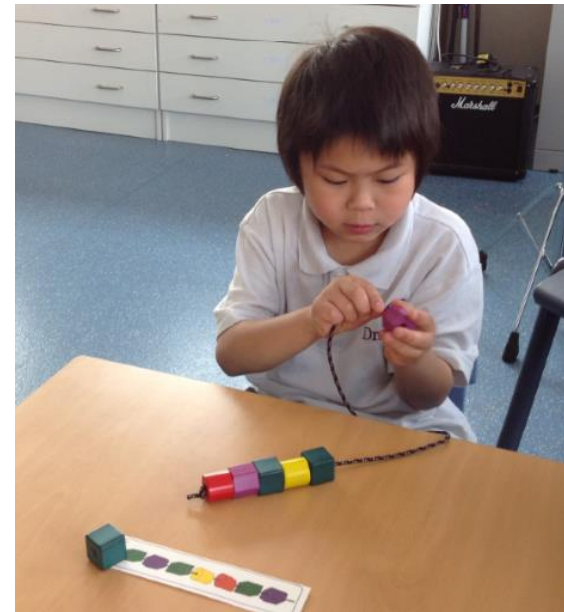


Funky Fingers Group



What is it?

- Funky Fingers is a therapist-led group working on fine motor skills
- Children with poor hand skills are referred by their class teachers, and supported in the group by class staff
- This is a weekly session that children attend for a term initially



Why do we do it?

Many children with autism have delayed motor development and this impacts on

- Early play skills, such as pressing buttons on cause and effect toys and building with construction toys
- Class work skills, such as using a range of mark making tools and cutting with scissors
- Self care skills, such as doing up buttons and zips and using cutlery



How do we do it?

- Each session begins with a 'Dough Disco' gross motor workout for the arms and hands
- This gets the muscles of our hands and fingers warmed up ready for action!



We move onto a 'circuit' of fine motor activities working on

- Hand and finger strength
- Pincer grasp
- Pencil grip
- Dexterity in fingers, hands and wrist

- Using two hands together to thread beads



- Games using pegs



- Using scissors



- Using writing tools



Messy Play

- We always finish with a messy play activity, because some children who are very tactile defensive and avoid messy play, find it difficult to move on with fine motor skills until this barrier is overcome
- For those who enjoy messy play, they have the opportunity to practise skills such as pouring, filling and emptying, using a variety of media and tools



What is the impact of Funky Fingers group?



- Each child has an individual therapy goal for the group, usually related to a personalised plan target around fine motor, self-care or play skills.
- Teachers and therapist score the children at the beginning and end of the term to rate their progress.
- Progress on B-Squared Writing levels can also be noted as a measure of progress over the term.

Funky Fingers Outcomes Summer 2014

- All the children taking part in Funky Fingers made progress in their individual functional goals, and all whom data was available for made progress in Writing development on B-Squared.

12 children with individual goals	0=never able to achieve and 5=always able to achieve					
	0	1	2	3	4	5
% of children achieving this at 22/4/14	8.3	16.6	58.3	16.6	0	0
% of children achieving this at 17/7/14	0	0	8.3	16.6	66.6	8.3