

Motor Planning

This will help staff:

- **Understand what motor planning is**
- **Know how you might notice if someone is having difficulties with motor planning skills**
- **Select activities to support those who are having difficulties**

About These Skills

- Unless we are learning a new skill, our movements become automatic.
- Motor planning is developed through experience; a child will learn to stand, balance, take a step, walk, then run and jump and so on.
- Each skill is learnt and used to further develop mastery over movement ability for new actions.
- Motor planning is the ability to:
 - Have the idea for the movement required
 - To be able to organise movements for the activity
 - To sequence the movements in a coordinated manner and
 - To know through feedback from the body if the action has been completed correctly with the ability to adjust to the demands of the task.

About Motor Planning

- Motor planning is highly complex, but a normal part of development.
- Difficulties in this area have a significant impact on the ability to complete everyday tasks.



Challenges with Motor Planning

The child may present as:

- Awkward and clumsy when moving around
- Untidy in appearance
- Avoidant of new tasks
- During tasks, the child can describe what they need to do but they have difficulty carrying out the actions
- Delayed in handwriting development



- Unable to complete construction activity
- The class clown to distract from their difficulties
- Having difficulty with dressing and feeding themselves
- Consistently making the same mistakes
- Delayed in fine motor skills

Activities to Support

- Activities to support a child with motor planning difficulties can be completed with a whole class, small groups or individually.
- Providing movement based activity will enable the brain to receive information about movements to aid laying down of motor memory to develop motor skills.
- Repetition is very important for children with this difficulty.



Activities to Support

- Sensory motor circuits in a small group with support – see Movement: Sensory section.



Activities to Support

- Encouraging dressing in front of a mirror



Activities to Support

- Animal walks



Activities to Support

- Movement to sequences – *Simon Says*



Activities to Support

- Completing movements in slow motion while talking through it



Activities to Support

- If learning a new skill, encourage the child to:
 1. Say what they need to do
 2. Have a go and then
 3. Discuss how it went and what could be done differently



Activities to Support

- Buddy the child with someone who will encourage the them to practice.



Activities to Support

- Complete fine motor activities – see *Movement:Handwriting* and other activities.



Activities to Support

- Complete Body Awareness activities – see Body Awareness page – in a small group.

