

# Strategies to Use with Gross Motor Challenges

<b>Problem</b>	<b>Strategy</b>
Sitting on Chair	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a seat that faces forward, with good visibility of board, and that has ample space to get in and out of seat.</li> <li><input type="checkbox"/> Allow student to take brief movement/stretch breaks throughout the day.</li> <li><input type="checkbox"/> Change desk or chair so student's feet are flat on floor with elbows resting on desk.</li> <li><input type="checkbox"/> Use stable block so student's feet are flat on the floor</li> <li><input type="checkbox"/> Use seat adaptation (circle): seat cushion, non-slip liner.</li> </ul>
Sitting on floor/mat	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allow student to try different sitting positions on floor (cross-sitting, side-sitting, kneeling).</li> <li><input type="checkbox"/> Choose a spot with the student facing forward and with good visibility of teacher and activity.</li> <li><input type="checkbox"/> Use tape or spot marker to indicate student's place on the floor.</li> <li><input type="checkbox"/> Allow the student to use a stable object as a back support.</li> <li><input type="checkbox"/> Use other seating options (circle): balance disc, wedge, stool, bench, classroom chair, bean bag (have another classmate also sit in a similar chair so the student doesn't feel single out).</li> </ul>
Transferring to floor or mat	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign student a spot on the rug with enough room to avoid bumping into other students during transfers.</li> <li><input type="checkbox"/> Allow student to use a stable object to assist in getting up/down.</li> </ul>
Walking/moving within the classroom	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep aisles clear of bags, jackets, or other items the student may trip on.</li> <li><input type="checkbox"/> Visibly label different parts of the room (pencils, workbooks, art materials).</li> <li><input type="checkbox"/> Place tap on floor to delineate walking path for students.</li> <li><input type="checkbox"/> Provide verbal cues to encourage student to slow down and think about where he/she is going.</li> </ul>
Hanging up/taking down bag/coat	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign the student an end cubby so student will have enough space to dress/undress and pack/unpack</li> <li><input type="checkbox"/> Assign the student a lower cubby for easier reach.</li> <li><input type="checkbox"/> Place a hook at a lower level that a student can see and reach easily.</li> </ul>
Walking/moving in the hallway	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allow student to walk first or last in the line. Avoid having the student in the middle.</li> <li><input type="checkbox"/> If pairing students up, pair student with another student who will encourage him/her to keep pace.</li> </ul>
Going up and down stairs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep hands free (jacket on before using stairs, use backpack, use lunch bag with shoulder strap).</li> <li><input type="checkbox"/> Encourage use of handrails for support.</li> <li><input type="checkbox"/> Allow student to walk first or last in line. Avoid having student in the middle.</li> <li><input type="checkbox"/> Highlight steps/level changes with bright colored tape.</li> </ul>
Opening doors	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign student as door monitor and allow him/her to open and hold doors with a partner.</li> </ul>
Carrying bookbag	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage use of backpack instead of messenger bag and use both straps of backpack.</li> <li><input type="checkbox"/> Decrease the weigh of the backpack (no more than 10% of the student's body weight).</li> <li><input type="checkbox"/> Have a 2<sup>nd</sup> set of books for home.</li> </ul>
Exiting building during fire drill	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan ahead of time for drills. Partner student with an adult who can assist student as needed.</li> <li><input type="checkbox"/> Provide class fire drills (in addition to school mandated drills) to practice evacuation strategies.</li> </ul>
Getting on an off the bus	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep hands free (jacket on before using stairs, use backpack, use lunch bag with shoulder strap).</li> <li><input type="checkbox"/> Encourage use of handrails for support.</li> <li><input type="checkbox"/> Allow student to walk first or last in the line. Avoid having student in the middle.</li> <li><input type="checkbox"/> Highlight steps/level changes with bright colored tape.</li> </ul>
Moving around lunch room while carrying lunch tray; getting on/off lunch room bench/seat	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allow student to be at the front of the line.</li> <li><input type="checkbox"/> Place milk carton sideways on the lunch tray so it doesn't tip and weight is more evenly distributed.</li> <li><input type="checkbox"/> Assign the student a spot at the end of the table where there is ample space to move around.</li> <li><input type="checkbox"/> Line lunch tray with not slip material such as drawer liner.</li> </ul>
Utilizing the bathroom	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use bathroom with toilet seat, sink, soap and paper tower dispenser that student can access.</li> <li><input type="checkbox"/> Encourage parent to dress child with clothes that are easy to put on/off (waistband instead of belt).</li> <li><input type="checkbox"/> Use a stable step stool for sink.</li> </ul>
Participating in gym class	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasize fun, fitness, and participation.</li> <li><input type="checkbox"/> Explain rules and purpose of the sport/activity. Break down tasks to smaller parts.</li> <li><input type="checkbox"/> Adapt activities to the needs of the student (larger balls and targets, hand-over-hand guidance for new activity, increasing time to practice skills).</li> </ul>
Playing on playground/playing with peers	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce movement breaks thought the day to provide more activity practice.</li> <li><input type="checkbox"/> Pair up students with recess buddies.</li> </ul>

If there are any questions as to how to use one of the interventions, please contact the PT for help.