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Programming of Coordination:

Coordination: The ability to follow along with another person. It goes beyond specific imitation as it is not about copying specific movements but copying a sequence of movements. In addition, it requires the matching of stop/ go and the pace of the action. As coordination skills improve, it also facilitates flexibility as the materials might not be identical.

Coordination while seated:

Steps:

1. Seated at the table face to face. Two sets of identical materials for single step actions. For example, two identical hammers/ two identical cups. The actions done on these objects should be single step, e.g. banging with the hammer/ rolling the cups. Practice this step across a range of materials and people.
2. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
3. Seated at the table face to face. Two sets of identical materials for single step actions but the materials can be sets of materials, e.g. a cup and a ball/ a hammer and a bench. The child now imitates how one object acts on the other (e.g. ball into the cup/ hammer the pegs in the bench. Practice this step across a range of materials and people.
4. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
5. Seated at the table face to face. Two sets of identical materials for single step actions. Each set has one central item and two

possible locations, e.g. one ball, a cup and a bowl, the child watches the adult place the ball and then does the same placement. Practice across materials and people.

6. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
7. Seated at the table face to face. Each participant has one set of identical materials for single step actions. Present to the child, either an action with the material (e.g. to hammer a peg) or an action without materials, e.g. clapping or banging the table, i.e., an action that is insight, without a tool (e.g.: not: touching head or touching nose as that action is out of sight). Practice across materials, actions and people.
8. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
9. Use the materials described above but do the activity in a my turn/ your turn format. For example, you place a ball in a box and then give him a ball and expect him to place the ball in the box. In this format, there is a bit of a time delay from the model to the action done by the child. Practice this step across a range of materials and people
10. Introduce the concept of stop and go with an action. Use continuous actions used in the above steps, e.g. banging, clapping. Have the child continue doing the action along with you until you stop. Support the child's ability to stop with hand over hand support, which should be faded. Initially, you can offer the command "stop." Over time, the directive to stop should be eliminated so that the child is controlling his actions based on his visual assessment of the adult's actions. Musical instruments are good for this task.
11. Repeat this step but move back one to two feet away from the child. Practice this step across materials, actions, people and locations.
12. Seated at the table face to face. Two sets of identical functional materials for single step actions, e.g. powder or liquid in little cups to pour into a bowl/ crackers to break on a plate with a hammer/ repeat across multiple cups or crackers. Practice across materials, types of actions and people.

13. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
14. Seated at the table face to face. Two sets of identical materials for sequenced actions. Use actions on materials that have been done at the single step level. Have the materials out in a functional order. Possible sequences: pour then stir/ pour then drink/ pour then eat/ pour then shake/ spread glue then place a shape on the glue/ glue then shake glitter/ open then pour in a bowl/ open then reach in to eat. Practice across materials, types of actions and people.
15. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
16. Repeat steps 7 to 15 in a different general location. Depending on the child, it could be a different part of the classroom or a different setting (e.g. do in the library or the hallway)
17. Seated at the table face to face. Two sets of identical materials for three step sequenced actions. Use actions on materials that have been done at the single and two step level. Have the materials out in a functional order. e.g. open, pour, stir/ shake open pour/ open, pour, eat. Practice across materials, types of actions and people.
18. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials and people.
19. Repeat steps 7 through 17 but increase the distance away to three to five feet.
20. Seated at the table face to face. Two sets of identical materials for three step sequenced actions. Use actions on materials that have been done at the single and two step level DO NOT have the materials out in a functional order.
21. Repeat this step but move back one to two feet away from the child. Practice this step across a range of materials, people and locations.
22. Introduce stop and go within an activity, e.g. model an action within a sequence, e.g. stirring and then facilitate starting and stopping of the action. Expect the child to follow along. Repeat across people and materials.

23. Introduce varying of pace within an activity, e.g. model the action at varied paces, e.g. stirring quickly or slowly, expect the child to follow along. Repeat across people and materials.
24. Repeat steps 7 through 23 but sit at an angle to the child so that the child has to look towards the side. Gradually, change the seating to the point that the child and the adult are seated side by side.
25. Have a peer in the adult's role so that the child learns to follow along with a peer. Begin at a single action level and build the skills gradually.

Coordination while moving:

1. Have the child stand on a mat and stand opposite the adult. The adult stands two to three feet away and should do a gross motor action, e.g. jumping, stomping feet. The child should copy.
2. Same as above, but the adult should do a continuous action and then say stop and stop. The child should be expected to do the same. Vary the actions and the duration of the action.
3. Same as the above, but the adult should vary the pace of the action and the child is expected to do the same.
4. Repeat and increase the distance of the adult away from the child. Remove the mat defining the child's location.
5. Same as above but include silly types of actions.
6. Repeat but have a peer in the adult's role.
7. Begin by having the child seated opposite the adult with a table between them. Two sets of materials for the task should be placed in view on a table three feet away. The adult should stand and the child should follow along. The adult should walk to the table, supporting the child's ability to walk along by holding his hand. The adult should take a specific item and the child should take the same one. The adult and child should walk to the table to place the item. Repeat across all the necessary materials. The task should then be done in coordination with the adult seated across from the child.
8. Repeat above but do not hold the child's hand.

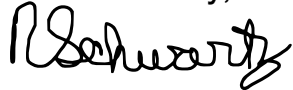
9. Repeat above but have the materials split across two and then three locations so that the child must follow the adult to the specific location.
10. Practice patterned walking around the school.
11. Have the child follow a long to get a ball and then go to one of two locations to throw the ball. Can do the same with any materials, e.g. follow along to get a car and then go to a location to push the car/ follow along to get a jump rope and then go to a location to jump. Gradually move this type of coordination into larger settings, e.g. the gym or the playground. Do this with a peer.
12. Following along a line. Draw two parallel lines about three to five feet apart. The adult stands on one and the child stands on the other, they face each other. The adult is in the lead. The child follows along re: the type of movement, stop and go and the pace of the movement. Do this with a peer.
13. Banging the wall. Have the child follow along to bang in different locations along the wall. Randomize where the banging is to be done so that the child cannot anticipate the next location but has to follow a long. You can allow the child to be in the lead for a series of turns. Do this with a peer.
14. Have the child stand opposite you, nod your head and have her run to slap your hands. You can allow the child to be in the lead for a series of turns.
15. Have randomly drawn large circles around the play yard. start out in one circle, nod your head and together run to another. Stop, nod your head again and together run to another circle. You can allow the child to be in the lead for a series of turns. Do this with a peer.
16. Follow the leader: Have the child follow along across an obstacle course. Allow the child to be in the lead and sometimes stop so you are not following so the child has to repair. Do this with a peer.
17. Follow the leader: Play follow the leader in the playground, when there are no other children. Allow the child to be in the lead and sometimes stop so you are not following so the child has to repair. Do this activity with a peer. Do this activity when there are other children in the play ground.
18. Do a conversational walk with the child. That is, while walking to a classroom, walk a set number of steps and then turn and face,

offer a comment, give the child time to offer a comment in response, continue walking, at the same number of steps, turn and face, etc.

19. Have two children standing side by side at two pieces of paper, one draws a hill and the other copies/ the first one takes a sticker and places it on the hill and the other copies on his paper – next level do this same type of activity but they stand back to back so the child following has to look back over his shoulder

For all coordination activities, you need to have two sets of materials. The programming of the activities should move from face to face, side to side, back to back, body positions. The programming should gradually increase movement required, distance between the two people, setting, and other person involved (moving to a peer). Always use actions/ skills for which the child is competent so that he does not need help doing the action. Help the child to understand the need for change in pace. That is, at times talk about why you have to do something quickly or slowly (we need to carry this tray slowly because the cups are filled with water/ we need to clean up in a hurry, it is time to go home.)

Submitted by,



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