

HEALTH AND SENSORY-MOTOR SKILLS

III. PRACTICAL MOTOR SKILLS DEVELOPMENT

The primary purpose of this section is for a client to develop **practical** motor skills (1) that are *useful in and of themselves* for dealing effectively with otherwise potentially restrictive or unsafe situations in the environment, (2) that have relatively frequent application in everyday living, and (3) that do not appear elsewhere in the TAXONOMY as formally developed skills. Each skill in the section functions as an independent unit and is not intended by its placement to imply sequential dependence or developmental order in relation to the skills that precede or follow it.

Most of the TAXONOMY is replete with an immense variety of skills that incorporate gross or fine motor movement components applied to a specific purpose (e.g. walking up and down stairs, buttoning garments). Some examples that may be of particular interest appear in the following programs and sections: *BASIC ADAPTIVE SKILLS PROGRAM, Sections II-III-V*, for motor skills related to dressing and use of eating utensils; *COMMUNITY SKILLS PROGRAM, Section V*, for motor skills related to mobility in the community; and *VOCATIONAL SKILLS PROGRAM, Section I*, for work-related fine motor dexterity skills.

The skills included in the present section are designed for use with a client who does not demonstrate the skills **due to lack of formal training on them** rather than to a physical disability or other physical limitation. These skills should not be used as a substitute for professional physiotherapeutic services or without professional consultation when client has a known or suspected physical disability or limitation (e.g. cerebral palsy, coronary or pulmonary problems). It is not the intent of the TAXONOMY, here or elsewhere, to address remediation of organic physical dysfunctions of any kind; these aspects of the client's well-being are recommended for planning and supervision by the appropriate, professionally trained, and qualified person.

Before beginning training on any skill in this section, it may be of particular importance, and is therefore recommended, to (1) obtain agreement for training from client and all appropriate others, (2) determine client's physical disabilities, functional limitations, and other health-related factors that may impact on training, (3) seek professional consultations (e.g. from client's physician) related to training the skill, and (4) assure the **purpose of training is acquisition of a practical daily living skill** — *not* improvement of muscle tone, a physical defect, or any other medical condition.

231.1 SITTING ON BENCH WITHOUT BACK WHEN FEET CAN REACH FLOOR

This skill is designed for use with a *backless bench* that is in proper working order; is of a height such that client's feet can rest flat on the floor or ground when client is seated on it; does not contain a seating cushion or other body stabilizing pad; is *portable* (as opposed to fixed in place); seats one or more persons; and is not placed against a wall or other stabilizing structure (e.g. bookcase, desk) during training. Given the variety of bench seat widths and leg structures and placements, it is suggested to consider carefully the specific type of bench(es) selected for use in order to increase the probability that client will be able to deal effectively with any non-stationary backless bench he or she may encounter.

MAINTAINING BALANCE WHILE PERFORMING ACTIVITY THAT REQUIRES LITTLE OR NO MOVEMENT

Instructor provides client with a backless bench placed in position, and an activity that requires little or no movement (e.g. carrying on a conversation, watching television, looking at a magazine, watching a ball game or some other spectator event outdoors). Client is then asked to sit on the bench and perform the activity. An entry is provided below for instructor to indicate the *minimum* amount of time client is to remain on bench involved in the activity. It is suggested each training session to vary the type and place of the activity, and the type of backless bench used. It is also suggested instructor be prepared to intervene in the event client loses balance.

Minimum amount of time client is to remain seated on bench:

- Client, before sitting down, looks to determine a secure place to sit on bench
- Sits on bench ■ Frontward (e.g. does not straddle bench)
- Body is positioned securely in relation to *width* of bench (i.e. at reasonable distance from front and back edges)
- Body is positioned securely in relation to *length* of bench (i.e. on inward side of bench legs)
- Maintains balance throughout sitting (i.e. does not fall from bench or require intervention from others to avoid falling)
- Maintains balance without resting arms or elbows on thighs or knees
- Maintains balance without using hands to brace self
- Bench legs remain flat on floor or ground (i.e. client does not rock back or forth causing legs of bench to lift)

Maintaining balance while drinking

While client is seated on a backless bench, instructor hands client an appropriately agreed upon beverage (*without a straw*) and asks client to drink the beverage. It is suggested the type and placement of backless bench be varied each training session, and instructor be prepared to intervene in the event client loses balance.

- Client maintains balance while drinking (i.e. does not fall from bench or require intervention from others to avoid falling)

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- Maintains balance without leaning forward on bench
- Maintains balance without using hands to brace or otherwise support self
- Bench legs remain flat on floor or ground (i.e. client does not shift weight so far back as to cause front legs of bench to lift)

EXTENDING BODY AND MAINTAINING BALANCE WHILE REMAINING SEATED ON BENCH

The purpose of the following tasks is for client to learn to extend body and maintain balance while remaining seated on a bench. Client is seated on a backless bench. Instructor asks client to remain seated while picking up four objects (instructor has assured are) on floor or ground: one *in front of client*, one *in back of client*, one *to the right* and one *to the left of client*. Depending on the length of bench used and where client is sitting on bench, instructor may need to ask client to sit closer to one side for right or left extensions. It is suggested the items used be low in height (e.g. newspaper, pencil, napkin) and at such distance from bench as to cause client to extend with conscious regard for balance (e.g. 2' in front, 1-1/2' to right and left, 1/2' behind). It is also suggested instructor be prepared to intervene in the event client loses balance. An entry is provided below for instructor to indicate the distances objects are to be placed from bench.

Distances objects are to be placed from bench: _____ *In front of client* _____ *In back of client*
 _____ *To right of client* _____ *To left of client*

OBJECT IN FRONT OF CLIENT

- Client's body is positioned securely in relation to width of bench (i.e. at reasonable distance from front and back edges)
- Picks up object ■ While maintaining balance (i.e. does not fall from bench or require intervention from others to avoid falling)
- Maintains balance without using hands to brace or otherwise support self
- Remains completely seated while picking up object (i.e. does not lift buttocks from bench)
- Bench legs remain flat on floor or ground (e.g. back legs do not lift forward)

OBJECT IN BACK OF CLIENT

- Client's legs remain in front of bench (i.e. client does not shift legs to back side of bench, or straddle bench)
- Body is positioned securely in relation to width of bench (i.e. at reasonable distance from front and back edges)
- Picks up object ■ While maintaining balance (i.e. does not fall from bench or require intervention from others to avoid falling)
- Maintains balance without using hands to brace or otherwise support self
- Bench legs remain flat on floor or ground (e.g. front legs do not lift back)

OBJECT TO RIGHT OF CLIENT

- Client's legs remain in front of bench (i.e. client does not shift legs to end of bench, or straddle bench)
- Body is positioned securely in relation to length of bench (i.e. on inward side of bench legs)
- Picks up object ■ While maintaining balance (i.e. does not fall from bench or require intervention from others to avoid falling)
- Maintains balance without using hands to brace or otherwise support self
- Remains completely seated while picking up object (i.e. does not lift buttocks from bench)
- Bench legs remain flat on floor or ground (e.g. legs at left end do not lift toward right)

OBJECT TO LEFT OF CLIENT

- Client's legs remain in front of bench (i.e. client does not shift legs to end of bench, or straddle bench)
- Body is positioned securely in relation to length of bench (i.e. on inward side of bench legs)
- Picks up object ■ While maintaining balance (i.e. does not fall from bench or require intervention from others to avoid falling)
- Maintains balance without using hands to brace or otherwise support self
- Remains completely seated while picking up object (i.e. does not lift buttocks from bench)
- Bench legs remain flat on floor or ground (e.g. legs at right end do not lift toward left)

MAINTAINING BALANCE WHILE GETTING ON AND OFF BENCH WHEN ACTIVITIES ARE PERFORMED AT TABLE

The primary purpose of the following tasks is for client to learn how to get on and off a *portable* bench (i.e. not affixed to table or ground) when activities are performed at a table. Instructor arranges a backless bench at a table (e.g. picnic bench at picnic table) such that bench will have to be moved out from table before sitting at table is possible. Instructor then provides an activity for client to do (e.g. eat lunch, play table game) and asks client to perform the activity at the table. At end of activity, instructor arranges for client to demonstrate getting up and leaving table (e.g. asks client to clear table, put game away). It is suggested the activity and the type of backless bench be varied each training session, and instructor be prepared to intervene in the event client loses balance — especially while getting on or off the bench.

SITTING AT TABLE

- Moves bench away from table ■ Appropriately

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- Moves bench a distance from table sufficient to permit easy entry between bench and table
- Bench remains upright while being moved (i.e. does not fall) ■ Legs of bench lay directly on floor or ground
- Steps between bench and table safely (e.g. does not trip or fall, does not step over bench)
- Steps between bench and table: Upright ■ And without knocking bench over or disturbing table or objects on table
- Looks to determine secure place to sit on bench
- Sits on bench ■ Securely, in relation to *width* of bench ■ Securely, in relation to *length* of bench
- Grasps bench appropriately for adjusting proximity of bench to table
- Raises body slightly ■ And adjusts bench so it is at appropriate proximity to table
- Adjusts bench safely (e.g. does not fall or risk falling; bench does not fall) ■ Returns to secure sitting position
- Maintains balance on bench throughout planned activity ■ Maintains balance appropriately

GETTING UP FROM TABLE

- Grasps bench appropriately for moving bench away from table
- Gets up from bench ■ And stabilizes weight on feet ■ While moving bench away from table
- Moves bench away from table appropriately ■ And a distance sufficient to permit *standing* upright and *exiting*
- Stands upright ■ Exits from between bench and table safely (e.g. does not trip or fall) ■ And appropriately (e.g. does not knock bench over or disturb table)
- Returns bench to original resting position

233.1 STANDING: From Sitting Position On Floor Or Ground Using One Arm Only

The purpose of this skill is to train client to stand from a sitting position on floor or ground when only one arm is available for support during the change of position because the other arm or hand is momentarily occupied (e.g. hand is holding glass of beverage, plate of food, book). In addition to the control of motor movements required to stand, training on this skill includes tasks related to appropriately managing (e.g. not dropping or spilling) what is being held in the occupied hand while client is rising.

Examples of practical applications of this skill: During certain informal indoor social activities when client is sitting on floor due to limited seating space (such as at party or family get-together); while sitting on sand at beach; during picnics and other outdoor activities that include sitting on the ground . . .

Instructor arranges a situation such that client is sitting on floor or ground and holding object(s). Instructor then asks client to stand while holding object(s). To increase applicability of the skill, it is suggested client be exposed to a variety of objects with different management requirements (e.g. objects that can be spilled, broken, crushed — glass of beverage, plate containing food and eating utensil, snacks on opened napkin, handful of game pieces, loose deck of cards). An entry is provided below for instructor to indicate whether client is to be trained to use only right arm for support while rising, only left arm, or whether client may use either arm.

Arm client is to be trained to use for support while rising: _____ Right arm only _____ Left arm only _____ May use either arm

- Holds object(s) securely in one hand (If specific arm is to be used for support while rising, as indicated above, client must hold object in hand of opposite arm)

METHOD 1 FOR STANDING

- Braces self with free arm appropriately ■ And securely
- Maintains effective brace ■ While bending both legs ■ Until soles of both feet lay flat on floor or ground
- Lifts buttocks from floor or ground ■ While maintaining effective brace (e.g. does not fall)
- Moves both feet toward buttocks ■ Until feet are in appropriate position for standing ■ Maintaining effective balance throughout
- Shifts body forward ■ Until body's center of gravity is over feet ■ Bracing self as necessary with free arm
- Steadies self in squatting position ■ Stands up ■ In place ■ And without falling

METHOD 2 FOR STANDING

- Braces self with free arm appropriately ■ And securely
- Bends and turns legs toward same side of body as free arm ■ Until legs are flat on floor or ground in preparation for kneeling
- Shifts brace next to nearest thigh ■ Shifts without falling ■ Maintains effective brace while getting on knees
- Rises onto knees ■ And stabilizes self on knees
- Places sole of one foot flat on floor or ground ■ Bracing self as necessary with free arm
- Stands up ■ In place ■ And without falling

MANAGING HELD OBJECT(S) APPROPRIATELY THROUGHOUT TRANSITION FROM SITTING TO STANDING POSITION

- Objects held *remain held* (i.e. client does not drop what hand is actually holding — book, handful of objects, plate . . .)
- Objects held *remain undamaged* (i.e. client does not break or crush with hand — package of potato chips . . .)
- Objects in container *remain in container* (i.e. client does not spill — drink in glass, food or eating utensil on plate . . .)

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234.1 STANDING: On Tiptoes To See Over Visual Obstructions And To Reach Objects

OBSERVATIONAL ACTIVITY

Instructor arranges for client to perform an activity involving primarily observation, and assures the presence of a visual obstruction of such height that in order to perform the activity client will need to stand on tiptoes. Client is then asked to perform the activity.

Examples of activities and visual obstructions: Looking on a high shelf of bookcase, cupboard, or closet to determine if a specified object is present on shelf; looking through a safety window before entering through a swinging door to determine if anyone is approaching from opposite side; looking through a one-way door viewer to determine who is at door; looking over a curtain hung across lower part of window to determine if a specified person is in a room, or what the person is doing in the room, or how many people are in the room; looking over a solid fence to determine the whereabouts of a specified object such as a ball, or to determine if a specified person is in yard . . .

In order to increase practical application of the skill, it is suggested to provide client with a different type of observational activity and visual obstruction each training session, and to include situations that require client to rise maximally on tiptoes. Instructor is reminded that the heights of visual obstructions used, in order to be effective, may need to vary from client to client and, depending on the footwear client is wearing, from one training session to the next for the same client. Instructor is also reminded that the amount of time client is to demonstrate standing on tiptoes will depend on the activity client is asked to do (e.g. determining whether a specified person is present in a crowded room will require more time than looking to see if a person alone in the room is using the telephone).

- Client approaches visual obstruction ■ Sufficiently close to perform requested activity when on tiptoes
- Stands on tiptoes ■ Stands on tiptoes of both feet ■ Stands sufficiently high on tiptoes
- Only *stands on tiptoes* to perform activity (e.g. does not jump or obtain something to stand on)
- Braces self using only appropriate supporting surface (e.g. shelf rather than objects on shelf; hands against door rather than glass in window of door) ■ Braces self effectively (i.e. maintains balance)
- Braces self without disturbing supporting surface or surrounding objects (e.g. does not wobble shelf causing objects to fall)
- Braces self without moving objects from their original locations (e.g. does not move objects on shelf to make room for hands)
- Visual obstruction remains in place (e.g. client does not cause door curtains to fall, top box of stack of boxes to fall)
- Performs requested observational activity

PHYSICAL ACTIVITY

Instructor arranges for client to perform a physical activity that will require standing on tiptoes. Client is then asked to perform the activity.

Examples of physical activities: Removing a specified object from (or placing it on) a high shelf of bookcase, cupboard, or closet; attaching something to (or detaching it from) a specified place on bulletin board; opening or closing a high window, window shade, or curtain; removing a specified object from (or hanging it on) wall; turning on or off a ceiling light fixture with pull chain or cord; dusting high surface such as shelf or top of door frame; cleaning window or mirror; watering hanging plant; washing top or hood of car . . .

In order to increase practical application of the skill, it is suggested to provide client with a different type of physical activity each training session, and to include situations that require client to rise maximally on tiptoes and to move from place to place on them. Instructor is reminded that the heights involved, in order to be effective, may need to vary from client to client and, depending on the footwear client is wearing, from one training session to the next for the same client. Instructor is also reminded that the amount of time client is to demonstrate standing on tiptoes will depend very much on the activity client is asked to do (e.g. dusting or arranging objects on a high shelf will require more time than removing an object from shelf).

- Client approaches place where activity is to be performed ■ Sufficiently close to perform activity when on tiptoes
- Stands on tiptoes ■ Stands on tiptoes of both feet ■ Stands sufficiently high on tiptoes
- Only *stands on tiptoes* to perform activity (e.g. does not jump or obtain something to stand on)
- Braces self using only appropriate supporting surface (e.g. grasps bookcase next to hanging plant being watered rather than plant hanger) ■ Braces self effectively (i.e. maintains balance)
- Braces self without disturbing supporting surface or surrounding objects (e.g. does not wobble shelf causing objects to fall)
- Braces self without moving objects from their original locations (e.g. does not move objects on shelf to make room for hands)
- Performs requested physical activity
- Appropriately manages objects that are a part of the activity (e.g. does not damage or risk damaging them)
- Appropriately manages *surrounding* objects that are *not* a part of the activity (e.g. does not damage or risk damaging them, or alter their arrangement)
- If activity requires moving feet along floor, appropriately deals with objects in path of movement (e.g. does not step on them or knock them over)

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235.1 STANDING: Without Support On Step Stool

Instructor provides client with a step stool that is in proper working order and asks client to perform a specified activity using only the step stool for support. The step stool used should be a *simple platform type* as opposed, for example, to a combination step stool/chair that provides some support while standing on it. It is suggested client be asked to perform a different activity each training session, with a different movement and balancing requirement, and different time requirement for completion of the activity. It is also suggested instructor be prepared to intervene in the event client loses balance.

- Client picks up step stool (e.g. does not kick it along) ■ Carries step stool appropriately and safely to where activity is to be performed (e.g. not over head or blocking vision; without bumping objects)
- Sets down step stool in most effective *place* for performing activity (e.g. at appropriate proximity)
- Sets down step stool in most effective *position* for performing activity (e.g. length of stool parallel with wall)
- Legs of step stool rest directly on floor or ground (i.e. all legs touch only floor or ground and rest on same surface)
- Places one foot flat on platform of stool ■ At safe place on platform ■ And without support
- Places other foot flat on platform of stool ■ At safe place on platform ■ And without support
- Maintains balance while stepping onto platform ■ Both feet are at safe places on platform ■ Feet rest completely on platform (e.g. toe or heel of foot does not extend from platform) ■ Feet rest flat on platform
- Client is completely balanced on stool ■ And without support
- Performs requested activity ■ Maintains balance throughout performing activity ■ Without support
- Maintains safe placement of feet on step stool throughout activity
- Steps off step stool safely (e.g. does not step on object on floor) ■ Without losing balance ■ And without support
- Moves stool as necessary for performing activity (e.g. does not lean farther when doing so risks loss of balance)

235.2 WALKING: Forward When Space For Shoulders And Upper Arms Is Restricted

Instructor arranges for an activity that involves walking directly ahead (as opposed to sideways) through a space whose width restricts or limits the movements of client's *shoulders and upper arms*. Client is then asked to perform the activity. For example, if a doorway is the target space, instructor might ask client to go and get something from another room.

Examples of spaces: Corridors in homes; various types of narrow passageways; various widths of doorways; spaces where a large number of persons is moving about, as at shopping malls, in lobbies, reception halls, auditoriums . . . The purpose of this skill requires the widths of the spaces be such that most people would walk through them *directly ahead* rather than turning and stepping sideways.

It is recommended each training session, depending on the type of target space selected for training, the instructor consider *several occasions* for client to demonstrate proficiency. For example, if doorways is the target space during a training session, it is recommended client be given activities to perform that require passing through a *variety* of doorways and doorway widths the *same* training session; on the other hand, if the target spaces are those involved in walking through a crowded shopping mall, the *one* occasion might serve as a sufficient test of client's proficiency for that training session. An entry is provided below for instructor to indicate the *maximum* width of spaces client is to be trained to walk through. It is suggested, from one training session to the next, to vary the activities client is asked to perform, the types of target spaces (e.g. doorways), and the width dimensions (e.g. widths of doorways) within the maximum indicated.

Maximum width of spaces client is to be trained to walk through:

- Client looks at space (i.e. is aware of restricted width) ■ Walking speed is appropriate when approaching space (i.e. reduces speed as necessary) ■ Walks through space ■ Without touching limits of space (e.g. doorjamb, wall, person)
- If disturbs person, uses appropriate etiquette (e.g. excuses self, asks if person all right)
- If displaces object: Puts object back ■ As it was
- If carrying an object (e.g. box), does not allow object to touch limits of space
- Walks through space without turning and stepping sideways ■ Performs requested activity

235.3 WALKING: Forward When Space For Legs And Lower Arms Is Restricted

Instructor arranges for an activity that involves walking directly ahead (as opposed to sideways) through a space whose width restricts or limits the movements of client's *legs and lower arms*. Client is then asked to perform the activity. For example, if the target space is in living room between coffee table and chair, instructor might ask client to place a specified object on a bookcase located on the other side of table and chair.

Examples of spaces: Aisles in restaurants, theaters, kitchens; protruding displays in aisles of supermarkets; spaces between parked cars in parking lots; aisles having chairs on either side that face their respective tables, as in large meeting areas or specially set up dining areas; spaces between various types of furniture arrangements in homes; spaces between people sitting on floor or ground . . . The purpose of this skill requires the widths of the spaces be such that most people would walk through them *directly ahead* rather than turning and stepping sideways.

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WALKING: Forward When Space For Legs And Lower Arms Is Restricted (Cont.)

It is recommended each training session, depending on the type of target space selected for training, the instructor consider *several occasions* for client to demonstrate proficiency. For example, if spaces between furniture arrangements in a home is the type of target space during a training session, it is recommended client be given activities to perform that require passing between a *variety* of such arrangements (including various space widths) the *same* training session; on the other hand, if the target spaces are between parked cars in a car-filled parking lot, the *one* occasion might serve as a sufficient test of client's proficiency for that training session. An entry is provided below for instructor to indicate the *maximum* width of spaces client is to be trained to walk through. It is suggested, from one training session to the next, to vary the activities client is asked to perform, the types of target spaces (e.g. aisles), and the width dimensions (e.g. widths of aisles) within the maximum indicated.

Maximum width of spaces client is to be trained to walk through:

- Client looks at space (i.e. is aware of restricted width) ■ Walking speed is appropriate when approaching space (i.e. reduces speed as necessary) ■ Walks through space ■ Without touching limits of space (e.g. chair, corner of counter or table)
- If disturbs person, uses appropriate etiquette (e.g. excuses self, asks if person all right)
- If displaces object: Puts object back ■ As it was
- If carrying an object (e.g. coat and purse, pail of water), does not allow object to touch limits of space
- Walks through space without turning and stepping sideways ■ Performs requested activity

236.1 WALKING: Forward When Space For Feet Is Restricted

Instructor arranges for an activity that involves walking directly ahead (as opposed to sideways) through a space whose width restricts or limits the movements of client's *feet*. Client is then asked to perform the activity. For example, if a sidewalk is the target space, instructor might ask client to mail a letter at mailbox located at the end of the block.

Examples of spaces: Sidewalks; crosswalks; footpaths of various widths in yards, parks, and other recreational areas; spaces between people sitting on floor or ground . . . The purpose of this skill requires the widths of the spaces be such that most people would walk along them directly ahead rather than turning and stepping sideways, and the spaces themselves be without obstructions (e.g. situations are not intended where client needs to step over objects).

It is recommended each training session, depending on the type of target space selected for training, the instructor consider *several occasions* or a *certain distance* for client to walk in order to demonstrate proficiency. An entry is provided below for instructor to indicate the *maximum* width of spaces client is to be trained to walk along. It is suggested, from one training session to the next, to vary the activities client is asked to perform, the types of target spaces (e.g. footpaths), and the width dimensions (e.g. widths of footpaths) within the maximum indicated.

Maximum width of spaces client is to be trained to walk along:

- Client looks at space (i.e. is aware of restricted width) ■ Walking speed is appropriate (i.e. reduces speed as necessary)
- Walks along or through space ■ Without feet going beyond limits of space (e.g. does not walk beyond marked width of crosswalk; does not kick into person or object)
- If disturbs person, uses appropriate etiquette (e.g. excuses self, asks if person all right)
- If displaces object: Puts object back ■ As it was
- Walks along or through space without turning and stepping sideways ■ Performs requested activity

236.2 WALKING: Sideways When Space For Body Is Restricted

Instructor arranges for one or more activities that involve passing through five spaces whose widths restrict or limit movement straight forward such that the manner by which to pass through the spaces, if objects are not to be displaced, is to *turn the body and step sideways*. Client is then asked to perform the activity(ies). For example, client might be asked to take a seat in a row among several closely placed rows of seats with some persons already seated in the row, or be asked to sit in the middle of a sofa that has a coffee table placed closely in front of it.

Examples of spaces: Spaces between people in a public place where a large number of persons is standing or moving about, as at shopping malls, in lobbies, reception halls, auditoriums; spaces between rows of chairs or seats in theaters, auditoriums, or other similar gathering places; spaces between two pieces of furniture or between a piece of furniture and someone seated or standing, where the spaces are sufficient to pass through sideways without moving the furniture or asking the person to move; cutting through a line of people; various narrow passageways in rooms of homes . . . Spaces should be selected that prevent convenient straight-forward movement but do not require moving objects out of the way or asking persons to move in order to pass through them sideways.

In order to increase practical application of the skill, it is suggested to assure each training session that each activity involves dealing with a *different* environmental space context, and to vary the activities and space contexts used from one training session to the next. It is further suggested instructor consider including the carrying of objects (e.g. coat, glass of beverage) as a part of some activities to determine client's ability to effectively manage the objects while passing through the spaces.

- Client looks at space (i.e. is aware of restricted width) ■ Reduces speed of movement when approaches space

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WALKING: Sideways When Space For Body Is Restricted (Cont.)

- Item(s) being carried is(are) positioned appropriately for passing through space (i.e. in the position least likely to disturb persons or displace objects)
- Excuses self, as appropriate, when passing through space (e.g. when passing in front of someone)
- Turns to the side before entering space
- Turns appropriate side of body into space when significant in terms of safety or etiquette (e.g. front of body faces turned-on stove)
- Posture is reasonably straight ■ Looks where placing feet ■ Passes only sideways through space
- Steps through space carefully, *related to own safety* (e.g. slowly, does not trip or fall)
- Steps through space carefully, *related to others* (e.g. does not touch or otherwise disturb other persons)
- Steps through space carefully, *related to surrounding objects* (e.g. does not displace objects)
- If disturbs person, uses appropriate etiquette (e.g. excuses self, asks if person all right)
- If displaces object: Puts object back ■ As it was
- If supports self while passing through space, supports self appropriately (e.g. grasps back of chair without touching person sitting in it)
- Manages carried item(s) appropriately while passing through space (i.e. without dropping item or allowing it to disturb person or displace object)
- Does not ask person(s) to move ■ Does not move object(s) for more convenient passing ■ Performs requested activity

237.1 WALKING: On Balls Of Feet When Space For Feet Is Restricted

Instructor arranges for two activities that involve walking across areas on floor or ground where, due to the arrangement of objects, space for placement of feet is restricted to the extent that the way to pass through the area is by walking on balls of feet. Client is then asked to perform the activities. For example, client might be asked to take something to a specified location on the other side of a pathway where toys have been left in disarray on the floor (or objects have fallen from a table, or papers or game pieces have been spread out).

Target cluttered areas on floor or ground should be selected such that it is impractical or inconvenient to walk around them, and unreasonable to attempt to step over the space they cover. In addition, instructor should assure that the spaces between the objects covering each area are not sufficient to allow placing feet flat.

In order to increase practical application of the skill, it is suggested to use a *different* environmental space context for each activity, and to vary, from one training session to the next, the activities and space contexts used. Instructor is reminded that the quality of proficiency client is required to demonstrate when walking on balls of feet will depend very much on the arrangement of objects on floor or ground, and the distance client is required to walk. Finally, it is recommended instructor be prepared to intervene in the event client loses balance.

- Client looks at space (i.e. is aware of restricted foot space) ■ Reduces speed of movement when approaches space
- Item(s) being carried is(are) held appropriately for passing through area (i.e. in the position least likely to displace objects in area)
- Looks where placing feet
- Walks through area on balls of feet only (e.g. does not place foot flat in space or attempt to step over the entire area)
- Walks on balls of feet without support (e.g. does not balance body against adjacent wall, or grasp piece of furniture for support)
- Maintains balance throughout walking through area (i.e. does not fall)
- Places balls of feet directly on empty spaces only (i.e. balls of feet do not touch an object in area)
- Effectively controls movements of feet other than those related specifically to balls of feet (e.g. heel does not swing out knocking an object over)
- Manages carried item(s) effectively while passing through area (i.e. without dropping item or items or allowing them to displace object in area) ■ Does not move object(s) for more convenient passing
- If displaces an object: Puts object back ■ As it was ■ Performs requested activity

237.2 DUCKING TO AVOID STATIONARY OBSTRUCTIONS

Instructor arranges for two activities that involve ducking the head to avoid hitting a stationary obstruction. Client is then asked to perform the activities. For example, client might be asked to look for a specified object on a low shelf of a cupboard, or wipe a table that has a low-hanging light fixture overhead.

Examples of obstructions: Doorways of cars while entering or exiting; doorways and interiors of campers, vans, tents, prefabricated outdoor storage buildings; game nets as those in tennis, volleyball, badminton; basements with low-hanging conduits; lower bunk beds; tables and desks when one reaches under them to pick up something; various parts of playground equipment; cupboards; opened windows in home and car; opened trunks and hatchbacks of cars; spaces with low overhangs in homes, or objects suspended from ceilings (e.g. hanging light fixtures and plants) . . .

It is suggested each training session to vary the activities and types of stationary obstructions used, and to include a wide variety of environmental contexts, in order to expand client's awareness of the many practical applications of the skill.

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III. PRACTICAL MOTOR SKILLS DEVELOPMENT

DUCKING TO AVOID STATIONARY OBSTRUCTIONS (Cont.)

- Client looks at obstruction (i.e. is aware of it) ■ Lowers head sufficiently to clear obstruction
- Lowers head without allowing head to touch obstruction ■ Performs requested activity
- Head does not touch obstruction throughout activity
- Removes head from within reach of obstruction at end of activity ■ Without allowing head to touch obstruction

238.1 SQUATTING: With Weight Distributed On Balls Of Feet

Instructor arranges for an activity that involves resting momentarily in a squatting position with *weight distributed on balls of feet*. Client is then asked to perform the activity while resting in this position. For example, client might be asked to pick up several pieces of a puzzle that have fallen scattered on floor.

Examples of activities: Picking up several small objects from floor or ground (e.g. pieces of puzzle, parts of card or table game, cards, any variety of spilled objects such as popcorn, screws, potato chips, candy, nuts, nails, crayons); locating a specified object on a low shelf of cupboard, cabinet, bookcase (e.g. specific can of soup from among many in kitchen cupboard); manipulating objects located in or on low areas (e.g. putting a numbered book-series in order, straightening a stack of papers, dusting objects on a bottom shelf) . . .

It is suggested each training session to vary the activity client is asked to perform, as well as the *time* involved in remaining in squatting position. Since it will likely be possible to perform the requested activities by any one of several methods (e.g. by sitting on floor), instructor may cue client, by explanation or demonstration, to the specific squatting position this skill is designed to train.

- Client is standing ■ With feet resting flat on floor or ground
- Bends legs ■ While simultaneously lowering body
- Lowers body forward to the point where client's center of gravity shifts to balls of feet
- Continues lowering body ■ While on balls of feet
- Lowers body until reaching complete squatting position ■ With weight distributed on balls of feet
- Maintains balance throughout getting into squatting position ■ Maintains balance without support
- Only balls of feet touch floor or ground ■ Performs requested activity
- Maintains balance throughout performing activity ■ Maintains balance without support

238.2 SQUATTING: On Ball Of One Foot With Other Foot Resting Flat

Instructor arranges for an activity that involves resting momentarily in a squatting position *on ball of one foot, with other foot resting flat on floor or ground*. Client is then asked to perform the activity while resting in this position. For example, client might be asked to tie shoe.

Examples of activities: Tying shoes; picking up several small objects from floor or ground (e.g. pieces of puzzle, parts of card or table game, cards, any variety of spilled objects such as popcorn, screws, potato chips, candy, nuts, nails, crayons); locating a specified object on a low shelf of cupboard, cabinet, bookcase (e.g. specific can of soup from among many in kitchen cupboard); manipulating objects located in or on low areas (e.g. putting a numbered book-series in order, straightening a stack of papers, dusting objects on a bottom shelf) . . .

It is suggested each training session to vary the activity client is asked to perform, as well as the *time* involved in remaining in squatting position. Since it will likely be possible to perform the requested activities by any one of several methods (e.g. by sitting on floor), instructor may cue client, by explanation or demonstration, to the specific squatting position this skill is designed to train. An entry is provided below for instructor to indicate whether client is to be trained to squat on ball of right foot only, ball of left foot only, or ball of either foot.

Ball of foot on which client is to be trained to squat: ____ Right foot only ____ Left foot only ____ Either foot

- Client is standing ■ With feet resting flat on floor or ground
- Feet are in preparatory position for beginning to squat (e.g. foot that is to remain flat extends forward from other foot)
- Bends legs ■ While simultaneously lowering body
- Lowers body forward to the point where correct leg is supported on ball of same foot (e.g. left leg is supported on ball of left foot)
- Continues lowering body ■ While correct foot remains on its ball ■ And other foot remains forward and resting flat
- Lowers body until reaching complete squatting position ■ On ball of correct foot ■ With other foot resting flat on floor or ground
- Maintains balance throughout getting into squatting position ■ Maintains balance without support
- Performs requested activity
- Remains on ball of foot throughout performing activity (e.g. does not place knee on floor, or shift foot to upside down position)
- Maintains balance throughout performing activity ■ Maintains balance without support
- Demonstrates the reverse of same squatting position

HEALTH AND SENSORY-MOTOR SKILLS

III. PRACTICAL MOTOR SKILLS DEVELOPMENT

239.1 STEPPING OVER OBSTRUCTIONS (Height Is The Primary Factor)

Instructor arranges for one or more activities involving the need to step over three floor or ground obstructions that lie in the path of client's walking. Client is then asked to perform the activity(ies). For example, client might be asked to take a specified object from one room to another, and have to pass through a space where a fallen broom or a child's toy needs to be stepped over in order to continue walking ahead.

Examples of obstructions: Electrical cords; garden hoses; low hanging ropes or chains around roped-off or chained-off areas; boxes; books and magazines; game pieces and toys; hats, shoes, boots, umbrellas; recreational equipment such as skate boards, bats, rackets; thresholds; ladder resting on its side; small bushes and plants in landscaped areas; briefcase standing on end; wastebasket; brooms and mops; wagon shaft; vacuum cleaner hoses or attachments; logs in wooded areas . . . The purpose of this skill requires obstructions be selected with emphasis primarily on height as opposed to width.

In order to increase practical application of the skill, it is suggested to use three different types and heights of obstructions each training session, and to vary from one training session to the next the activities requested, and the types and heights of obstructions used. An entry is provided below for instructor to indicate the range of obstruction heights client is to be trained to step over.

Range of obstruction heights client is to be trained to step over: _____ - _____

- Client looks at obstruction (i.e. is aware of it)
- Walking speed is appropriate when approaching obstruction (i.e. reduces speed as necessary)
- Lifts *left foot* over obstruction ■ Without touching obstruction with foot or leg
- Lifts *right foot* over obstruction ■ Without touching obstruction with foot or leg
- *First foot or leg over* does not touch obstruction ■ *Second foot or leg over* does not touch obstruction
- Maintains balance throughout stepping over obstruction (i.e. does not trip or fall)
- Maintains balance without support (e.g. does not grasp obstruction or adjacent piece of furniture for support)
- If displaces obstruction or part of it, and it should be put back: Puts back obstruction ■ As it was
- Steps over obstruction height: *At lowest end* of indicated range ■ *At approximate midpoint* of range ■ *At highest end* of range
- Performs requested activity

239.2 STEPPING ACROSS OBSTRUCTIONS (Width Is The Primary Factor)

Instructor arranges for one or more activities involving the need to step across three floor or ground obstructions that lie in the path of client's walking. Client is then asked to perform the activity(ies). For example, client might be asked to get a specified object from another part of a room, and have to pass through a space where a floor pillow or set-up game board needs to be stepped across in order to continue walking ahead.

Examples of obstructions: Puddles, mud-patches, ditches, holes or ruts in ground; trays; collapsed chairs; ladder or bicycle lying flat; spills on floor or ground (e.g. water, food, broken glass, rubbish, other messy or potentially dangerous substances); games and toys; floor pillows; work papers, opened newspaper; tools; phonograph records; low, wide bushes and plants in landscaped areas; clothing on floor; sleeping bag or air mattress; suitcase lying flat or opened . . . The purpose of this skill requires obstructions be selected with emphasis primarily on width as opposed to height.

In order to increase practical application of the skill, it is suggested to use three different types and widths of obstructions each training session, and to vary from one training session to the next the activities requested, and the types and widths of obstructions used. An entry is provided below for instructor to indicate the range of obstruction widths client is to be trained to step across.

Range of obstruction widths client is to be trained to step across: _____ - _____

- Client looks at obstruction (i.e. is aware of it)
- Walking speed is appropriate when approaching obstruction (i.e. reduces speed as necessary)
- Lifts *left foot* across obstruction ■ Without touching obstruction with foot or leg
- Lifts *right foot* across obstruction ■ Without touching obstruction with foot or leg
- *First foot or leg across* does not touch obstruction ■ *Second foot or leg across* does not touch obstruction
- Maintains balance throughout stepping across obstruction (i.e. does not slip, trip, or fall)
- Maintains balance without support (e.g. does not grasp obstruction or adjacent piece of furniture for support)
- If displaces obstruction or part of it, and it should be put back: Puts back obstruction ■ As it was
- Steps across obstruction width: *At lowest end* of indicated range ■ *At approximate midpoint* of range ■ *At highest end* of range
- Performs requested activity

239.3 CATCHING OBJECTS THROWN BY OTHERS

LARGE-SIZED OBJECTS

Client is asked to catch five different objects thrown by instructor. Size of objects used should be large in comparison with the medium and small objects used in the other two parts of this skill. Types of objects used should be safe (e.g. non-breakable,

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III. PRACTICAL MOTOR SKILLS DEVELOPMENT

CATCHING OBJECTS THROWN BY OTHERS (Cont.)

without sharp edges, not too heavy for client), and it is suggested more consideration be given to assuring that the objects selected *serve the purpose here* (catching large-sized objects) than to questioning the degree of probability client will ever be thrown the objects by persons in client's everyday living environment.

Examples of large-sized objects instructor may wish to consider for use: Basketball, volleyball, football; empty, family-size boxes of various foods (e.g. cereal, potato chips); shoe or boot; packaged roll of paper towels; various large plastic food-storage containers; various paper cartons and boxes; rolled newspaper; seat cushion; pillow; box of Kleenex . . .

In order to increase the probability client will be able to catch any large-sized objects thrown by persons away from the training environment, it is suggested to vary the types, degrees of largeness, and weights of the objects used each training session, and to vary the direction of the *aim* of the objects to include client's torso, client's knees, above client's head, to the right and to the left sides of client. Entries are provided below for instructor to indicate whether client is to be trained to catch the objects while in a standing position or while sitting in a chair, and the approximate distance from which the objects are to be thrown to client.

Position in which client is to be trained to catch the objects: ____ Standing ____ Sitting in chair

Approximate distance from which the objects are to be thrown to client:

- Client is looking at object at the moment instructor throws it
- Opens hand(s) ■ To a preparatory position for catching
- Observes trajectory of object ■ Throughout flight of object
- Moves body toward or away from object as necessary (e.g. repositions feet, leans to one side)
- Moves opened hand(s) toward or away from object as necessary
- Closes hand(s) around object ■ Stopping movement of object
- Catches object in hand(s) only (e.g. not against body) ■ Maintains grasp on object (i.e. object does not fall)
- Catches object the *first* time it is thrown
- Maintains balance throughout the catching process (i.e. does not trip or fall) ■ Moves safely throughout the catching process (i.e. does not bump into other objects in the environment — wall, furniture, etc.)

MEDIUM-SIZED OBJECTS

Client is asked to catch five different objects thrown by instructor. *Size of objects used should be medium in comparison with the large and small objects used in the other two parts of this skill. Types of objects used should be safe (e.g. non-breakable, without sharp edges, not too heavy for client), and it is suggested more consideration be given to assuring that the objects selected serve the purpose here* (catching medium-sized objects) than to questioning the degree of probability client will ever be thrown the objects by persons in client's everyday living environment.

Examples of medium-sized objects instructor may wish to consider for use: Tennis ball or baseball; chalk eraser; packaged ball of string; packaged bar of soap; secured deck of playing cards; sponge; wallet; travel-size package of Kleenex; orange, grape-fruit, bean bag; paperback book; plastic cup or glass; plastic food-storage container; hairbrush; dishcloth . . .

In order to increase the probability client will be able to catch any medium-sized objects thrown by persons away from the training environment, it is suggested to vary the types, degrees of mediumness, and weights of the objects used each training session, and to vary the direction of the *aim* of the objects to include client's torso, client's knees, above client's head, to the right and to the left sides of client. Entries are provided below for instructor to indicate whether client is to be trained to catch the objects while in a standing position or while sitting in a chair, and the approximate distance from which the objects are to be thrown to client.

Position in which client is to be trained to catch the objects: ____ Standing ____ Sitting in chair

Approximate distance from which the objects are to be thrown to client:

- Client is looking at object at the moment instructor throws it
- Opens hand(s) ■ To a preparatory position for catching
- Observes trajectory of object ■ Throughout flight of object
- Moves body toward or away from object as necessary (e.g. repositions feet, leans to one side)
- Moves opened hand(s) toward or away from object as necessary
- Closes hand(s) around object ■ Stopping movement of object
- Catches object in hand(s) only (e.g. not against body) ■ Maintains grasp on object (i.e. object does not fall)
- Catches object the *first* time it is thrown
- Maintains balance throughout the catching process (i.e. does not trip or fall) ■ Moves safely throughout the catching process (i.e. does not bump into other objects in the environment — wall, furniture, etc.)

SMALL-SIZED OBJECTS

Client is asked to catch five different objects thrown by instructor. *Size of objects used should be small in comparison with the large and medium objects used in the other two parts of this skill. Types of objects used should be safe (e.g. non-breakable, without sharp edges, not too heavy for client), and it is suggested more consideration be given to assuring that the objects selected serve the purpose here* (catching small-sized objects) than to questioning the degree of probability client will ever be thrown the objects by persons in client's everyday living environment.

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III. PRACTICAL MOTOR SKILLS DEVELOPMENT

CATCHING OBJECTS THROWN BY OTHERS (Cont.)

Examples of small-sized objects instructor may wish to consider for use: Paper clip; new unsharpened pencil; capped felt pen; pencil eraser; crayon; individual serving packet of sugar; key; paper clamp; stick of chewing gum; game piece (e.g. checker, die, building block); pocket comb; ring; table-tennis ball, screw, nut, bolt; book of matches; cork or other bottle stopper; spool of thread . . .

In order to increase the probability client will be able to catch any small-sized objects thrown by persons away from the training environment, it is suggested to vary the types, degrees of smallness, and weights of the objects used each training session, and to vary the direction of the aim of the objects to include client's torso, client's knees, above client's head, to the right and to the left sides of client. Entries are provided below for instructor to indicate whether client is to be trained to catch the objects while in a standing position or while sitting in a chair, and the approximate distance from which the objects are to be thrown to client.

Position in which client is to be trained to catch the objects: _____ Standing _____ Sitting in chair

Approximate distance from which the objects are to be thrown to client:

- Client is looking at object at the moment instructor throws it
- Opens hand(s) ■ To a preparatory position for catching
- Observes trajectory of object ■ Throughout flight of object
- Moves body toward or away from object as necessary (e.g. repositions feet, leans to one side)
- Moves opened hand(s) toward or away from object as necessary
- Closes hand(s) around object ■ Stopping movement of object
- Catches object in hand(s) only (e.g. not against body) ■ Maintains grasp on object (i.e. object does not fall)
- Catches object the *first* time it is thrown
- Maintains balance throughout the catching process (i.e. does not trip or fall) ■ Moves safely throughout the catching process (i.e. does not bump into other objects in the environment — wall, furniture, etc.)

241.1 THROWING OBJECTS TO OTHERS

Client is provided with ten different objects and is asked to throw each object directly to instructor. The ten objects selected for use should be different in *type, weight, and size*, and it is recommended different objects be used each training session. An entry is provided below for instructor to indicate the range of approximate distances client is to be trained to throw objects, and instructor should vary, within the range, his or her distance from client several times each training session, assuring one of the distances is always the *maximum* of the range. Entries also are provided for instructor to indicate the method client is to use for throwing (i.e. underhand, overhand, or either method); whether client is to be trained to throw while in a standing position or while sitting in a chair; and which hand client is to be trained to use when throwing with only one hand.

Range of approximate distances client is to be trained to throw objects: _____ - _____

Method client is to use for throwing: _____ Underhand _____ Overhand _____ May use either method

Position in which client is to be trained to throw the objects: _____ Standing _____ Sitting in chair

Hand client is to be trained to use when throwing with only one hand: _____ Right hand _____ Left hand

- Client grasps object appropriately for throwing (e.g. at appropriate place on object) ■ And securely (i.e. does not drop object)
- Grasps object with *both hands* if use of both hands is necessary or obviously more reasonable (e.g. as with basketball)
- Grasps object with *one hand only*, if use of one hand is sufficient and obviously more reasonable (e.g. as with pencil eraser)
 - If grasps object with one hand, uses hand specified above
- Looks at instructor throughout throwing (i.e. from just before until just after releasing object)
- Throws object ■ By method specified above (e.g. underhand)
- Object travels in a *primarily forward* direction
- Object reaches instructor (*i.e. instructor does not have to move feet if standing; instructor remains completely seated if sitting*)
- Object reaches instructor at convenient *height* (i.e. area between instructor's eye level and upper thigh)
- Object reaches instructor at convenient *width* (i.e. area between instructor's hips)
- Object reaches instructor at convenient *distance* (i.e. instructor need not lean forward at all)
- Object reaches instructor the *first* time it is thrown
- If object thrown is a ball, ball reaches instructor without bouncing

241.2 BALANCED CARRYING: With Both Hands

Client is provided with three filled containers to carry, each of which requires *balancing during transport* and carrying with *both hands*. Client is then asked to carry each container from one specified location to another. For example, client might be asked to carry a pan of water from kitchen sink to stove burner; a dinner plate or serving dish of food from kitchen to dining table; and a tray with cups of coffee and glasses of beverage from dining table to living room coffee table.

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III. PRACTICAL MOTOR SKILLS DEVELOPMENT

BALANCED CARRYING: With Both Hands (Cont.)

Containers selected for use (e.g. pan, serving dish, tray) should be of such size, weight, or design as to require use of *both hands* for carrying. Contents of containers should be potentially spillable (e.g. water, beverage, food), or displaceable (e.g. objects specially arranged on a carrying surface), and be present in sufficient amount as to necessitate conscious regard for not spilling them or causing them to be displaced during transport. Weights of containers and contents should be sufficiently light such that physical safety while lifting, and difficulty related to weight while carrying, are not significant factors.

In order to increase practical application of the skill, it is suggested containers and contents used be varied each training session, as well as their balancing requirements and the distances client is asked to carry them.

- Client grasps container with both hands ■ Grasps container appropriately for carrying ■ And securely
- Lifts container from resting surface ■ Without spilling or otherwise displacing contents of container (e.g. liquid from cups or pan; objects on tray)
- Container is level ■ Transports container to specified location
- Looks at key parts of environment during transport (i.e. is aware of actual or potential obstacles — narrow passageway, corner of table, object on floor, etc.) ■ Effectively manages environmental obstacles
- Maintains grasp on container during transport (i.e. does not drop container) ■ Holds container level during transport
- Speed of walk is appropriate: In relation to balancing contents of container ■ And to managing environmental obstacles
- Maintains contents of container balanced throughout transport (i.e. contents remain completely inside container and as originally arranged)
- Sets container on specified location surface (e.g. table top) ■ Without spilling or otherwise displacing contents of container
- Client's posture while carrying is reasonable (i.e. would look appropriate in public)
- Transports container in reasonable amount of time

242.1 BALANCED CARRYING: With One Hand

Containers selected for use in this skill should be of such size, weight, or design that they can be carried using *one hand only*. Contents of containers should be potentially spillable (e.g. water, beverage, food, loose items), and be present in sufficient amount as to necessitate conscious regard for not spilling them during transport. Weights of containers and contents (e.g. pail of water) should be sufficiently light such that physical safety while lifting, and difficulty related to weight while carrying, are not significant factors.

ONE HAND CARRIES CONTAINER THAT REQUIRES BALANCING/OTHER HAND IS UNOCCUPIED

Client is provided with a filled container to carry that requires *balancing during transport*. Client is then asked to carry the container from one specified location to another, using *one hand only*. For example, client might be asked to take a mug of coffee from the kitchen to a table in an upstairs room. An entry is provided below for instructor to indicate the hand client is to use for carrying.

In order to increase practical application of the skill, it is suggested containers and contents used be varied each training session, as well as their balancing requirements and the distances client is asked to carry them.

Hand client is to use for carrying: ____ Right hand ____ Left hand ____ Either hand

- Client grasps container with one hand only ■ And with hand specified above
- Grasps container appropriately for carrying ■ And securely
- Lifts container from resting surface ■ Without spilling contents
- Container is level ■ Transports container to specified location using one hand only (i.e. unoccupied hand does not assist)
- Looks at key parts of environment during transport (i.e. is aware of actual or potential obstacles — narrow passageway, corner of table, object on floor, etc.) ■ Effectively manages environmental obstacles
- Maintains grasp on container during transport (i.e. does not drop container) ■ Holds container level during transport
- Speed of walk is appropriate: In relation to balancing contents of container ■ And to managing environmental obstacles
- Maintains contents of container balanced throughout transport (i.e. contents remain completely inside container)
- Sets container on specified location surface (e.g. table top) ■ Without spilling contents of container
- Client's posture while carrying is reasonable (i.e. would look appropriate in public)
- Transports container in reasonable amount of time

ONE HAND CARRIES CONTAINER THAT REQUIRES BALANCING/OTHER HAND CARRIES ITEM THAT DOES NOT REQUIRE BALANCING

Client is provided with a filled container to carry that requires balancing during transport, and additional item(s) that does(do) *not* require balancing. Client is then asked to carry container with one hand, and item(s) with other hand, from one specified location to another. For example, client might be asked to carry a cup of coffee in one hand, and client's coat and hat in other hand, from a cafeteria window to an unoccupied place at dining table. An entry is provided below for instructor to indicate the hand client is to use for carrying the container that requires balancing. It is suggested containers and contents used, and the additional item(s), be varied each training session, as well as their balancing and management requirements and the distances client is asked to carry them.

Hand client is to use for carrying the container that requires balancing: ____ Right hand ____ Left hand ____ Either hand

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III. PRACTICAL MOTOR SKILLS DEVELOPMENT

BALANCED CARRYING: With One Hand (Cont.)

- Client assures item or items that do not require balanced carrying are in a carrying position that is appropriate ■ And secure ■ Item or items are in the hand that is opposite the hand specified above for balanced carrying
- Grasps, with one hand only, container that requires balancing ■ Grasps container with hand specified above
- Grasps container appropriately for carrying ■ And securely
- Lifts container from resting surface ■ Without spilling contents
- Container is level ■ Transports container to specified location without allowing one hand to assist the other hand
- Looks at key parts of environment during transport (i.e. is aware of actual or potential obstacles — narrow passageway, corner of table, object on floor, etc.) ■ Effectively manages environmental obstacles
- During transport, maintains grasp on (i.e. does not drop): Container ■ Or item(s) being carried in other hand
- Holds container level during transport
- Speed of walk is appropriate in relation to: Balancing contents of container ■ Managing item(s) in other hand ■ And managing environmental obstacles
- Maintains contents of container balanced throughout transport (i.e. contents remain completely inside container)
- Sets container on specified location surface (e.g. table top) ■ Without spilling contents of container
- Client's posture while carrying is reasonable (i.e. would look appropriate in public)
- Transports container and item(s) in reasonable amount of time

EACH HAND CARRIES CONTAINER THAT REQUIRES BALANCING

Client is provided with two filled containers to carry that require balancing during transport. Client is then asked to carry the containers, one in each hand, from one specified location to another. For example, client might be asked to carry a plate of food in one hand, and a cup of coffee in the other hand, from kitchen to a table in living room. It is suggested containers and contents used be varied each training session, as well as their balancing requirements and the distances client is asked to carry them.

- Client grasps one container with each hand ■ Grasps each container appropriately for carrying ■ And securely
- Lifts each container from resting surface ■ Without spilling or otherwise displacing contents of either container
- Each container is level ■ Transports containers to specified location
- Looks at key parts of environment during transport (i.e. is aware of actual or potential obstacles — narrow passageway, corner of table, object on floor, etc.) ■ Effectively manages environmental obstacles
- Maintains grasp on each container during transport (i.e. does not drop either container)
- Holds each container level during transport
- Speed of walk is appropriate: In relation to balancing contents of each container ■ And to managing environmental obstacles
- Maintains contents of each container balanced throughout transport (i.e. contents remain completely inside containers and as originally arranged)
- Sets each container on specified location surface (e.g. table top) ■ Without spilling or otherwise displacing contents of container
- Client's posture while carrying is reasonable (i.e. would look appropriate in public)
- Transports containers in reasonable amount of time

243.1 PICKING UP DIFFICULT-TO-GRASP OBJECTS

Client is provided with twenty difficult-to-grasp objects and is asked to pick up each object one at a time. Objects selected for use should be difficult to grasp due primarily to their small size, their shape, their thinness, or the type of surface on which they rest (e.g. hard and smooth).

Examples of difficult-to-grasp objects: Sewing pins and needles; coins; paper clips; staples; bits of paper; wires; bobby pins; thin rulers; credit cards and various other types of plasticized cards; playing cards; plastic game-chips; keys; map pins; metal washers; screws and nuts; headless nails; ballpoint pen ink cartridges; screw hooks and eyes; square bend screw hooks and Allen wrenches; safety pins; beads; bristles from brooms and brushes; ball bearings; small photographs . . .

The twenty objects used during a training session may include more than one of the same object; it is suggested, however, to use a variety of different difficult-to-grasp objects each training session, and to vary the types of objects used from one training session to the next.

Method 1 for grasping: *pincer-type grasp (for screw, map pin, etc.)*

- Uses Method 1 when appropriate ■ Uses Method 1 effectively ■ And efficiently

Method 2 for grasping: *one finger steadies object while other finger(s) pushes from opposite direction raising end of object (for coin, key, etc.)*

- Uses Method 2 when appropriate ■ Uses Method 2 effectively ■ And efficiently

Method 3 for grasping: *applying downward pressure of finger against object causing object to stick to finger when finger lifted (for staple, bit of paper, etc.)*

- Uses Method 3 when appropriate ■ Uses Method 3 effectively ■ And efficiently

HEALTH AND SENSORY-MOTOR SKILLS

III. PRACTICAL MOTOR SKILLS DEVELOPMENT

PICKING UP DIFFICULT-TO-GRASP OBJECTS (Cont.)

- Demonstrates picking up object using one hand only
- Demonstrates picking up only one object at a time
- Demonstrates picking up object where it is placed (e.g. does not slide object to edge of table for easier grasping)
- Object, if useable, remains in original state (e.g. is not bent out of shape, creased, damaged)
- Demonstrates picking up all twenty objects
- Picks up objects in reasonable amount of time

244.1 TURNING PAGES OF PRINTED MATTER

Client is provided with five samples of closed printed matter (e.g. two books, two magazines, one newspaper), and is asked to open *each* printed matter and turn ten consecutive pages (i.e. turns a total of fifty pages). Client may be cued to the number *ten* and to the concept of *consecutive*.

Since there are several methods to use for turning pages of printed matter, and the same individual may prefer using more than one method depending, for example, on the weight and texture of the paper involved, and the resting position of the printed matter (e.g. rests on table, held in hand, rests in lap), the analysis developed in this skill deals with the *outcome* of client's method.

It is suggested the same training session to use books and other printed matter of different dimensions, with pages of different paper weights and textures, and covers both hard and flexible, and to vary the resting position of the printed matter. It is also suggested to use different samples of printed matter from one training session to the next.

- Client opens printed matter carefully to any start page
- Grasps page at sufficient proximity to an outside corner
- Grasps one page only
- Grasps page using one hand only
- Grasps page without damaging paper (e.g. without tearing or creasing paper)
- If moistens finger to assist in grasping: Moistens finger appropriately ■ And only when necessary
- Method used for grasping page is efficient
- Turns page completely ■ And before grasping next page
- Turns page without damaging paper (e.g. without tearing or creasing paper)
- Turned page lays completely flat (e.g. corner does not lay folded under)
- Turns ten pages from each of the five samples
- Client's overall management of printed matter would be appropriate in public (i.e. would not call attention)
- When asked to demonstrate closing printed matter: Closes printed matter appropriately ■ And assures all pages lay completely flat
- When asked to demonstrate adjusting dust jacket of book: Adjusts dust jacket appropriately