


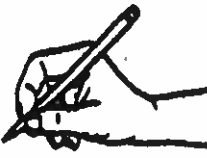


## Developmental Sequence of Skills

### Typical Development of Pencil Grasp:

Palmar Supinate	Digital Pronate	Static Tripod	Dynamic Tripod
			
1-2 yrs	2-3yrs	3.5 -4yrs	4.5-6yrs

### Typical Development of Graphic Skills:

Task or Form		—	○	+	/	□	\	×	△	Colouring between 2 lines
Age-Norm (Yrs-Mos)	2-0 Imitated 2-10 Copied	2-6 Imitated 3-0 Copied	2-9 Imitated 3-0 Copied	4-1	4-4	4-6	4-7	4-11	5-3	Approx 5yrs

### Typical Development of Cutting Skills:

Single snipping	Forward consecutive cutting	Cutting ¼" line —	Cutting ¼" circle ○	Cutting ¼" square □
2.5yrs	3 yrs +	3.5yrs-4yrs	4-5yrs	4.5yrs+

### Typical Development of Sustained Attention:

Attention depends greatly on the level of difficulty, type, and student's interest in an activity. Although some resources site the following:

4 yrs	5 yrs	6 yrs
12- 20 minutes	15-25 minutes	18-30 minutes

### Typical Development School Skills

3 - 4 yrs	4 - 5 yrs	5 - 6 yrs
<b>Fine motor:</b> <ul style="list-style-type: none"> <li>Emerging hand preference</li> <li>String large beads</li> <li>4-5 piece interconnecting puzzle</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>Matches by colour, shape, size</li> <li>Rote sings ABC's</li> </ul>	<b>Fine motor:</b> <ul style="list-style-type: none"> <li>Begins to print name</li> <li>Strings small beads</li> </ul> <b>Concepts:</b> <ul style="list-style-type: none"> <li>Labels basic colours/shapes</li> <li>Counts 10 objects</li> </ul>	<b>Fine motor:</b> <ul style="list-style-type: none"> <li>Prints first name</li> <li>Consistent hand preference (5 1/2 -6yrs)</li> <li>Uses computer keyboard</li> </ul> <b>Play:</b> <ul style="list-style-type: none"> <li>Builds 3D block structures</li> </ul>

### Typical Development of Self-Care Skills

3 - 4 yrs	4 - 5 yrs	5 - 6 yrs
<ul style="list-style-type: none"> <li>Dressing: Undoes fasteners, large buttons, snaps, shoelaces</li> <li>Fastens buttons slowly</li> <li>Feeding: Manipulates spoon and for</li> <li>Toileting: Uses toilet by self, help to wipe</li> <li>Sleeping: may nap 1-3 hrs</li> </ul>	<ul style="list-style-type: none"> <li>Dressing: Dresses/undresses independently</li> <li>Laces but cannot tie</li> <li>Feeding: Spills rarely with cup or spoon</li> <li>Toileting: Full independence in toileting</li> </ul>	<ul style="list-style-type: none"> <li>Dressing: dresses quickly</li> <li>Zips coat</li> <li>Buttons well</li> <li>Ties shoes with adult coaching.</li> </ul>

- A student's ability to function in the classroom environment compared to peers of the same age should be the primary factor for consideration ☺

**Typical development of social, emotional and play skills**

3 - 4 yrs	4 - 5 yrs	5 - 6 yrs
<ul style="list-style-type: none"> <li>• Takes turns &amp; shares (but doesn't always want to)</li> <li>• Asks "w" questions</li> <li>• Difficult waiting/sitting through circle (7 -20 min.)</li> <li>• Understands &amp; obeys simple rules most of the time</li> <li>• Talks to another child but may not listen to what the other child says</li> <li>• May seek out adult approval</li> <li>• Expresses a wide range of emotions:</li> <li>• Moods may be unpredictable and change rapidly</li> <li>• May throw tantrums over minor frustrations</li> <li>• Enjoys pretending- may be with imaginary playmate</li> <li>• Pretending goes far beyond "playing house" to more elaborate settings like fire station/store, etc.</li> <li>• Begins using materials to create or construct something from a plan</li> </ul> <p><b>Associative play:</b></p> <ul style="list-style-type: none"> <li>• Pursues own interests within the same activity. Involved in similar play because of common interest in the activity not because of wanting to play cooperatively</li> <li>• Talks about what they are doing, exchange materials and follow each other around</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and respects rules and regulation</li> <li>• Waits for turn to speak</li> <li>• May tattletale, name call, hit and shove at times</li> <li>• May like to please adults</li> <li>• May like to show off</li> <li>• Begins to express more feelings in words (expresses anger and jealousy physically)</li> <li>• Some cooperative play such as pretend play with peers</li> <li>• Show preference for peers/play</li> <li>• Enjoys using props in play</li> <li>• Uses materials to create or construct something from a plan</li> </ul> <p><b>** emotional development rarely happens at a steady rate (tends to move forward then backward in order to progress to the next stage)**</b></p>	<ul style="list-style-type: none"> <li>• Waits turn and speaks when called on</li> <li>• Recognize/label wide range of emotions in self/others</li> <li>• Difficulty considering feelings of others at times</li> <li>• Plays simple competitive games</li> <li>• Difficulty cooperating with peers at times</li> <li>• Begins to recognise that others have different perspective</li> <li>• Views things as black and white (very little middle ground)</li> <li>• Finds criticism or failure difficult to handle</li> </ul> <p>Age 6:</p> <ul style="list-style-type: none"> <li>• Cooperative make-believe play in groups</li> <li>• Plays games according to rules accepted by peers/other players</li> </ul>

**Gross motor and mobility:**

3-4 yrs	4-5 yrs	5-6 yrs
<ul style="list-style-type: none"> <li>• Runs well</li> <li>• Stand on one foot 3-5 secs.</li> <li>• Runs,</li> <li>• Jumps n one foot 3-5x.</li> <li>• Catch ball from 5 ft..</li> <li>• Uses slide independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Stairs: alternating feet up/down.</li> <li>• Stands on one foot 5-10 sec.</li> <li>• Runs in fluid fashion.</li> <li>• jumps one foot 5-8 x.</li> <li>• Throws ball 12 ft to hit target.</li> <li>• Catches small ball consistently with hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Combines activities in play (running, throwing, catching, etc).</li> <li>• High energy-seeks active games and environments.</li> </ul>

**Kindergarten Gross Motor Expectations:**

- Jumping on two feet
- Standing on one foot for a few seconds
- Catching a ball bounced directly to them
- Throwing a ball with one or two hands
- Walking across a wide balance beam
- Walking through the classroom without bumping into furniture or people
- Imitating simple actions ie. Head & Shoulders, Knees & Toes

Name: \_\_\_\_\_

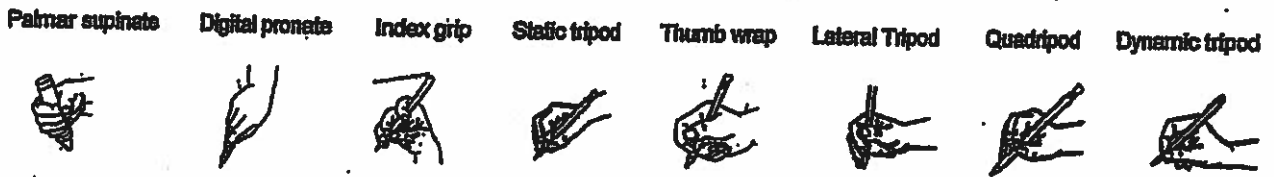
Ax Date: \_\_\_\_\_

School: \_\_\_\_\_

DOB / CA: \_\_\_\_\_

- Referred for:
- holding a pencil
  - drawing shapes
  - colouring
  - cutting
  - listening / paying attention
  - play skills
  - social skills
  - following classroom routines
  - starting and completing tasks / staying on task
  - planning for activities / performing tasks in order

Grasp:  R  L  switches



- Comments:
- upright shaft
  - high on shaft
  - low on shaft
  - stabilized paper
  - light pressure
  - hard pressure
  - rested wrist
  - did not stabilize paper
  - floating forearm
  - popping wrist
  - whole arm movement
  - paper moved around

Informal VMI:

Shapes	I	-	O	+	/	□	\	X	Δ
Copy									
Notes			corners	dis - connected		rounded closure			rounded closure

- Name:
- independent
  - good letter formation
  - copy
  - bottom up
  - not legible
  - other difficulties with letter formation

Person:

- Colour:
- random strokes
  - parallel strokes
  - stays within lines
  - stabilized paper
  - scribbling
  - filled in spaces
  - difficulty staying within lines
  - did not stabilize paper
  - floating forearm
  - popping wrist
  - whole arm movement
  - paper moved around

Maze:

- Dots:
- did not lift pencil
  - lifted pencil \_\_\_\_\_ # of times

