastic bags can get his attention and make him sit for longer without support (GMS 8).
- Mirror, aquarium (will encourage the turning movement) (GMS 7).
- Noisy toys (help to start developing his grabbing skills).
- Dummy on a food tray (GMS 10).
- Soft toys (place the toys nearby so that he can see them and try to drag himself towards them)

Ziel AIMS

GMS 11: Your baby crawls around and explores his environment.	ICF-CODE d4103-4550
GMS 12: Your baby stands up whilst holding onto something for support.	d4102
GMS 13: Your baby starts to walk whilst holding onto the corners of the sofa.	d4500
FMS 8: Your baby purposefully lets go of a toy.	d4403
FMS 9: Your baby pulls a string attached to a toy using his thumb and index finger.	d4402
FMS 10: Your baby holds small objects such as a marble with his thumb and index finger.	d4402

YOUR BABY CAN ALREADY:

- Roll onto his back.
- Sit without support.
- Drag himself along the floor.
- Get into the crawling position with help.
- Grab a toy and pass it from one hand to another.

FMS 9: Sit your baby at a table with his hands and elbows on the table. Place a toy that is attached to a string in front of him. Bring the string closer to him and encourage him to hold the string with his thumb and index finger.

FMS 10: Before feeding time, sit your baby in at a table. Place small pieces of food in front of him and wait for him to hold them in his thumb and index finger. At first, you might need to guide his elbows and support him to reach for the food. Your baby will grab the food more quickly if he is a little hungry.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 11: Lay your baby down in a face-down position and place a soft ball or soft toy underneath his body. He will try to crawl by lifting his body, with the support of his back or arms. Once he succeeds in doing this, move the toy to somewhere nearby where he can't easily reach and ask him to get the toy.

GMS 12: Tie a piece of string to a toy and place it in front of your baby when he is sitting. Ask your baby to get the toy and make him crawl towards it. Once he is close to the toy, pull the string so that the toy moves further away from your baby and wait for him to crawl towards it again.

GMS 12: Sit your baby in his cot and make sure he can grab the bars. Stand outside his bed and talk to your baby, encouraging him to stand up in his bed.

GMS 12: When you are sitting on the sofa, call your baby to get his bottle. Make sure the bottle is also on the sofa. When he crawls to you, hold his arms and encourage him to grab the corner of the sofa and stand up.

GMS 13: Sit on the sofa, making sure that you a little distance away from your baby. Take a colorful toy that makes a sound, shake it and then leave it on the sofa. Call your baby to get the toy and wait for him to come. At first, place the toy just one step away from your baby and later you can increase the distance.

FMS 8: Drop a toy onto a table and try to get your baby's attention with the sound. At the same time, take another toy in your other hand and hold it out towards your baby. Wait for him to grab the toy. Encourage him to drop the toy onto the table by himself. At first, you might need to help him to open his fingers.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make use of your baby's feeding and bathing times to do these activities and use materials that he likes, so that he is encouraged to join in with the activities.
- Encourage your baby as he does the activities by maintaining eye contact, smiling and talking to him.
- When you are doing gross motor skill activities with your baby, you can switch to the fine motor skill activities if your baby is tired or doesn't want to continue. This will allow him to get some rest.
- When you play games for developing fine motor skills, make sure that your baby is supported as he sits (by sitting on a chair, in your lap etc). This will ensure that he does not spend too much effort and is able to focus on the activities

USEFUL OBJECTS OR CONDITIONS

- Place your baby a small distance away from you and encourage him to crawl towards you (GMS11).
- Bars of a bed frame, corners of a sofa or table and a toy box for your baby to hold onto (GMS12-13).
- Empty pot, walnut, marble, ping pong ball (FMS8).
- Toys that move and make a sound (GMS11)

AIMS

GMS 14: Your baby can stand without support.
GMS 15: Your baby can walk without support.
GMS 16: Your baby can crawl up stairs.
FMS 11: Your baby can fill cups with different sized toys.
FMS 12: Your baby can put 2-3 blocks on top of each other.
FMS 13: Your baby can hold a bottle with both hands and drink water.

ICF-CODE

d4154
d4500
d4550
d4402-4403
d4300
d4301

YOUR BABY CAN ALREADY:

- Go anywhere by crawling.
- Stand up by holding onto something.
- Walk when holding onto the corners of furniture.
- Purposefully drop a toy.
- Demonstrate fine motor skills using his index finger and thumb

FMS 12: When your baby is sitting on your lap at a table, place an empty drinking glass onto the table. Take a small cube and put it inside the glass. Give your baby a cube and ask him to put it inside the glass. When he manages to do this, give him another cube and wait for him to put it on top of the first cube. Later, encourage him to put the cubes on top of each other without the glass.

FMS 13: When your baby is hungry or thirsty and sitting at a table, place both his hands on the table and put his bottle next to his fingers. At first, gently touch his elbows. This will help him to grab the bottle by himself.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 14: Encourage your baby to stand leaning against a wall with his legs apart. Bring a toy to his chest and encourage him to grab the toy, standing away from the wall.

GMS 14: Bring your baby close to a table and make him stand whilst holding onto the table. Give him a toy and make sure he holds it. Then give him another toy and make sure he holds it with his other hand so that he is standing without support.

GMS 15: Place your baby with his back leaning against a sofa and sit in front of him. Make sure that you are some distance away from him (1 meter). At first, lift your baby's arms and make him walk towards you. Later, try lifting his arms and then let go of his arms, so that he is walking without your support.

GMS 15: Place your baby in front of you so that he is standing with his legs apart. Hold him by his hips and once he is balanced, remove your hands and guide him to a toy which is a little distance away from him.

GMS 16: To encourage your baby to climb stairs, hang a toy down from the top of the stairs. Slowly pull the toy up the stairs and wait for your baby to climb the stairs. Make sure that you are also some distance away from your baby. Your baby will try to come closer to the toy by crawling. Take care that your baby is safe during this game (you might need a second person to ensure that your baby does not fall down the stairs).

FMS 11: Place some different sized objects and an empty cup on a table. Start the game by getting your baby's attention as you grab one object, drop it into the cup and make some noise. At first you may need to help him with this activity by guiding his arm. Then hold the objects and bring them closer to your baby's hands so that he takes them from you. Later, ask him to get the objects from the table by himself.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Use toys that will get your baby's attention. Sometimes a kitchen implement can be more effective.
- Try to use feeding times for developing your baby's fine motor skills such as grabbing or letting go of food and eye-hand coordination skills.
- Although you are doing these activities to achieve the aims listed above, you should make sure that your focus is also on entertaining your baby.
- Wait quietly for your baby to start to interact with you. During fine motor activities, quiet moments are particularly important as a signal to you baby for him to start interactions.
- Try not to take toys away from your baby simply because they do not correspond with the activity you are aiming to do. For example, do not take a piece of Lego that he is holding away from him and give him a cube. Instead, you might encourage him to make a tower with the Lego.

USEFUL OBJECTS OR CONDITIONS:

- When your baby is standing, take off his jacket without holding him. This will help him to develop his ability to hold his balance without support
- To encourage your baby to walk when he is standing, use a toy that is attached to a piece of string and pull the toy away from him (GMS 15).
- A firm pillow in front of a sofa can be used as stairs
- Kitchen implements or bath toys can be used
- Lego, matchboxes and chocolate boxes

AIMS

GMS 17: Your child can run clumsily.
GMS 18: Your child can climb up down stairs with support.
GMS 19: Your child can kick a ball.
FMS 14: Your child can lift his hand and throw a ball.
FMS 15: Your child can put 4-6 blocks on top of each other.
FMS 16: Your child can separate objects that are attached together

ICF-CODE

d4552
d4551
d4351
d4454
d4300
d4401

YOUR CHILD CAN ALREADY:

- Stand and walk without support.
- Crawl up stairs.
- Fill cups with different sized toys.
- Put 2-3 blocks on top of each other.
- Hold a bottle or glass with both hands

another one and wait for him to put it on top of the cubes. Continue to give him cubes until he makes a tower with at least 4 pieces.

FMS 16: Hold a magnet and bring it close to the metal side of a toy, making sure that the toy moves. After your child has watched this, he will try to do the same thing.

FMS 16: Before your child's feeding time, place his bottle into a box and close the box with a lid. Your child will try to open the lid and get the bottle

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

GMS 17: When your child is standing and playing with you, throw a ball somewhere that he can see. This will encourage him to run after the ball.

GMS 17: When your child is in a room, stand in front of the door and make sure that he can see you but do not call his name. Then disappear for a short moment. This will encourage him to run outside the room and look for you.

GMS 18: Take your child to the bottom of a staircase. Make sure that the height of each stair is not too big for your child. At first, hold both his hands at his shoulder level and support him to climb the stairs. If he has trouble controlling the movement of his waist area, place both your hands on his hips and support him.

GMS 18: When you are holding your child's hand, make him hold onto a handrail with his other hand. Hang a toy by a string down from the top stair. To encourage your child to climb the stairs, have someone pull the string upwards, so that the toy is a little distance up the stairs away from your child. Make sure your child is supported by holding your hand and is able to start climbing.

GMS 19: Bring your child into a room that contains no toys other than a ball. Roll the ball towards him with your foot and at the same time walk towards him. When you are next to your child, ask him to touch or kick the ball with his foot.

GMS 19: When you go to the park with your child, bring a ball with a bell inside. Roll the ball towards him. The bell sound will encourage him to start kicking the ball.

FMS 14: Take a box and make a hole in the bottom so that a ball can fit inside. Then, place a large plastic bottle into the hole. Cut the top and the bottom of the bottle so that it looks like a pipe. Place the box on the floor. Do the first kick, making sure that the ball goes into the box, then into the bottle and comes out the other end. This will motivate him to start the activity.

FMS 15: When your child is sitting on your lap at a table, place a cube on the table. Give your child another cube and ask him to put it on top of the first cube. Later, give him

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THE ACTIVITIES:

- You might wish that your child reacts to the activities more quickly. You might try using different rooms of your house for the activities (Bathroom, kitchen etc.).
- When your child throws something that he is holding, give him the things that are related to the activity that aims to develop his throwing skills. You can then make his throwing behavior into a planned activity (e.g. throwing a ball into a box).
- During these activities, copy your child and reinforce his behavior.
- Try not to switch the objects that your child is playing with simply in order to follow a particular aim. For example, do not take a ball off your child and give him Lego and ask him to separate them. Instead, ask him to do the activities related to the ball.
- Observe your child's actions at home and the materials that he is interested in and try to figure out how you can make the activities most enjoyable for your child

USEFUL OBJECTS OR CONDITIONS

- Parks (will contain many things that will get your child's attention, such as other children, birds, cats....)
- Toys, friends or parents at the top of the stairs will encourage your child to use the stairs (GMS18).
- A balloon will help your child to start the kicking activity (GMS19).
- A mirror can help your child to watch himself while he is holding a ball.

AIMS

GMS 20: Your child can walk sideways and backwards.
GMS 21: Your child can climb up and down stairs.
GMS 22: Your child can jump with both feet .
FMS 17: Your child can pass a piece of string through large rings.
FMS 18: Your child can press the TV and radio buttons.
FMS 19: Your child can build a tower with 8 blocks

ICF-CODE

d4500
d4551
d4553
d4402
d4408
d4300

**YOUR BABY CAN ALREADY:
YOUR CHILD CAN ALREADY:**

- Run clumsily.
- Climb up and come down stairs with support.
- Kick a ball.
- Raise his hands and throw a ball.
- Build a tower with 4-6 blocks.
- Separate objects that are attached together

FMS 18: To encourage your child to use his index finger regularly, color his index finger with different colors and ask him to play finger painting. When your child sees his finger print on the paper, this will get his attention and he wants to play more.
FMS 19: Take some plastic bubble wrap and make your child pop the bubbles with his index finger. When your child hears the sound, he will continue the activity.
FMS 19: Sit your child on a chair. Make a tower with 8 empty milk cartons or cubes. Then, knock down the tower and ask your child to rebuild it

GMS 20: When your child is standing up, bring him close to a wall and have him facing the wall. Give him a car and support him to drive the car along the wall. Later, reduce your support. This will encourage your child to walk sideways along the wall.
GMS 20: Bring a tape measure and extend it by pulling one end of the tape measure whilst walking backwards. Make your child hold the end of the tape measure and slowly pull him back backwards by his shoulders, making sure that he sees the tape measure extending. This will make him continue to walk backwards.

GMS 21: At this age, your child can climb stairs by putting one foot first and then the other. If the height of the stair is suitable for your child, when he comes to bottom of the stairs, place a toy with a string on the stairs and pull the toy upwards in the direction that your child will go. This will encourage him to do this activity. Also, if a family member climbs the stairs; your child will follow that person. While playing this game make sure that you will follow your child while he is climbing the stairs and walk behind him when he is coming down the stairs. This will prevent him from getting injured if he falls.

GMS 22: Place your child on a bed and make sure that he is standing. Hold his hands and help him to jump. Later, drop a balloon in front of him. He will continue to jump on the bed to touch the balloon.

GMS 22: When you are in a park with your child, play "seesaw" with him and make sure that he touches the grass with both feet, then bends his knees and goes up. This will help your child to jump from one place to another.

FMS 17: Take a string and make sure your child holds it with his thumb and index finger. Then, give him some big wooden or plastic rings or large beads and thread the string through them. Later, ask him to bring the end of the string close to a ring and pass the string through the ring. When the rings or beads fall down along the string, the sound will encourage your child to continue the activity.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES:

- When you want your child to go from one activity to another, do not force him to change activity, but get his attention onto the next activity through play. For example, when you do the activity for GMS 3 in his room, use GMS 1 activities to make him ready for FMS 3 activity at the table.
- Strengthen your child's behavior or actions by involving family members or pets in the activities.
- You will need to repeat the activities many times for your child to achieve them. Think about how often you play with your child and what kind of things you do with him.
- Try not to focus on the activities that your child can't do. Think about the reasons that might explain why he can't do them (for example, he might be hungry, sleepy, not yet ready for the activity, need more physical support etc).
- If your child is not interested in the activities above, use the activities that he is interested in first and then try the other ones. Repeat the activities with objects or situations listed below

USEFUL OBJECTS OR CONDITIONS

- Place toys that are on the floor into an empty box. Then, place your child's hands on the sides of the box and gently nudge him. This will help your child to walk backwards (GMS20).
- Stick a piece of paper onto a wall and draw a long line along it. Give your child a pen and make him draw a line and walk at the same time (GMS20).

AIMS:

GMS 23: Your child can run through obstacles.

GMS 24: Your child can climb up and down stairs like an adult.

GMS 25: Your child can catch a ball using his arms and chest.

FMS 20: Your child can open a door by turning the door handle.

FMS 21: Your child can do circular scribbling by holding a pencil in his thumb and index finger.

FMS 22: Your child can turn the pages in a book.

ICF-CODE

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YOUR CHILD CAN ALREADY:

- Walk sideways and backwards.
- Climb up and down stairs.
- Jump with both feet.
- Thread large rings together through a piece of string.
- Press the TV and radio buttons.
- Build a tower with 8 blocks

and asking him to close his fingers. These activities will help your child to move his fingers, turn his hand and later will help your child to open a door by turning the door handle.

FMS 21: You will need to create an area for drawing for this activity, with coloring pencils and paper. At the beginning, help your child by showing him how to hold a pencil. Before this, you might teach him how to hold other implements (such as a spoon) and then teach him to hold a pencil.

FMS 22: You may want to play some games with your child before doing this activity. Put his index finger into some colorful paint and then make some marks on a piece of paper. Also, encourage him to do painting by following lines or circles on the paper. This will help him to start turning pages using his index finger

ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

GMS 23: Clear an area in your house to develop your child's running skills. Place some materials (as obstacles) on the floor and call your child. Make sure he passes between the obstacles while he tries to catch you. When your child can do this activity, you can start taking him to the park and use softer ground to develop his balance whilst running.

GMS 24: At this age, your child can climb stairs like an adult (one foot on each step). At first, you will need to use low stairs, otherwise your child will need to hold onto someone or something and climb with both feet on each step. Hook a clothes hanger onto the banister and ask your child to hold onto it. When he starts to climb, the hanger will start sliding up the stairs and will provide some support for your child. It will also become a game for him.

GMS 25: You will need a large soft ball for this activity. Teach your child to catch the ball with his body and arms by holding his arms out to his sides. Before you throw the ball, say "I am going to throw the ball. Are you ready?" When he starts following the ball, say "I'm going to throw it" or "1-2-3" and throw the ball to him. At the same time, someone else should stand behind him and when the ball comes towards him, that person should help your child to open his arms and catch the ball.

FMS 20: To play this game, your child should be able to rotate his front arm (between his elbow and wrist). You can use several activities to learn this skill. For example, put some small objects (chickpeas, beans etc) into a glass and ask your child to turn the glass with one hand and then with both hands and drop the objects onto a table.

For another activity to learn this skill, place your child's hand on a table (with his palm facing upwards) and place a potato or orange in his palm. Ask him to put the object into an empty cup on the table (making sure that he does not move his elbow). You can also teach him how to use his fingers for squeezing, by placing a soft ball into his palm

WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- When you want your child to move from one activity to another, he might become tired or bored, particularly with the gross motor skill activities. Instead of continuing or ending the activity, begin an activity for fine motor skills. This will help your child to get some rest and start focusing again. You may also want to make your playing time more appropriate by starting with a new game. You will need to repeat the activities many times.
- If your child is not interested in the activities above, use activities that he is most interested in first and then try the other ones. Repeat the activities with objects or situations that are listed below.
- Try not to limit yourself to doing the activities only in the living room. You can use the bathroom, kitchen and kitchen table, garden and parks and this will help him to strengthen his motor skills

USEFUL OBJECTS OR CONDITIONS:

- Toys, slippers or different objects to make obstacles on the floor (GMS 1).
- Family members, parents or toys to get your child's attention to use the stairs (GMS2).
- Different sized colorful balls (GMS3).
- Wooden or plastic rings can help with arm movements
- Nails that are stuck into to something (that he can try and remove by turning) (FMS1).
- Sticking paper on walls will encourage him with drawing and holding a pencil. (FMS 2)
- Drawing lines on the floor will encourage him in coloring