

Occupational Therapy Ocean Toolkit

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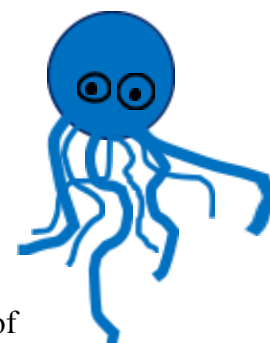
OCCUPATIONAL THERAPY TOOLKIT

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Intervention Activity: “Make-A-Jellyfish”

Deficits and Population:

The “Make-A-Jellyfish” craft intervention activity is a part of an “ocean themed” toolkit for use in school-based pediatric occupational therapy. The activity is designed to target deficits in fine motor skills, specifically, those needed for handwriting, such as various grasps, finger isolation, in-hand manipulation, moderation of force, hand strength, range of motion in the wrists and hands, joint stability in the wrists and hands, and bilateral coordination and integration.



Materials Inside the Toolkit:



Construction paper will be used to make the body of the jellyfish. It will be cut into a circle, at the desired size. Multiple different colors of construction paper are available for the children to pick their favorite color from.



Cardstock can also be used to create the jellyfish body. This provides a way to grade up the activity. Cardstock is thicker than construction paper and is, therefore, harder to cut. As with the construction paper, multiple different colors are available for the children to pick out their favorites.



Paper plates are another alternative to create the jellyfish body. The plates are already circular and require no cutting. This can be used as a way to grade down the activity.

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Safety scissors are provided in order to cut the construction paper or cardstock into circles. They will also be used to cut the bubble wrap into long strips. Safety scissors are used because they are safer for young children to cut with.



Safety paper edger scissors are provided as an alternative to grade up the activity. These “fancy” scissors are generally harder to cut with and require more strength. They can be used to cut the construction paper (or cardstock) into a circle and the bubble wrap into strips.



Loop scissors are in the toolkit as a way to grade down the activity. Loop scissors are easier to use, especially for people with weaker hands. They require only a closing motion and open up on their own. These can be used to cut the paper and the bubble wrap.



Bubble wrap is in the toolkit to use as the tentacles of the jellyfish. The strips can be cut into all different sizes. This aspect of the activity can be graded by cutting different numbers of tentacles.



Washable paint is provided for the children to paint the jellyfish body and tentacles with. Multiple colors are available. In case the children use their fingers to paint with, it is washable paint.

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Pencils will be used to trace a circle on the back of the construction paper or cardstock in order to cut out the circle by following the shape drawn.



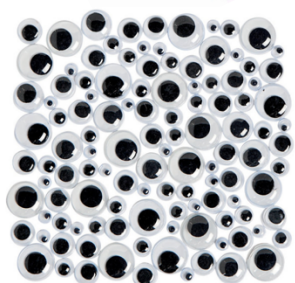
Paintbrushes will be used to paint the jellyfish body and tentacles with. Multiple size brushes (with thick to thin handles) are in the toolkit as a way to grade the activity. To grade it down, thick-handled brushes can be used. To grade it up, thin-handled brushes can be used.



Washable glue will be used to glue the top of the tentacles onto the back of the jellyfish body. There are also googly eyes provided that will need to be glued onto the jellyfish's face.



Washable glue sticks are in the toolkit as an alternative to the squeeze-bottle glue. This can be used as a way to grade down the activity, as the glue bottle requires more strength and endurance to squeeze out glue.



Googly eyes will be used to glue onto the jellyfish's face. There are multiple different sizes of eyes, ranging from small to large. This is another way to grade the activity, as the smaller eyes will require a more refined pinch than the larger eyes will.

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Rhinestones are in the toolkit as a way to decorate the jellyfish, once it is complete. They are not necessary to use. They can be glued on if desired.



Buttons are provided as another optional way to decorate the jellyfish. These can also be glued on. There are various shapes and sizes to choose from.



Stickers are in the toolkit as another optional way to decorate the jellyfish after completion.

Activity Analysis

Minimal Skills Required:

Motor-

- The child must have trunk control, specifically core strength, endurance, and joint stability in the trunk, to stay seated in an upright position that is conducive to work at table level. Trunk control is needed for efficient use of the upper extremities. Otherwise, the child may need to be positioned in a supportive activity-chair.
- The child should have voluntary control of movements in order to draw a circle, make precise cuts, and glue in the desired location.

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- The child must exhibit some range of motion in the hands and wrists, as well as joint stability. Some hand strength and endurance are needed to cut, squeeze the glue bottle (or use the glue sticks), and paint.

Cognitive-

- Higher-level cognitive functions are required, such as judgment to know how much paint to use, how much glue to use, and when to rotate the scissors; concept formation to formulate thoughts on what the jellyfish should look like; sequencing to understand the steps (unless the child is directed on each step of the activity individually); praxis to plan the motor movements; and flexibility in case the craft does not look as planned.
- Shifting attention is needed to shift between different supplies and working memory is required to complete the steps of the task after they are instructed.

Sensory-

- Visual stability, acuity, and perception are required to see the task and complete it safely.
- Proprioception and stereognosis are needed to complete the activity in its entirety.
- Vestibular functions (balance and secure movements against gravity) are needed to stay upright during the activity.
- Regulation of force is needed when drawing, cutting, painting, and gluing.

Social-

- Some level of emotional regulation is needed to display acceptable emotions during the activity (if frustrated or upset). Some impulse control is required since working with scissors can be dangerous.
- Some communication ability (written, verbal, non-verbal) is needed to understand directions and complete the “Make-A-Jellyfish” activity.

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Targeted Skills and Deficits: **Fine Motor Skills**

- Three prong chuck grasp addressed by painting with a paintbrush. Pincer grasp used to open glue and pick up small items (googly eyes, buttons, rhinestones, stickers).
- Thumb separation, finger isolation, and dexterity worked on through cutting.
- Hand strength, endurance, range of motion, and joint stability addressed throughout the entirety of the activity.
- Regulation of force worked on during cutting, gluing, and decorating the jellyfish.
- In-hand manipulation skills addressed through the use of small items (googly eyes, buttons, rhinestones, stickers).
- Bilateral coordination and integration addressed through painting and cutting. One hand must be used to stabilize the paper (construction paper, cardstock, or plate) and the other hand used to cut or paint.

Grading the Activity:

Grading Up-

1. Instead of creating the jellyfish body out of construction paper, cardstock can be used. Cardstock is firmer than construction paper and will require more hand and wrist strength and endurance to cut it into a circle.
2. To cut out the jellyfish body and tentacles, safety paper edger scissors can be used instead of standard safety scissors. These scissors create fun designs but are harder to open and close. Using them will require increased hand and wrist strength, endurance, joint stability, and thumb separation.
3. Thin-handled paint brushes can be used to paint, as these require increased hand and wrist range of motion, joint stability, and a more refined three-prong chuck grasp.

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4. The child can be required to cut more than 8 tentacles for the jellyfish or use more items to decorate it to increase hand strength and endurance.

Grading Down-

1. Instead of cutting out a circle to make the jellyfish body, the child can use a paper plate as the body because it is already circular. This decreases the amount of cutting needed and ultimately the amount of hand and wrist strength, endurance, and thumb separation.
2. Loop scissors can be used to cut the jellyfish body and/or the tentacles, as these require less hand strength and thumb separation than standard scissors do.
3. Thick-handled paint brushes can be used to paint the jellyfish since these require less range of motion and joint stability than an average paintbrush does.
4. Glue sticks can be used instead of a glue bottle because glue sticks can be used with a gross grasp and less hand strength is needed.

Instructions:

1. Take out all materials from the toolkit and set up on a table.
2. Explain to the child what he or she will be making and provide instructions.
3. Allow the child to pick out the construction paper color that he or she wants.
4. With a pencil, have the child draw a large circle for the jellyfish body on the back of the construction paper.
5. Using the safety scissors, the child will cut out the circle that he or she drew.
6. The child will then obtain a sheet of bubble wrap and cut it into 8 long strips for the tentacles. The strips do not need to be even.
7. The child will pick the color of paint that he or she wants to make the tentacles and open it.

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8. The child will obtain the appropriate paintbrush and paint the tentacles (and the body if he or she wants to).
9. Once the paint dries, the child will turn the circle upside down, so that he or she can see the back.
10. The child should open a bottle of glue and squeeze a dot onto the top of a tentacle.
11. This tentacle will then be glued onto the bottom edge of the back of the circle (the body).
Steps 9 and 10 should be repeated until all 8 tentacles are glued onto the body.
12. The child should then turn the jellyfish back over so that the front is showing.
13. He or she will put a dot of glue onto 2 googly eyes and stick them onto the body.
14. The jellyfish is now complete and can be decorated however the child wants with rhinestones, buttons, and stickers. The rhinestones and buttons can be attached to the jellyfish with glue.



Make-A-Jellyfish



- Step 1:** Take out all materials from the toolkit and set up on a table.
- Step 2:** Explain to the child what he or she will be making and provide instructions.
- Step 3:** Allow the child to pick out the construction paper color that he or she wants.
- Step 4:** With a pencil, have the child draw a large circle for the jellyfish body on the back of the construction paper.
- Step 5:** Using the safety scissors, the child will cut out the circle that he or she drew.
- Step 6:** The child will then obtain a sheet of bubble wrap and cut it into 8 long strips for the tentacles. The strips do not need to be even.
- Step 7:** The child will pick the color of paint that he or she wants to make the tentacles and open it.
- Step 8:** The child will obtain the appropriate paintbrush and paint the tentacles (and the body if he or she wants to).
- Step 9:** Once the paint dries, the child will turn the circle upside down, so that he or she can see the back.
- Step 10:** The child should open a bottle of glue and squeeze a dot onto the top of a tentacle.
- Step 11:** This tentacle will then be glued onto the bottom edge of the back of the circle (the body). Steps 9 and 10 should be repeated until all 8 tentacles are glued onto the body.
- Step 12:** The child should then turn the jellyfish back over so that the front is showing.
- Step 13:** He or she will put a dot of glue onto 2 googly eyes and stick them onto the body.
- Step 14:** The jellyfish is now complete and can be decorated however the child wants with rhinestones, buttons, and stickers. The rhinestones and buttons can be attached to the jellyfish with glue.

