Professional Certificate in Fine Motor Skills Interventions

Principles of Intervention

Ability-based instruction: A teaching approach that focuses on a student's specific strengths and needs in order to improve their fine motor skills. This approach involves assessing a student's current abilities and then designing interventions that are tailored to their individual needs. Related terms include student-centered instruction and differentiated instruction.

Adaptive equipment: Equipment or devices that are used to help a student with fine motor skill difficulties perform tasks that they would otherwise have difficulty doing. This can include things like built-up handles, weighted utensils, or specialized writing tools. Related terms include assistive technology and adaptive seating.

Assessment: The process of gathering information about a student's fine motor skills in order to determine their strengths and weaknesses. This can include formal assessments, such as standardized tests, as well as informal assessments, such as observations and teacher-made tests. Related terms include evaluation and diagnosis.

Bimanual tasks: Tasks that require the use of both hands simultaneously. Examples include tying shoes, using scissors, and playing a musical instrument. Bimanual tasks can be challenging for students with fine motor skill difficulties, as they require a high level of coordination and control. Related terms include unimanual tasks and bilateral coordination.

Bilateral coordination: The ability to use both sides of the body in a coordinated and efficient manner. This is an important fine motor skill, as it allows students to perform tasks that require the use of both hands, such as tying shoes or cutting with scissors. Related terms include unilateral coordination and crossing midline.

Dexterity: The ability to perform fine motor tasks with speed, precision, and control. Dexterity is an important fine motor skill, as it allows students to perform tasks such as writing, buttoning clothes, and using utensils. Related terms include fine motor control and hand-eye coordination.

Differentiated instruction: A teaching approach that involves modifying the curriculum and instructional strategies in order to meet the unique needs and abilities of each student. This approach is often used in fine motor skill interventions, as it allows teachers to tailor their instruction to the specific needs of their students. Related terms include student-centered instruction and ability-based instruction.

Fine motor control: The ability to perform precise and controlled movements with the hands and fingers. Fine motor control is an important fine motor skill, as it allows students to perform tasks such as writing, buttoning clothes, and using utensils. Related terms include dexterity and hand-eye coordination.

Fine motor skills: The ability to perform small, precise movements with the hands and fingers. Fine motor

skills are an important aspect of a student's overall development, as they allow them to perform tasks such as writing, buttoning clothes, and using utensils. Related terms include gross motor skills and motor development.

Gross motor skills: The ability to perform large, whole-body movements. Gross motor skills are an important aspect of a student's overall development, as they allow them to perform tasks such as walking, running, and jumping. Related terms include fine motor skills and motor development.

Hand-eye coordination: The ability to coordinate the movements of the hands and eyes in order to perform tasks such as catching a ball or writing. Hand-eye coordination is an important fine motor skill, as it allows students to perform tasks that require a high level of precision and control. Related terms include fine motor control and dexterity.

Intervention: A planned and systematic approach to addressing a student's fine motor skill difficulties. Interventions can include a variety of strategies, such as adaptive equipment, assistive technology, and ability-based instruction. Related terms include treatment and therapy.

Motor development: The process of acquiring and refining motor skills, including both fine and gross motor skills. Motor development is an ongoing process that begins in infancy and continues throughout the lifespan. Related terms include fine motor skills and gross motor skills.

Motor planning: The ability to plan and execute motor movements in a coordinated and efficient manner. Motor planning is an important fine motor skill, as it allows students to perform tasks such as writing, buttoning clothes, and using utensils. Related terms include praxis and motor sequencing.

Praxis: The ability to plan and execute motor movements in a coordinated and efficient manner. Praxis is an important fine motor skill, as it allows students to perform tasks such as writing, buttoning clothes, and using utensils. Related terms include motor planning and motor sequencing.

Scaffolded instruction: A teaching approach that involves providing support and guidance to students as they learn new skills. This approach is often used in fine motor skill interventions, as it allows teachers to gradually increase the level of challenge and independence as students become more proficient. Related terms include gradual release of responsibility and supported practice.

Sensory integration: The process of organizing and coordinating the senses in order to produce adaptive responses to the environment. Sensory integration is an important aspect of fine motor skill development, as it allows students to process and respond to sensory information in a coordinated and efficient manner. Related terms include sensory processing and sensory modulation.

Sensory processing: The process of receiving, organizing, and interpreting sensory information from the environment. Sensory processing is an important aspect of fine motor skill development, as it allows students to respond appropriately to sensory stimuli. Related terms include sensory integration and sensory modulation.

Sensory modulation: The ability to regulate and respond appropriately to sensory stimuli. Sensory

modulation is an important aspect of fine motor skill development, as it allows students to maintain a balance between sensory input and output. Related terms include sensory processing and sensory integration.

Supported practice: A teaching approach that involves providing support and guidance to students as they practice new skills. This approach is often used in fine motor skill interventions, as it allows teachers to gradually increase the level of challenge and independence as students become more proficient. Related terms include scaffolded instruction and gradual release of responsibility.

Tactile discrimination: The ability to distinguish between different tactile stimuli, such as textures, shapes, and temperatures. Tactile discrimination is an important fine motor skill, as it allows students to process and respond to sensory information in a coordinated and efficient manner. Related terms include tactile perception and tactile sensitivity.

Tactile perception: The ability to process and interpret tactile information from the environment. Tactile perception is an important fine motor skill, as it allows students to respond appropriately to sensory stimuli. Related terms include tactile discrimination and tactile sensitivity.

Tactile sensitivity: The ability to detect and respond to tactile stimuli. Tactile sensitivity is an important fine motor skill, as it allows students to process and respond to sensory information in a coordinated and efficient manner. Related terms include tactile perception and tactile discrimination.

Treatment: A planned and systematic approach to addressing a student's fine motor skill difficulties. Treatment can include a variety of strategies, such as adaptive equipment, assistive technology, and ability-based instruction. Related terms include intervention and therapy.