

OT PRE-REFERRAL FORM: INTERVENTION STRATEGIES



FACILITATING HAND DOMINANCE & PROPER GRASP: STUDENT SWITCHES HANDS WITH DRAWING/ WRITING (K-1 or after age 6)

The dominant hand manipulates objects while the non-dominant hand is used to stabilize objects. There is a problem if the student is not consistently using the same hand to write, cut, and eat. Using the same hand for a specific skill promotes more refined skill performance. Switching hands is an integral part of normal child development and should not be construed as a problem at the Pre-school level.

	<p>Identified dominant hand. You can often tell which hand is more skilled by watching After identifying skill side (dominant hand), have the child wear a bracelet or ring on that hand so that you can promote/encourage use.</p>
	<p>Maximized opportunities to engage in BILATERAL tasks that require the student to use their preferred hand to manipulate and non-preferred hand to stabilize the activity. Suggested activities include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cutting <input type="checkbox"/> opening/closing jars <input type="checkbox"/> pushing a car or train around a track (non-dominant hand supporting body on the floor) <input type="checkbox"/> nuts and bolts activities <input type="checkbox"/> using a toy hammer and nails, screw driver <input type="checkbox"/> facing cards <input type="checkbox"/> stringing beads <input type="checkbox"/> placing stickers <input type="checkbox"/> pouring water or sand <input type="checkbox"/> bowling <input type="checkbox"/> drawing with templates, rulers, or stencils <input type="checkbox"/> using an egg beater or winding toy <input type="checkbox"/> scooping or spooning into a container <input type="checkbox"/> placing coins in a bank or slotted container <input type="checkbox"/> throwing a ball or beanbags <input type="checkbox"/> digging with a hand shovel <input type="checkbox"/> sweeping the floor or raking leaves <input type="checkbox"/> have student wear a sock on the non-dominant hand to use as an eraser while using a dry-erase board, slate board, or chalk board
	<p>Facilitate writing grasp development, wrist extension, and shoulder stability by engaging in the following (using a vertical or slanted surface whenever possible):</p> <ul style="list-style-type: none"> <input type="checkbox"/> painting with a brush or with fingers on an easel or slanted surface <input type="checkbox"/> using tongs <input type="checkbox"/> using felt boards <input type="checkbox"/> placing magnetic letters/numbers <input type="checkbox"/> manipulating small game pieces <input type="checkbox"/> sand and water play
<p>Comments:</p>	