

Strategies to Use with Gross Motor Challenges

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

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