



Dexterity and Manipulation (fine motor) Skills

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Learner may need support with coordinating their hands to perform functional tasks such as dressing (e.g. fastening buttons), using learning materials and tools (e.g. pencils), or manipulating objects (e.g. toys).

Principle:

Develop dexterity and manipulation using clear instruction, task adaptation and environmental supports.

- Consider the learning environment and resources required to support dexterity and manipulation.
- Provide clear instructions of the task and regular opportunity for practice.
- Ensure tasks are adapted to provide opportunity to experience success

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Seating arrangements and positioning in class e.g. to ensure learner sits correctly positioned and orientated with chair pulled well into desk	Verbal rehearsal e.g. talking through how to tie shoelaces prior to doing so	Adapt tasks to ensure success e.g. allow learner to sit down when putting on their coat
Suitable furniture e.g. correct height of chair/desk or angled writing board	Practice desired skills with regular monitoring	Use backward chaining to allow learner to experience success
Physical supports, equipment, aids and adaptations e.g. a range of different widths, weights and textures of pens/pencils/crayons, or a chunky stylus for use with a tablet.	Regular specialist groups to develop dexterity and manipulation skills	Use multisensory approaches to engage interest e.g. modelling with putty
Hand over hand support e.g. guide the learner's hands while they fasten their jacket	Templates e.g. to reduce the volume of written work required	Use personalised support e.g. individualised comments or prompts to support tasks

Tactile cues and supports e.g. tracing letters in sand	Allow extra time for completion of tasks	Give individualised attention
Demonstration e.g. how to catch a ball	Reduce the amount of work required	Give regular feedback and acknowledgement of effort
Break tasks down	Handwriting programmes	Give general encouragement
Additional verbal instructions to support task e.g. talk through tying their lace as they do it	Movement breaks e.g. 'warm up' of hands by pushing them together prior to activity	Notice and acknowledge effort not just success
Visual cues and supports e.g. use stencils to aid letter formation	Use routine peer support for specific activities	Give learners options for presenting homework tasks using different media e.g. a mind map of a story, rather than an essay
Modify tasks specific to learner's ability		Use ICT to engage and sustain interest
Offer compensatory methods e.g. use of laptop or scribing		Develop positive peer reporting
Collaborate with parents/carers		Gradually extend targets and expectations

Supports and Strategies Planning Page

Pupil Name:	Date of Birth:	Completed by:
	Class:	Position:
Summary of Concerns from Classroom Learner Participation Scale (CLPS)	Learners' Views	
•	•	
Most successful strategies used	Learners' Views	
•	•	
Strategies to implement or use more frequently	Learners' Views	
•	•	
Plan: What? How? Who? When?	Learners' views	
•	•	