How to use Motor Skill Check-In Cards

1. Use these cards to help assess & score various motor skills during the physical activity program.

2. Trust your judgment with scoring! This tool is just meant to help you decide practice activities.

3. Identify strengths and emerging skills for each child. Assign home-based practice activities by talking with families to determine meaningful goals.

Cool-down

1. Put Away Equipment
Coach should work with child/children to tidy-up equipment back into the activity box.

2. Class Engagement
Coach can prompt class to share their favourite part of the day. Celebrate the athlete's progression towards their goals!

3. Team Cheer
End the class with a fun cheer or song to get the children excited for the next session! You can do a simple "go team!" or choose one of the songs below:

- If You're Happy and You Know it
- Twinkle Twinkle Little Star
- Row Row Row Your Boat
- Wheels on the Bus

Visual Adaptations

Simple visual adaptations:
- Use visual schedules, "first, then" boards or choice charts (available on KidsAction.ca).
- Turn the lights down if possible.
- Bring out one activity at a time.
- Use visual timers to help children know prepare for transitions.

Adaptations for visual impairment:
- Use a bell or other instruments to help indicate where the child/ children should throw/ kick a ball or the location of the space they should move towards.
- Use brightly coloured balls or balls with bells inside of them.
- Give the child time to feel physical activity equipment.
- Give time for the child/ children to get comfortable in the space (e.g., walk the room's perimeter and identify landmarks).
- Print off large, vibrant signs to show where the equipment is.

Vestibular Adaptations

What does vestibular mean?
- Our vestibular system affects how we balance, understand space, and coordinate movement. Some children may be sensitive to movement or may require more stimulation to engage their vestibular system.

Simple Vestibular Adaptations:
- Use a wiggle cushion when sitting for instruction or circle-time.
- Start with slower activities, such as yoga poses.
- Include warm-ups or activities that incorporate controlled rolling, jumping, or spinning.
- Use exercise balls for stretching or physical activities.
- Go on a swing or down a slide for a cool-down activity.
- Be observant and look at what each child prefers, responds to positively or avoids.

Auditory Adaptations

Simple Auditory Adaptations:
- Use visual cues instead of sounds (switch out a whistle for visual cues).
- Use headphones for noise reduction if the child is sensitive to louder sounds.
- Take shoes off to avoid squeaking shoes on the gym floor.

Adaptations for Hearing Impairment:
- Use visual cues instead of verbal (e.g., arm up instead of "go!").
- Use a whiteboard & marker to draw pictures/ write out rules for the game.
- Face the child when speaking.
- Model each step of instruction.
- Learn some basic American Sign Language (ASL) to use throughout instruction.

Helpful Tips

- Remember to try both sides as a child might have better mobility on one side!
- Be confident: this tool is just here to help you make choices for at-home practice activities.
- Model the action, do it together, and then have the child/ children try the action independently.
- Allow them to practice each action before grading the skill.
- If skills(s) are not addressed during assessment, place "N/A" into the correct cell on the corresponding Motor Skills Scoring Chart.
- The benefits for the child and family extend to more than the PA program. It helps them improve their motor skills will help them with their physical activity, but also with aspects of their daily life, cognition, emotion, and more.

Adaptations for Participation & Overwhelm

If the child is not interested in participating:
- Change it up! Ask them what they'd like to do & incorporate it into a physical activity.
- Be creative; alter your description of the activity to incorporate what they are interested in.
- Provide incentives (stickers, a preferred game).

If the child is feeling overwhelmed:
- Make sure they're safe.
- Provide wait time and give space.
- Speak calmly & occasionally (check-ins as opposed to constant talk).
- Use visuals.
- Offer the child their own personal items (such as chewelry or poptubes) that might help them regulate.
- Refer to Visual, Auditory and Vestibular Cards

Warm-up

- Take 15 minutes to greet each child, work-together to organize the day & warm-up before conducting the Motor Skills Assessment.

1. Start with introductions, rules & review the shape-of-the day (schedule)
- "What is your name and favourite…." (food, show, etc).
- Work with the child/children to establish & develop the rules.
- Utilize visual schedules or choice charts (available on KidsAction.ca) to have the child/children choose what order the physical activities will go in.
- Encourage each child's participation & input.

2. Stretches

It's time to get the body moving! Choose 3 of each:

Stationary Stretches:	**Dynamic Stretches:**
• Hip Circles	• Jogging on the spot
• Touch Your Toes	• Side Shuffle
• Butterfly	• Skipping
• Arm Circles	• Clap Jacks

3. Warm-Up Games

Play a quick game to get the group moving. Refer to the Physical Activity Bank (available on KidsAction.ca) for ideas.

Physical Adaptations*

General Physical Adaptations:

- Use lighter, softer, or larger types of equipment (balls, discs, bean bags).
- Use lower, closer, and larger goals or target areas.
- Use partially deflated balls for dribbling and kicking.
- Simplify tasks (e.g., drop and catch the ball rather than bounce it consecutively).
- Use props to enhance skills (e.g. a pool noodle extends reach).
- Decrease distance (e.g. start or finish line moved, smaller play area).

Wheelchair Adaptations:

- Substitute skills, such as wheeling for running, rolling a ball off a lap for kicking, and striking a soccer ball with a floor hockey stick instead of the foot.
- Use a ramp to send a ball or object along a path.

*Modifications provided by Let's Play: Letsplaybc.ca

Language & Cognitive Adaptations

Adaptations for Language or Cognitive Needs:

- Reduce the number of rules to simplify the task.
- Make a visual or photo of the steps of the task.
- Model each step of instruction.
- Practice the task with the child/children before they do it by themselves.

Specific Cognitive Adaptations:

- Use different objectives or scoring systems to reward specific behaviours that recognize effort, learning and success.
- Use visual schedules, "first, then" boards, or choice charts (available on KidsAction.ca).
- Reduce distractions, e.g., quiet room.

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