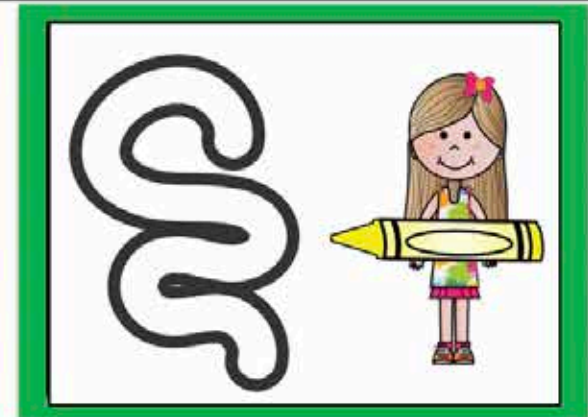


# CRAYON KIDS

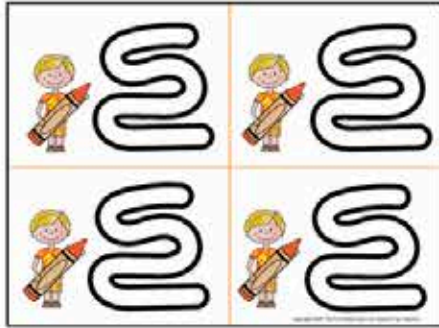
Simple – Advanced Coloring Warm-ups for Dynamic Grasp



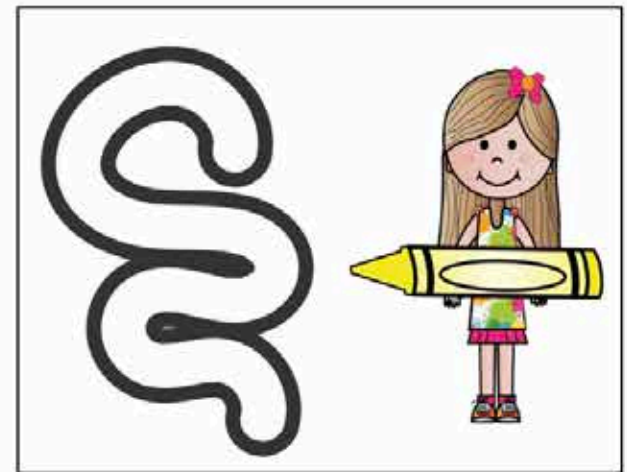
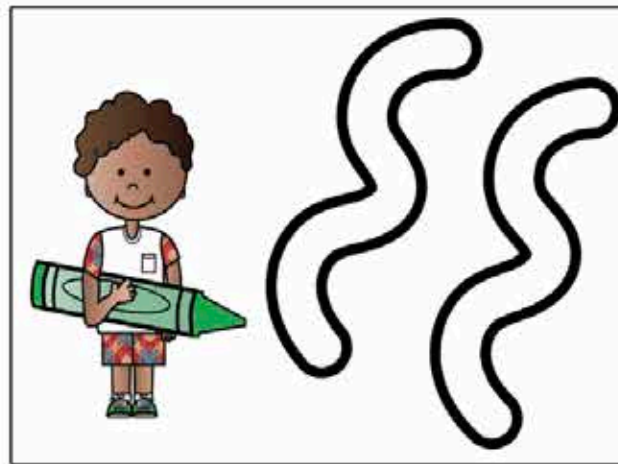
Work on dynamic versus static coloring skills. **Training sheets included.**



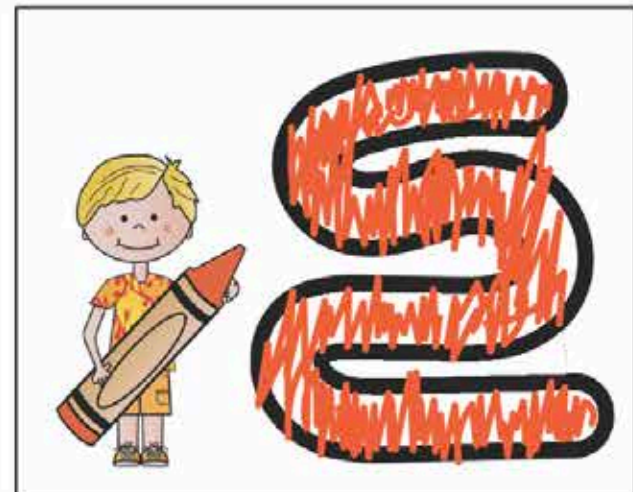
# Easy Patterns



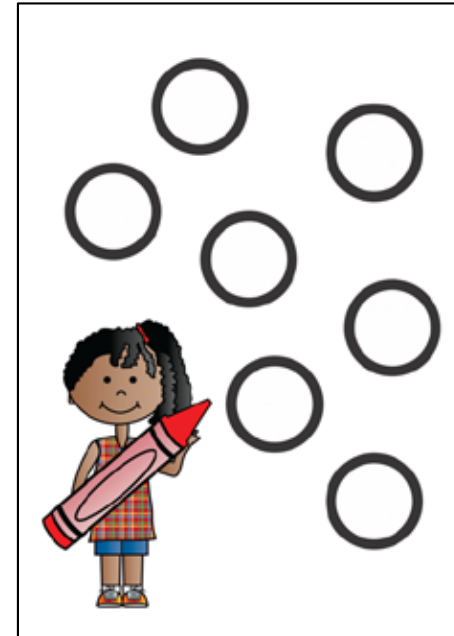
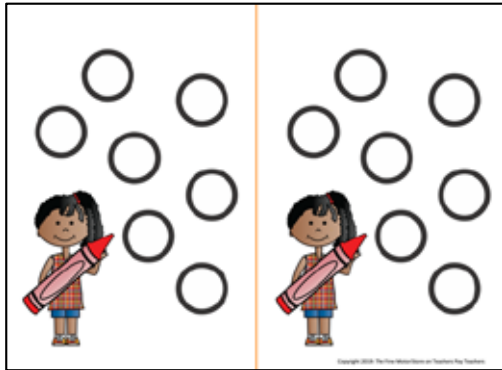
Print and cut into ¼'s  
for easy center set up.



Instruct the student to change direction and color along the pattern, versus only coloring up and down in the vertical plane.



# Circle Coloring



Print and cut into ¼'s for easy center set up.

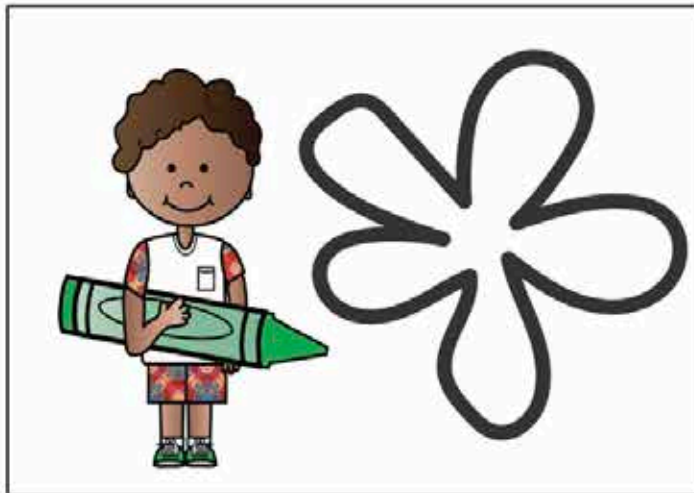


Instruct the student to change direction and color in a circular pattern, versus only coloring up and down in the vertical plane.



# Shape Coloring

**File 3: Easy shapes to color:** (cut each page in 1/4 for easy center set up).

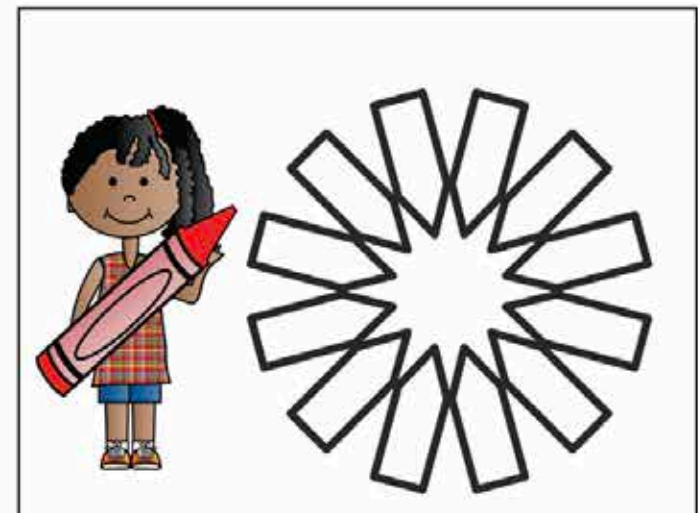


**Instruct the student to change direction and color along the shape, versus only coloring up and down in the vertical plane.**



## Advanced Coloring

**File 4: Advanced shapes to color:** (cut each page in 1/4 for easy center set up).

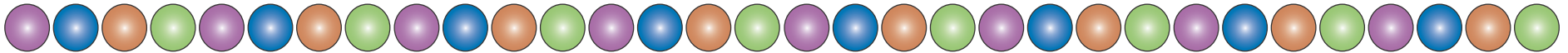




## ***Important information for the buyer:***

Thank you for your download of FREE Coloring power activities for grasp development! I hope that you enjoy the activities!

Jan



You may:

- Use this product for personal and student use in your classroom.

Please do not:

- Copy this product for use by other professionals or parents unless for distance learning or direct homework or home programs for YOUR students.
- Give this item to other professionals, colleagues or friends. (They too can download for free!)
- Post this for a download by others (unless for distance learning for your own students.
- Copy any portion of this, including the curriculum ideas or clipart.

You may find more information from The Fine Motor Store by following The Fine Motor Store facebook page, or to follow my boards on Pinterest or Instagram.



If this Crayon Kids File is beneficial for the students you work with, a full file is included



<https://www.teacherspayteachers.com/Product/Coloring-Skills-for-Pencil-Grasp-Development-for-Preschool-and-Kindergarten-4869229>

If you need more fine motor activities, The Fine Motor Store on Teachers Pay Teachers has over 300 + fine motor files.

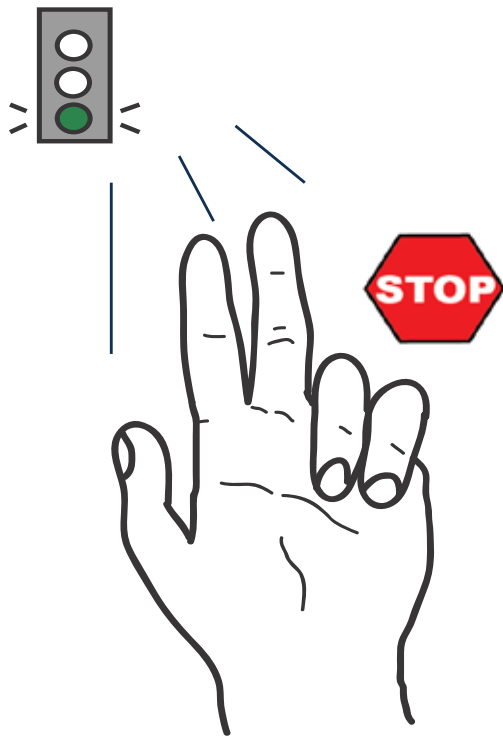
<https://www.teacherspayteachers.com/Store/The-Fine-Motor-Store>

# **How to Hold a Pencil**

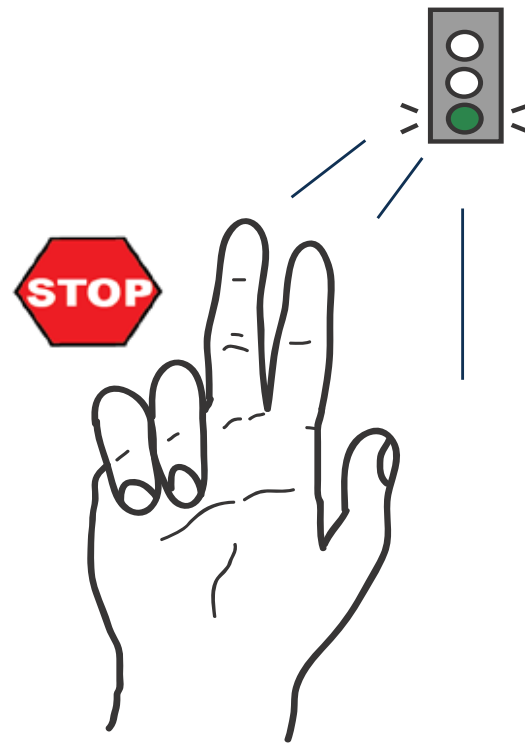
## **Training Handouts**

# Go fingers/Stop fingers

Use this chart to teach students how to form their “go” fingers and their “stop” fingers. “Go” fingers help manipulate tongs, scissors, crayons, pencils and other writing instruments. “Stop” fingers help keep the hand stable.



Left Hand

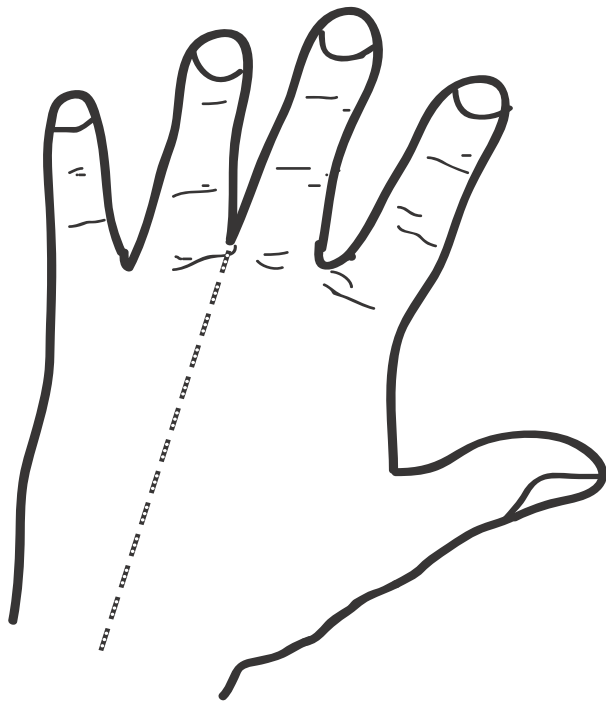


Right Hand

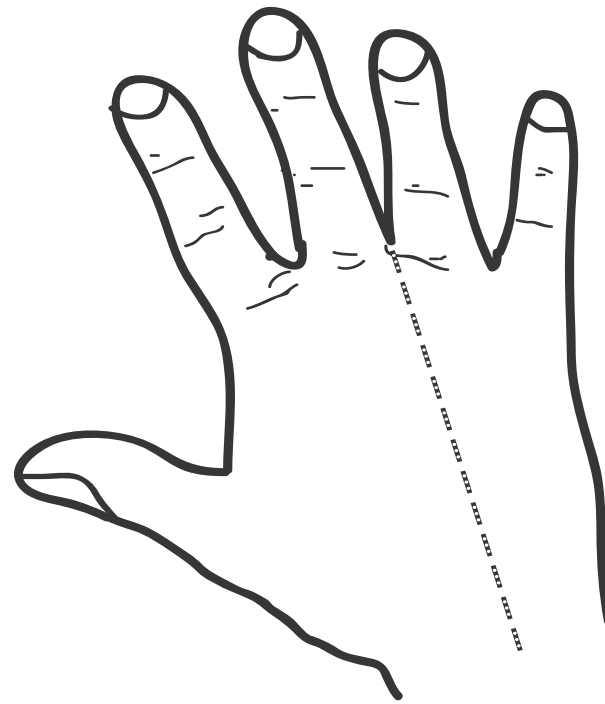


# Go fingers/Stop fingers activity:

Color the thumb, index and third fingers green for “go” fingers. Color the 4<sup>th</sup> and 5<sup>th</sup> fingers red for “stop” fingers.



Left Hand



Right Hand

# How to Hold a Pencil:



1. Put “stop” fingers in your palm (4th/5th fingers).
2. Hold pencil with “go” fingers (thumb, 2nd and 3rd fingers). Rest the pencil on the side of the 3rd finger.
3. Make the thumb “smile” and the pointer finger “frown” (make a circle with the thumb web space).
4. Place pencil at the “big” knuckle on the index finger.
5. Keep your thumb and pointer finger together with the fingernails being tip to tip.
6. Use your fingers, not your hand, to draw, write and color.

## Tip Grip Training Sheet: (for instructors) – for PENCILS

For this file, the TIP grip may need to be placed on a crayon (see next page). This page is included as ultimately there should be a progress of skills to a pencil.

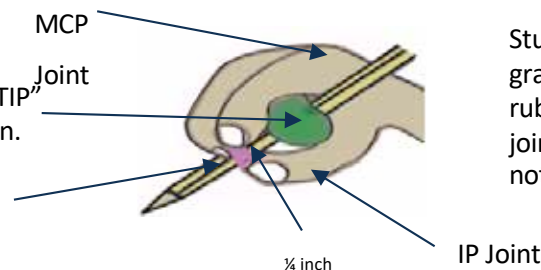
A video of how to adapt the The Pencil Grip is available at [www.TheHandwritingClinic.com](http://www.TheHandwritingClinic.com) - look for the TIP Grip Protocol video.

A full article entitled Developing a Fine Motor Program for Classroom or Therapy is available as a featured download from The Fine Motor Store on [www.TeachersPayTeachers.com](http://www.TeachersPayTeachers.com). This article describes why the TIP grip allows for thumb flexion and discusses changing grasp in children.

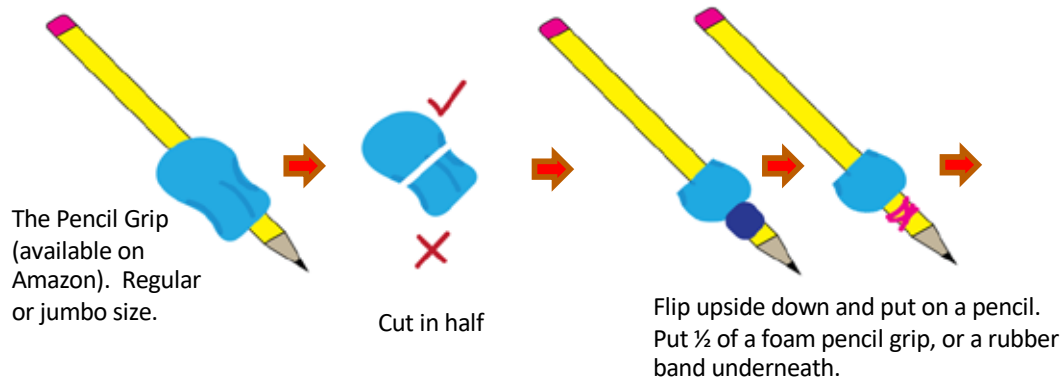


Round part of the “TIP” grip is pointing down.

Rubber band (or half of a foam pencil grip) is one inch from tip, and grip is ¼ inch above rubber band.



Student uses a tripod grasp to hold the rubber band. Thumb IP joint is in flexion (bent, not straight).



Student holds UNDER the TIP grip. The pencil shaft should touch the MCP joint (big knuckle), not pull away. The TIP grip will allow thumb flexion and encourage a tripod grasp.

Full credit is given to The Pencil Grip company for sale and name of this grip. When describing the therapeutic procedure of adapting The Pencil Grip to encourage increased thumb flexion of the last joint of the thumb (thumb IP joint), The Handwriting Clinic/Jan McCleskey, MA, OTR uses the term “TIP grip protocol” for “thumb interphalangeal grip protocol”. A person cannot buy a “TIP Grip” – they can only purchase The Pencil Grip and adapt to follow a protocol developed by The Handwriting Clinic to promote thumb flexion.

## How to set up the TIP grip on CRAYONS

Set up of crayons is slightly different than with pencils (previous page). The foam pencil grip will not slide on underneath.

### Materials needed:

Set of 8 crayons (any size – triangular, regular, large, etc - put these in the coloring centers)

8 regular sized “TIP grips” (see previous page for info)

Optional – 8 rubber bands.



This is a set up for a coloring center. Several crayons, all adapted with the TIP grip and a rubber band. Students will rotate through this center.



This is a 5 year old student holding the rubber band on the crayon. Note that the thumb is flexed. The student is able to use isolated finger movements with dynamic finger control, to color the circles.



## Correct Grasp Patterns – an overview



The pictures above have a correct tripod grasp. Note that the fingers are tip to tip, and that the last joint of the thumb is flexed. The student will bend and point the thumb, index and 3<sup>rd</sup> fingers together as one unit to get DYNAMIC grasp. Dynamic grasp is when the fingers show isolated finger movement. A STATIC grasp is when the fingers remain still, and the student uses the wrist or whole arm to move the crayon or pencil. A static grasp is normal till age five, but with some intervention through fine motor coloring labs, a 4 year old student can begin to get dynamic control of a pencil or crayon – usually around age 4 and a half. Older students can change grip and get dynamic control too. It is harder as grasps are more locked in and habitual. But it is easy to change grasp and to get dynamic control in ages 4.5 years – 6.5 years, as the hand is still developing.

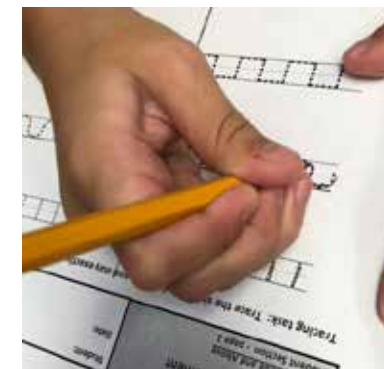
## Incorrect Grasp Patterns – an overview



First thing to look for is if there is joint laxity in the last joint of the thumb. This can affect grasp in young children – and most children do well with the TIP grip protocol to get flexion of the last joint of the hand. While a student will always have joint laxity, the muscles will strengthen to allow a more dynamic, tripod grasp with co-contraction to allow independent thumb flexion.



This first grader had a fisted grasp. Her eye hand coordination was good, but she used her wrist to control a pencil or crayon. She was able to use a dynamic tripod grasp after 2 therapy sessions. She was placed on the TIP grip protocol for 6 months to get a habitual tripod grasp and strengthening of the muscles that control the pencil with isolated finger movement. Then she progressed off the TIP grip.



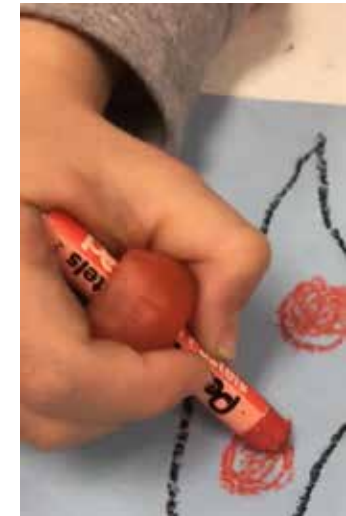
The pictures above have various types of grasp patterns but one common problem – the thumb is locked into extension. By getting the thumb flexed, a student can start to get a dynamic, tripod grasp. The TIP grip protocol can help these students - but they will need daily practice and training to practice the correct grasp pattern. There are FREE pencil warm ups (a sample) and a video in The Fine Motor Store for how to use the TIP grip. Also, the featured freebie in The Fine Motor Store is an article on joint laxity.

## Broken crayons: (Good idea or Poor idea?):

Broken crayons can be placed in the fine motor coloring centers. However, if the student has joint laxity and hyperextension at the last joint of the thumb, or locks the thumb into extension, then broken crayons are usually **contraindicated**. The student will use their wrist or whole arm to color if there is no flexion at the last joint of the thumb. This prevents a student from flexing and bending the last joint of the thumb – and from using a dynamic tripod grasp with isolated finger movements.



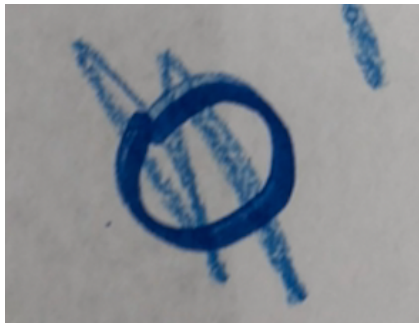
Student with a tripod grasp. Thumb is not flexed so uses wrist to move the crayon up and down in a vertical plane only.



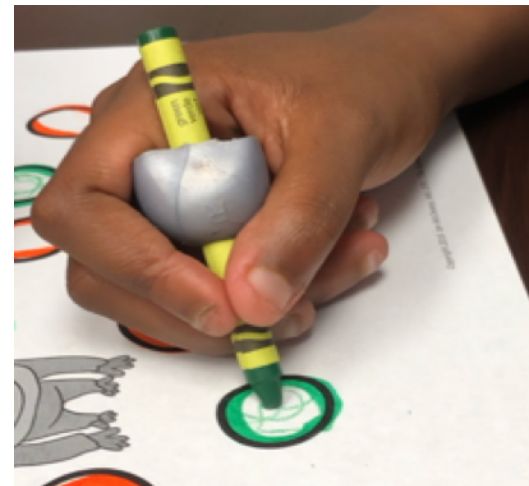
Student with a tripod grasp but note the joint laxity on the last joint of the thumb (IP joint). There is also some joint laxity in the middle joint of the index finger. The broken crayon is not working for him. However, the next picture is of the student doing the exact same coloring activity. He independently used the crayon with the TIP grip, and dynamically moved the crayon to color in a circular pattern using "thumb and finger pushups" (dynamic grasp with isolated finger movements).

# How to Use This File to get Improved Coloring Skills

The following pages are directions for how to do the activities in the file. While you can improve students skills by just letting the practice coloring skills, it is best if you can work to promote a dynamic grasp and the ability to change direction when coloring.



This student only colors in an up and down vertical pattern. It is hard to get the student to stop at the edge.

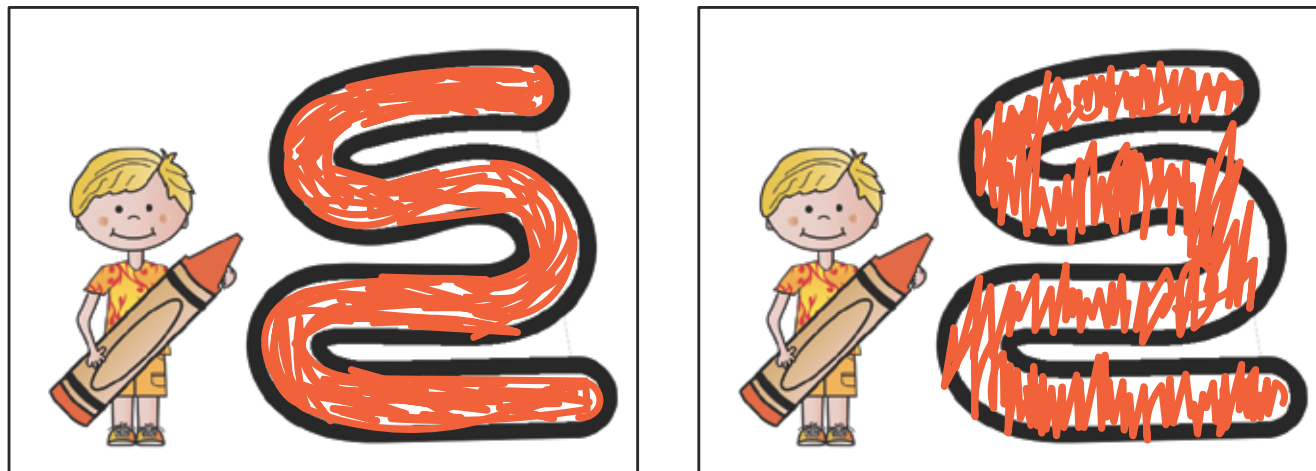
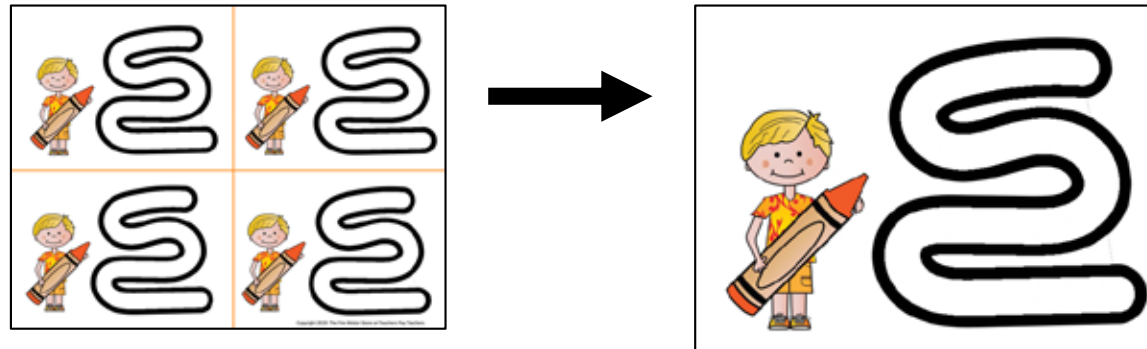


In this picture, the student has a dynamic coloring pattern using isolated finger movement. Note the circular motion. The student flexed and pointed his thumb, index and 3<sup>rd</sup> fingers as a unit to use isolated finger movement to color in a circular motion in the circle.



The files were specifically designed to promote students to change direction when coloring.

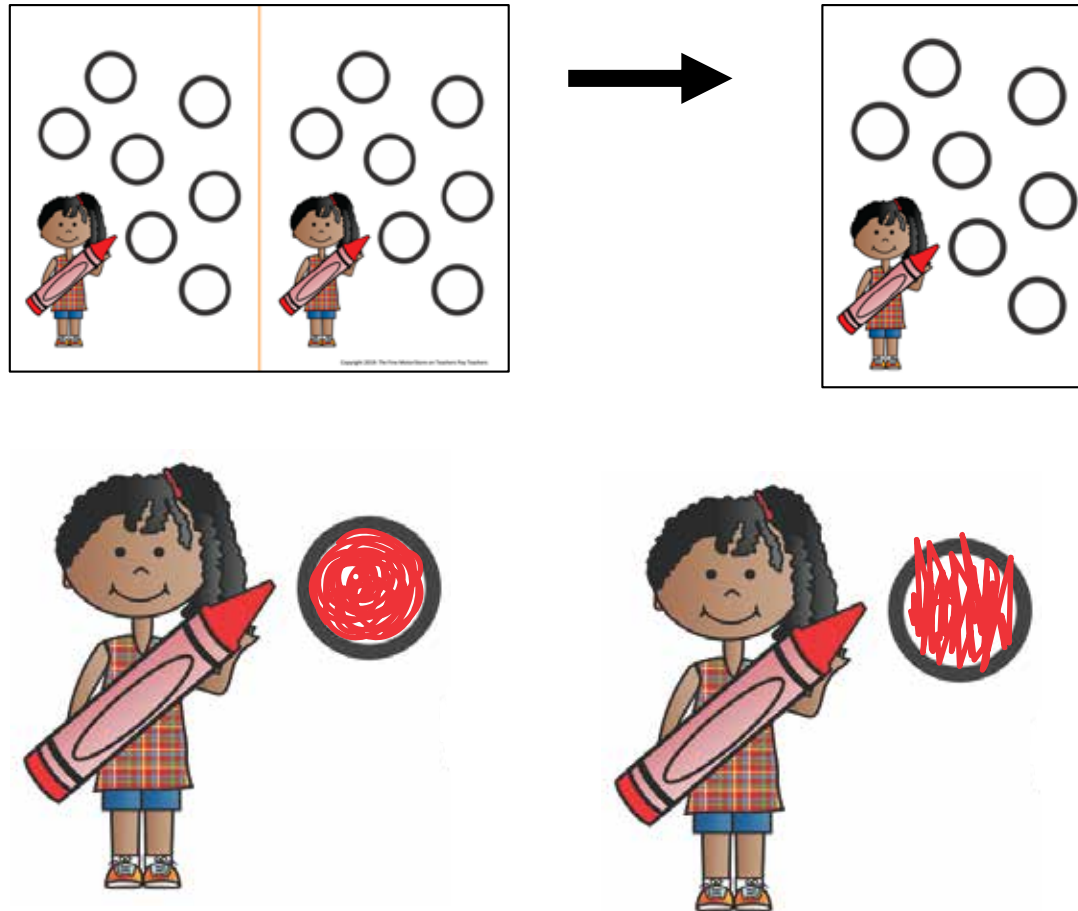
**File 1: Easy patterns to color** (cut each page in 1/4 for easy center set up).



Instruct the student to change direction and color along the pattern, versus only coloring up and down in the vertical plane.

The files were specifically designed to promote students to change direction when coloring.

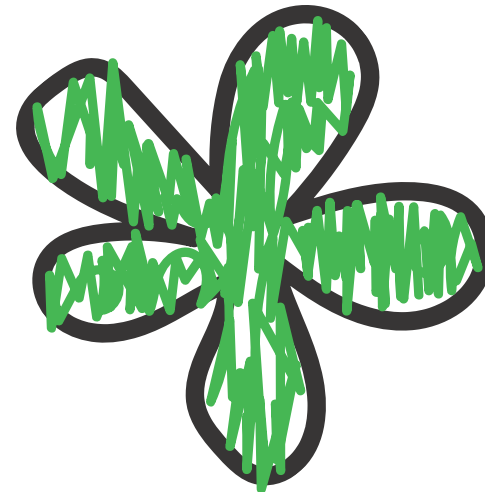
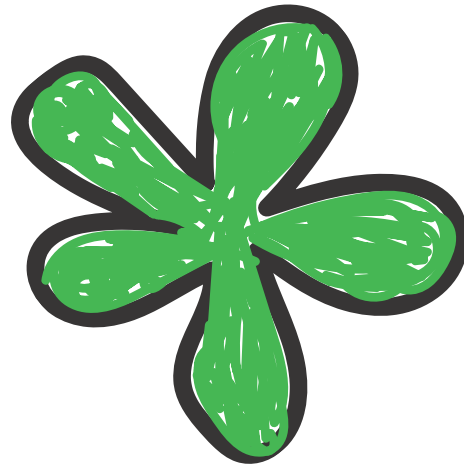
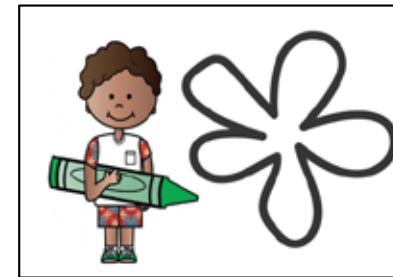
## File 2: Circle Coloring (cut each page in 1/2 for easy center set up).



Instruct the student to change direction and color in a circular pattern, versus only coloring up and down in the vertical plane.

The files were specifically designed to promote students to change direction when coloring.

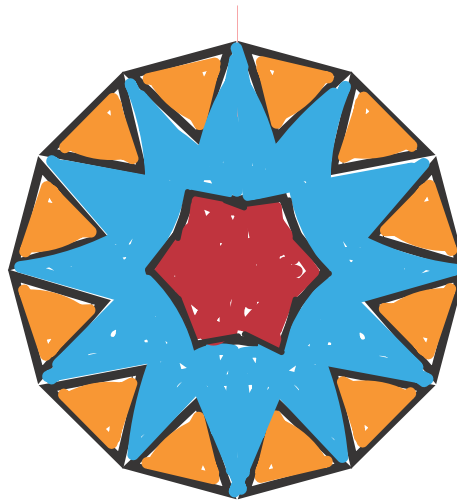
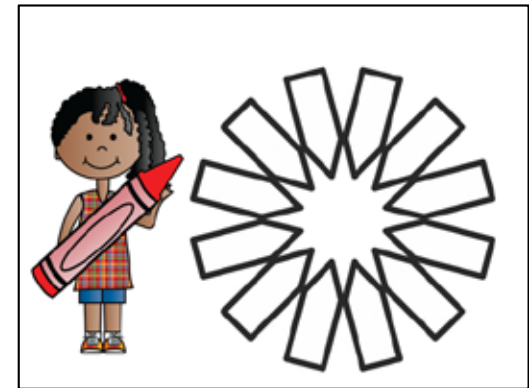
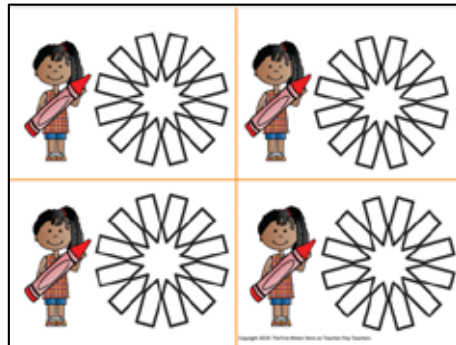
**File 3: Shape Coloring** (cut each page in 1/4 for easy center set up).



Instruct the student to change direction and color along the shape, versus only coloring up and down in the vertical plane.

The files were specifically designed to promote students to change direction when coloring.

**File 4: Shape Coloring** (cut each page in 1/4 for easy center set up).



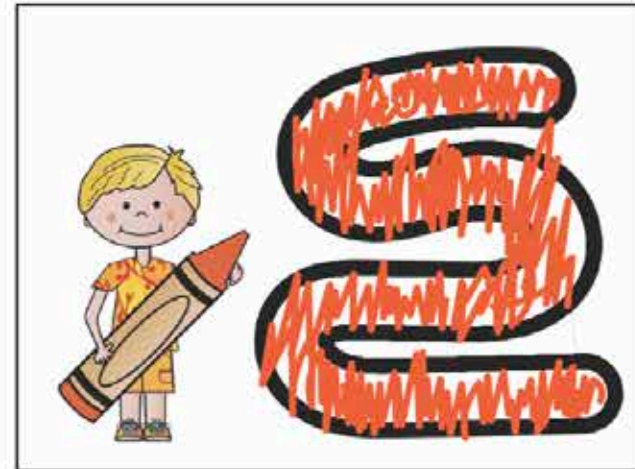
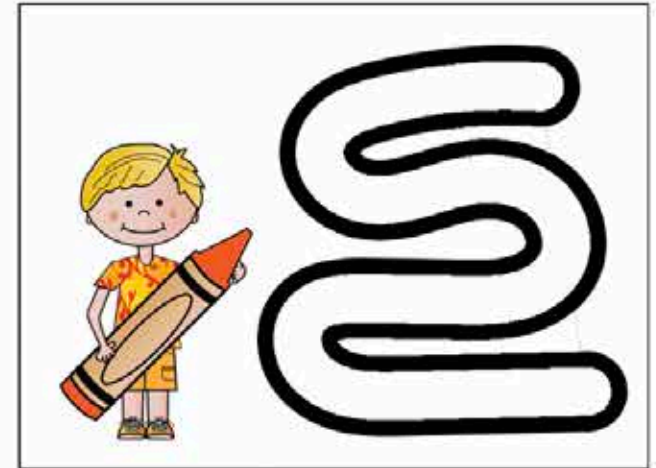
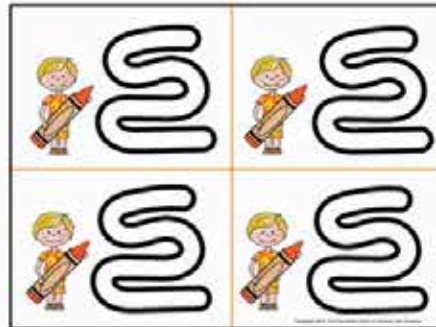
Instruct the student to change direction and color along the shape, versus only coloring up and down in the vertical plane.



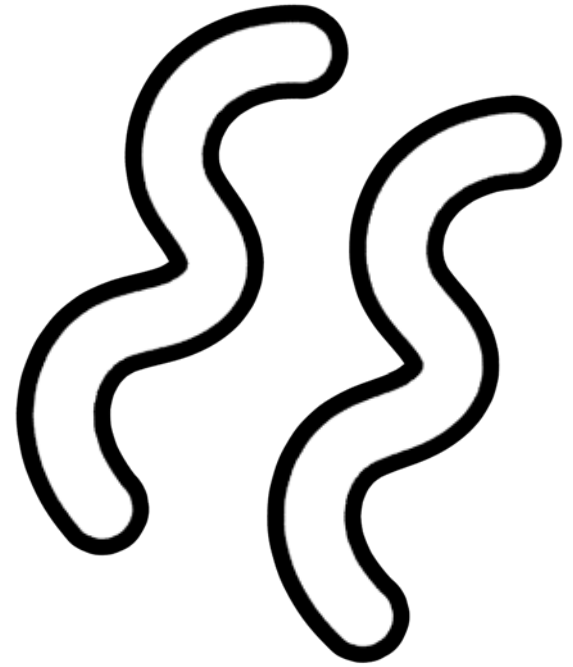
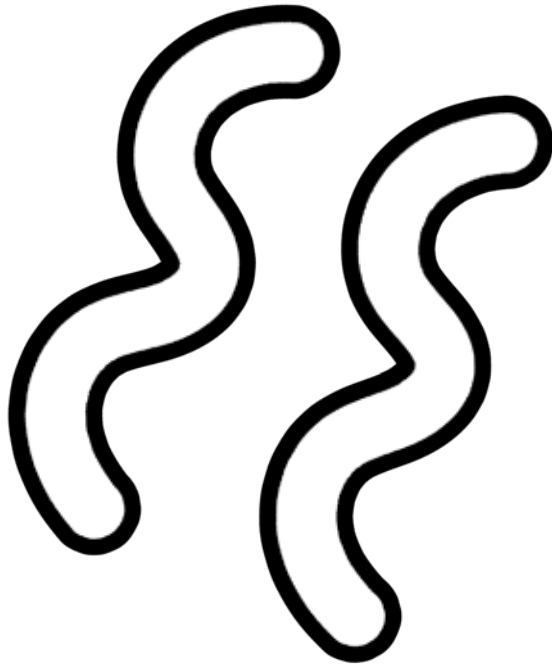
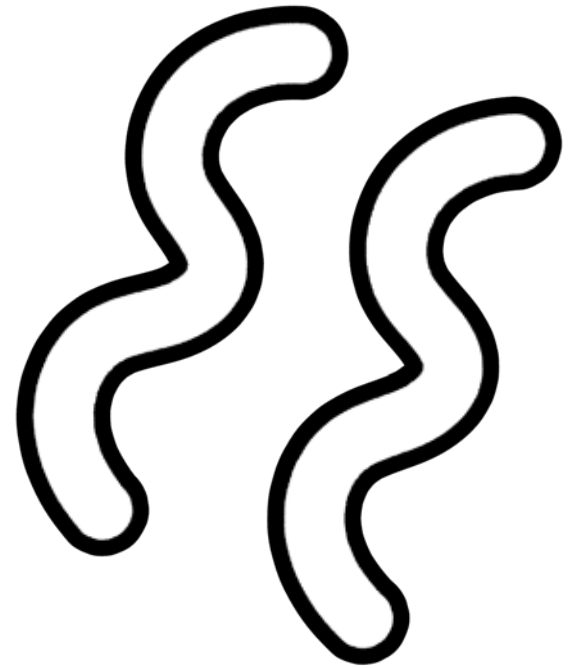
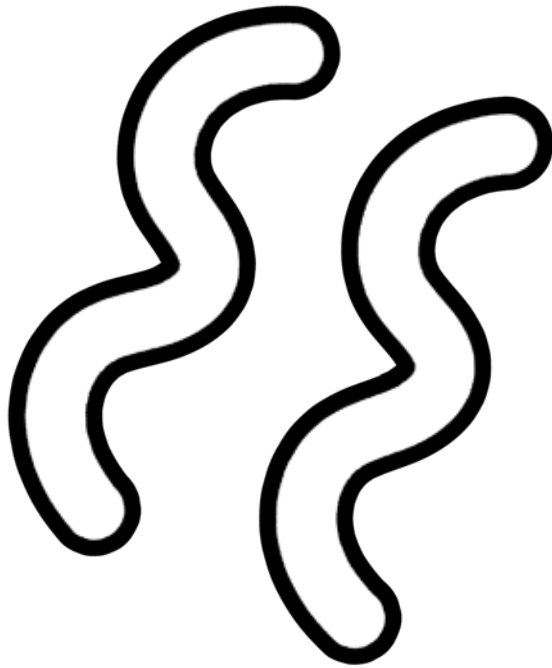
# COLORING ACTIVITIES

# Easy Patterns

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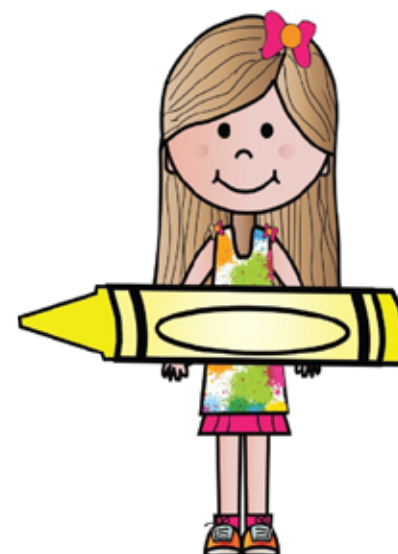
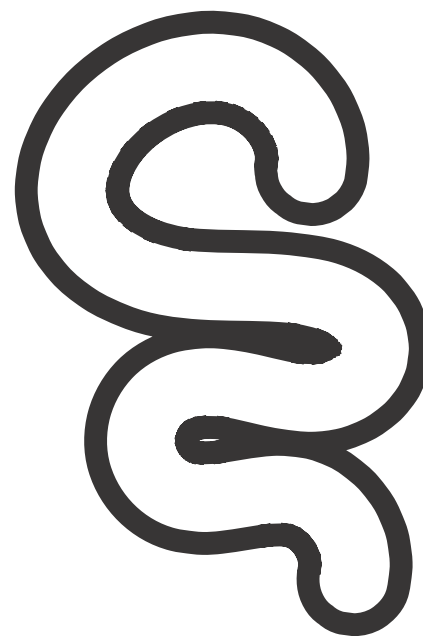
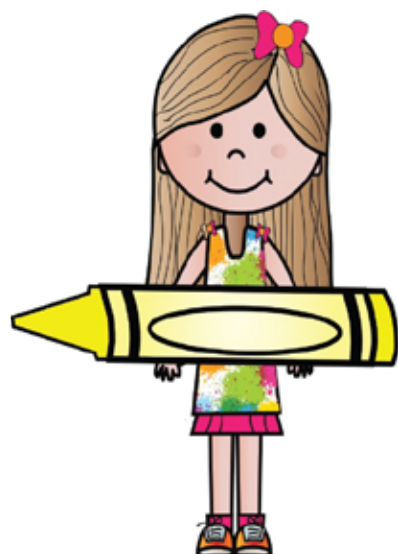
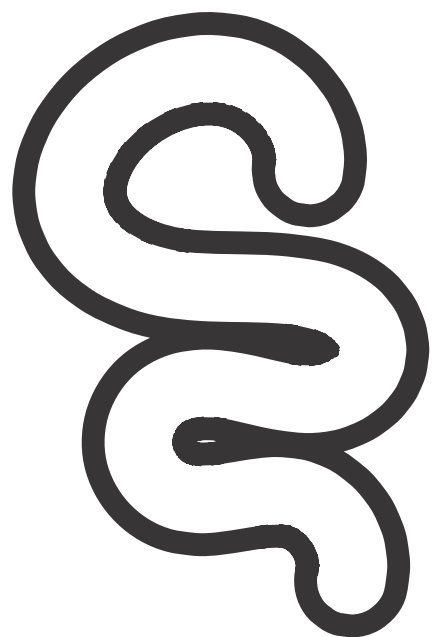
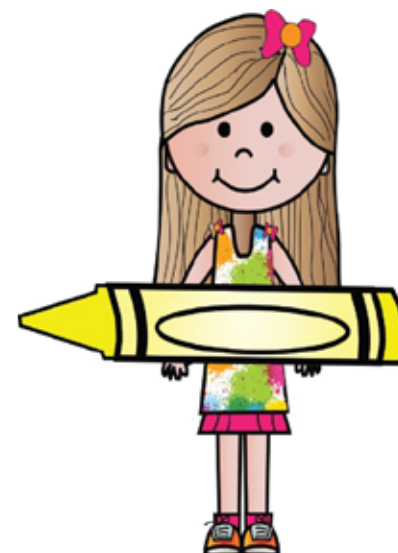
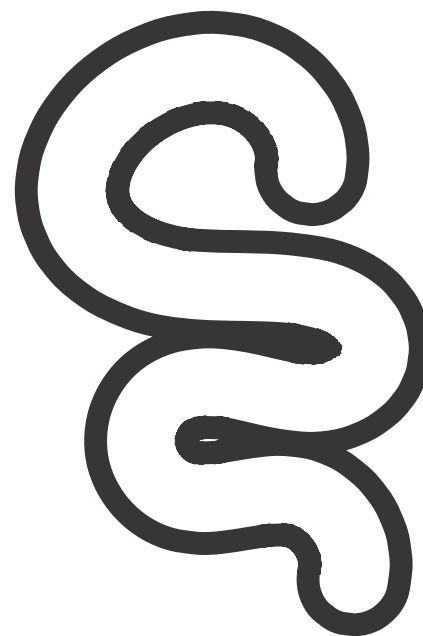
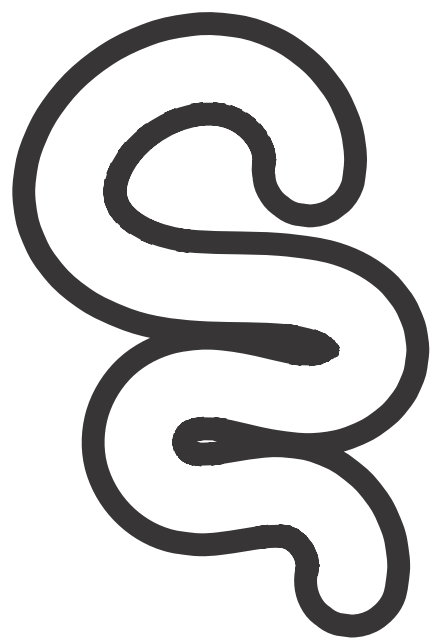


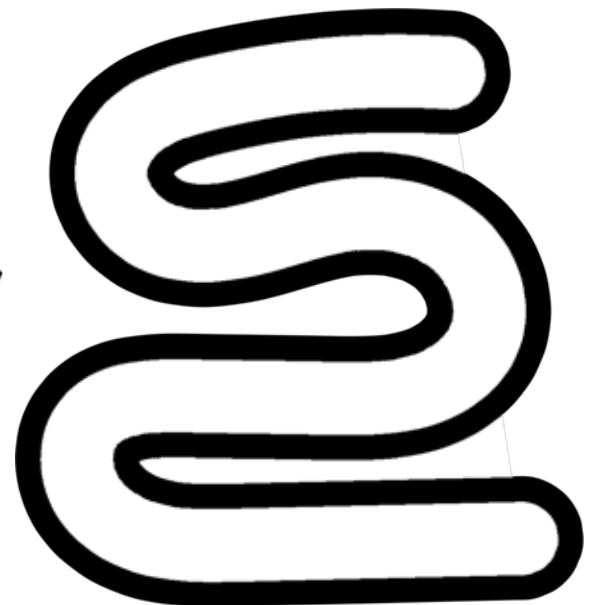
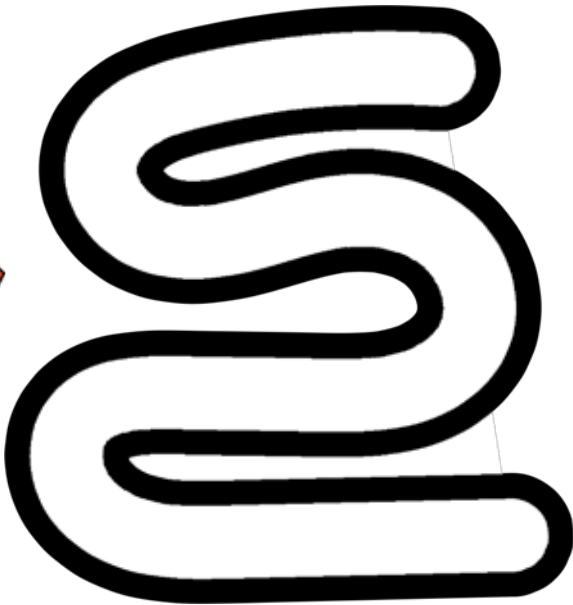
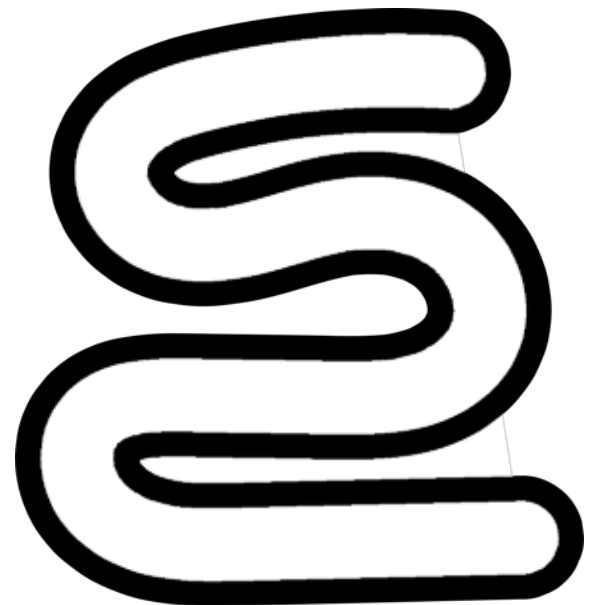
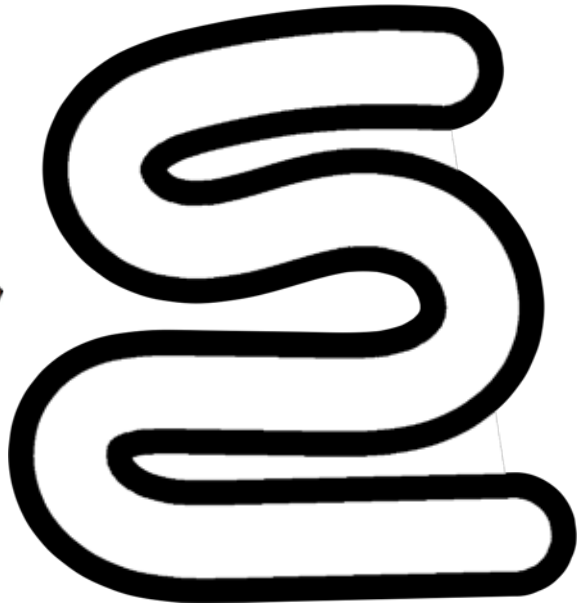
Instruct the student to change direction and color along the pattern, versus only coloring up and down in the vertical plane.





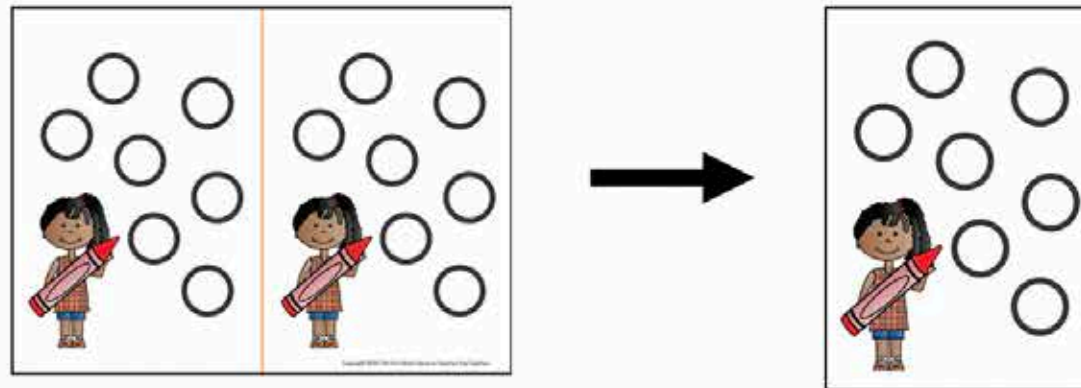




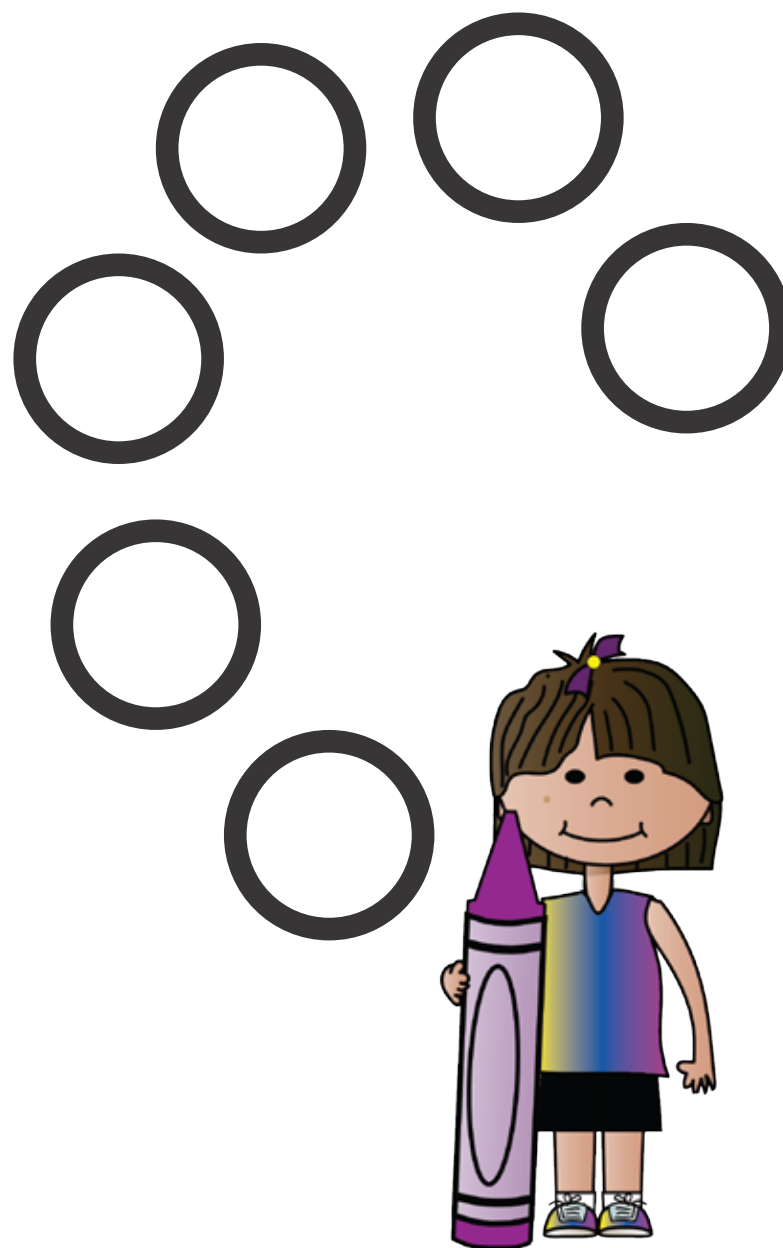
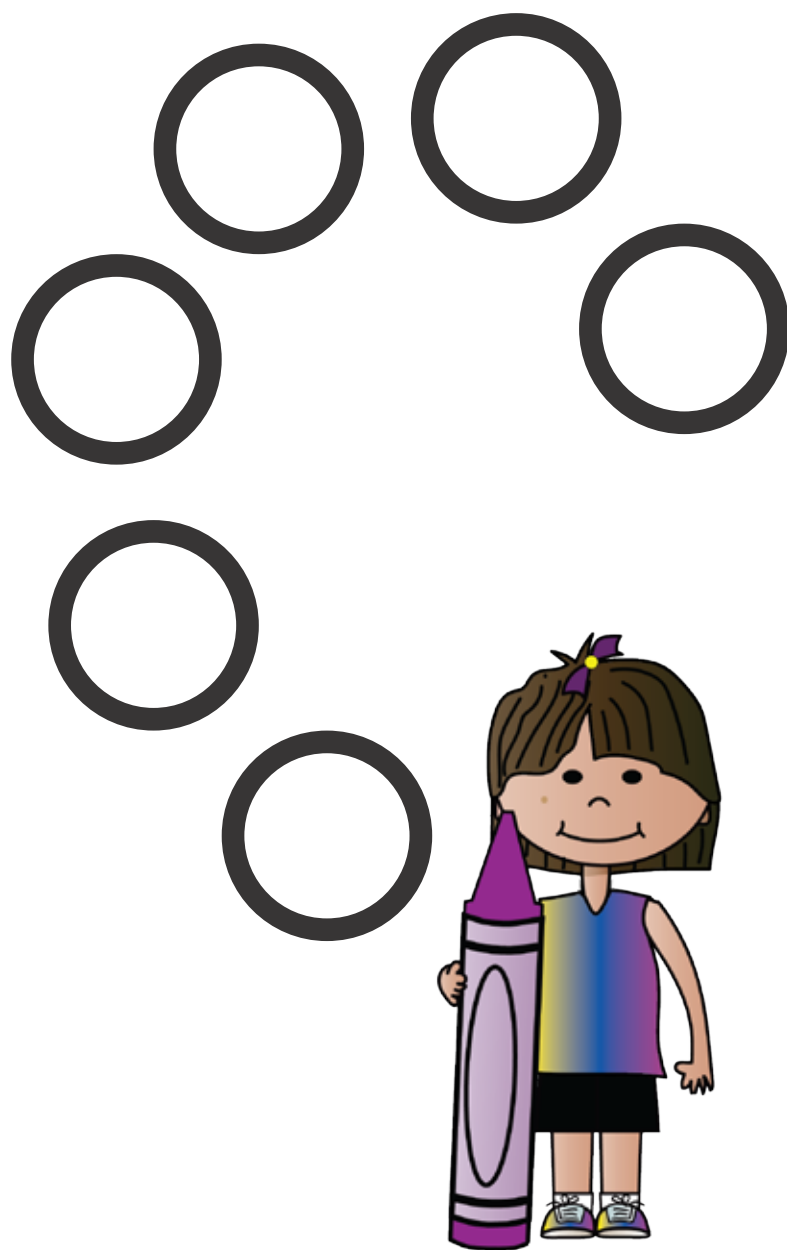


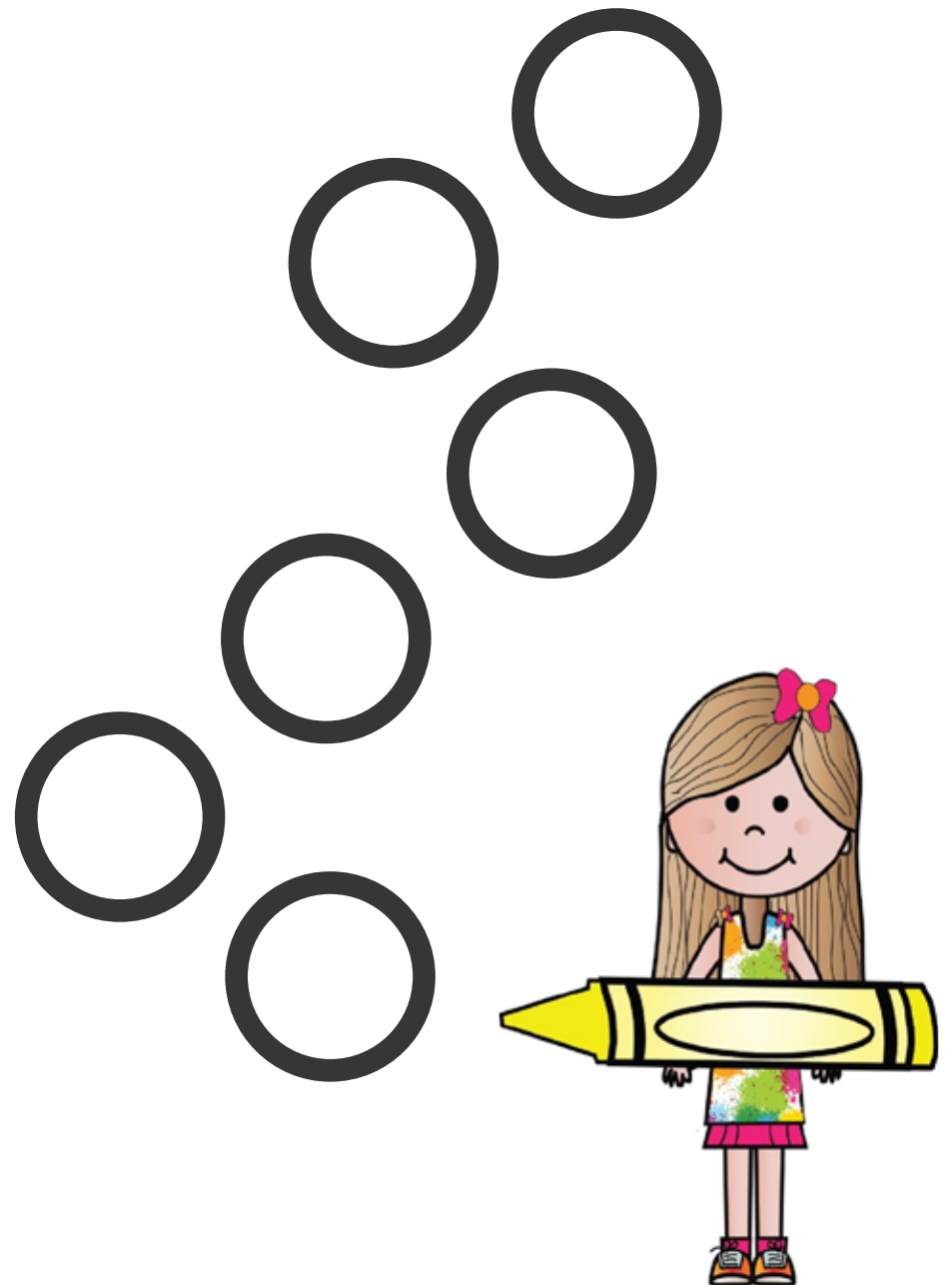
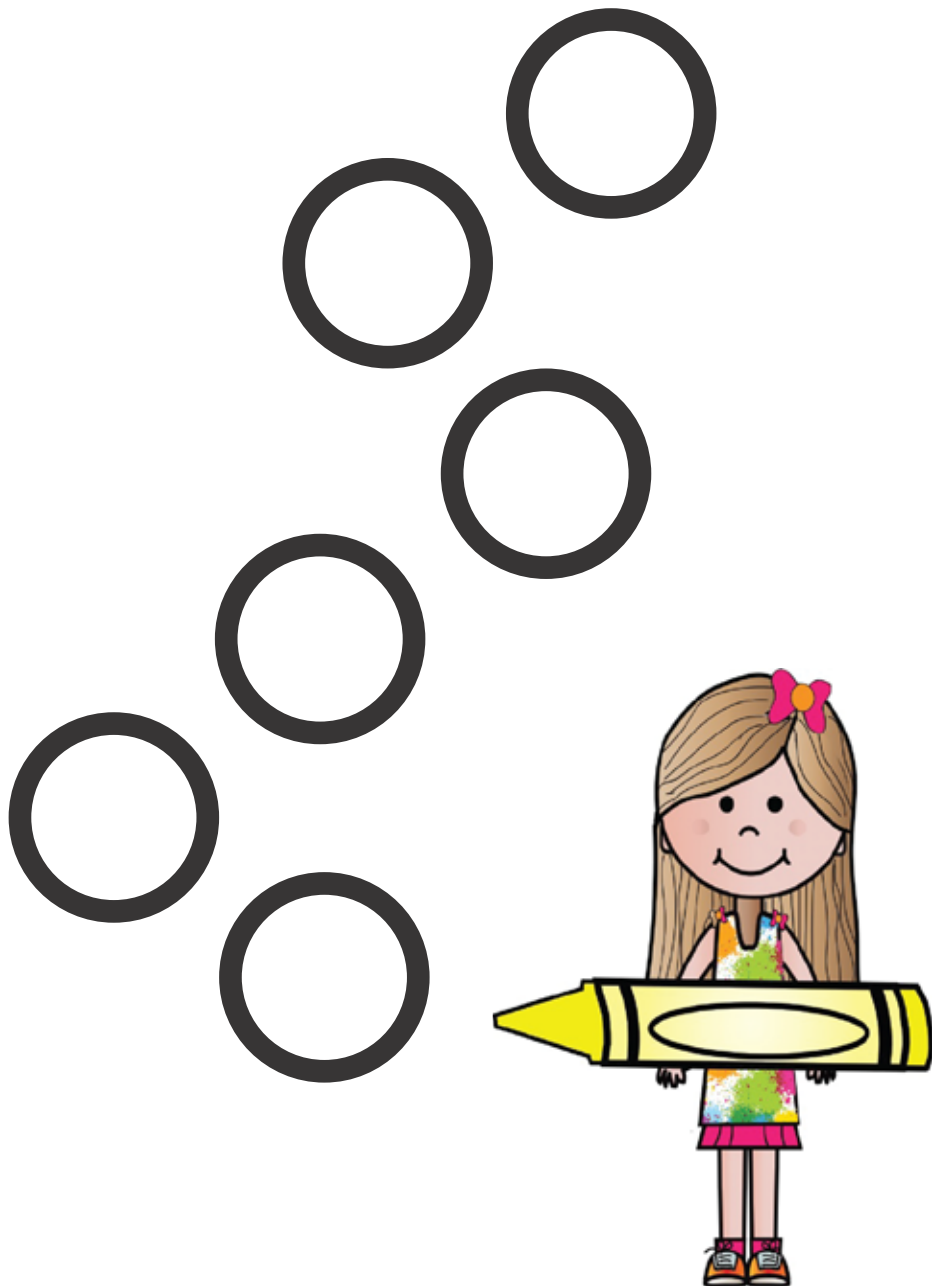
# Circle Coloring

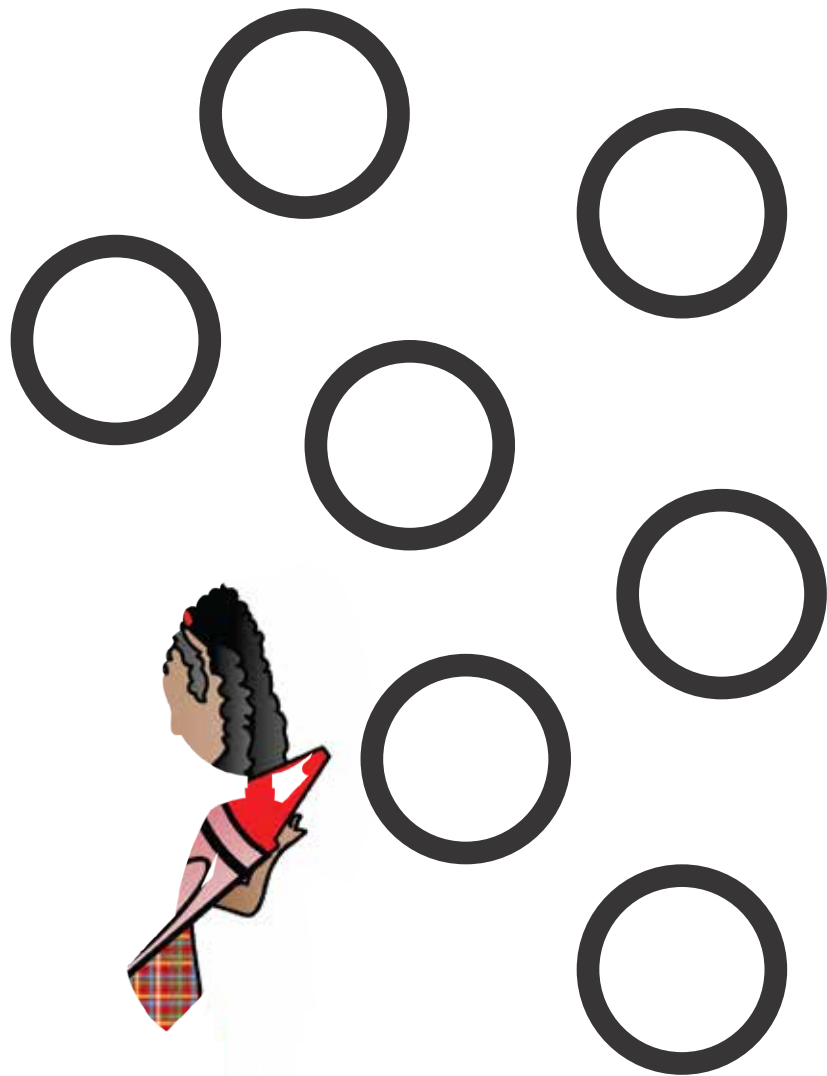
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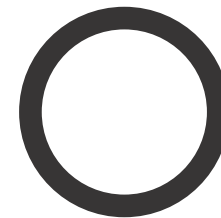
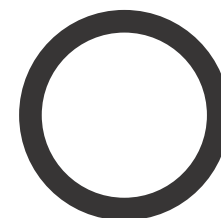
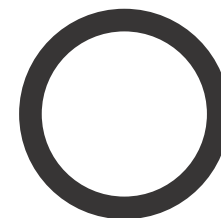
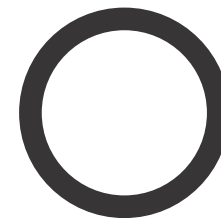
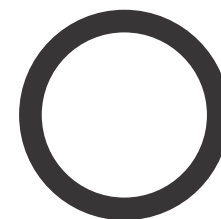
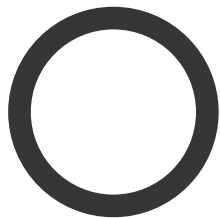
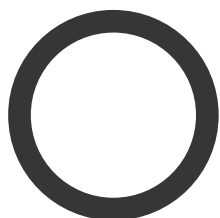
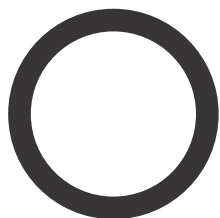
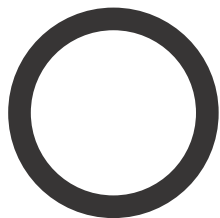
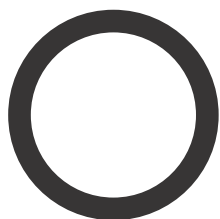
Instruct the student to change direction and color in a circular pattern, versus only coloring up and down in the vertical plane.

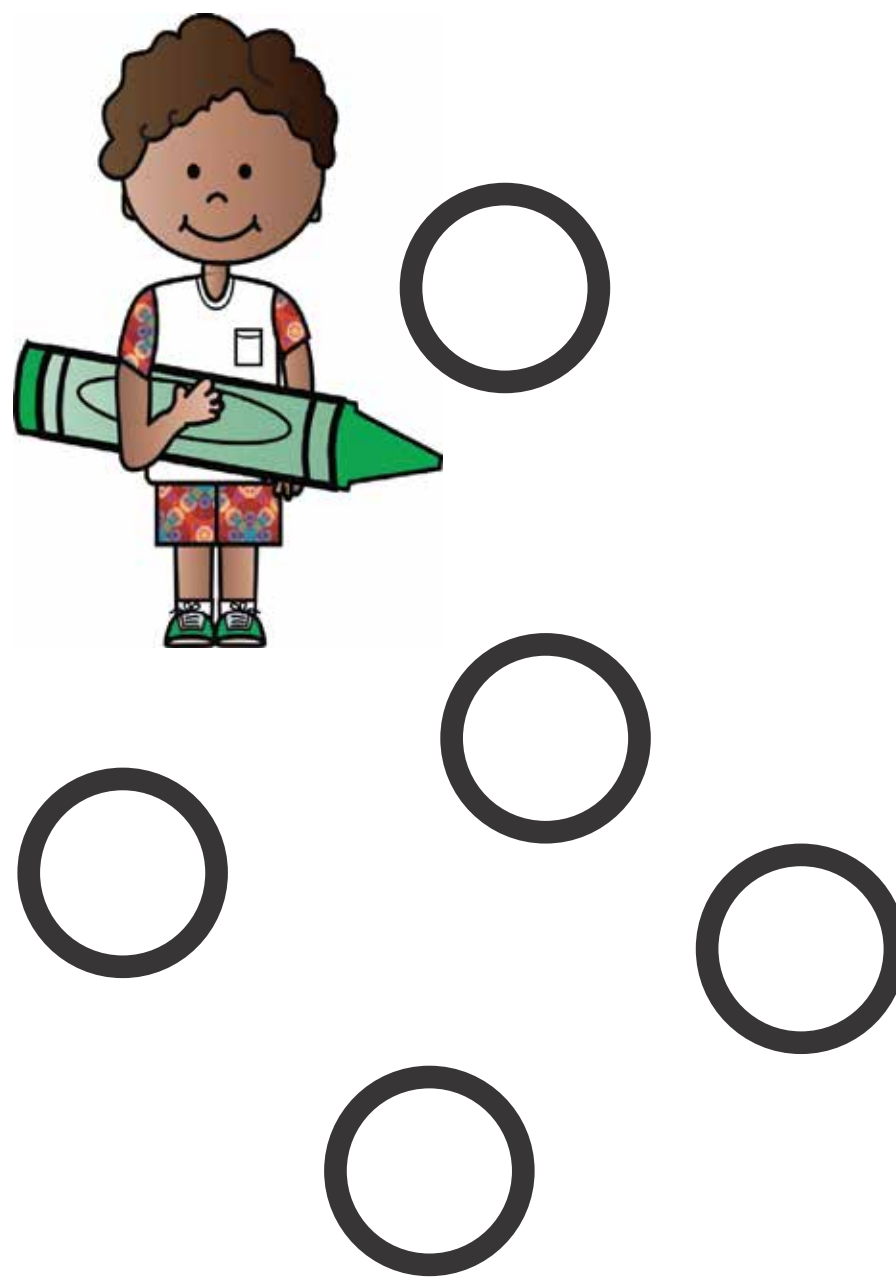
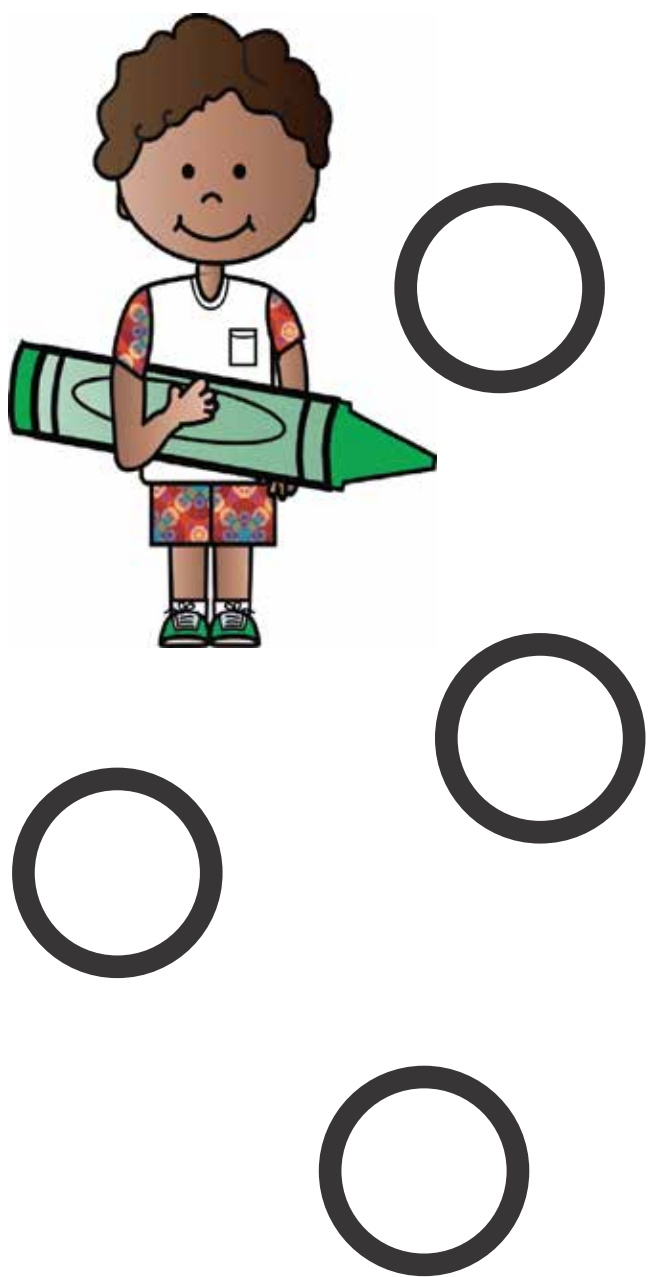










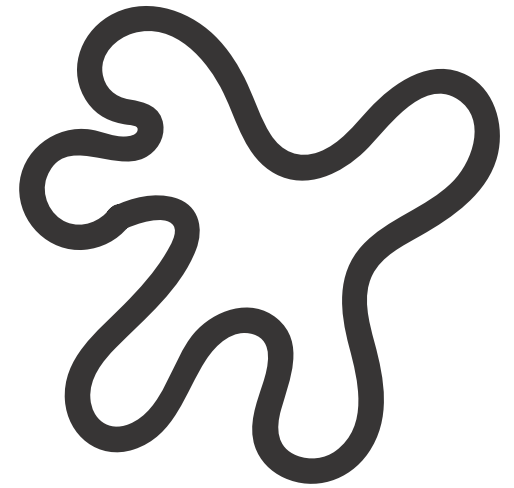
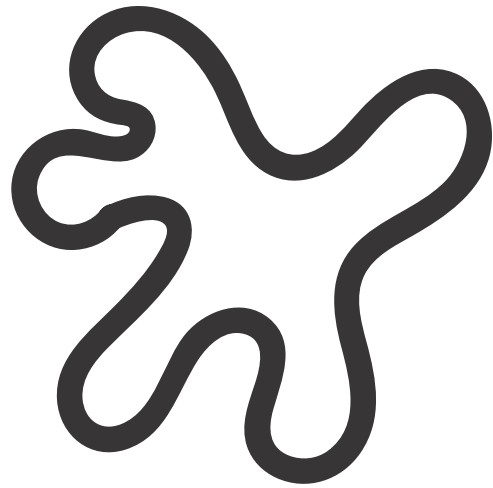
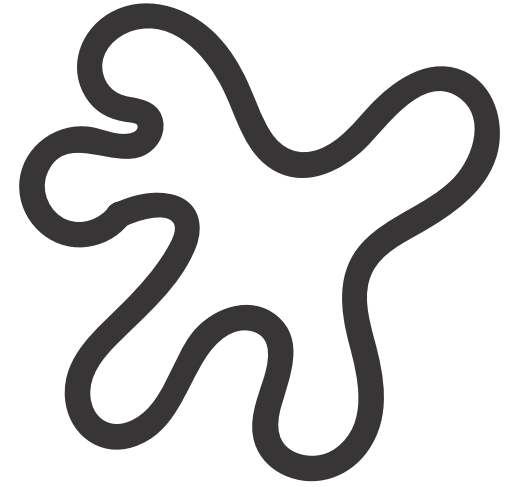
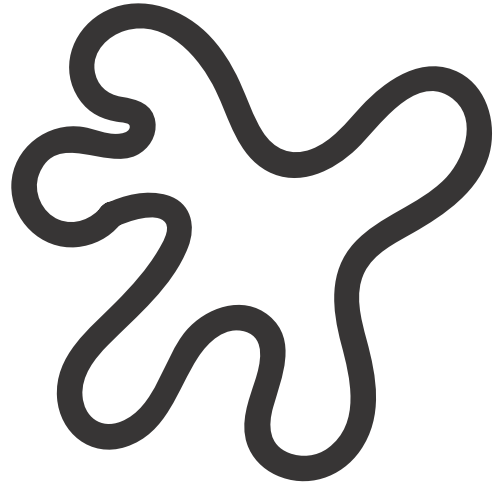


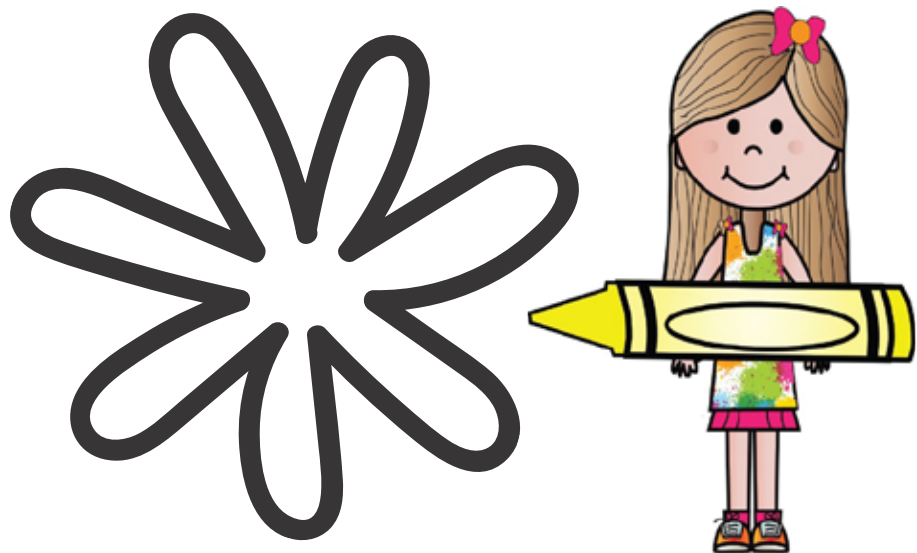
# Shape Coloring

**File : Easy shapes to color:** (cut each page in 1/4 for easy center set up).

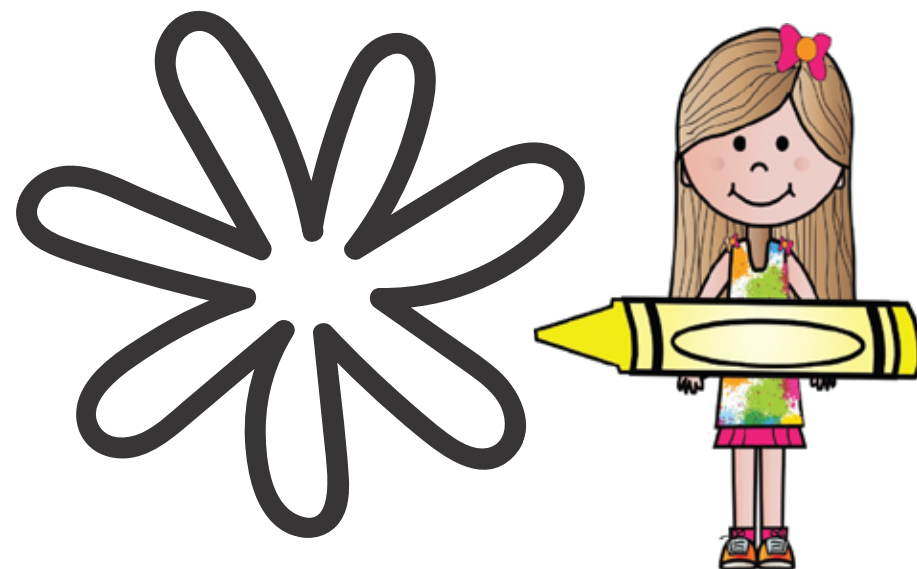
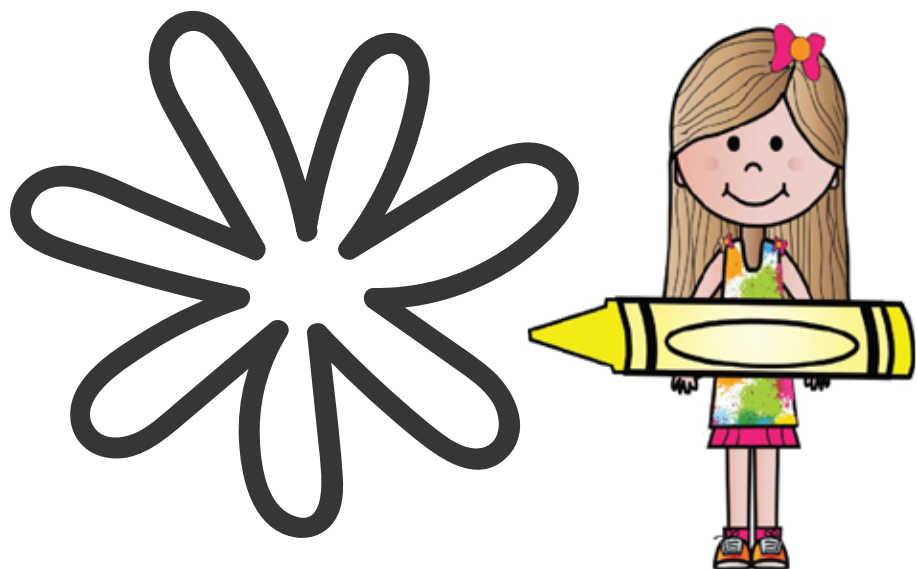
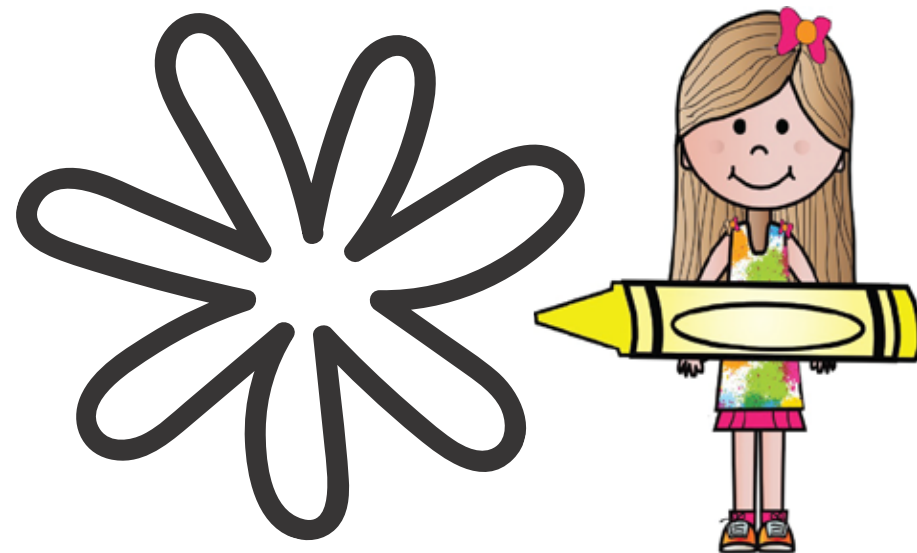


**Instruct the student to change direction and color along the shape, versus only coloring up and down in the vertical plane.**



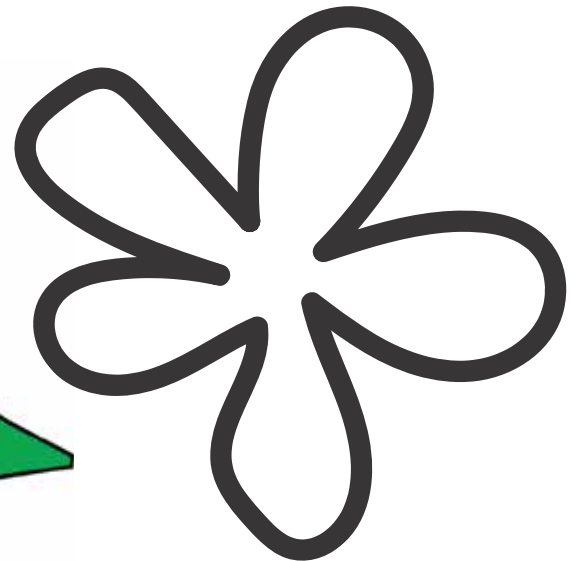
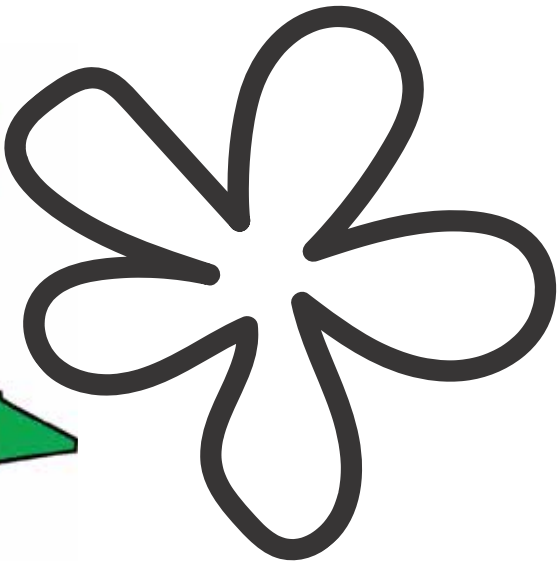
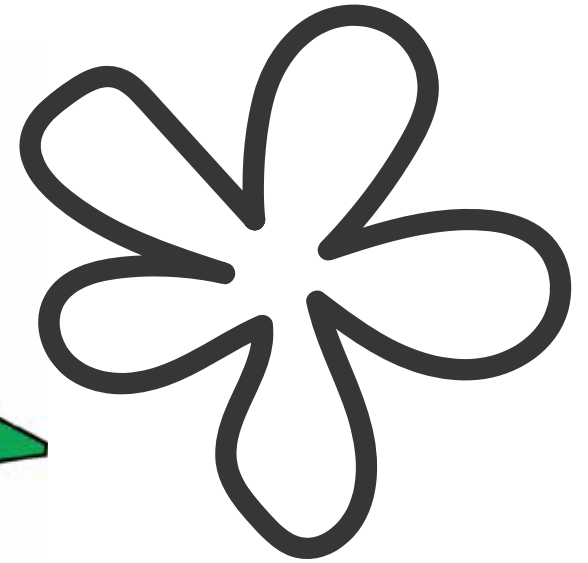
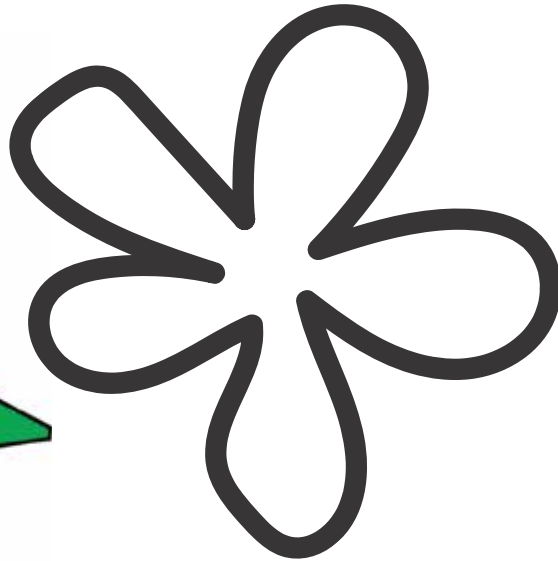


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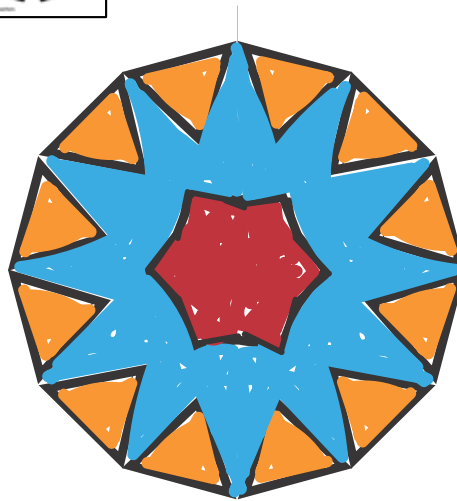
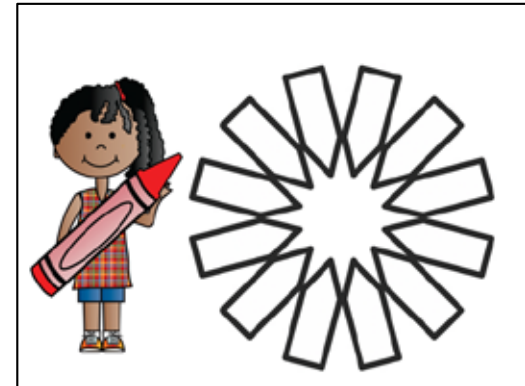
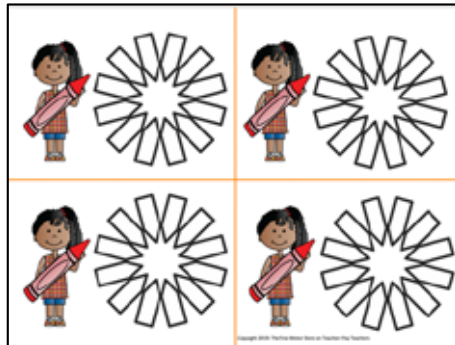
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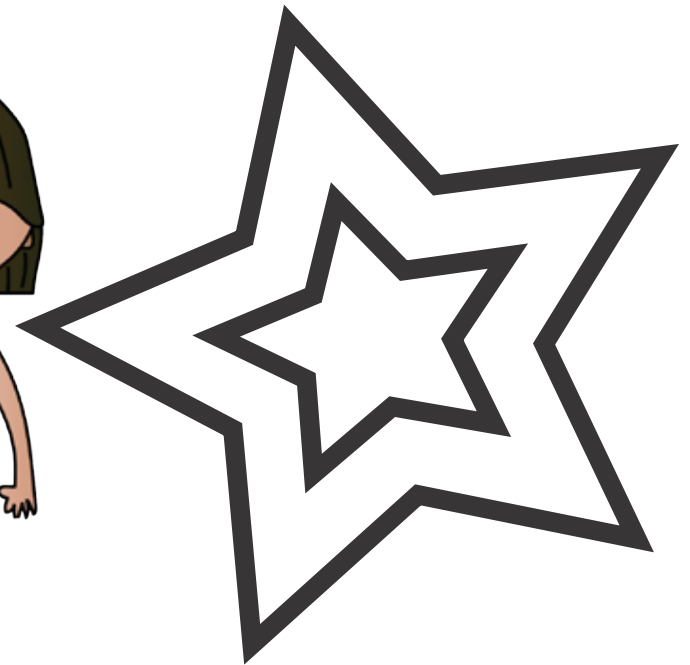
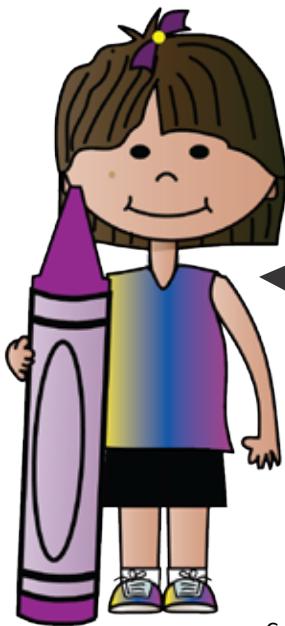
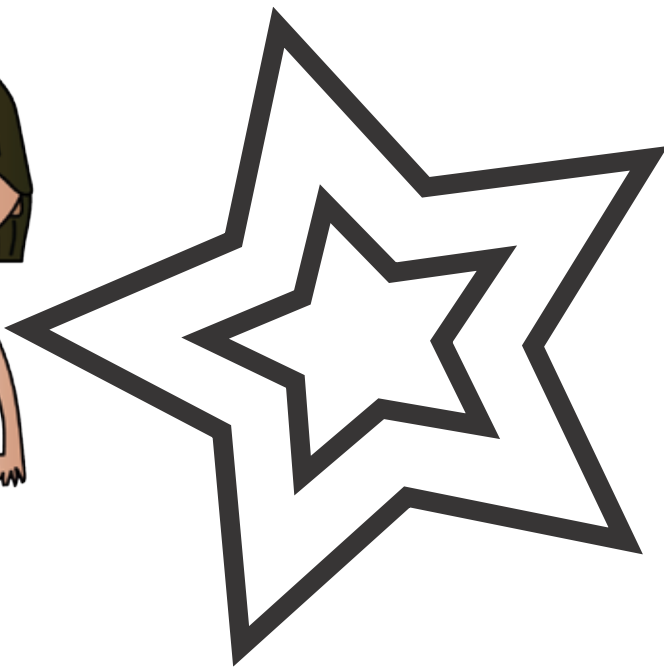
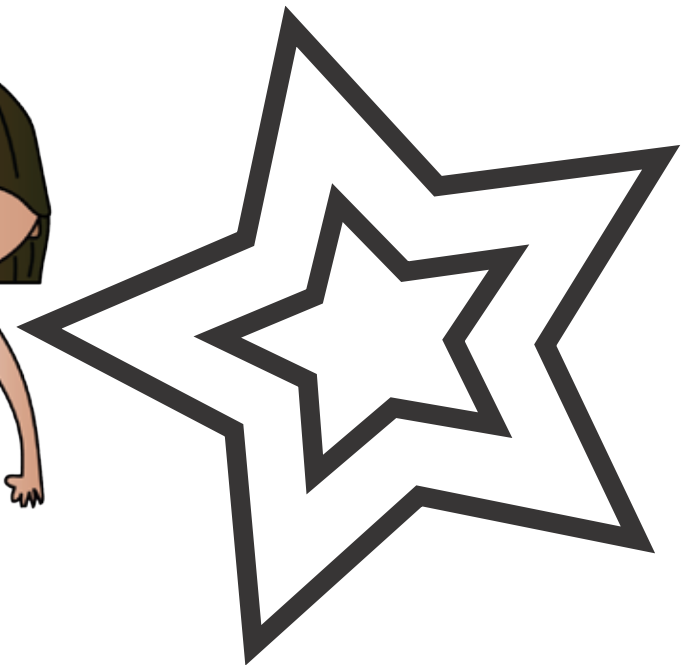
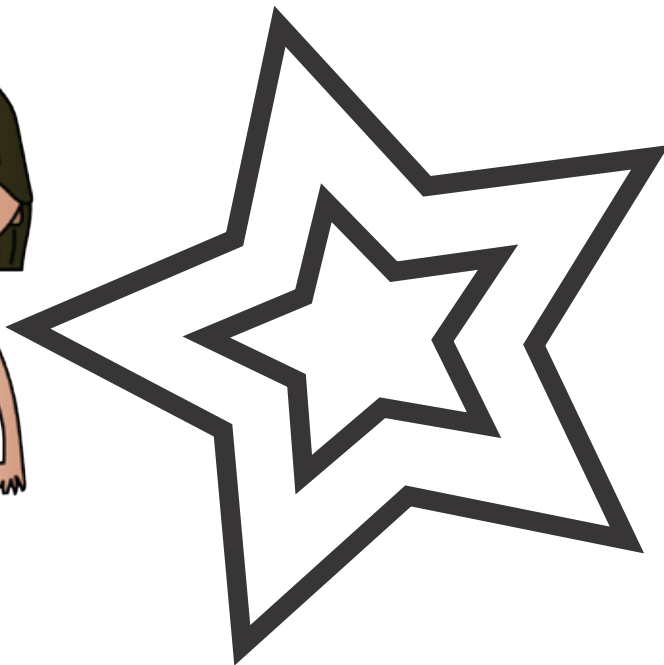
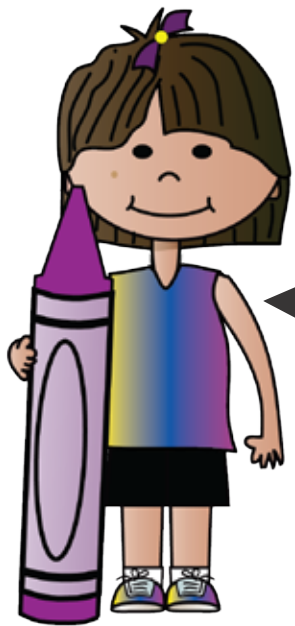


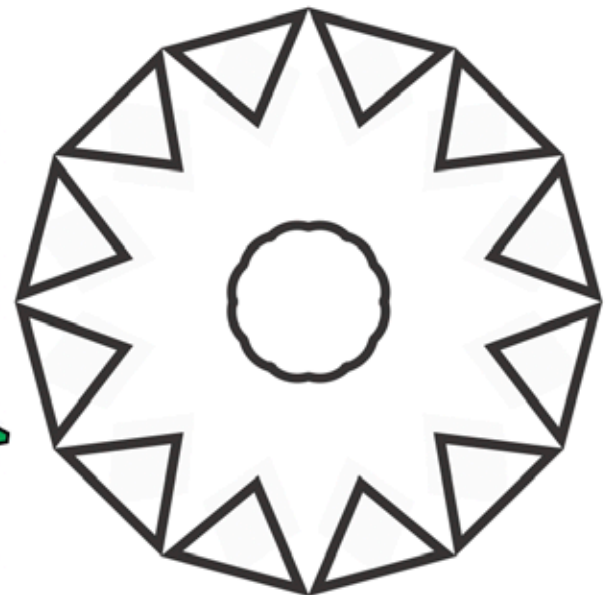
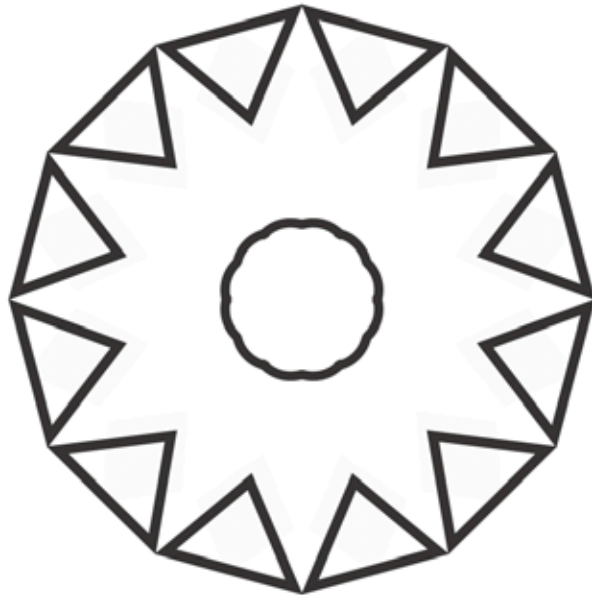
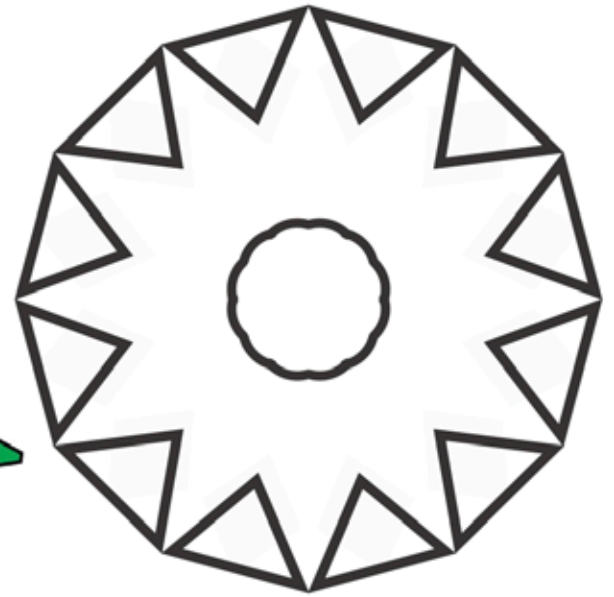
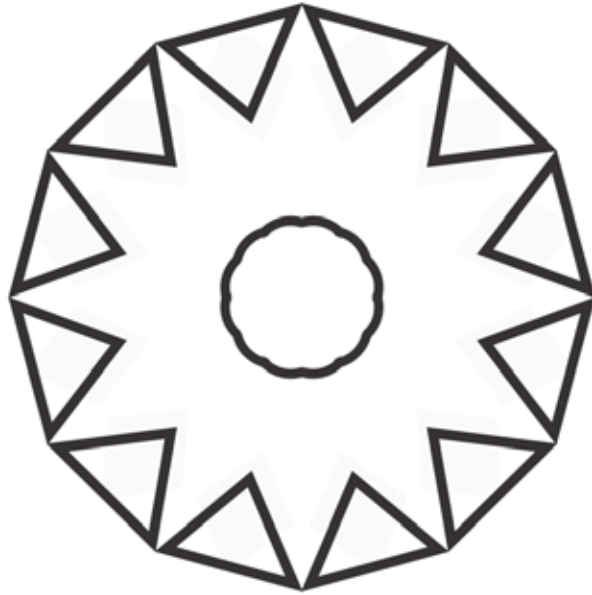
# Advanced Coloring

**File : Advanced shapes to color:** (cut each page in 1/4 for easy center set up).

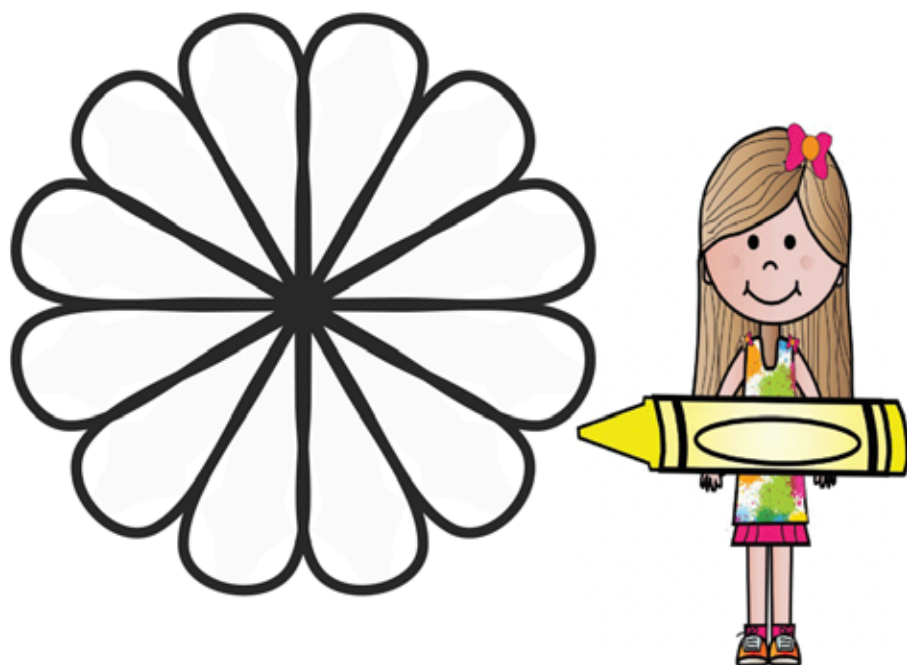


**Instruct the student to change direction and color along the shape, versus only coloring up and down in the vertical plane. Also instruct student to use several colors of crayons.**

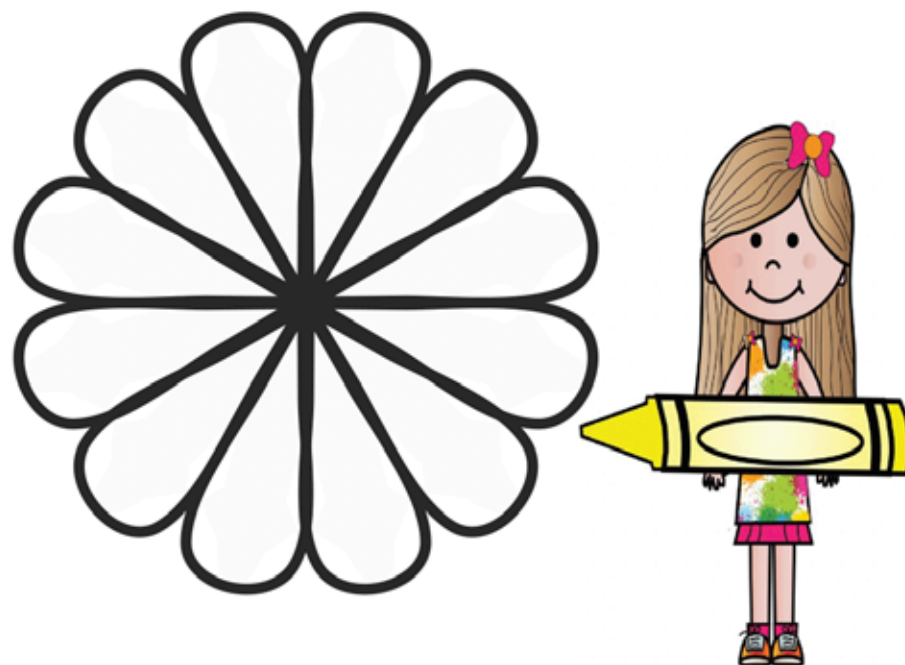
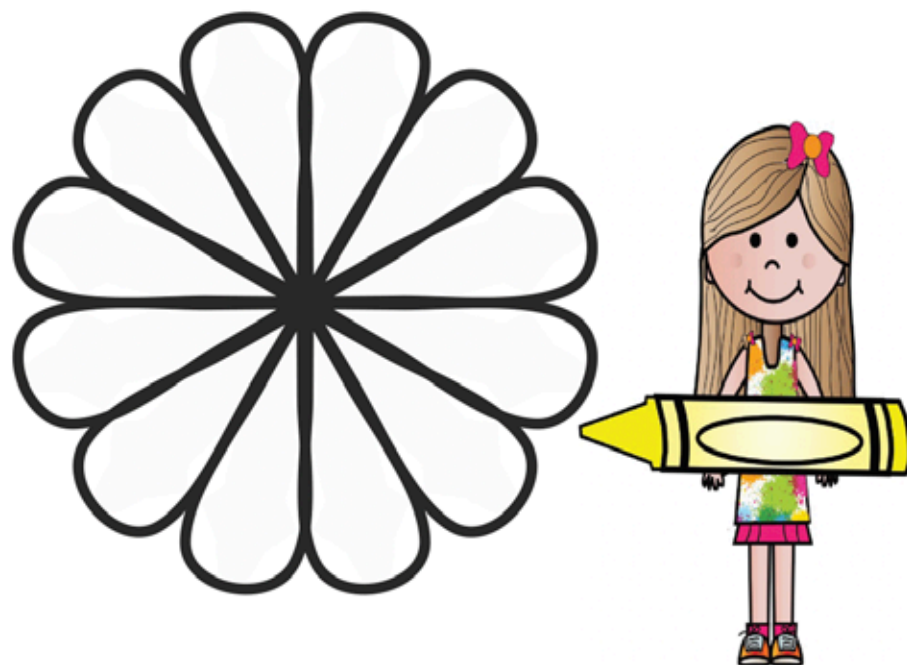
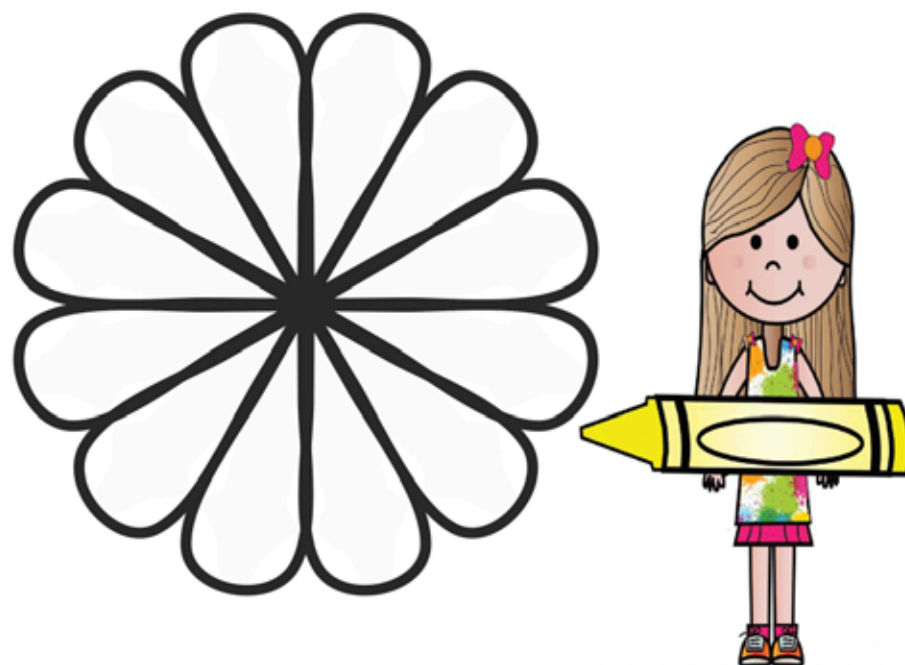








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