



2023

Integrating Occupation-Based Activity Groups In The Earlyelementary School Setting

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**INTEGRATING OCCUPATION-BASED ACTIVITY GROUPS IN THE EARLY-
ELEMENTARY SCHOOL SETTING**

by

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Occupational Therapy Doctorate, University of North Dakota, 2023

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A Scholarly Project

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Occupational Therapy Doctorate

Grand Forks, North Dakota

May 2023

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This scholarly project, submitted by Krista Weiland in partial fulfillment of the requirement for the Degree of Occupational Therapy Doctorate from the University of North Dakota, has been ready by the Faculty Advisor under whom the work has been done and is hereby approved.

Wanda Lauer

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4/10/23

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PERMISSION

Title: Integrating Occupation-Based Activity Groups in an Early-Elementary School Setting

Department: Occupational Therapy

Degree: Occupational Therapy Doctorate

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Krista Weiland
May 2023

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ACKNOWLEDGEMENTS

I would like to express my gratitude to my faculty advisor, Dr. Wanda Lauer for her guidance, support, and feedback throughout the duration of this process. Additionally, I would like to extend my gratitude to my site mentor, Mrs. Brooke Gaffney for accommodating me and supporting the project. Without these key individuals, this process and project would not have been possible.

To my biggest cheerleaders, Dad, Mom, and Sister, without you I would not be where I am today. I am beyond grateful for your continued support, encouragement, and enthusiasm throughout my educational journey.

ABSTRACT

Background: In the early-elementary school curriculum, foundational skills are established to promote success in education and beyond. With limited remediation opportunities in the areas of fine motor and social skills, students are not receiving adequate resources to foster academic success. Students who demonstrate deficits in fine motor and social skills are prone to negative peer and teacher perception, a lack of self-esteem, decreased mental flexibility, and an inability to communicate knowledge effectively (Case-Smith et al., 2014; Lust & Donica, 2011; Taverna et al., 2020). These adverse consequences often result in a negative attitude towards school and low academic performance, which may persist throughout life if not addressed early on (Fox et al., 2020).

Purpose: The purpose of this product is to provide early-elementary school students with opportunities for remediation in the areas of fine motor and social skills. The product aims to support students who do not qualify for an individualized education plan (IEP), 504 plan, or have not begun the lengthy process to obtain such services. The product is intended to bridge the gap between students demonstrating need for skill remediation, and those currently receiving services.

Methods: A comprehensive literature review was completed to gain an understanding of fine motor and social skills and their influence on a student's educational experience. The Person-Environment-Occupation (PEO) Model was selected to gather information and direct the development of the product (Law et al., 1996). Evidence was obtained on the early-elementary school population, environmental constructs, and tasks that make up the occupation of education.

It was also imperative to research constructs influencing how interventions could be delivered within the academic setting to effectively inform the product and its implementation. Employing literature and evidence, a product targeting fine motor and social skills was drafted and piloted at an elementary school. Informal observations of student performance and communication with school faculty were completed throughout and following program delivery to ensure the effectiveness of the product.

Conclusion: The product, *Fine-Motor and Social Skill Themes (FASST) Club*, was curated with foundational skills and remediation opportunities in mind. Accessibility to interventions addressing skill deficits ensures fair and equitable attainment to academic success. Achievements within the classroom walls creates a trajectory for success across the lifespan.

CHAPTER I

Introduction

Social skills and fine motor skills are foundational for success in the educational setting and function as life skills beyond the classroom. These fine motor demands continue to increase as students progress to subsequent grade levels. Elementary students spend most of their day participating in activities with fine motor and social components (Caramia et al., 2020; Ohl et al., 2013). Fine motor skills in elementary school include scissor skills, engagement with writing or coloring utensils, letter formation, fasteners, object assembly and manipulation tasks (Caramia et al., 2020; Case-Smith et al., 2014; Wilson & Harris, 2018). Deficits in these skills have a direct impact on a child's academic success and peer perception (Case-Smith et al., 2014; Chen & Patten, 2021; Fox et al., 2020; Kwon et al., 2014; Taverna et al., 2020). Without adequate remediation, students' academic performance becomes disrupted and negative attitudes towards school may develop (Chen & Patten, 2021; Kwon et al., 2014).

As students begin their education journey, there are a variety social concepts in which they are expected to embody. Success with social skills results in friendships, quality learning opportunities, and positive peer interaction. With limited remediation opportunities directed towards social skills, students may find themselves isolated and academically behind their peers. Along with social skills, fine motor skill remediation opportunities are limited as well, which may result in students' inability to demonstrate their knowledge. It was deemed necessary to curate a product to address these skills and bridge the service gap.

The Person-Environment-Occupation (PEO) Model was utilized for the process of gathering and analyzing information to inform the product (Law et al., 1996). With the use of the model, the person, environment, and occupation variables were each considered and the

occupational fit between them was the target for the developed product. The person variable encompasses role, self-concept, personality, cultural background, cognition, sensory capacities, and physical performance. (Law et al., 1996). The environment variable contains physical, institutional, social, and socio-economic. Lastly, the occupation variable includes tasks and activities which make up an occupation. Consideration of the transactions between the variables assists with understanding of how they interact and influence each other. The fit between the variables informs occupational performance, which is the experience of an individual completing activities within an environment (Law et al., 1996).

The person variable addressed in the developed product is the population of early elementary students who demonstrate deficits in fine motor and social skills. Consideration was given to their role as a student, their cognitive abilities for comprehension of concepts, as well as their physical abilities. How a student interacts with their environment and performs tasks, overall influences their academic experience, therefore addressing attributes of the student can directly relate to school performance. Social skill themes and fine motor activities were tailored to applicable characteristics and expectations of early elementary school students.

One environmental construct within the PEO model is institutional constructs. Institutional constructs within schools include services such as an Individualized Education Plan (IEP) and a 504 plan. An IEP identifies the extent to which a child is unable to participate in the standard classroom and what additional services are needed, whereas the 504 plan identifies accommodations and modifications warranted in the standard classroom to support a student's academic participation (Bissel et al., 2015). These supports are provided to students who meet criteria and demonstrate need for supplemental support. Not all students qualify for these supports, which results in some students not receiving adequate remediation opportunities. The

process to receive services is lengthy, and in some cases, results in hindrance to academic performance prior to receiving interventions (Wilson & Harris, 2018). There is room for remediation for students who demonstrate deficits yet not significant enough to be served under an IEP or 504 plan.

Being a student is a main occupation of a five- or six-year-old, this occupation is made up of tasks and activities performed throughout the school day. Fine motor tasks and social engagement is a large part of a student's school experience; therefore, deficits in these areas are often detrimental to a student's academic performance and influence their perception of school. Activities and tasks which support fine motor and social skills were embraced in the group protocol to address the occupation of education.

Utilizing the PEO model and targeting the occupational fit between the three variables, the developed group addresses each variable and assumes the interaction between them. By addressing students and their abilities, the environment in which students are expected to perform their occupations, as well as tasks and activities which make up their academic day, it is anticipated that overall occupational performance and wellbeing will improve. With limited remediation opportunities around fine motor and social skills, a group was drafted to address these skills. Fostering student independence, positive self-perception, and appropriate peer interaction can translate to academic achievements and competence in skills needed across the lifespan.

In attempt to address the service gap between students receiving services under an IEP or 504 plan and those who are appropriate for remediation, an inclusive program to address deficits in fine motor and social skills was drafted. The developed product *Fine-motor Activities and Social Skill Themes (FASST) Club*, addresses these skills. The significance of these skills

informed the emphasis of the program and are a critical foundation for learning. When students demonstrate these foundational skills there is less need for teacher assistance; therefore, teachers have more instructional time. Students proficient in these skills can benefit peers by modeling expected behaviors as well as not contributing to disruptive behaviors (Bettencourt et al., 2017).

The purpose of the developed program, *FASST Club*, is to remediate fine motor and social skill deficits in kindergarteners. Research suggests it is important to address these foundational skills early on (Bettencourt et al., 2017; Taverna et al., 2020; Wilson & Harris, 2018). Early intervention can influence a child's trajectory and encourage appropriate behaviors and adequate academic performance prior to failure (Chen & Patten, 2021; Fox et al., 2020, Taverna et al., 2020). Deficits in fine motor skills can lead to student frustration. A student's frustration can inform their self-perception, which in turn may lead to low-motivation, avoidance of participation, and poor academic outcomes (Taverna et al., 2020). Social skills also influence academic performance, through improved behaviors and productive interactions with peers (Fox et al., 2020). Beyond addressing these skills, this program was developed with the intention of delivery to students who are demonstrating a need, yet not receiving services under an IEP or 504 plan.

Following this introduction, Chapter II includes the literature review which was utilized to identify needs and guide the developed product. Chapter III discusses the methodology behind the developed product, this is followed by a product overview in Chapter IV. Lastly, Chapter V summarizes the overall project. The full product and related documents can be found in the appendices.

CHAPTER II

Literature Review

Deficits in fine motor and social skills are on the rise in elementary school age students. There are not enough supports in the school system to address the growing need, resulting in gap which impacts students' academic success (Wilson & Harris, 2018). Some children presenting with deficits can receive services through an individualized education plan (IEP) or 504 plan; other children may not qualify, resulting in some children being underserved or disadvantaged (Murray et al., 2014). To bridge this gap, there is a need to promote the development of these foundational skills early to foster academic success and positive associations with school. Peers are an important part of a student's educational experience. Social learning with peers has been found to promote positive academic outcomes (Valiente et al., 2020). Peer groups would be a pivotal approach to address these needs efficiently and effectively. Historically the COVID-19 pandemic has amplified these problems, and there have been noted learning losses and achievement gaps following the pandemic virtual schooling (Aurini & Davies, 2021). A framework to distinguish areas of insufficiency and potential areas of remediation becomes useful when considering the student body, skills necessary for success, and constructs within the school system.

Occupation Based Model

Occupation based models are utilized to organize information and create a lens to examine populations, occupations, and environments. The PEO Model was selected to guide the literature review to understand the identified population, the occupations of early-elementary school children, as well as the environmental influence (Law et al., 1996). The model was selected to not only guide the literature review, but also to hypothesize potential intervention

ideas to apply to the project. The PEO model examines three variables: the person, the environment, and occupation(s), as well as the transactions between them (Law et al., 1996).

Person

The person component includes role, self-concept, cultural background, personality, health, cognition, physical performance, and sensory capabilities. The population of early-elementary school students presents with a variety of personalities, abilities, and roles. In the classroom, students may take on different roles, whether by assignment or voluntarily, such as classroom chores or helping peers. Social skills, such as communication styles, facial expressions, body language and reactions, influence a student's role and assists children in developing healthy relationships with peers. These healthy relationships may present in the form of improved communication skills, demonstration of how to navigate conflict appropriately, and reduction of aggressive and antisocial behaviors (Arbesman et al., 2013; Bettencourt et al., 2017; Chen & Patten, 2021; Fox et al., 2020; Kwon et al., 2014; Prizant et al., 2003). Students with disabilities have been known to struggle with these peer interactions, acceptance, self-perception, and belonging due to conditions being associated with social deficits or a lack of peer understanding of their disabilities (Chen & Patten, 2021). This not only affects individuals emotionally, but directly translates to apprehensions about school due to unavoidable social involvement. Physical developmental delays, including fine and gross motor, influence children in almost all aspects of their living, especially considering daily activities in the classroom. These not only affect their self-perception, but also peer perception of their school performance. The impacts of these delays can be chronic and last their lifetime if not addressed early (Case-Smith et al., 2014; Chen & Patten, 2021; Clark et al., 2019; Lust & Donica, 2011; Ohl et al.,

2013; Taverna et al., 2020). Occupational performance in the school setting is hindered with the absence of these fine motor and social skills.

Environment

According to Law et al. (1996), the environment construct of the PEO model includes physical spaces, cultural considerations, institutional constructs, social formations, and socio-economic aspects. Student peers not only influence classroom dynamic, but also social opportunities for students. Many social considerations and activities can be present and integrated in the classroom. Peers are an inevitable part of a student's classroom environment whether it be with peer groups, social stories, games, or partner projects. Social learning within the classroom provides positive academic outcomes, and in the early grades, children are susceptible to their physical and social influence (Valiente et al., 2020). Evidence shows peers can be of great support to each other, therefore, group intervention facilitates these successful learning opportunities (Chen & Patten, 2021; Fox et al., 2020; Hall et al., 2016 Kwon et al., 2014; Prizant et al., 2003; Prizant et al., 2020). Addressing barriers within the school environment is pertinent to support student participation (Chen & Patten, 2021). Barriers to consider could be found in each environmental category, from physical spaces to social formations (Lust & Donica, 2011; Wilson & Harris, 2018). Some supports such as an IEP or 504 plan have barriers to entry and specific criteria to be eligible, however if approved by a multidisciplinary team, students can benefit from adaptations in the classroom, modifications to demands and customized instruction (Bettencourt et al., 2017; Bissel et al., 2015; Cahill & Bazyk, 2020). Occupational therapy practitioners (OTPs) in the school are influenced and directed by legislation such as the 504 and IEP plans. OTPs have limited time with students, often have a lack of administrative support, limited funding, and difficulty with teacher

collaboration (Wilson & Harris, 2018). School OTPs may serve as a consultant in a group-based setting rather than strictly one-on-one service delivery (Bazyk et al., 2009; Bissel et al., 2015; Cahill & Bazyk, 2020; Caramia et al., 2020; Case-Smith et al., 2014; Chen & Patten, 2021; Clark et al., 2019; Ohl et al., 2013; Wilson & Harris, 2018).

Occupation

The occupation construct of the PEO model consists of tasks, activities, and occupations (Law et al., 1996). Activities are the basic unit of a task, tasks are a set of purposeful activities, and occupations are functional activities and tasks which a person engages in over a lifespan. Occupations are everyday activities that people do, they can be categorized into activities of daily living, instrumental activities of daily living, health management, rest and sleep, education, work, play, leisure, and social participation (American Occupational Therapy Association [AOTA], 2020). The overall occupation of a student is education. Student tasks and activities range from fine motor activities, social participation, and varying educational standards to be met based on state determinants (MN Department of Education, 2021). Almost all tasks within the school setting require fine motor skills. From games, to writing tasks, as well as scissor manipulation, fine motor tasks are nearly unavoidable (Bazyk et al., 2009; Caramia et al., 2020; Case-Smith et al., 2014; Lust & Donica, 2011; MN Department of Education, 2021; Myott et al., 2016; Ohl et al., 2013; Wilson & Harris, 2018). Social participation is an occupation seen throughout the school day whether it be between peers or interactions with faculty. Social skills are needed to effectively engage in the occupation of social participation. In the elementary school setting, each student presents with varying needs and capabilities, and each of these affect their performance in tasks, as well as how they interact with their environment. The occupations

and tasks in school can be modified and adapted to increase ability to perform and engage successfully.

Transactions

Between the three variables, the person, environment and occupation, there are transactions used to consider the compatibility. Transactions examine congruence and interaction between all three. These transactions all form an equation to identify best fit between the three variables. The person variable is influenced by both the occupation and environment variable, and the environment also can influence the person and occupation. For example, the social environment, such as socialization with peers, influences a student's engagement in the occupation of education. Ideally, environmental barriers are considered and addressed, not only to increase occupational engagement, but personal perceptions and abilities. Materials in the environment, both visual and physical, may either support or hinder a child's participation in the occupations at school. When examining the best fit, the person, environment, and occupation are all to be considered. When considering how the person influences the fit between all variables, both strengths and weaknesses should be considered, as well as motivators, interests and triggers (Arbesman et al., 2013; Case-Smith et al., 2014; Chen & Patten, 2021; Clark et al., 2019; Law et al., 1996; Lust & Donica, 2011; Ohl et al., 2013; Taverna et al., 2020). The person in the identified school setting is the student(s). The student can demonstrate positive role modeling and peer support. In other situations, the student may hinder the participation of peers and be a distraction in the classroom environment. The social environment is often influenced by the students and the skills they bring to the classroom (Chen & Patten, 2021; Fox et al., 2020; Hall et al., 2016 Kwon et al., 2014; Prizant et al., 2003; Prizant et al., 2020). It is imperative to understand each of the three core concepts, and craft transactions that create the best fit for each

child. Children all have various skills and experiences, which influence their engagement in activities and tasks in the classroom, and the classroom environment can influence engagement and compatibility with peers. With deficits in skills and a lack of support and resources, the congruence between the variables can diminish.

Transactions and Occupational Fit

The ability to read and write have significant consequences on global health and economy (Hall et al., 2016). These skills are imperative for all subjects and are associated with a child's enjoyment in school. Consequences of handwriting difficulties can be extensive and impact school performance, self-esteem, ability for self-expression, difficulty with completing assignments, and mental flexibility (Hall et al., 2016; Lust & Donica, 2011). Handwriting challenges have been related to reading challenges as well. Children from lower socioeconomic backgrounds have higher risk of challenges with hand strength, visual-motor development, and praxis (Lust & Donica, 2011). Frustration with writing may result in low motivation to learn and avoidance of participation in writing tasks, which hinders academic success (Taverna et al., 2020). Handwriting is an imperative skill for early elementary school students, and it functions beyond the classroom (Taverna et al., 2020). Children who have fine motor delays or weakness are at risk for falling behind, becoming dependent, being teased, and developing low perceived scholastic competence due to illegible or poor-quality handwriting, resulting in lower grades (Case-Smith et al., 2014; Ohl et al., 2013). Fine motor skills are predictors of success (Ohl et al., 2013).

Another predictor of school success is social skills (Kwon et al., 2014). Bettencourt et al. (2017), describe that obtaining social skills affects a child's ability to function in the school setting and establish healthy relationships with teachers and peers. The authors also noted social

emotional and behavioral difficulties are within the top five chronic disabilities affecting children. Social-communicative and language difficulties impact behaviors (Prizant et al., 2003). Early prevention of these social-emotional deficits is imperative. Disruptive behavior in early childhood is associated with low levels of school achievement, rejection from peers, academic failure and involvement in delinquency. Neurodivergent students are at higher risk for social-emotional difficulties and often have environmental barriers to participation, such as lack of awareness and negative attitudes among peers and the school staff (Chen & Patten, 2021). Neurodivergence may include autism, attention deficit hyperactivity disorder (ADHD) and intellectual disability. Children with ADHD and its symptoms can impede effective social interaction, followed by lower social skills which can persist throughout life if not addressed (Fox et al., 2020).

There is a need to promote the development of foundational skills such as fine motor and social-emotional skills early on to promote academic success and positive associations with school. An IEP and 504 plan only support a small percentage of the school population, and some children do not meet specific qualifications, yet are still appropriate for remediation supports. The IEP must identify the extent to which the child will not participate with other children in the regular classroom (Bissel et al., 2015). If a child is not eligible for special instruction under the Individuals with Disabilities Education Act (IDEA), yet still needing supports and accommodations, the child may be eligible for a 504 plan. Under the 504 plan, there is identification for supports, accommodations, services and modifications. With rising numbers of children needing supports, there are still children being underserved and disadvantaged in the educational setting. During the COVID-19 pandemic virtual schooling, there were limited opportunities for one-on-one assistance and physical support, therefore learning losses and

achievement gaps have surfaced as a result (Aurini & Davies, 2021). With current resources, there is a gap between the population, environment, and occupational performance due to insufficient resources to meet the needs of all students.

Occupational Therapy in the School

Occupational therapy (OT) services in the school can be delivered in a variety of ways. OT in the school can go beyond educating school staff and encompass parental and caregiver education as well (Bissel et al., 2015). Within general education, OTPs can provide services to students without disabilities, directly or indirectly (Cahill & Bazyk, 2020). There are three tiers according to the Response to Intervention, outlined below. (Arbesman et al., 2013; Cahill & Bazyk, 2020; Chen & Patten, 2021).

Response to Intervention Tier One

The first tier is general classroom instruction which can address environmental barriers, peer awareness programs with emphasis on social participation, and sharing strategies with teachers. This tier targets the population as a whole. Tier one interventions are more manageable and offer the possibility to be included into the general education curriculum and reach students that do not qualify for other levels of intervention (Bissel et al., 2015; Case-Smith et al., 2014; Taverna et al., 2020). General tier one interventions can help combat the barriers of large caseloads, limited funding, lack of time, poor communication, lack of administrative support, lack of regular therapist presence at schools and difficulty establishing relationships with teachers (Wilson & Harris, 2018). Tier one interventions allow for more collaboration with teachers, with this collaboration, the team doesn't have to wait for the child to fail or go through the referral process and long waitlist for services. Collaboration with teachers offers more efficiency and over time teachers have reported a shifted viewpoint of the OTPs being more

approachable as a colleague. OT has also changed its focus from the pull-out approach to the integration of services in the least restrictive environment (Bazyk et al., 2009). This shift has encouraged OTPs to become familiar with the child's classroom curriculum so they can better examine how a child's disability affects functioning in their individual classroom as well as overall peer interaction and the educational curriculum.

Response to Intervention Tier Two

The second tier is a targeted small group instruction, which can be delivered as play groups or with those of shared interests/needs (Cahill & Bazyk, 2020). These interventions often focus on a specific skill area or supporting an at-risk population. If students do not make adequate progress in tier two, they may be referred for more intensive intervention delivered in tier three.

Response to Intervention Tier Three

Tier three is intensive individual intervention which supports the client's participation in curriculum and can draw on their strengths. Tier three interventions allow therapists to provide direct therapy, as well as personalize the approach they take. Tier three interventions are often delivered one on one, and may occur outside of a child's natural classroom environment.

Referral to Occupational Therapy

Fine motor skills and handwriting concerns are the two most common reasons for referral to school-based OT (Ohl et al., 2013). Chen and Patten (2021) asserted it is important for OTPs to address barriers to social participation and inclusion as well, due to it being a critical portion of academic and lifelong success. OT services targeting social participation is typically addressing internal motivational processes rather than external motivational influence; therefore, addressing the environment, whether social or physical, may be warranted.

Occupational Therapy Process

The OT process follows the same general structure across settings. From building an occupational profile, performing evaluation, intervention, reevaluation and discharge, the overall goal of OT is to promote independence and increased engagement in daily occupations (Clark et al., 2019).

Evaluation

In the school setting, evaluation can be done formally with assessments as well as informally via clinical observation in the classroom and teacher interview. Cahill and Bazyk (2020) list interview questions for children to better understand their experience with school, this too could be a part of gathering the occupational profile of the population. Developmental milestones can be utilized as markers to determine where the child is in terms of age expectations, such as pencil grasp and scissor skills (Myott et al., 2016). These milestones can be assessed through both observation and interviews.

Intervention

Intervention can be delivered with one-on-one instruction or tiered interventions based on level of need and school resources, as mentioned above. Small group intervention has been found to be useful in targeting a variety of students both effectively and efficiently, one on one intervention can target specific individuals, however, requires more resources (Cahill & Bazyk, 2020; Valiente et al, 2020). Examples of tier one interventions OTPs may bring to a classroom are as follows: Promoting increased physical activity, introducing equipment and materials that promote diversity in sensory play, various seating options, integrating activities rich in sensory information, teaching social skills and self-regulation strategies, crafting fine motor activities,

scheduling sensory breaks, use of visual timers, weighted vests and groups to engage peers all can be used as tier one interventions.

Reevaluation

Reevaluation happens across the intervention span and can be performed formally with assessments or continued observation and teacher report. Students who are more engaged in school have higher attendance, achievement, and engagement in school can tie directly to social interactions (Kwon et al., 2014). A child's attitude towards school is an indicator of their emotional engagement. Peers also can foster this academic engagement and improve social behaviors in a controlled environment (Fox et al., 2020). Attendance can be considered in terms of outcome data and potential correlation with engagement in classroom activities. Another aspect to consider is students who are efficient and fluent in handwriting often can utilize their cognitive resources to produce ideas and focus on subject knowledge, this could be examined by participation in class activities and responses to teacher (Case-Smith et al., 2014). Intervention carryover is imperative, and parent education for carryover in the child's natural home context is warranted (Prizant et al., 2020).

Discharge

An informal discharge naturally happens at the end of the school year; however, services may resume the following school year. Discharge may be warranted if a student has met all established goals, been granted accommodations, or has been distributed resources which foster success. Success can be found when a child is able to adequately participate and academically meet standards.

Bridging the Gap

To bridge the gap of service and foster supplemental opportunities, the establishment of an inclusive program to support essential social and fine motor skills will promote the needed gains. Many demands are placed on children within the context of the classroom. From fine motor skills to social emotional skills, the deficits are best addressed early as they influence educational success. To address the early elementary school population and target daily occupations of an early-elementary age student, a small group structure is warranted (Chen & Patten, 2021; Fox et al., 2020; Hall et al., 2016 Kwon et al., 2014; Prizant et al., 2003; Prizant et al., 2020). It has been found that peer intervention proved to be effective in increasing play skills, reducing undesirable social behaviors, improving communication and social participation, as well as equalizing the number of inappropriate verbalizations by both typically developing and ADHD groups (Case-Smith et al., 2014; Fox et al., 2020; Kwon et al., 2014; Lust & Donica, 2011). Both tier one and tier two interventions can be delivered in the small group format. Children who exhibit the ability to establish and follow the attentional focus of their peers have an increased potential to effectively respond to social cues, recognize and repair communication breakdowns, and gain expected conversation skills (Prizant et al., 2003). Throughout early-elementary curriculum, there is the requirement of joint attention for various activities. A child's ability to consider the attention of others and establish and understand mutual interests is a foundation for developing social skills (Prizant et al., 2003).

Routine

Beyond a small group structure, the routine within the group fosters organization and predictability. Consistent routines, setting clear expectations, and positive discipline all promote improved social skills development (Bettencourt et al., 2017). Some children present with an

extreme need for consistency and predictability in daily routines in order to successfully engage in school activities (Prizant et al., 2003). Within the general school population there are various needs and prerequisites to functional engagement in learning. Utilizing the tier one structure requires an overarching consideration for various needs. Individuals who struggle with social interactions, behavior, and compliance with routine can benefit from a variety of sensory input such as oral motor input, vestibular breaks, weighted objects for proprioception, flexible seating options, or a brushing protocol for tactile input (Clark et al., 2019). While movement breaks are important for children who present with hyperactivity or low arousal levels, all children can benefit from movement breaks to support learning (Cahill & Bazyk, 2020). This can be done through gross motor activities, whether they be structured or unstructured (Caramia et al., 2020). Heavy work, yoga, and body awareness skills such as singing songs with actions, each play a role in assisting a child organize their sensory system and in turn, successfully engage in fine motor and social activities (Arbesman et al., 2014; Caramia et al., 2020; Lust & Donica, 2011).

Fine Motor Skills

Fine motor skills are imperative for success throughout elementary school. Most of a child's school day involves fine motor tasks, followed by manipulation tasks such as scissor use (Caramia et al., 2020). Taverna and colleagues (2020), stated fine motor abilities and visual-perceptual skills are contributors to good writing outputs. They also noted that short term interventions targeting fine motor performance can lead to significant changes regardless of if a disability is present or not. Research has shown that games and stimulation activities helped children with manual dexterity, and educational activities carried out in small groups can target finger manipulation overall contributing to fine motor skills.

Handwriting

Fine motor skills tie directly to handwriting skills. Handwriting is emphasized in preschool and early elementary and is an essential skill for school performance (Bazyk et al., 2009; Lust & Donica, 2011). Lust and Donica (2011) list skill progression for kindergarten readiness including crayon grasp, object recognition, coloring, tracing and copying shapes, number and letter recognition, drawing a person, and printing first name in capital letters. Handwriting helps children communicate their knowledge, and poor writing can predict academic performance in reading, phonics, language, and math for early elementary students (Taverna et al., 2020). There is not a one-size-fits all approach, therefore a variety of activities and approaches offers inclusivity. Frequent feedback during activities and monitoring of performance can inform instructional strategies (Case-Smith et al., 2014). Without foundational fine motor skills for handwriting, academic success is hindered.

Social Skills

Social skills are imperative and functional throughout the lifespan. It is beneficial to address and obtain them early on. Social participation in the school setting is critical to a student's success (Chen & Patten, 2021). Bettencourt and colleagues (2017) listed what social behavioral skills all encompass including processing, labeling, and responding to our own or other people's emotions, attending to tasks, shifting attention, inhibiting inappropriate responses, remembering and using information, and managing emotions. They also note social problems which may present as difficulty following directions, rules, managing emotions, solving problems, organizing and completing tasks, and getting along with adults and peers. On the other end of the spectrum, prosocial behavior includes cooperation, sharing and helping, which are important foundations for academic achievements and successful peer relationships (Kwon et al., 2014). In

terms of regulating emotions, students should be able to regulate attention, arousal, and emotional states to cope with stresses which promotes availability for learning and engaging (Prizant et al., 2020). Activities requiring joint or shared attention allows opportunities for a child to shift attention, share and interpret emotional states, and use gestures or vocalizations to communicate with another and improve the foundational social skills (Prizant et al., 2003). Social stories are a learning tool which could be utilized to address social norms, expectations, and skills and presented through an engaging medium.

Social Groups

Social groups and social stories give opportunities for teachers and therapists to introduce social themes in order to address social norms and expectations (Arbesman et al., 2013; Case-Smith et al., 2014). Social stories are a fun and interactive learning tool fostering education of these norms and expectations. Role play groups, board games, and buddy activities promote friendship skills and participation in recreational activities (Arbesman et al., 2013; Fox et al., 2020). Evidence also supports in-classroom yoga and use of social stories (Clark et al., 2019). When children have positive peer engagement, they often have more positive feelings toward school (Kwon et al., 2014).

Conclusion

With these findings, an opportunity presents itself to develop an inclusive program based on occupational and learning theories. To close the current gap, small group inclusive intervention aligns with the evidence of how to serve a classroom population with varying needs and abilities. Intervention would be delivered through addressing social skills as well as occupation-based activities promoting increased fine motor skills. Anticipated implications for this project include an increase in fine motor abilities and social skills, as well as overall

improved classroom collaboration. With success, this program could be implemented across school districts and serve a greater population.

CHAPTER III

Methodology

The need for a product surfaced following awareness of limited remediation opportunities for fine motor and social skills within the early-elementary school setting. Fine motor skills are an essential skill for school performance, consequences of not addressing deficits in these skills can extend beyond academic output and begin to influence self-identity and mental flexibility (Lust & Donica, 2011). Social skills are also essential for students as they lead to compliance with adult directives and engagement in positive peer interactions (Arbesman et al., 2013). In order to address these skills, a program, *FASST Club*, was established to promote remediation through group intervention. An occupation-based model was utilized as a framework to guide the orchestration of a group intervention.

Theoretical Framework

The process for this scholarly project began with the selection of an occupation-based model to guide an in-depth review of literature. The PEO model was utilized to organize information and identify a need within the early elementary school setting (Law et al., 1996). Each variable within the model, the person, environment, and occupation, was considered and information was collected on the variables alone, as well as the transactions between them. Questions were established to lead a literature review and gain a better understanding of the person, the environment, and occupations within the elementary school setting. Questions regarding social skills and developmental delays would lead to a better understanding of the skills or deficits and the impact they can have in the classroom. Questions about classroom modification, group delivery format, and supports such as an IEP or 504 plan informed how the interventions could be carried out. Answers from questions related to tasks and curriculum

addressed in the early elementary school classroom would inform the group agenda. The results of these questions also would assist with understanding the dynamic interaction between the population, environmental constructs, and tasks and how modifications in either or every construct could elicit maximal occupational performance.

Literature Review

A literature review was completed to gain information from research published on the topic of fine motor and social skills. It was imperative to seek out understanding of these skills, how they can be remediated, as well as detrimental impacts of developmental milestone delays. Literature was gathered from relevant textbooks, governmental published guidelines, professional organizations, and online databases, such as the University of North Dakota's School of Medicine and Health Sciences Library. Database searches were led by search terms drawn from developed questions related to occupational therapy, academic classrooms, social skills, child development, and constructs such as an IEP. Inclusion criteria was a publish date after 2000, and exclusion criteria was for articles published in languages other than English. Following the preliminary literature review, skilled observation and on-site consulting was completed to compare findings. Students were observed in their natural environment and the author interacted and communicated with paraprofessionals, teachers, and the occupational therapist at the school in which the proposed project would take place. Findings which aligned between on-site information and the literature review determined the applicability and informed the proposed product.

Process for Project Development

Prior to initiating the project on site, a memorandum of understanding (MOU) was completed. The MOU outlined the purpose of the doctoral experiential placement (DEP), how

theory would be applied as well as learning goals and objectives for the placement. Learning activities, roles, and responsibilities were established to direct and inform actions of involved parties. The kindergarten class was selected to implement the proposed product as a result of literature suggesting the benefit for early on skill remediation in school. Teachers identified potential students who would benefit from remediation, these students were then screened for appropriateness. Screening was completed by the facilitator which addressed developmental milestones as well as social skill prompts, results of the screening process would inform objectives and activities. If appropriate, students were divided into small groups for intervention. A product was tailored with literature suggestions of best practice as well as data gathered in the screening process. The screening process disclosed current student performance and potential areas of focus for group. The developed product consisted of occupation-based small groups with a focus on fine motor and social skills both of which were observed to have remediation potential in this population.

Throughout the process, communication with faculty and students occurred to ensure awareness of the program as well as carryover into the classroom. Prior to initiation of the program, an introductory email was sent out to parents of kindergarteners at the school with an invitation for questions, comments, or concerns. Transparency throughout the process fostered ethical delivery of group.

Ethical Considerations

Ethical considerations are imperative, therefore utilized throughout the process. The same screening process was completed for each student to ensure consistency. Confidentiality was also to be considered and maintained with student information. The small group activities were created with culturally relevant items in mind, such as questions and activities which would be a

part of the small group agenda. Examples given in group discussion would reflect a variety of scenarios in which a student may face, such as family structures, the culture of school compared to home, and more. Beneficence and autonomy were the focus principals of group to promote positive outcomes and independence in participants.

Summary

To ensure the created product was effective, the product was carried out over 8 weeks with students in kindergarten. This allowed for the author and facilitator to compare students screening performance to their performance as group progressed. It was encouraging to see carryover of skills from the group into the classroom, as well as improved letter formation and grasp as evidenced by facilitator observation and teacher report. Students who participated in group also received intermittent one-on-one support within their natural classroom environment to remediate and apprehend skills concurrently with classroom procedures. The developed product consisted of social themes as well as activities which promoted fine motor engagement and are detailed in Chapter IV.

CHAPTER IV

Product

A product was developed following a needs assessment with the use of literature, on-site observations, and impressions obtained while screening students. Evidence shows there are limited resources in the school system to remediate social skill and fine motor deficits; therefore, additional supports beyond the IEP and 504 plan are warranted (Murray et al., 2014; Wilson & Harris, 2018). The product, *FASST Club*, was informed by the needs assessment results, the PEO model, as well as developmental milestones for students (Law et al., 1996; Myott et al., 2016). The doctoral student objectives for the project can be found in Table 3 following the references.

Model

The PEO model was utilized to structure information and determine where remediation could be implemented, such as addressing the environment, person, or the occupation itself (Law et al., 1996).

Person

The person variable addressed in the product was kindergarten students, aged five and six years old. Critical development occurs during these ages which sets the stage for academic achievement and social competence (Bettencourt et al., 2017). Students selected for participation in groups demonstrated deficits in the area of fine motor and/or social skills. Student's self-concept, cognition, personality, physical performance, and roles were also considered.

Environment

The product was implemented in a classroom environment where small groups were conducted with six participants. The classroom was set up for the social skills instruction in one area of the room where students would sit in a circle with the instructor, this fostered interactions

between peers and encouraged eye contact. The activities were carried out either at tables or in an open area of the room where students were able to sit with ergonomics similar to the classroom environment. The institutional environment specifically constructs such as an IEP and 504 plan were considered, as well as services offered in the school which would limit a student's ability to participate in sessions.

Occupation

Occupations in the group addressed social skills and fine motor skills. These skills are utilized daily in the educational setting, therefore foundational to the occupation of a student. Between the three variables, transactions were considered such as how to increase occupational performance by arranging the environment to promote participation. To ensure suitable fit between the population, environment, and occupations, the current needs of students as well as environmental constructs were considered in the transactions between these variables which resulted in the selection of tasks. A screening process was created and conducted prior to the delivery of small groups to ensure appropriateness of participants for remediation and gain insight to specific needs.

Transactions

Transactions between each variable were considered. It was imperative for tasks within the session to align with appropriate developmental milestones, as well as address areas of concern such as grasp, letter formation, and social skills. Group intervention was delivered in an environment which fostered an appropriate landscape for effective social communication as well as an area for fine motor tasks. Smaller groups allowed for more targeted intervention and rich discussion among participants (Arbesman et al, 2013; Bissel et al., 2015; Taverna et al., 2020). Consideration of institutional schedules was made to ensure small groups would occur when

feasible and not remove students from essential class instruction. Specifically, the kindergarten students demonstrating deficits in fine motor and social skills, were placed in a small group environment, to improve their participation in educational activities and tasks. With consideration of the person, environment, and occupation variables were all examined and compared to ensure best fit between them.

Skills Group

The developed product was an eight-week social skills group with emphasis on fine motor tasks, designed for kindergarteners. The purpose of the developed group was to fill the gap between students receiving services under an IEP or 504 Plan, and students who would benefit from remediation, yet did not qualify for additional services through the school (Murray et al., 2014). The structure of the program was proposed for small group delivery, for thirty-minute sessions, two days a week, for eight weeks. The group may be carried out by teachers, a school counselor, trained volunteers, or other individuals who have a background in child development. It is encouraged for future facilitators to contact the creator prior to implementation to address questions and ensure understanding. Developed groups were contrived from concepts drawn from the literature and on-site observations, such as emphasis of a routine and small group structure. The group agenda can be found in Table 2 following the references.

Routine

Bettencourt and colleagues (2017) suggested consistent routines, clear expectations and positive discipline all promote improved social skills development. With this information, the structure and routine of the group remained consistent to facilitate an opportunity for students to understand and adhere to the expectations across the eight weeks. The routine is considered under the environment and occupation variable of PEO, being that it addresses the occupations

as well as when they take place. As mentioned above, the routine influences the person variable as it fosters performance in cognition, personality, and the role of being a student. The group began with a Zone check-in, followed by a general introduction, a warmup question, a social skill theme and ending with a fine motor activity.

Fine Motor Skills

Caramia and colleagues (2020) reinforced the gravity of fine motor skills in schools, with most of a child's school day involving fine motor and manipulation tasks. Taverna and colleagues (2020) stated short term interventions targeting fine motor performance can lead to significant changes and positive writing outcomes. They also stated educational activities carried out in small groups can target fine motor skills such as finger manipulation. Fine motor skills directly relate to the occupation variable in the PEO model, as well as the person variable which encompasses their physical performance. With evidence and model basis, fine motor activities in group allowed for opportunities to address fine motor skills such as scissor skills, handwriting, and in-hand manipulation.

Handwriting

Handwriting abilities influence self-expression and academic performance (Taverna et al., 2020). Foundational fine motor skills contribute to handwriting, therefore addressing both is imperative. Case-Smith and colleagues (2014) suggested frequent feedback during activities and monitoring performance with fine motor and handwriting performance. With gathered research and on-site observations, the group included opportunities for students to engage in handwriting, and environment modifications were made available, such as pencil grips and visual references. Frequent feedback was made possible with the small group construct.

Social Skills

Chen and Patten (2021) describe social participation being critical to a student's success. Foundational skills to social participation include inhibition of inappropriate responses, attending to tasks, responding to our own or other's emotions, processing, and more (Bettencourt et al., 2017). Social skills themes established to address these foundational skills included the Zones, whole body listening, body in the group, size of the problem, flexible vs stuck thinking, expected vs unexpected, manners, and teamwork (Kuypers, 2021). The themes selected are skills which are imperative for successful participation in the classroom and beyond.

Social Groups

Children are surrounded by peers in the classroom and often learn and replicate behaviors from each other. Fox and colleagues (2020) highlighted peer intervention as being effective for obtaining social skills. The small group structure implemented would ensure learning from peers in a safe and controlled environment.

Intended Result

The intended result of the program was to facilitate fine motor remediation and foster social skills needed for the classroom and beyond. To track participation in groups, an attendance sheet was created with student's names and objectives to address, as well as what skills were addressed in group. Specific objectives for each week are listed in Table 1, which can be found below the references. With consistent teacher communication, carryover to the classroom was made possible. Sustainability of the product is to be considered, with encouragement of continuation with delivery as well as potential expansion of the program to ensure repetition and attainment. The program concepts could also be utilized with additional grade levels with consideration of their developmental milestones. Refer Appendix D for full product. Following

the development of the product, limitations, and recommendations as well as future opportunities for expansion were to be considered.

CHAPTER V

Summary

Currently, there are limited remediation opportunities in the area of fine motor and social skills in the early elementary school setting; this results in students not receiving adequate resources fostering academic success. The purpose of the developed product, *FASST Club*, was to allow remediation opportunities for students who present with needs in fine motor and/or social skills. The eight-week program was delivered with the intention of serving students with these needs who were not currently receiving services under an IEP or 504 plan.

The program was developed following a literature review, on-site observations, and data received in the screening process. This process informed best practices, current legislation directing service delivery, student performance, teacher perceptions, and needs at the site in which the product was developed. The goal was to develop a program addressing a service gap by utilizing research and gathered evidence. Addressing social skills and fine motor skills were deemed the focal need of intervention. Strengths, limitations, and recommendations were considered during and following the development of the program.

Strengths

Following the development of the program, groups were carried out. Group objectives were addressed through conversation, participation, and performance, this allowed for facilitator assessment of skill attainment. Throughout the program, students began to make connections and refer to concepts from previous groups. Discussions became richer, and fine motor skills improved as evidenced by improved letter formation, pencil grasp, and scissor manipulation. At the end of the delivery of *FASST Club*, growth was apparent in classroom behaviors and academic performance in participants as noted by teachers and the facilitator. Direct intervention

in group allowed for skilled observation and remediation could be delivered concurrently with student performance. The facilitator had ability to deliver one on one supervision in a child's natural classroom environment intermittently throughout the experiential placement, this ensured carryover of skills from group to academic work in the classroom. Resources at the school were abundant, and faculty support allowed for a solid foundation to work upon. Despite strengths, limitations were also present.

Limitations

Limitations are inevitable, therefore, are to be considered when it comes to summarizing the project itself. The structure of the school day at the selected site allotted for thirty-minute time slots in which it was appropriate to pull kids from class and address needs in a small group setting. Thirty-minute groups were sufficient, yet not substantial. Ideally, groups would be longer in duration, and take place daily to ensure consistency in skill carryover. An increase group time would allow for movement breaks to promote increased attention and availability for learning as well as expansion of theme instruction and education. An increase of skill reinforcement would also be made possible with daily sessions. Significant absences were a main limitation to growth in some students. Absences are inevitable, yet worth noting as it impacts the success and obtainment of skills in group.

Recommendations

The established program is to take place during the school day and is best carried out with supplemental classroom assistance from the facilitator alongside of group delivery. This ensures observation and remediation in a child's natural environment, and ability to connect the skills from group into their classroom performance. It is also imperative this program is delivered with consistent teacher communication; this allows for mutual understanding of

objectives, terms, and phrases used in the group curriculum. As the group curriculum progresses, it is instrumental to reference and tie in group themes from previous weeks to ensure carryover and connection.

Implementation

Individuals with a general background in child development would be appropriate to deliver this product. Specifically in the educational setting, paraprofessionals, counselors, teachers, or parent volunteers with adequate background would be eligible to facilitate groups. All materials, books, and resources were sourced at the site in which this product was created and implemented, therefore, can be reproduced on site. General school procedures and institutional constructs are to be followed with group delivery, such as emergency drills or behavior protocols. *FASST Club* is applicable to elementary schools, therefore implementation in other locations is also encouraged.

Further Consideration and Development

The *FASST Club* is intended for early elementary aged students. This program could be built upon to address groups of students as they age and target higher level developmental milestones. The established program was delivered to kindergarten students during the second half of the school year. Fine motor and social skills would be ideal to address at the beginning of the school year as students transition into the classroom environment for the first time. The program could be expanded and address fasteners and cafeteria skills such as utensil management and opening of objects, if delivered at the beginning of the year. Additional social themes and days would promote concrete understanding and consistency in remediation.

Conclusion

Social skills and fine motor skills are foundational for success in the academic setting and beyond. A product, *FASST Club*, was developed to remediate and implement these skills in early elementary aged students. Attainment of group objectives will foster positive learning experiences, improved classroom performance, enhanced relationships with peers, and positive self-perception; these results will strengthen the foundation of the child's future. This program has been established to pilot two days a week, for eight weeks, however, there is room for expansion and additional opportunities beyond said groups. There is a wealth of opportunities for occupational therapy concepts to integrate within the classroom environment. Occupational therapy aims to increase independence and successful engagement in occupations, therefore with increased presence in the academic setting, students are given a foundation for success.

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Table 1
Weekly Objectives

Week	Objectives
Week 1: Zones	<ul style="list-style-type: none"> - Students will correctly identify Zone in relation to emotions and scenarios (Kuypers, 2011). - Students will be able to verbalize and transcribe a strategy to utilize prior to inappropriate verbalization in the classroom.
Week 2: Whole Body Listening	<ul style="list-style-type: none"> - Students will correctly identify which body part assists in whole body listening when given a scenario (Sautter & Wilson, 2011). - Students will demonstrate whole body listening in small group.
Week 3: Body in the Group	<ul style="list-style-type: none"> - Students will verbalize when their body should stay in a group (Winner, 2008). - Students will demonstrate body in the group behaviors during small group.
Week 4: Size of the Problem	<ul style="list-style-type: none"> - Students will be able to identify what size problem requires adult intervention (Palucci, n.d.). - Students will be able to correctly identify the size of a problem given scenarios.
Week 5: Flexible vs Stuck Thinking	<ul style="list-style-type: none"> - Students will identify the difference between flexible thinking and stuck thinking (Winner, 2008). - Students will identify benefits of flexible thinking.
Week 6: Expected vs Unexpected	<ul style="list-style-type: none"> - Students will identify what is expected behavior in the classroom. - Students will complete a coloring sheet with unexpected rules.
Week 7: Manners	<ul style="list-style-type: none"> - Students will verbalize when a “thank you” is appropriate. - Students will demonstrate appropriate mealtime manners during small group simulation.
Week 8: Teamwork	<ul style="list-style-type: none"> - Students will verbalize one way they can contribute to a team. - Students will demonstrate teamwork in small group.

Table 2
Group Agenda

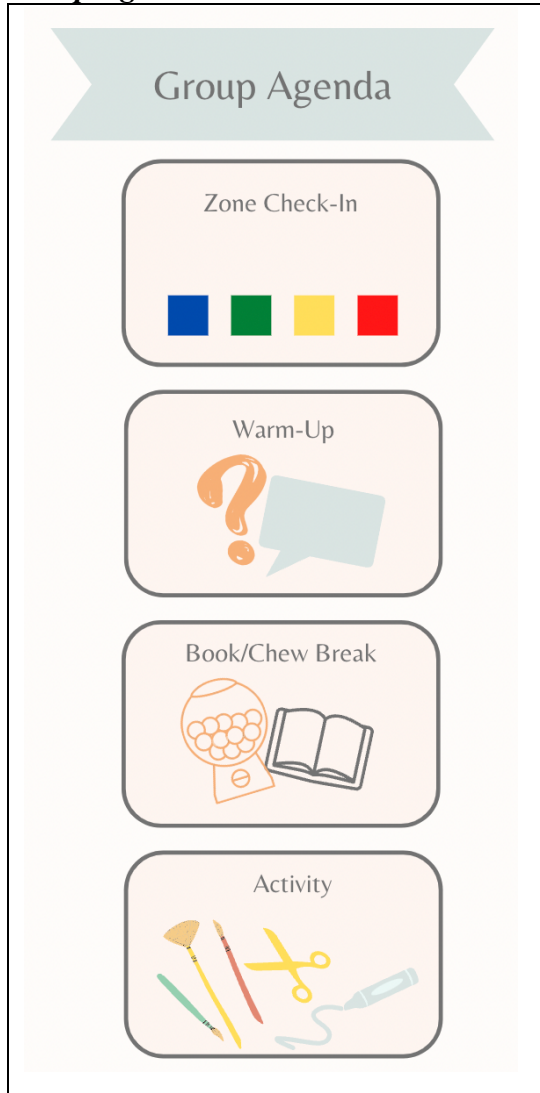


Table 3
Doctoral Student Objectives

○ Student will identify the need in an elementary school within 14 weeks.
○ Student will identify the role of the occupational therapist in the school setting within 14 weeks.
○ Student will analyze the role of interprofessional team members in the educational setting within 14 weeks.
○ Student will develop a product to serve a variety of learning needs for all students through occupation-based activities within 14 weeks.
○ A program will be developed to provide remediation opportunities for fine motor and social skills in kindergarten students within 14 weeks.

APPENDIX A

Release of Information

Release of Information Form

We, Andrea Nelson, SLP, Becky Hall, OTR/L, and Casey Casavan, LTP teacher, the developers of the Learn, Talk, Play curriculum at Fraser, grant permission to Krista Weiland, occupational therapy student, to use concepts located in the LTP program in the development of her Doctoral Experiential Placement, a requirement for graduation from the Occupational Therapy Program at the University of North Dakota. Information will be used for education purposes, operational purposes and original authors will be cited accordingly in the scholarly project. Any conditions outside those listed above will be cleared with the authors to ensure permission.

Signatures: Andrea Nelson Date: 7/25/2022

Casey Casavan Date: 7-26-2022

Becky Hall Date: 7/26/22

APPENDIX B

Implementation Plan

Implementation Plan

Goal

The goal of the program, *FASST Club*, is to provide early elementary aged students with remediation opportunities in the area of fine motor and social skills. This program has been established with intention of filling the gap between students receiving services and those who have not yet qualified, yet still demonstrate a need.

Objectives

- Student will identify the need in an elementary school within 14 weeks.
- Student will identify the role of the occupational therapist in the school setting within 14 weeks.
- Student will analyze the role of interprofessional team members in the educational setting within 14 weeks.
- Student will develop a product to serve a variety of learning needs for all students through occupation-based activities within 14 weeks.
- A program will be developed to provide remediation opportunities for fine motor and social skills in kindergarten students within 14 weeks.

Process of Implementation

Prior to use and implementation of *FASST Club*, it is recommended the facilitator has general background knowledge in fine motor skill development and social skill concepts such as the Zones (Kuypers, 2011). Practitioners, faculty, professionals, or volunteers should familiarize themselves with the group protocol and implementation recommendations as given in the author's paper. All materials, books, and resources were sourced at site in which the product was created and implemented, these were provided by the site and general supplies available at most

elementary schools. The program is intended to be delivered for thirty minutes, two times a week, for eight weeks. Sixteen sessions were curated thus far, however, there is opportunity to build upon these sessions with additional social themes and fine motor activities.

Assessment Plan

Following group delivery, the facilitators responsibility is to fill out the attendance form and document goals addressed in session. It is up to the facilitator to determine if students have met established objectives in group, based on observation and student performance.

Collaborating with teachers is imperative during delivery of group to ensure mutual understanding of objectives, terms, and phrases used in the group curriculum. It is also encouraged for students to have supplemental classroom assistance from the facilitator in their natural classroom environment to promote carryover of skills.

Sustainability

Program sustainability considerations include the person, environment, and occupations. Participants for group should demonstrate a need for social skill and fine motor remediation and are not currently being serviced under an IEP or 504 plan. Groups are recommended to be no larger than six participants. The largest barrier associated with the established program is staffing of a group facilitator. This could be overcome by utilizing competent volunteers, integrating the program into general classroom instruction with teacher facilitation, or be conducted by a staff member who may work with student groups, such as a counselor. Delivery of program requires a space with area for small group discussion as well as table and chairs for activities.

Understanding the institutional constructs and procedures are to be adhered to alongside delivery of program, such as emergency drills or behavior protocols. Groups should also be delivered with consideration of a student's classroom schedule, and when they can be pulled out. The

program will be best sustained with available faculty and eligible participants. Strengths of the program include being rooted in evidence as well as previous successful implementation.

Summary

FASST Club was established to fill a gap in the school system between students receiving services and students demonstrating a need for remediation without services. The product created was an eight week group protocol, to be delivered twice a week for thirty minute sessions. The program is aimed at targeting fine motor and social skills necessary for success within the classroom and beyond.

References

Kuypers, L. (2011). *The Zones of Regulation Curriculum*©. Think Social Publishing, Inc. All

Rights Reserved. www.socialthinking.com

Palucci, M. (n.d.). *Free size of the problem book*. Teachers Pay Teachers.

<https://www.teacherspayteachers.com/Product/FREE-Size-of-the-Problem-Book-2884431>

Sautter, E., & Wilson, K. (2011). *Whole Body Listening Larry*©. Think Social Publishing, Inc.

All Rights Reserved. www.socialthinking.com

Winner, M. (2008). *Social Thinking Curriculum*©. Think Social Publishing, Inc. All Rights

Reserved. www.socialthinking.com

APPENDIX C

Family Email

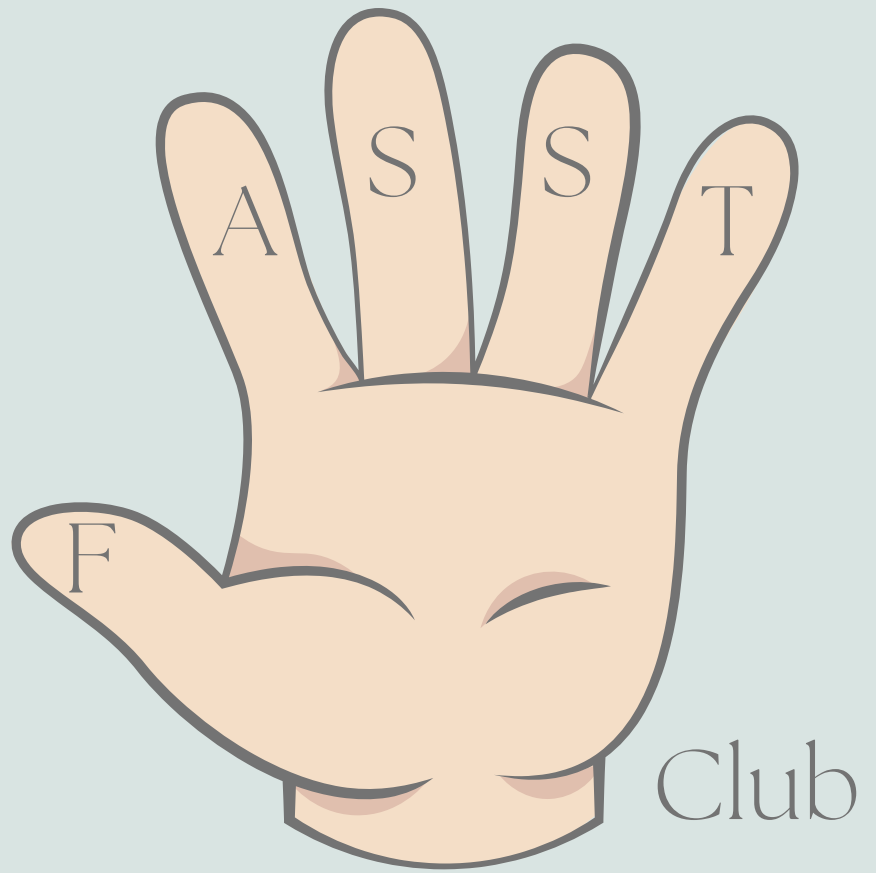
Hello Families of Forest View Kindergarteners!

My name is Krista, a current occupational therapy doctoral student at the University of North Dakota. I will be completing my capstone placement at Forest View, in hopes of serving students by assisting with foundational social skills and fine motor skills needed for success in the classroom and beyond. I will be conducting small groups during this placement with faculty collaboration. I look forward to working with your children and doing so with guidance from research evidence and developmental milestones. Please reach out if you have any questions, comments or concerns.

Krista Weiland, Occupational Therapy Doctoral Student
krista.weiland@ndus.edu

APPENDIX D

Full Product



Fine Motor



Activities

&



Social



Skill



Themes

Group Objectives

Week 1: Zones

- Students will correctly identify Zone in relation to emotions and scenarios (Kuypers, 2011)
- Students will be able to verbalize and transcribe a strategy to utilize prior to inappropriate verbalization in the classroom

Week 2: Whole Body Listening

- Students will correctly identify which body part assists in whole body listening when given a scenario (Sautter & Wilson, 2011)
- Students will demonstrate whole body listening in small group

Week 3: Body in the Group

- Students will verbalize when their body should stay in a group (Winner, 2008)
- Students will demonstrate body in the group behaviors during small group

Week 4: Size of the Problem

- Students will be able to identify what size problem requires adult intervention (Palucci, n.d.)
- Students will be able to correctly identify the size of a problem given scenarios

Week 5: Flexible vs Stuck Thinking

- Students will identify the difference between flexible thinking and stuck thinking (Winner, 2008)
- Students will identify benefits of flexible thinking

Week 6: Expected vs Unexpected

- Students will identify what is expected behavior in the classroom
- Students will complete a coloring sheet with unexpected rules

Week 7: Manners

- Students will verbalize when a "thank you" is appropriate
- Students will demonstrate appropriate mealtime manners during small group simulation

Week 8: Teamwork

- Students will verbalize one way they can contribute to a team
- Students will demonstrate teamwork in small group

Note to Facilitators

What?/Who?/When?

The FASST Club is an 8-week small group, ran two days a week for thirty minutes. This program has been created with the intent of addressing fine motor and social skills in kindergarten students who are not currently being served under an IEP or 504 plan.

Screening

A screening process has been created to identify potential deficit areas as well as current student abilities. Results from the screening process allow the facilitator to be aware of current needs and target students as appropriate during group delivery.

Group Agenda

Small groups will be conducted with a consistent routine to promote predictability, organization, and clear expectations (Bettencourt et al., 2017). The group will begin with a Zone check-in, followed by a warm-up, then book/chew break, and finished with an activity (Kuypers, 2011). The Zone check-in is intended to give the facilitator a better understanding of student's emotional state upon arrival. The warm-up is intended for fostering peer interaction and expectations that go along with these interactions. The book and chew break portion of the group is intended to deliver education on a social theme as well as allow for oral motor input with bubble gum to facilitate attention in group. The activity portion of the group is to target fine motor activities and connect with social theme as appropriate.

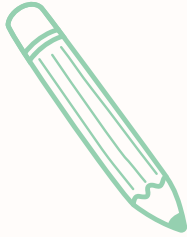
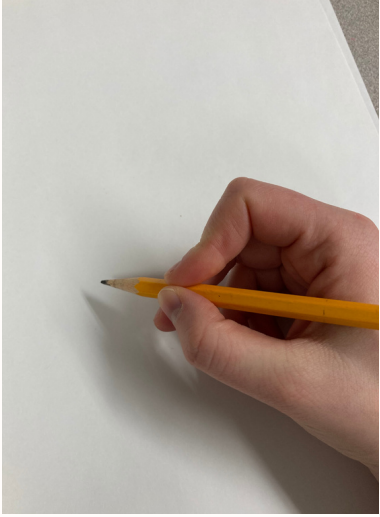
Facilitator Set-Up:

The facilitator will set up chairs and table spaces for the fine motor activity based on materials needed as well as number of students in group. Materials for this session will be gathered and set up prior to initiation of group. All materials and references can be found by scanning the QR code under each session. The book and chew break section of the group will take place in a small circle on the floor or with a circle of chairs, separate from the fine motor activity. The group agenda should be placed in visual field of students for reference.

Following Group

To optimize time with the students, clean-up will be completed by the facilitator. Facilitator will also document attendance on the template provided. The template has been created to track attendance, student progress, and what was addressed in group.

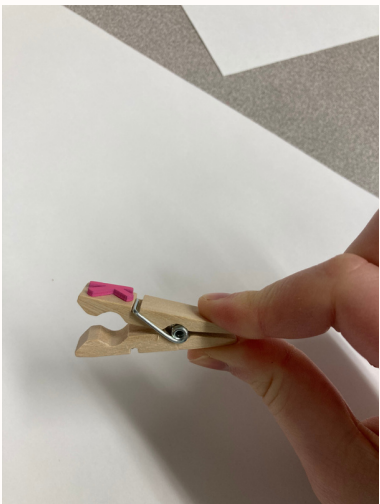
Target Grasp



Tripod Pencil Grasp



Functional Scissor Grasp



Pincer Grasp



Screening Form

A screening form has been created to determine applicability of the program to students. This form has been created with developmental milestones in mind as well as social skill prompts (Cahill & Bazyk, 2020; Myott et al., 2016). The QR code below directs to the screening form which can be utilized to determine if a student currently demonstrates a need in the area of fine motor or social skills.

Materials needed for screening include:

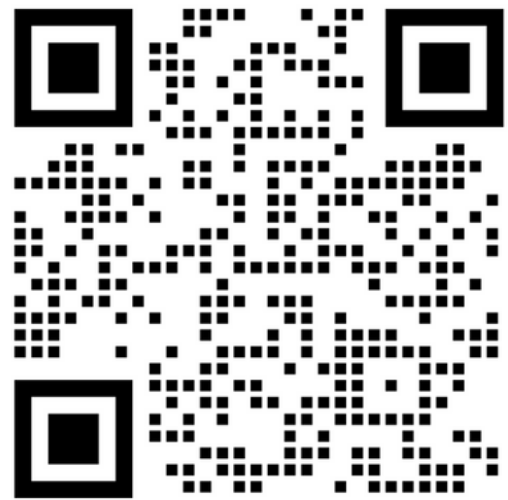
- Screening form
- Pencil
- Small manipulatives
- 4 buttons
- Beads (4 of one color, 4 of another)
- Pipe cleaner
- Scissors
- Paper with writing lines

Below is student criteria for screening.
Student is:

- In kindergarten
- Not currently receiving services (IEP or 504 plan)

It is recommended the screening be completed in a quiet environment with limited distractions.

Administrators of the screening form should have some background in grasp, in-hand manipulation, and the Zones. While administering, the facilitator should not correct the child, if the child requests help, facilitators respond with "just try your best".



Scan Me!



ATTENDANCE

Student/Need:	Present:	Objectives/Skills Addressed:

Group Agenda

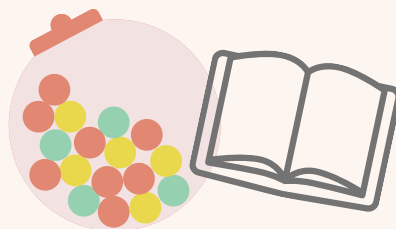
Zone Check-In



Warm-Up



Book/Chew Break



Activity



WEEK 1: DAY 1

Agenda

Introduce Group/Zones:

Students will enter room and be instructed to sit in a circle in designated area of the room. The facilitator will introduce the group by explaining the focus of the weekly groups.

- "Welcome to FASST Club everyone! FASST stands for Fine-motor And Social Skill Themes, which means we will be working on things with our hands (like writing, coloring and cutting), and social skills (which are skills we need in order to work well with others and be a good student). We will plan to meet two days a week, for eight weeks. This group is all about having fun and working with each other! I am glad you all are here."

Facilitator will then introduce the theme of the week, the Zones (Kuypers, 2011). Facilitator will utilize Zone poster to introduce the concept of Zones. They will talk about each color zone, with examples of scenarios in each zone. Students will be informed of the use of the Zone poster throughout group and how it will be used as a check-in at beginning of groups.

Example: If you're in the Blue Zone, you may be feeling sick, bored, or sad.

Group Expectations:

With the blank poster and black marker, facilitator will ask students for suggestions on group expectations. These expectations will be utilized throughout the group. The facilitator can give suggestions as needed, as well as filter suggestions given by students. At this time, the facilitator will also introduce the group agenda which will remain the same throughout the groups.

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

Question: If you could grow any food in your garden, what would you grow?



WEEK 1: DAY 1 (CONTINUED)

Agenda

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Cain, 2005).



Before the book:

Ask students:

- How are you feeling right now?

During the book:

Ask students:

- What Zone are you in when you are feeling silly?
- What Zone are you in when you are feeling happy?
- What Zone are you in when you are feeling sad?
- What Zone are you in when you are feeling excited?
- What Zone are you in when you are feeling shy?

Following the book:

- Instruct students to discard of gum and transition to tables for the activity.

Activity:

Facilitator will introduce the activity with the "My Mouth is a Volcano" worksheet and a completed example of the worksheet (Cook, 2005; Ramsay, n.d.). Pre-written prompt cards will be available for students to reference. Facilitator will distribute worksheets to students. Facilitator will observe and correct grasp/letter formation as needed. Upon finishing writing, students can use broken crayons to color worksheet.

Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 1: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. Facilitator will instruct students to sit in a circle for the warm-up, and remind students of the theme of the week, which is the Zones.

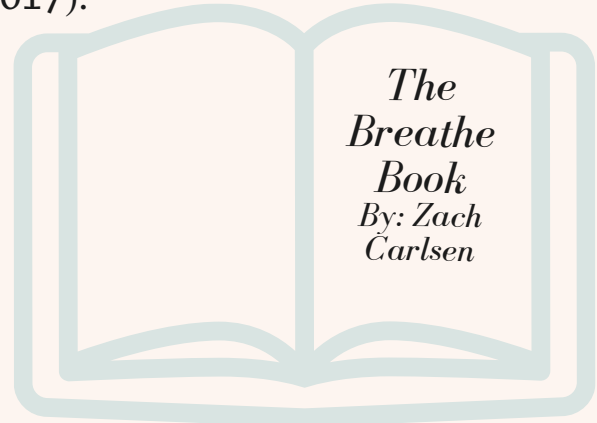
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What are you thankful for?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Carlsen, 2017).



During the book:

Ask students:

- Do you notice a pattern or theme?
- When is a time deep breathing should be used?
- Prompts where the answer is "breathe", then flip page to ensure connection to concept (Example: What should you do if you become upset during class?)

Have students each read a page once they catch onto the pattern.

Following the book:

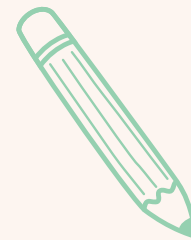
- Instruct students to discard of gum and transition to tables for the activity.

WEEK 1: DAY 2 (CONTINUED)

Agenda

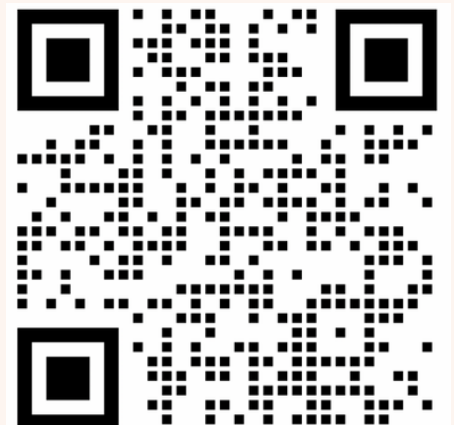
Activity:

Facilitator will introduce the activity of the Zone toolbox with a completed example. This activity is intended to be a resource for students to utilize when in Zones, with strategies for each Zone (Kuypers, 2011). Facilitator will introduce strategies and have some students demonstrate them. Students will be instructed to cut strategies out, and then glue on to appropriate Zone (some fit for multiple Zones). Once all strategy cards have been adhered to paper, students will write the Zones on the colored sheet (Red Zone, Yellow Zone, Blue Zone) to practice letter formation and grasp. Facilitator will monitor for appropriate grasp on writing utensils and scissors as well as appropriate letter formation.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 2: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in. Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. Facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme of the week, which is whole body listening (Sautter & Wilson, 2011).

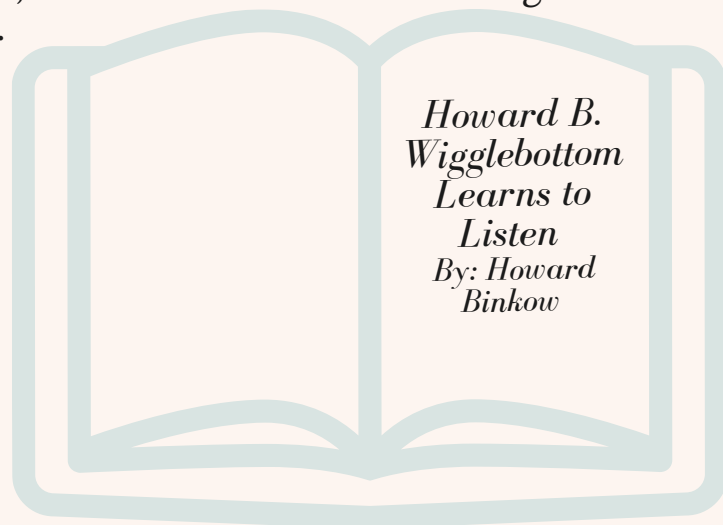
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: Would you rather live in a zoo or at school?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below.



Before the book:

Ask students:

- What does a good listener do?

During the book:

Ask students:

- When Howard is bouncing around the room, what are his classmates doing?
- How does the alligator feel when Howard doesn't listen (what Zone)?
- How does it make others feel when we do not listen?

Following the book:

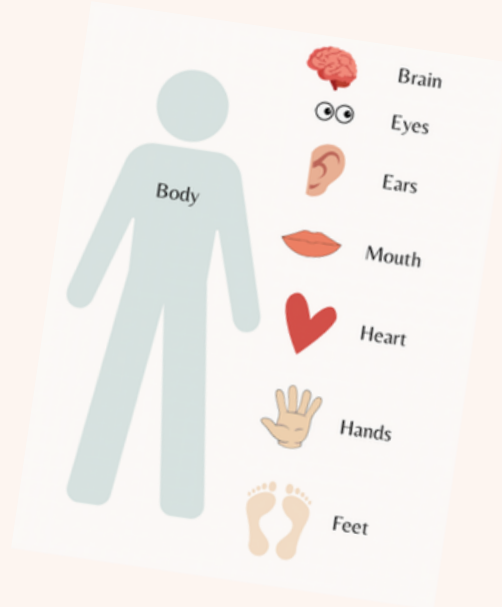
- Instruct students to discard of gum and transition to standing for the activity.

WEEK 2: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce the activity with relation to the theme of whole body listening (Sautter & Wilson, 2011). Students will follow along to a whole body listening movement activity (Super Simple Songs, 2015). If time allows, have child participate in the activity x2. Following the activity, students will be instructed to lay out on the floor while a whole body listening poster is introduced by the facilitator. Students will be instructed to point to each body part with index finger as they are introduced.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 2: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. Facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students of the theme of the week, which is whole body listening (Sautter & Wilson, 2011).

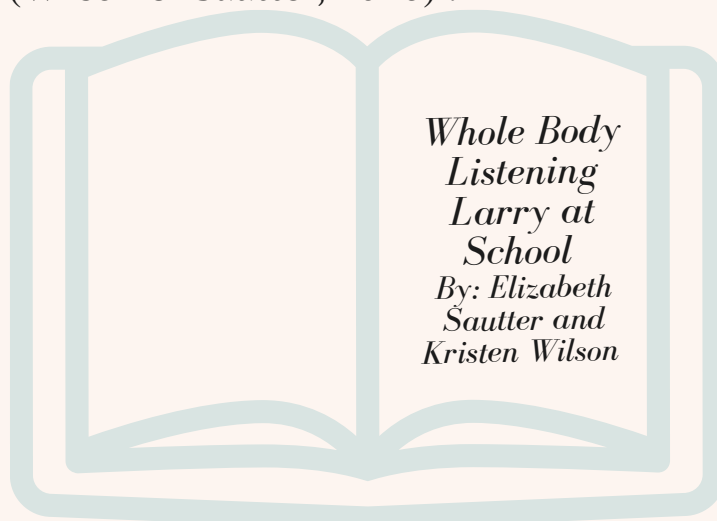
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What would you like to be when you grow up (occupation)?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Wilson & Sautter, 2016) .



Before the book:

Ask students:

- What is one example of how we can be a whole body listener?

Following the book:

- Instruct students to discard of gum and transition to the tables for the activity.

WEEK 2: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce activity with whole body listening poster. Activity will involve Mr. Potato Head assembly with prompts. Facilitator will read out prompts and children will race to the item which correlates with prompts.

Example:

- Grab the body part that should be quiet on the floor. (Feet)



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 3: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme of the week, which is body in the group (Winner, 2008).

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: If you owned a store, what would you sell?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (DeRolf, 2011).



During the book:

Ask students:

- When the crayons were not working together, how were they feeling?
- What zone do you think this crayon is in (pick a few different ones)?
- How were the crayons feeling when they started to work together?
- What zone were the crayons in when they were working together?
- Does a picture look better with one color or many colors?

Following the book:

- Discuss with students the benefit of staying together and working in a group.
- Ask students when they should keep their body in the group?
- Instruct students to discard of gum and transition to floor area for activity.

WEEK 3: DAY 1 (CONTINUED)

Agenda

Activity:

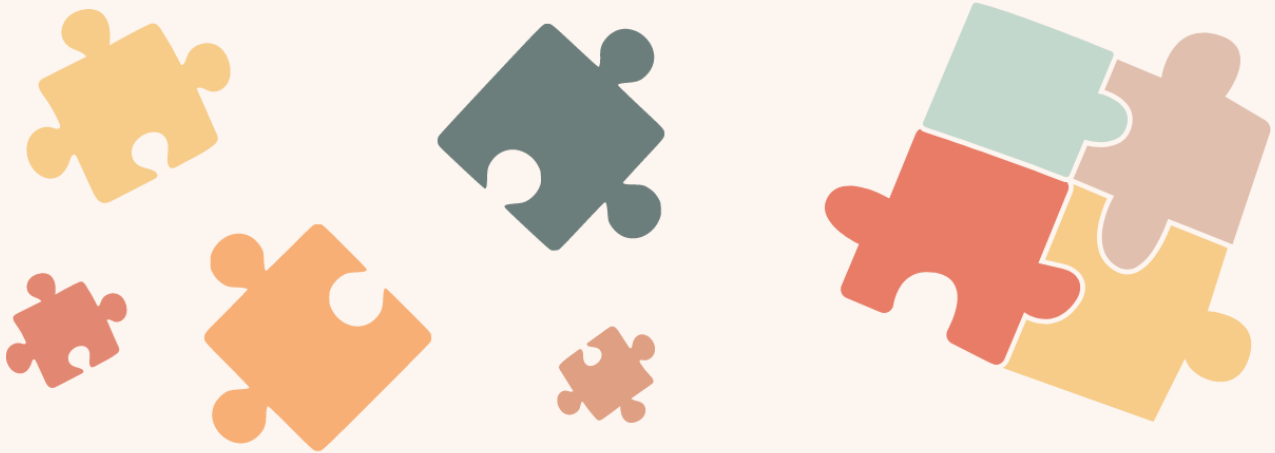
Facilitator will introduce the puzzle activity. Facilitator will ask group:

- Can a puzzle be completed with missing pieces?

Puzzle pieces will be distributed evenly among group members. Facilitator will ask one student to attempt to assemble their pieces, when student is unable to, facilitator will discuss the need to be in a group in order to successfully complete the puzzle. Facilitator will encourage working together and communicating with each other. Following successful assembly, facilitator will ask students:

- Would it be helpful to have one group member across the room while trying to assemble the puzzle?

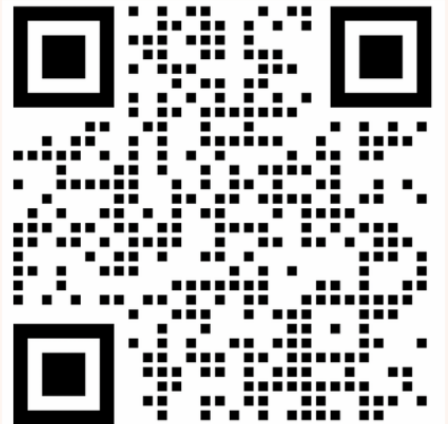
Questions are intended to ensure connection to the concept of staying in a group and how it promotes success in the classroom.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.

Scan for session resources and additional information



WEEK 3: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will review with students the weekly theme, body in the group (Winner, 2008).

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What is your favorite season, between winter or summer?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the video this week, however, will be discarded once moving on to the fine motor activity. Video is listed below (Chapin, 2013).



In the Group
By: Tom Chapin

Following the video:

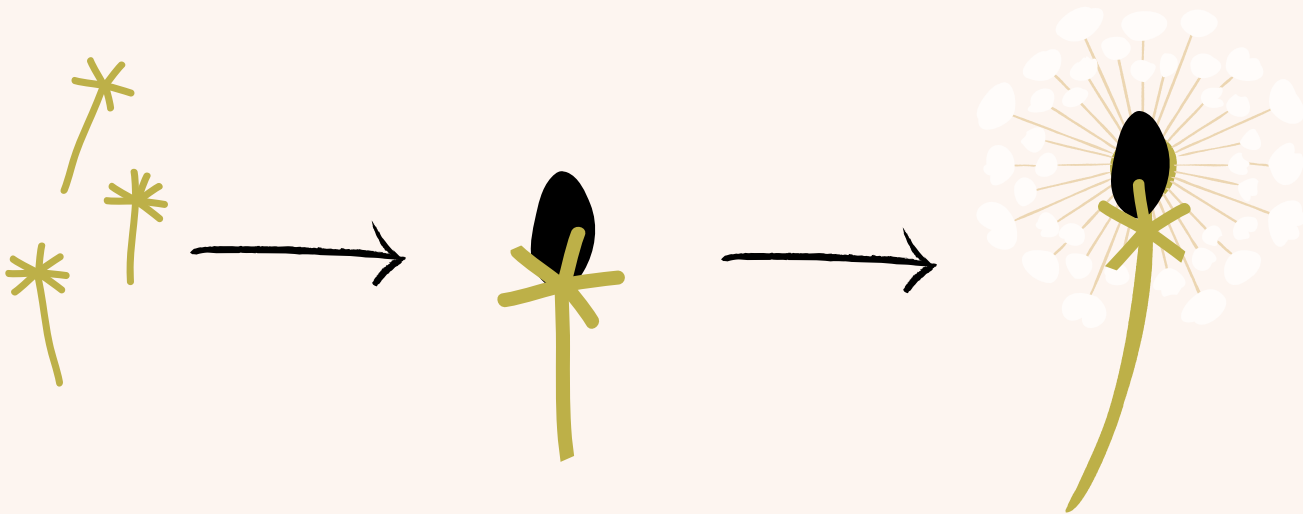
- Facilitator will instruct students to discard of gum and transition to table for fine motor activity.

WEEK 3: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity with a completed example of the project. Tables will have materials for each student and facilitator will give one step instructions. While facilitator is giving instructions, they will have completed example to demonstrate and refer to.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet. Once project is dry, facilitator will cut out dandelions and place them in a group for display for the next week, then students can bring them home.



Scan for session resources and additional information



WEEK 4: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme of the week, which is size of the problem (Palucci, n.d.).

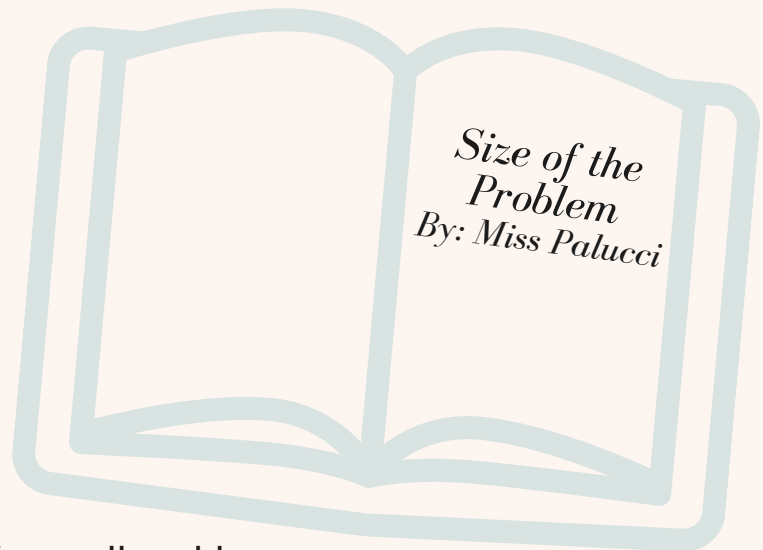
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What is your favorite thing to do outside?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Reading material is listed below (Palucci, n.d.).



Before the book:

- Ask students for an example of a small problem.
- Ask students for an example of a big problem.

Following the book:

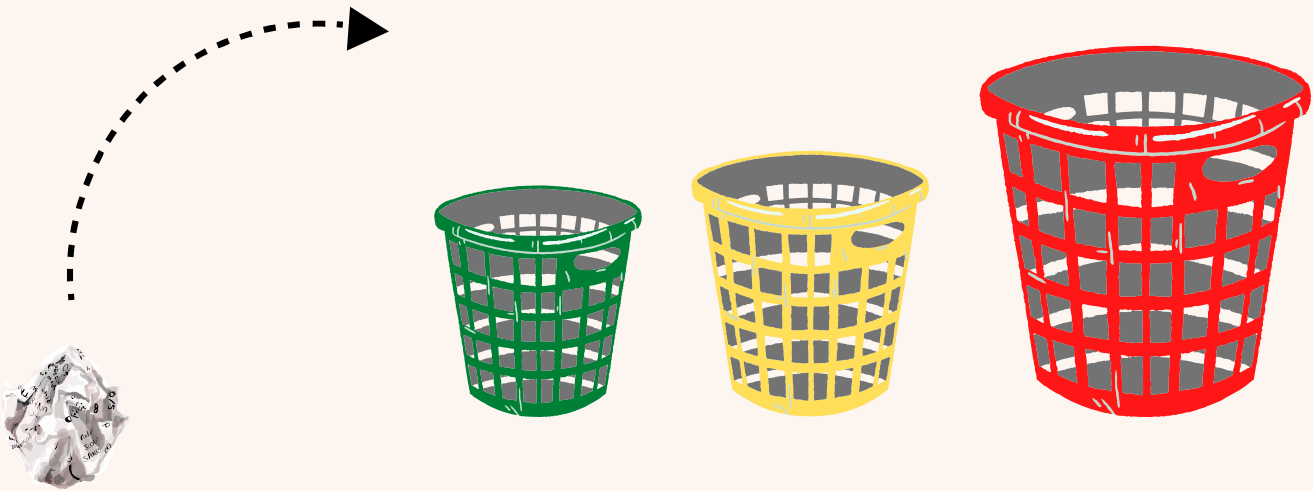
- Instruct students to discard of gum and transition to tables for activity.

WEEK 4: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity of "trashketball" by explaining how prompts will be cut and sorted based on the size of the problem. Each student will have prompts to cut. While students are cutting, facilitator will observe for appropriate scissor skills and correct them as needed. Once all prompt cards are cut out, students will be instructed to stand in front of the basket area. The facilitator will read off the prompt cards one at a time and as a group, they will decide the size of the problem. Some prompts may be appropriate for two categories depending on the rationale behind them. Student with prompt will then be instructed to crumple the paper and attempt to make basket into the applicable sized basket.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 4: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students the theme of the week, which is size of the problem (Palucci, n.d.).

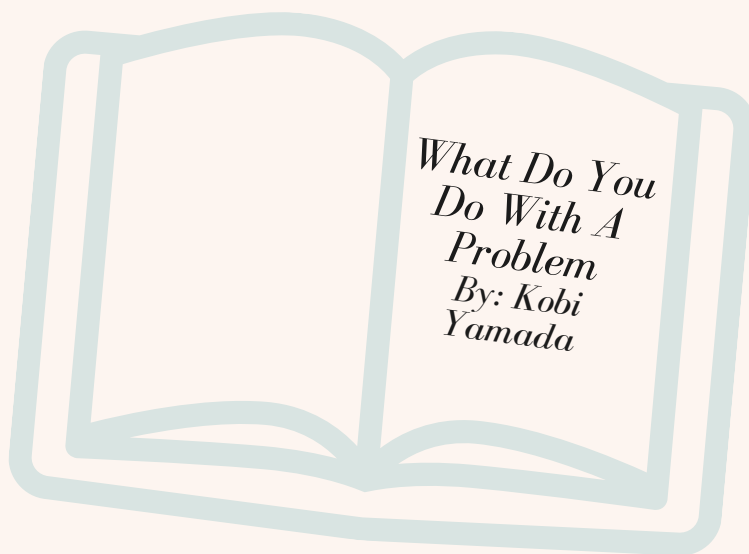
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What is your favorite animal?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Yamada, 2016).



During the book:

Ask students:

- Can you think of a problem in your life right now?
- Is there a small problem that you thought felt big?

Following the book:

- Reflect on problems students shared, and discuss the size of them and the opportunities they gave students.
- Instruct students to discard of gum and transition to tables for activity.

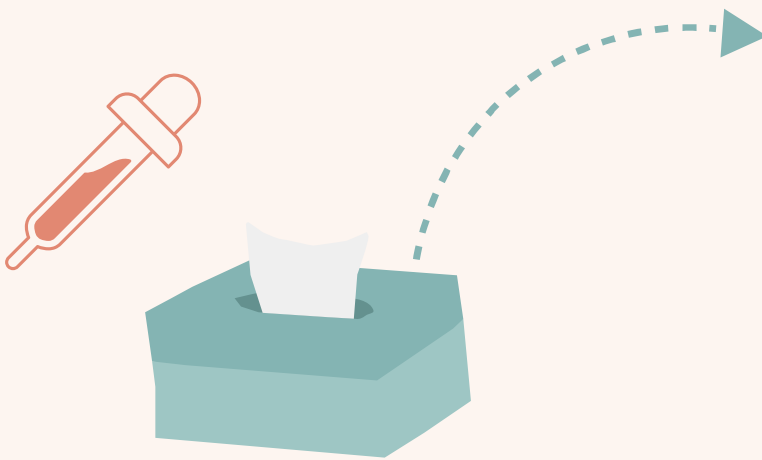
WEEK 4: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity of kleenex toss. This activity is intended to review size of the problem, as well as facilitate hand strengthening and hand/eye coordination. Facilitator will read off prompts and students will utilize dropper by soaking the kleenex, gently squeezing out excess water, and tossing it on correlating color to the size of the problem which was read.

- Green - Small Problem
- Yellow - Medium Problem
- Red - Large Problem



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.

Scan for session resources and additional information



WEEK 5: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme for the week, which is flexible vs stuck thinking (Winner, 2008).

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What makes you a good friend?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Dean et al., 2008).



Following the book:

- Instruct students to discard of gum and stand in designated area for activity.

WEEK 5: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity of the tape road. Prior to beginning the task, the facilitator will instruct each student to envision what they want the tape road to look like. Facilitator will give examples such as a student may want a straight road, others may want a zig-zag road. The facilitator will lay the first piece of tape, following this, each student will be instructed to rip strips of masking tape off the roll, about 6 inches long. One at a time, students will lay tape on the floor in their direction of choice following the piece before them. After the first student lays their tape, facilitator will pause the activity and have students reflect on whether this was their direction of choice or not. If the students envisioned a different direction, facilitator will discuss how flexible thinking is an appropriate reaction. Once each student has had the opportunity to lay 4-6 strips down, students will walk the road. Following task, have children use their pincer grasp to remove tape from floor.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 5: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students the theme for the week, which is flexible vs stuck thinking (Winner, 2008).

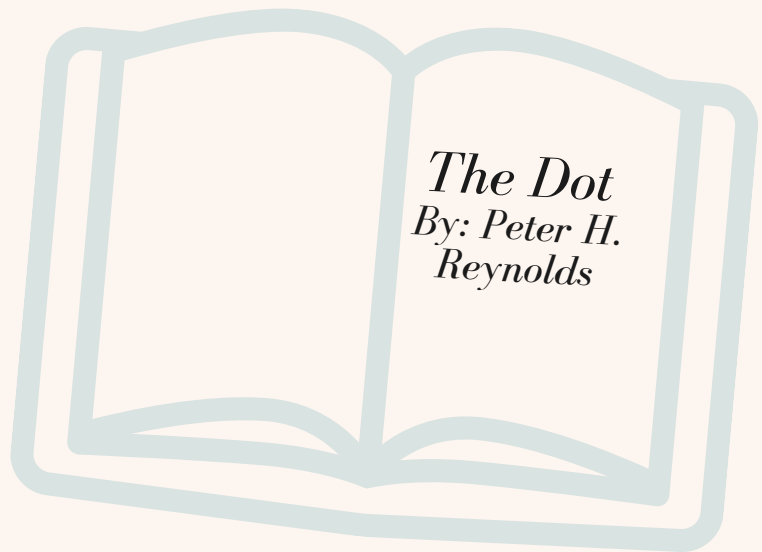
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What makes you happy?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Reynolds, 2003).



During the book ask students:

- What Zone is the character in?
- Is this character a flexible or stuck thinker?

Following the book:

Ask students:

- At the end of the book, was the character a flexible or stuck thinker?

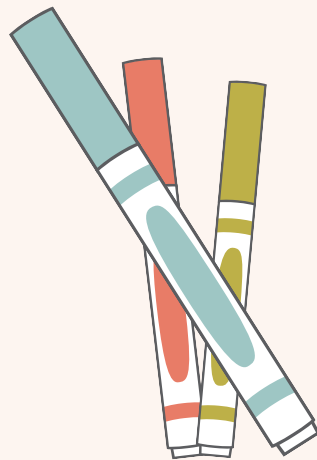
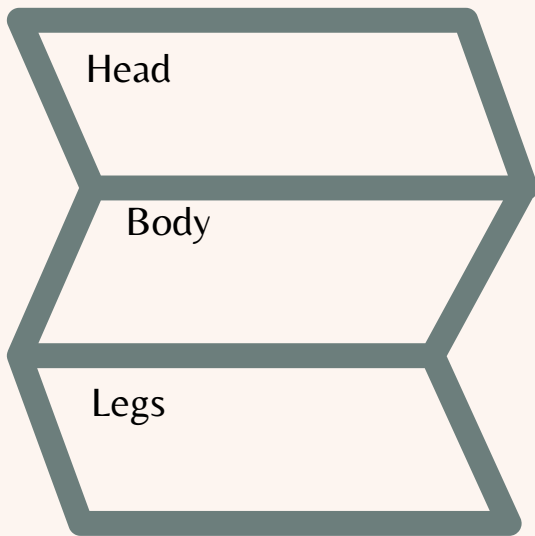
Instruct students to discard of gum and transition to table area for activity.

WEEK 5: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity of a trifold character. Each student will be given a trifold piece of cardstock, with each fold labeled (as shown below). Students will be instructed to draw a character/animal of their choosing, starting with the head (this will be their sheet to take home). Then students will pass the paper with the body section facing up and the head hidden from the next drawer. When the body is complete students will pass the paper with the leg portion facing up and other sections hidden. Once students have finished on the legs, they will give the completed sheet to the individual who drew the head. The purpose of this project is to facilitate fine motor engagement and flexible thinking. Facilitators will monitor students' grasp as well as discuss the need to be flexible with their peer's ideas on their sheet



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 6: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme of the week, expected vs. unexpected.

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: Do you prefer cats or dogs?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Medearis, 1996).



Before the book ask students:

- Do any of you eat dinner in the bathtub?
- Is eating dinner in the bathtub expected or unexpected?

Following the book, discuss expectations with students (sometimes unexpected is okay, other times, unexpected behaviors are not acceptable). Facilitator will instruct students to discard of gum and transition to tables for activity.

WEEK 6: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity of expected vs unexpected card sort. Students who demonstrate difficulty with letter formation will practice writing "expected/unexpected" on the butcher paper. Students who demonstrate need for scissor skill practice will cut prompt cards. Students with fine motor deficits will rip tape pieces, and students with social skill concerns will assist with sorting cards on butcher paper.

- Green - Expected
- Red - Unexpected



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 6: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students the theme of the week, expected vs. unexpected.

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: Do you prefer rain or snow?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Portis, 2006).



Before the book ask students:

- If this isn't a box, is that expected or unexpected?
- If this is not a box, what else do you think it could be?

Following the book:

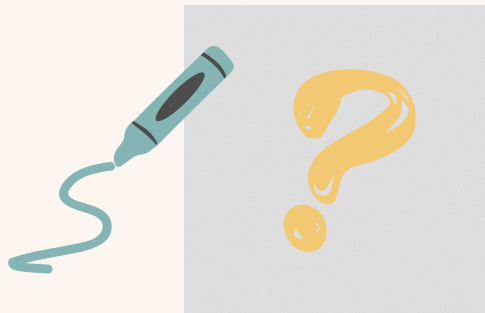
- Instruct students to discard of gum and transition to table for activity.

WEEK 6: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity which is related to the book read in the session. Students will be given a worksheet with a blank box on it and will be instructed to draw an image/figure which contains the square, but it cannot be a box. To put a twist in the activity, facilitator will incorporate red light/green light while they are drawing, but with unexpected rules. For example, red light means students can draw, green light means they need to stop. This facilitates an unexpected rule, while they are drawing an "unexpected" image. Facilitator will hold up red or green construction paper and shout out red light or green light while students are coloring. When students have completed their drawing, they will be instructed to write what they drew. Facilitator will monitor grasp and letter formation throughout the activity.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional
information



WEEK 7: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce the theme of the week, which is manners.

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What is your favorite food?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Ziefert, 2001).



Before the book ask students:

- What are manners?

Following the book:

- Instruct students to discard of gum and transition to table for activity.

WEEK 7: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce fine motor activity which is completing a thank you card. Facilitator will give students examples of when a thank you is appropriate. Students will each pick someone in their life they would like to thank, and complete a thank you card. Facilitator will encourage students to sound out words as they write, and monitor grasp and letter formation. Students will either bring cards home for the individual or facilitator will give it to appropriate personnel at the school as needed. Facilitator will ensure students sign their name in the card. Incorporating stickers at end of task can promote an extra fine motor component.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 7: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students the theme of the week, which is manners.

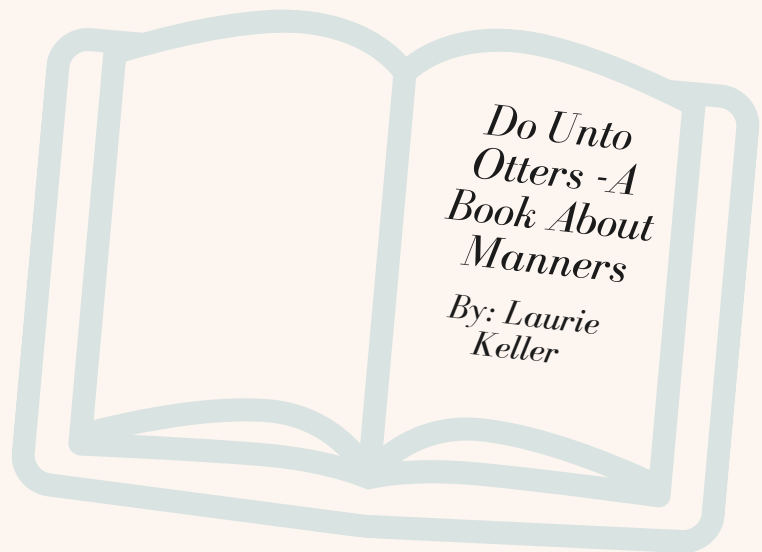
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What makes you sad?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Keller, 2007).



Following the book:

- Instruct students to discard of gum and transition to table for activity.

WEEK 7: DAY 2 (CONTINUED)

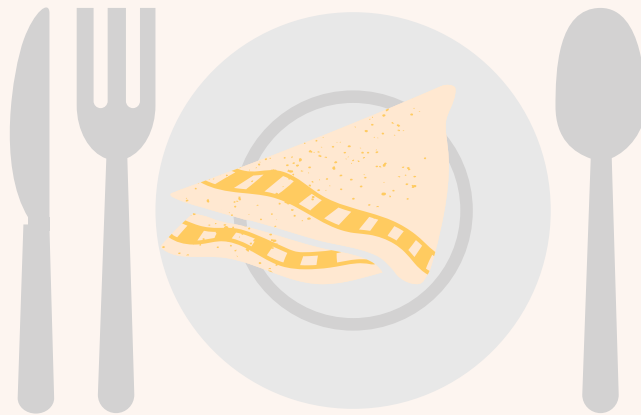
Agenda

Activity:

Facilitator will introduce fine motor activity of mealtime manners. Manners will be discussed and demonstrated as well as opportunity for participation. Apples and bananas will be used for the food items (if any children have an allergy, this can be adjusted).

Manners to Discuss:

- Please and Thank You
- Hand Hygiene
- Clean Up
- Chewing/Talking
- Cutting Food
- Napkin Use



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 8: DAY 1

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will introduce theme of the week, which is teamwork.

Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What is your favorite drink?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the video, however, will be discarded once moving on to the fine motor activity. Video is listed below (WonderGrove Kids, 2014).



Work Together as a Team
By: WonderGrove Kids

Following the video:

- Instruct students to discard of gum and transition to table for activity.

WEEK 8: DAY 1 (CONTINUED)

Agenda

Activity:

Facilitator will introduce teamwork activity. This activity will consist of rubber bands around cups with strings coming from the rubber bands, one string per student. Students will manipulate their strings as a team to grab cups and stack them. Example set up found via QR code info. Following the activity, the facilitator will inform students there is one more group session left.



Clean Up:

Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional information



WEEK 8: DAY 2

Agenda

Zones:

Upon arrival to group, students will utilize a clothespin and "check-in" via the Zone poster according to which Zone they are in (Kuypers, 2011). Students may be given refresher on Zones to ensure understanding of Zones. Address student directly if they arrive in the Blue or Red Zone to gain understanding of their current situation. The facilitator will instruct students to sit in a circle for the warm-up. Facilitator will remind students the theme of the week, which is teamwork. Facilitator will also remind students this is the last group session.

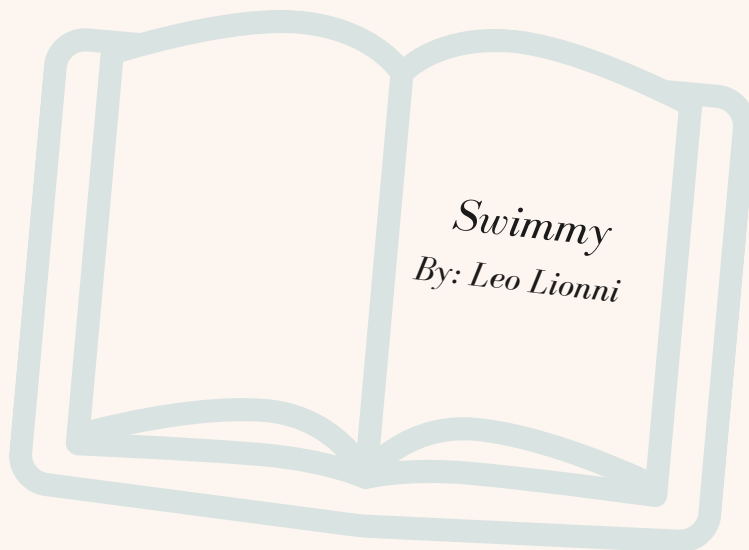
Warm Up:

The warm up will take place with students formed in a circle on the floor or in a circle formed with chairs. The facilitator will ask a question to the group (listed below) and give students time to think of a response. Facilitator will encourage and ensure students listen to peers as they share out in the circle.

*Question: What was your favorite part of group?

Book/Chew Break:

Students will be given the choice of chewing bubble gum. The gum can be utilized when listening to the book, however, will be discarded once moving on to the fine motor activity. Book is listed below (Lionni, 1963).



Following the book:

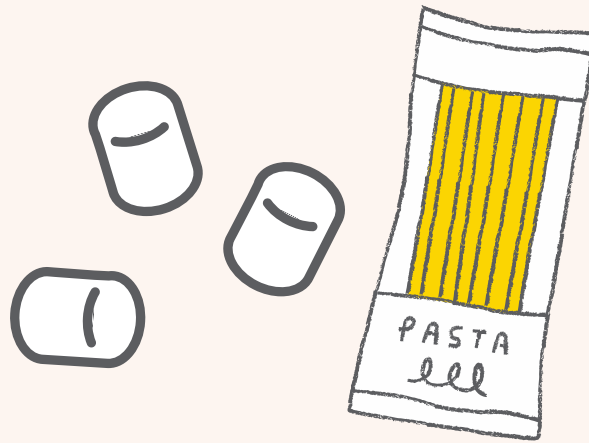
- Ask students where they noticed teamwork in the book.
- Instruct students to discard of gum and transition to table for activity.

WEEK 8: DAY 2 (CONTINUED)

Agenda

Activity:

Facilitator will introduce teamwork activity of assembling structure as a team given two materials (marshmallows and raw spaghetti noodles). Students will be divided into 2-3 teams depending on # of students in group. Students will be given 15 minutes to assemble a structure and groups will be judged on participation, teamwork, and the structure itself. Following the activity, facilitator will thank students for their participation in group up to this point, and dismiss them.



Clean Up:

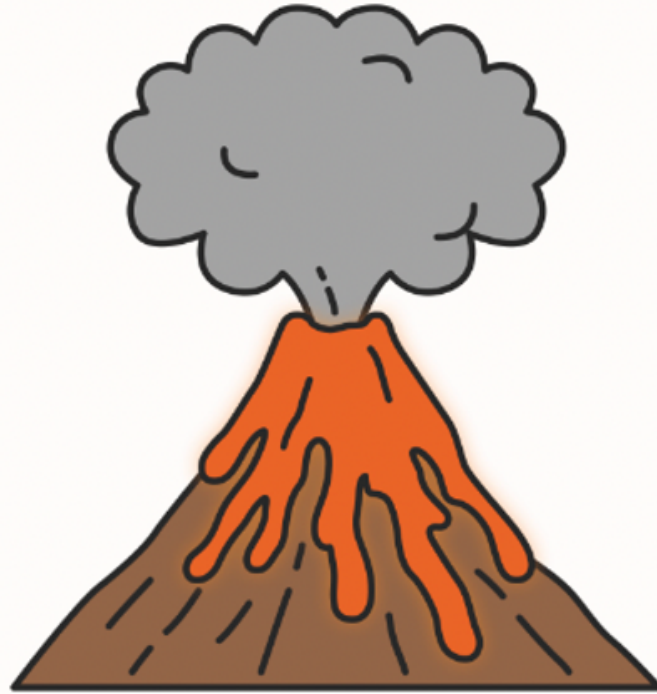
Facilitator will clean up space following student dismissal as well as document attendance for session on attendance sheet.



Scan for session resources and additional
information



MY MOUTH IS NOT A VOLCANO!



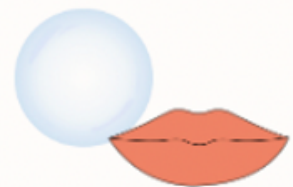
INSTEAD I CAN...



Stop and think



Raise my hand



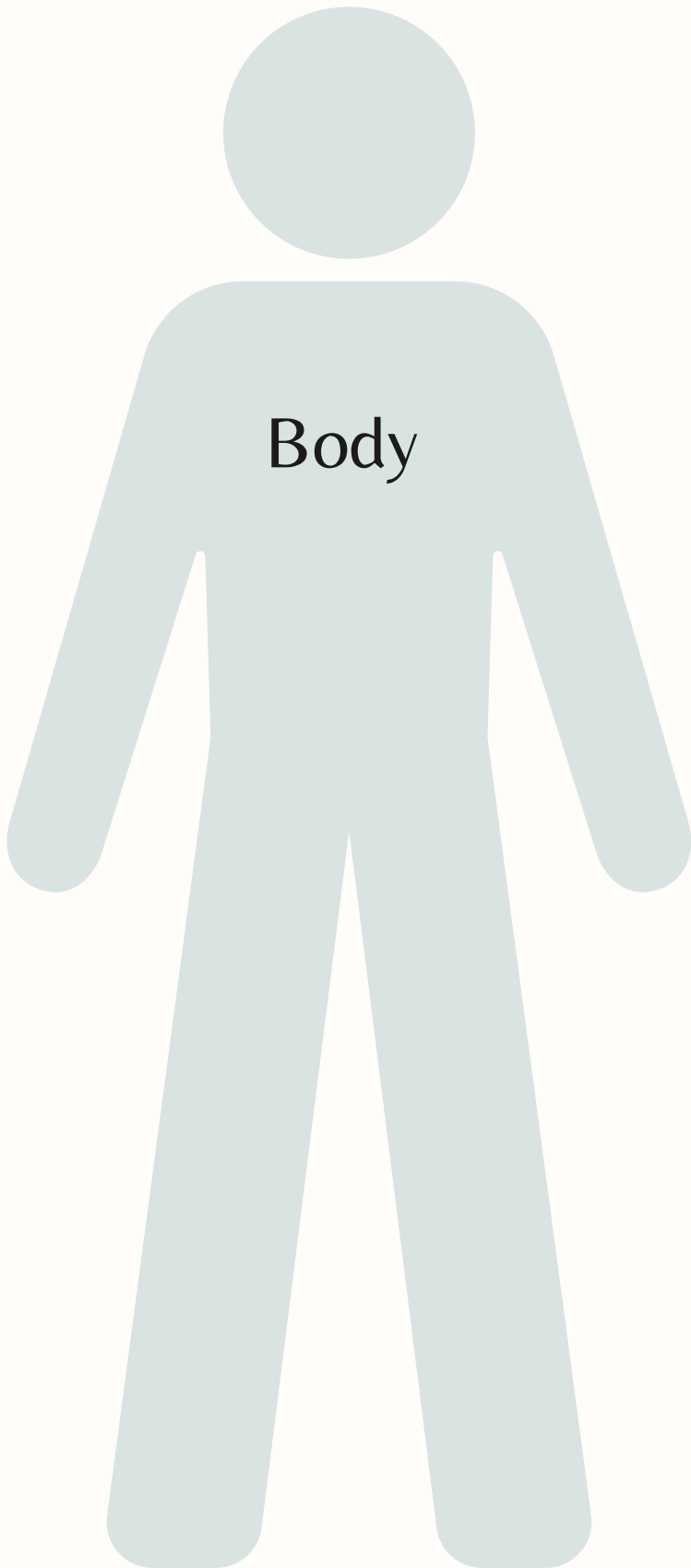
Put a bubble in my
mouth



Take a deep
breath



Squeeze my hands



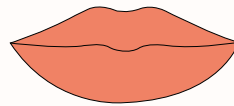
Brain



Eyes



Ears



Mouth



Heart



Hands



Feet

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