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Connecting Together



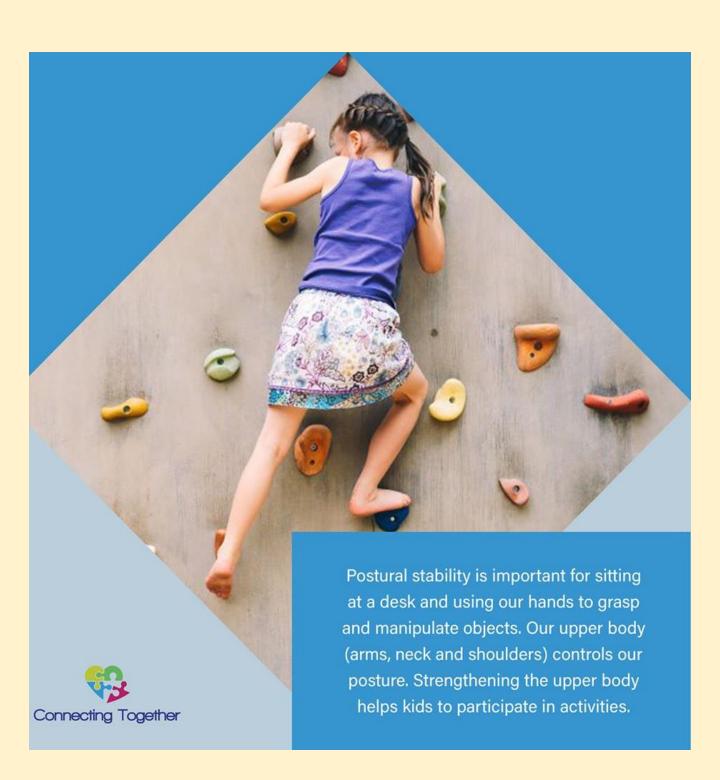
Core Strength enables us to do many day-to-day activities, such as sit at a desk, write and ride a bike. It governs our gross motor skills and fine motor skills. Core strength improves balance, stability and awareness of where your body is in any space.





Bilateral coordination is the ability to use both sides of the body at one time, or with alternating movements in any task or action. We use bilateral coordination for walking, running, sports, using both hands, washing dishes and reading a book.







Maintaining attention is important for children engaging in fine motor tasks. Attention is important for most tasks we do in our daily routine.

There are different types of attention. Children who struggle to maintain attention may struggle to engage in curriculum-related tasks.

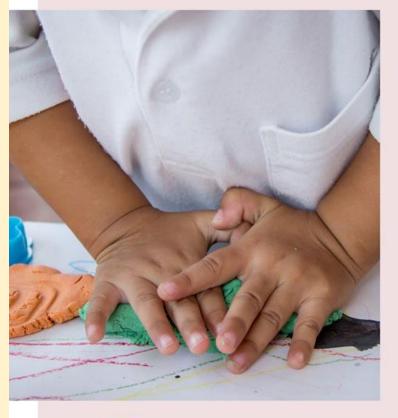




Crossing the midline of our bodies is important for the development and use of both sides of our bodies in an activity, such as getting dressed, putting on shoes and socks, writing across a page and catching.

Crossing the midline is the communication between the left and right hemispheres of our brain.





Hand strength is important for doing up buttons, zips and opening containers. There are so many muscles in your hands, and it is important to strengthen these muscles in order to participate in everyday tasks with our peers.

You can strengthen hand muscles by playing with playdough or putty; squeezing, poking and rolling it.





Handwriting follows after development of fine motor skills. With improved motor skills, children will be able to more confidently hold a pen, understand letter formations and pre-writing skills, and write their own name.

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Have fun practicing these skills, remember the more engaged your child is in the activity, the more they will learn and the more skills they develop in time.

Happy building Fine Motor Skills with your little one!

If you have any questions please contact your Occupational Therapist or Connecting Together for more information.

