



Model of Human Occupation

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Fine Motor Skills with Children

July 28, 2008

Hello.

I am working in a community based occupational service in Norway. Some of us are currently working on structures/standards on how to respond to requests for evaluation of children's fine motor skills. There are more and more requests for this kind of services, and what we are looking for now is ways to be more efficient and shorten our waitinglists. We usually meet and observe the child in school and home settings, and perform interviews with parents and teacher.

Is there anyone who has found some of the MoHO tools to be good tools for evaluating fine motor skills for children aged about 3 - 16 years old?

Other hints, tips or experiences are also welcomed.

Best regards

Kjell Inge Vestre

July 28, 2008

As I understand MOHO's philosophy- the best way to go is to look at the child's functional skills and where they are breaking down and then look at fine motor skills within context. That being said if the problems are school-based then the School Function Assessment will help determine where there are problems and the School AMPS will help determine why there are problems- although the problems may be environmental/contextual, volitional, habitual, or related to the child themselves. The SCOPE and the PEDI are useful but more general tools that will help if you find the problems to be multicontextual or nonschool-based.

If you have determined that the fine motor problems are in fact the root cause of the problem- there are several deficit specific fine motor tests. Generally, I have found that the criterion referenced ones are better at occasionally using real rather than imposed tasks. The norm-referenced ones tend to be vague and over general and often have confusing verbal directions that must be followed specifically to maintain standardization so that the norms are useful. I often find these tests are better for catching children who have difficulty following directions than they do children with fine motor deficits. For

kids who appear average otherwise, normed tests can sometimes locate problems, but for many children who we already know to be "different" all they do is reenforce something already known about the children- which can be isolating and painful to the children and their families.

This is just my interpretation and opinions- not particularly right or wrong- but it is what I have found has helped my practice with children in NYC.

Leon