

Motor-Praxis Area

The activities related to this area aim to develop global and fine motor skills; as well as reinforcing the times of attention, collaboration and motivation.

Activities to be carried out in the classroom to encourage the development of certain skills.

Visual Puzzle

Aims: Enhancing knowledge of one's body identity.

Description: The student must identify the missing elements in the drawing and complete them, reconstructing the figure decomposed into several parts.



Modeling human face



Clothes pegs

Aims: This activity enhances the strength of the hands, both in extension and in flexion, as well as reinforcing the capacity for coordinated use.

Description: The student is asked to take the clips and put them on the edge of the box.

Sometimes we also work on the recognition and matching of the corresponding colour between the side of the cover and clip.

**The
fishing
in the
sea**



Aims: participation, collaboration, rotation.

The proposed activity aims to promote the participation and collaboration of the pupil and to accept the physical presence and the 'interaction with others; especially to respect the turns "it's up to me" "it's up to you", to pay attention and to recognize the various actions.

Description: Starting the activity by inserting the pupil into a small group, initially even just two students facing each other, each one is equipped with a "fishing rod" and is invited to catch a small fish at a time.



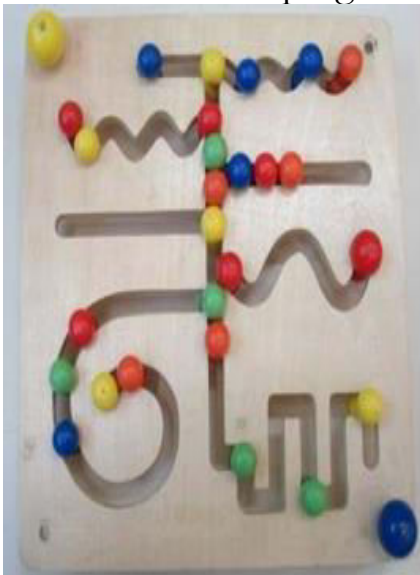
Pathways

Aims: to acquire basic motor schemes.

Skills involved: Pay attention; follow instructions consisting of a single action, sits.

Description: We ask the pupil to move the balls within a path.

The activities aim to develop fine motor skills through tactile pathways also useful for developing the visuo-motor coordination.





Making necklaces: threading and pulling out beads

Aims: to improve the coordination of the hands and the visuo-motor coordination (oculo-manual).

Description: The student is asked to remove the pearls from the necklace and put them in an empty bowl.

Do the reverse action in order to increase the difficulty: provide a container with pearls and invite the pupil to insert the pearls in a thread.



Visual–didactic means „Find the suitable cover“

Develop the visual perception.

From the simplest covers of different size, you can put worms, wheels of train, various vegetables, geometrical shapes. This is a very good way for a child to know the colours when the child puts the covers, teacher emphasizes that the same means can be used for colours recognition, fixation.

This tool is used in accordance with the principles of the ABA methodology.

In order for the child to complete the task, you need to do the following actions:

- A- instruction
- B- behavior
- C- award (reward)

A – I say " Take the red cover " (I show a gesture (with finger) - child must react in a couple of seconds);

B- Child gives it, if he does not give it – I prompt - I will show with the child's hand;

Show a gesture (with finger) again.

C – After action-reinforcement-reward: (thanks, great, smile), food, drinks, visual, touches, activities (board games, etc.)

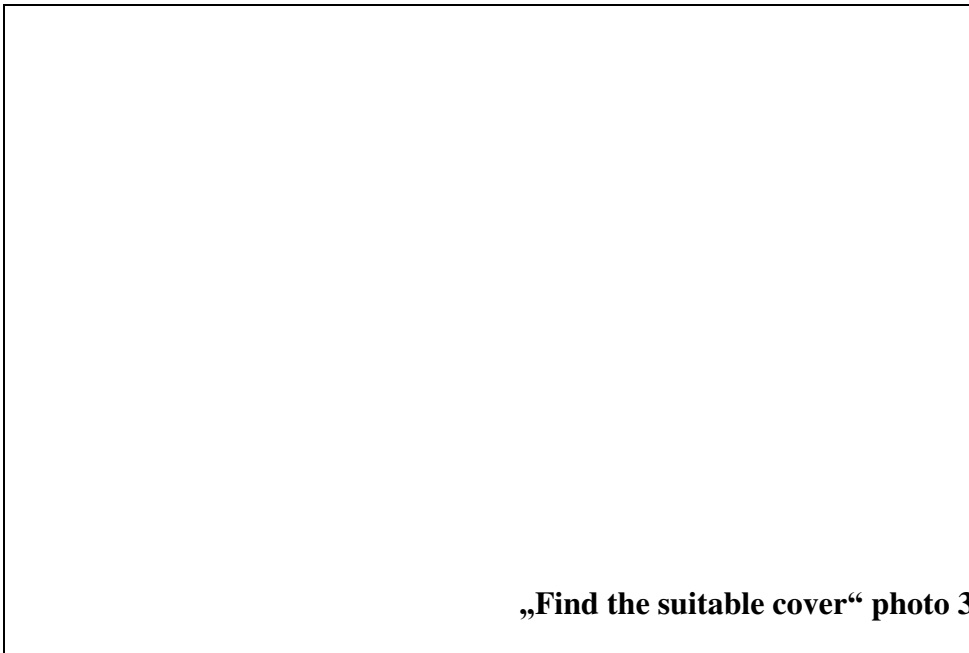
The reward is given initially after each work done, after a while we give it only by chance, until we are finally successful.

„Find the suitable cover“ photo 1



„Find the suitable cover“ photo 2





„Find the suitable cover“ photo 3

Visual – didactic means „Exercise a hand“.

Developing small motoric with the help of visual means.

To clip different size pins help to develop small motoric. At first, the child can clip larger pins, later - smaller different sizes. It is possible to make stencils of various animals or objects for the child to be more interesting colours recognition.

This tool is used in accordance with the principles of the ABA methodology.

In order for the child to complete the task, you need to do the following actions:

- A- instruction
- B- behavior
- C- award (reward)

A – I say "Clip the pins" (I show a gesture (with finger) - child must react in a couple of seconds);

B- Child gives it, if he does not give it – I prompt - I will show with the child's hand;
Show a gesture (with finger) again.

C – After action-reinforcement-reward: (thanks, great, smile), food, drinks, visual, touches, activities (board game)
The reward is given initially after each work done, after a while we give it only by chance, until we are finally

„Exercise a hand“ photo 1



„Exercise a hand“ photo 2



„Exercise a hand“ photo 3

