

## ADDRESSING BARRIERS TO LEARNING (ABLE)

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### Taking a Closer Look at Motor Movements

<b>Pupil's Name</b>	
<b>Date of Birth</b>	
<b>School</b>	
<b>Class</b>	
<b>Date</b>	

<b>Names of those involved in ABLe conversation</b>

**Key: Highlight statements using "traffic light" system**

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

**Comments**

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<b>Gross Motor Skills</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Comments</b>
• Moving around school/classroom				
• Going up and down stairs				
• Good posture when - sitting at desk - standing				
• Slumps/lies down/leans head on arm while working at desk				
• Restless/fidgety when seated				
• Perches on the edge of the chair				
• Stamina - (tires easily, uses a lot of effort for limited results)				
• Crossing the midline				
• PE skills - running - throwing - catching - jumping - hopping - skipping - kicking				
• Using two hands together to catch/during construction activities/during craft work				
• Balance				

• Trips easily, falls				
<b>Fine Motor Skills</b>				
• Fasten zip/buttons/laces				
• Use scissors				
• Trace				
• Copy draw: Group 1             □      O Group 2      L      T      + Group 3      □      Δ <i>(A child who has difficulty copying/drawing groups 1 and 2 will find letter formation very difficult.)</i>				
• Pick up/manipulate small objects (beads, cubes, construction materials etc)				
• Place small items accurately (pegs in a peg board, puzzle pieces, beads)				
• Turn the pages of a book				
• Eye movements: - loses place when reading - needs to point to the words when reading - writes the same word twice or misses out words when copying from the board - tracking				

<b>Graphomotor Skills (handwriting)</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Comments</b>
• Consistent hand preference				
• Uses other hand as a stabiliser				
• Uses both hands together				
• Difficulty crossing the midline (ie, uses nearest hand, keeps work on one side, sits sideways to table or leans to side)				
• Pencil grasp and control				
• Holds pencil too tightly/lightly				
• Writing pressure				
• Letter/number reversals				
• Letter/number formation				
• Size of letters and numbers				
• Spacing of letters and numbers				
• Takes a long time to record on paper				

<b>Sensory Perception</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Comments</b>
• Sensitive to bright lights - will squint, cover eyes				
• Avoids eye contact				
• Easily distracted by visual stimuli in the room - movement/wall display/toys/windows etc				
• Difficulty keeping eyes focused on task/activity for an appropriate amount of time				
• Cutting and gluing				
• Matching				
• Copying simple shapes/pictures (e g, line drawings, shapes within shapes)				
• Using construction materials				
• Completing jigsaw puzzles				
• Recording 2D shapes				
• Numerical concepts (e g, sequencing, ordering, patterns)				
• Spatial concepts, e g, shape recognition/ proportions/measurement/3D construction/ size/height/orientation/scale/using and interpreting diagrams, maps, drawings/ judgement of speed, force and distance of an approaching ball etc				
• Directional concepts (e g, left to right, top to				

bottom etc)				
• Positioning concepts (e g, in front/behind, over/under, in/out etc)				
• Reversals of numbers, letters, shapes				
• Confuse shapes and symbols in maths				
• Confuse letters, words and objects that look similar (eg, b & d, no & on, □rectangle & □square				
Spacing and layout of work				
• Bumps into children, furniture etc				
• Copying from board				
• Following text when reading or copying				
• Omits words/phrases or loses place when reading				
• Avoids sitting or standing close to others				
• Over reacts to sudden contact from others				
• Avoids/dislikes tactile input/textures/craft activities/messy materials such as paint, sand, glue, play dough etc				
• Enjoys and seeks out "messy play"				
• Needs to touch everything/everyone				
• May not be able to identify objects by feel, uses vision to help (e g, reaching into bag to get something)				
• Has difficulty working out the physical characteristics of objects: shape, size, texture,				

temperature, weight etc				
• Over reacts to loud, sudden, metallic or high-pitched sounds/changes in noise levels (eg, school bell, in the gym or assembly hall)				
• Difficulty filtering out other sounds while trying to pay attention to one person talking				
• Easily distracted by background noise				
• Distracted by sounds not normally noticed by others (eg, clock ticking, humming of lights, heaters etc)				
• Appears to "make noise for noise's sake"				
• Over reacts to PE/playground equipment - avoids equipment or becomes over excited during and after use				
• Prefers sedentary tasks, moves slowly and cautiously, avoids taking risks				
• Fearful of feet leaving the ground (e g, walking along a bench in PE)				
• In constant motion, can't seem to sit still				
• Restless/on the move/fidgety/falling off chair				
• Rocks body, shakes leg or head while sitting				
• Stamps feet when walking				
• Kicks feet on floor or chair while sitting at desk				
• Chews pencil, jumper etc				
<b>Self Care Skills</b>				

• Toileting independently				
• Washing and drying hands				
• Changing for PE				
• Dressing - forgets order of putting clothes on - falls over when getting dressed - difficulty with fastenings				
• Able to organise themselves during the school day				
• Takes a long time to eat meals/snacks				
• Messy eater, spills, uses fingers				