

Occupational Therapy Evaluation and Interventions for Fine Motor Skills for Handwriting and Tool Use

ONLINE DISTANCE LEARNING COURSE BROCHURE

Presented by: **Jan McCleskey, MA, OTR**



The Handwriting Clinic

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Target audience: Occupational therapists, Occupational therapy assistants (teachers and other professionals may take this course but certificates will reflect contact hours)

Education level: Intermediate

Continuing Education Units: .4 CEU's (OT's/OTA's or 4 contact hours (other professionals))



The Handwriting Clinic is an AOTA Approved Provider of professional development. Course approval ID# 01740. This distance learning course is offered at .4 CEUs, at an Intermediate educational level.

Categories: Evaluation/Interventions.

The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

Instructional Methods: Learners will complete modules through:

1. Viewing or printing handouts
2. Viewing a video lecture (PowerPoint/video with speaker presentation embedded)
3. Completion of a reflection and relevance activity for each module
4. Completion of each module is **compulsory** before progressing to the next module.
5. Participants must complete all modules, pass an end of course quiz (80%) and complete an end of course survey in order to print a certificate of completion.

Registration information: Sign up and register for the course through the Zenler platform at: <https://the-handwriting-clinic.newzenler.com>

Cost of Course: \$85.00

Group Discounts:

3 – 5 participants – \$76.50 (10% off)

6 or more participants - \$68.00 (20% off)

Email jan@thehandwritingclinic.com with list of participants and emails. Jan will email a coupon code to apply at online registration. Learners will register separately. This is a self-paced, online course that is individually taken.

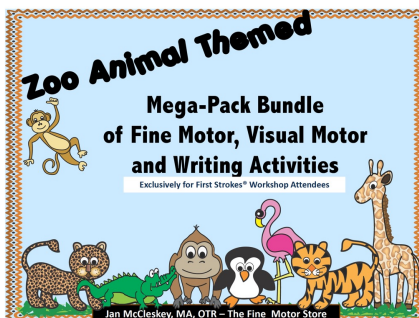
Our online courses cannot take purchase orders.

Course Description: This is a 4 hour self-paced course on grasp and fine motor skills. The course will discuss fine motor skills, biomechanics of grasp development, diagnoses that may affect fine motor skills and grasp, occupational therapy interventions and relevance to practice. Learners will progress through an introduction module and then 7 modules. Module descriptions and learner objectives are listed in this brochure. The course is eligible for .4 CEUs (4 contact hours) upon completion of the course.

The course comes with over 900 pages of fine motor activities that can be used in therapy with students! (see next page)

Learners will individually progress through the course. The course is video lecture/powerpoint/videos/reflection activities formatted within 7 learning modules. Students may start and stop the course at their own pace. It is recommended that the learner complete the course in a timely manner (within a few weeks), as there is a post-quiz that must be passed to complete the course and receive .CEU's.

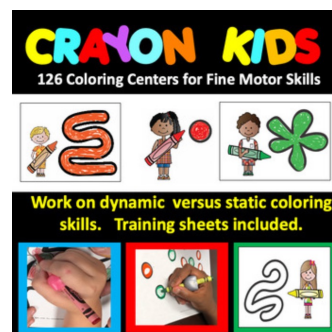
Course Products (included with course):



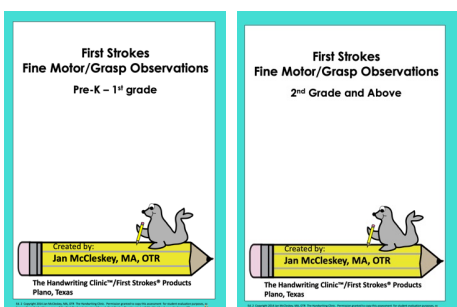
Zoo animal mega pack of 200 fine motor labs.



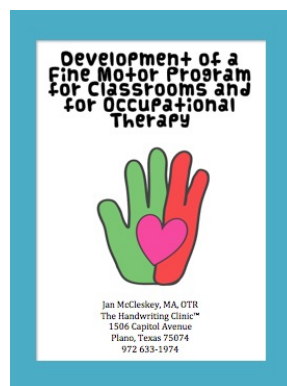
Pencil warm-ups for K - elementary



Coloring warm-ups for pre-k through 1st grade



Fine motor and grasp observation forms



Narrative manual for setting up fine motor labs for classroom or therapy

Jan McCleskey, MA, OTR – In 2002, Jan McCleskey, MA, OTR founded The Handwriting Clinic™ after 19 years as an occupational therapist in the public schools. She is the author of the First Strokes® Products for print, cursive, keyboarding and fine motor skills development. Since 2002, she has traveled extensively doing First Strokes® workshops nationwide. Jan started The Fine Motor Store in 2012 and has created over 300 products for fine motor and handwriting skills.

Cancellation Policy: Once the course is purchased, there are no refunds.

ADA Accommodations: If you require ADA accommodations, please contact The Handwriting Clinic. Course format is modules with pre-recorded video lecture/ large print PowerPoint slides and embedded video. Lecture handouts are printable at 6 slides per page in small print. Reflection and relevance activities are at approximately 14 point font. If a learner needs larger print handouts, please contact The Handwriting Clinic CE at 972 633-1974.

Certificates: Certificates are printable at the end of the course. If a learner needs a reprint, please contact The Handwriting Clinic, or log into the Zenler platform and reprint certificate. Certificates are maintained for 7 years online.

Time Ordered Course Agenda and Outline of Modules

Time		Topics	Instructional Method
Introduction module	6 min	Introduction	Video of lecture/slides
Module 1	35 min	Teaching a manipulative grasp	Video of lecture/slides
	5 min	Reflection and Relevance Activity	Handout
Module 2	25 min	Grasp Development	Video of lecture/slides
	10 min		Handout
Module 3	16 min	Common Pencil Grips	Video of lecture/slides
	5 min	Reflection and Relevance Activity	Handout
Module 4	41 min	Occupational Therapy Interventions for Grasp Development	Video of lecture/slides
	10 min	Reflection and Relevance Activity	Handout
Module 5	29 min	Reasons to Change Grasp in the Older Child	Video of lecture/slides
	10 min	Reflection and Relevance Activity	Handout
Module 6	15 min	In-hand manipulation skills OT interventions for hand strength Hand dominance	Video of lecture/slides
	10 min	Reflection and Relevance Activity	Handout
Module 7	12 min	Grasp Evaluation	Video of lecture/slides
	5 min	Reflection and Relevance Activity	Handout
Quiz	10 min	20 questions – multiple choice Pass at 80 %. May retake quiz.	Online graded quiz
End of Course Survey			
Print certificate			

Learning Outcomes:

- Demonstrate finger excursion with a pencil using a tripod grasp.
- Identify the components of the TIP grip protocol as one method of occupational intervention.
- Classify grasp patterns as static, dynamic or biomechanical stress to a joint.
- List 3 diagnoses that may affect the development of grasp due to joint laxity in a child.
- Apply developmental and biomechanical frames of references to assist in evaluating the effectiveness of common grips in promoting improved function.
- Classify fine motor warm-up activities into 3 types of activities: (“wake up” fingers), strengthening activities (strong fingers) and coordination activities (smart fingers)
- Identify 3 interventions for grasp development in the older child (2nd grade or above) and apply appropriateness of need to provide interventions.
- Construct a list of in-hand manipulation activities applicable to the learners practice setting.
- Construct a list of strengthening activities for to promote grasp development.
- Assess the components a grasp pattern presented on a video.

Descriptions of Modules

[Introduction video](#) – This module gives an introduction to the course. **Video; 6 minutes**

[Downloadable Products for Course](#) Products are posted in this module

[Module 1: Teaching a manipulative grasp](#)

This module will present the traditional tripod grasp, procedures for teaching this grasp, comparison of the prevalence of this grasp in 1990 compared to today, reasons why inefficient grip patterns develop, and begins to discuss the implications of joint laxity on pencil grasp development. Attendees are introduced to the TIP grip protocol, to set up the hand biomechanically for developing a dynamic tripod, particularly with the influence of joint laxity in the thumb IP, MCP and index DIP joints.

Video: 35 min

Reflection, Relevance and Practice Activity: 5 minutes – begin to describe grasp patterns in terms of joint laxity, radial and ulnar stabilization. Write down relevance to a student in your OT practice, begin to relate how joint laxity and poor grasp can affect occupational performance in ADL's and other occupations in a child's life. Complete a comparison activity of a static versus a dynamic tripod (previously video directed)

Total: 45 min

Learning Outcomes:

- Demonstrate finger excursion with a pencil using a tripod grasp.
- Identify the components of the TIP grip protocol as one method of occupational intervention.

[Module 2: Grasp Development](#)

This module discusses the development of grasp from age 3 – 6 from a whole handed grasp to a mature grasp. It discusses 8 common grasp patterns seen in clinical practice and discusses each grasp in two ways: Static versus Dynamic. Biomechanical stress to joints and tissues in the hand will be presented, and several diagnoses will be presented that may influence laxity in the hand. 2 case studies will be presented for students with injury to the hand or pain during writing. The case studies will present occupational performance, interventions and outcomes.

Video: 25 min

Reflection, Relevance and Practice Activity: 10 minutes – Reflect on material presented during the video, and fill out an activity sheet to write down reasons for working on grasp in pre-school – 2nd graders, write down diagnoses that might biomechanically/anatomically affect grasp development, and identify the forces in the thumb when a load is put on the thumb IP joint during hyperextension of the thumb IP joint.

Total: 35 min

Learning Outcomes:

- Classify grasp patterns as static, dynamic or biomechanical stress to a joint.
- List 3 diagnoses that may affect the development of grasp due to joint laxity in a child.

Module 3: Presentation on Common Pencil Grips

The video will present common pencil grips, and look at the grips from a biomechanical frame of reference. The learner will apply previously presented information on joint laxity, to pencil grip usage to discern whether a pencil grip may promote improved dynamic control or decreased biomechanical stress to a joint. Research will be presented on a study of using a pencil grip in 2nd grade children to promote a dynamic grasp.

Video: 16 min

Reflection, Relevance Activity: 5 minutes – A list of conditions that effect pencil grip will be given within the activity. From our developmental and biomechanical frame of references, grips may have a positive change on a child’s grasp, but discernment is needed to determine if pencil grips do not improve function. Users will answer questions on the study guide to apply knowledge.

Total: 19 minutes

Learning Outcomes:

- Apply developmental and biomechanical frames of references to assist in evaluating the effectiveness of common grips in promoting improved function.

Module 4: Occupational interventions for grasp development

The video will present occupational interventions for pre-k – K using a developmental frame of reference. Learners will view a video lecture on tongs, scissors and coloring labs to promote radial manipulation/ulnar stabilization. Learners will then break down activities into “wake up” fingers, “strong fingers” and “smart fingers” - from a program developed at the Newton Early Childhood program in collaboration with an OT (Meyers 2006). The users will apply previous learning of interventions, to fit within this child friendly language. Learners will receive 200 fine motor labs to support these interventions.

Video: 41 minutes

Reflection, Relevance Activity: 10 minutes – Learners will list activities/interventions for tongs, scissors and coloring labs to apply to their own area of practice. Learners will list and categorize activities for “wake up hands”, “strong hands” and “smart hands” to apply to their practice area.s

Total: 51 minutes

Learning Outcomes:

Classify fine motor warm-up activities into 3 types of activities : (“wake up” fingers), strengthening activities (strong fingers) and coordination activities (smart fingers)

Module 5: Reasons to change grasp in the older child

Learners will view research that there are grasp patterns that deviate from the typical tripod, that are efficient, but that some students do have inefficient grasp patterns. A video of a grasp class will be presented with activities to work on finger excursion, coloring skills and application to a dynamic grasp. The presentation will discuss a few scenarios where it might be important to work on grasp in an older child.

Video: 29 minutes

Reflection, Relevance Activity: 10 minutes – Learners will apply this material to relevance to their setting.

Total: 39 minutes

Learning Outcomes:

Identify 3 interventions for grasp development in the older child (2nd grade or above) and apply appropriateness of need to provide interventions.

Module 6: in-hand manipulation skills, OT interventions for hand strengthening and hand dominance

Video:1: In-hand manipulation skills (8 minutes)

Video 2: OT Interventions for hand strengthening and hand dominance (7 minutes)

Reflection, Relevance Activity: 10 minutes – Learners will apply this material to relevance to their setting. Learners will list items to make a fine motor box of in-hand manipulation activities. Next learners will list items to use in their practice setting for hand strengthening of extrinsic and intrinsic muscles, through play activities for children.

Total: 25 minutes

Learning Outcomes:

Construct a list of in-hand manipulation activities applicable to the learners practice setting

Construct a list of strengthening activities for to promote grasp development.

Module 7: Grasp Evaluation

Video: 12 minutes This is a presentation to summarize the components and skills within a child's grasp. Learners will fill out a grasp evaluation form while watching a video of a child tracing and coloring.

Assessment Activity Form: 5 minutes –

Total: 17 minutes

Learning Outcomes:

Assess the components a grasp pattern presented on a video.

Quiz: 20 questions, must pass with 80 %. Can retake quiz. **Estimated time: 10 minutes**

End of Course Survey

Print Certificate: Participants must have completed the entire course, passed the quiz at 80%, and completed the end of course survey in order to print certificate. *** Please print a copy of the brochure and keep with your certificate.