Praxis Workbook for School-Based Therapists

Identifying & Designing Intervention Strategies for Children with Praxis Deficits

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How to Use This Workbook

This workbook is organized to support the full clinical workflow for praxis assessment and intervention planning. Move through the sections in sequence for a new client, or use individual sections as reference tools for ongoing caseloads.

Introduction

Why Praxis Matters — Especially in the Age of AI

We are living through an unprecedented technological moment. Artificial intelligence can now write essays, generate art, solve equations, compose music, and navigate complex conversations — often faster and with more precision than any human. In this climate, educators and therapists are asking an increasingly urgent question: What skills are being disrupted in a tech-based world and what skills should we be teaching children that technology cannot replace?

The answer, perhaps surprisingly, begins in the body.

Praxis — the brain's ability to conceive, plan, and execute novel motor sequences — is one of the most fundamentally human capacities we possess. It is the skill that allows a child to figure out how to climb a new piece of playground equipment, navigate a crowded cafeteria while carrying a lunch tray, imitate a dance move they have never seen before, or approach an unfamiliar science experiment with confidence. It is the foundation of creativity, adaptability, problem-solving, and self-directed learning.

AI can generate a plan. But it cannot inhabit a body, feel proprioceptive feedback, or learn by doing. When a child develops strong praxis skills, they are building the neural architecture for ideation (coming up with new ideas), motor planning (figuring out how to execute those ideas), and feedback processing (using sensory information to refine what they did). These capacities support not just motor learning, but cognitive flexibility, executive function, and social participation.

Children with praxis deficits are particularly at risk in AI-saturated environments. When tasks become difficult, the path of least resistance is to outsource — to ask the device, to use voice commands, to let the algorithm suggest the next step. Each of these workarounds reduces the very challenge that would grow a child's praxis skills and ability to engage their working memory to visualize plans and solutions to problems. This is not an argument against technology; it is an argument for ensuring that technology use is balanced with embodied, motor-based learning experiences that only a body in space can provide.

As school-based occupational therapists and physical therapists, you are uniquely positioned to advocate for this balance. You understand that handwriting is not just a clerical skill — it is a praxis-building activity that activates neural circuits associated with working memory, reading,

and idea generation. You understand that recess is not just a break — it is where sequencing, ideation, spatial navigation, and peer-to-peer motor coordination develop. We understand that transitions, unstructured time, and novel tasks are exactly the moments that challenge and grow praxis, and are also exactly the moments where children with deficits struggle most visibly.

This workbook is a clinical tool designed to help school-based therapists identify praxis deficits through structured observation, understand the underlying sensory and neurological foundations of different praxis profiles, and design individualized, evidence-informed intervention plans. It integrates observation checklists, deficit-specific information sheets, treatment planning frameworks, graded activity progressions, and a goal bank — all organized to support the full clinical workflow from evaluation through IEP goal writing.

The work we do to build praxis in children today is the work of helping them remain agents in a world that increasingly asks them to be passive consumers. Every obstacle course, every sequencing game, every moment we wait for a child to generate their own motor idea rather than supplying it for them — these are investments in a child's capacity to think, move, adapt, and thrive in whatever world they grow up into.

What Is Praxis?

Praxis develops through adequate sensory processing from the visual, vestibular (movement), proprioceptive (muscles and joints), tactile, and auditory systems combined with higher-level cognitive abilities. It consists of the following components:

1. Motor Ideation: Develops out of knowledge of what your body can do (jump, flip, roll, kick, etc.) and knowledge of the properties of objects in the environment. (ex: a pen doesn't just write. you can flip it, throw it, balance it, chew it, etc)

2. Planning and Sequencing: Completing a series of actions that combine knowledge of body and knowledge of objects, including spatial organization and sequential memory.

Single Actions: Initiating a plan for a body movement to assume a posture or complete a repetitive movement or initiating an action to use an object in different ways

Within a task: completing a series of actions combining knowledge of body and knowledge of the object to figure out how to use the objects in a specific manner (ex: washing and drying dishes)

Within the environment: Involves taking into account the spatial organization of tasks, their proximity to see them as a “sequence” (next to each other or spaced out in the room) and often combines serial motor actions that require different motor plans for each step (ex: put your coat away, get a mat, find an open space, select materials from the shelf). It also involves sequential memory and the ability to access plans for activity sequences when there is not an obvious visual cue from the environment about what to do.

3. Feedforward: Initiating a motor plan for a familiar task based on knowledge of body and objects before the movement occurs.

4. Execution: Attempting to complete the motor task.

5. Feedback: Using internal sensory information and external environmental cues to determine if the activity occurred as desired.

How Praxis Deficits Present in School

- **Verbal Praxis Deficits:** Difficulty translating verbal information into a motor action; difficulty verbalizing spatial concepts (over, under, through).
- **Imitation/Postural Praxis Deficits:** Difficulty translating visual information/demonstrations into a motor action
- **Daily Routines:** Difficulty recalling and internalizing sequences for daily routines (collecting materials, setting up a task, completing it) without frequent adult support.
- **Sequencing Praxis Deficits:** Difficulty sequencing the beginning, middle, and end of activities.
- Difficulty managing unstructured times: transitions, waiting for an activity to begin, free play with peers.
- Difficulty "walking and talking" at the same time — limited attentional resources remain for social interaction when motor demands are high.
- Easily overwhelmed with skill demands due to difficulty creating novel motor plans or accessing familiar motor plans in busy environments.
- **Play Skills / Approach to Task:** Decreased flexibility in play, difficulty integrating peers' ideas, preference for sedentary and predictable activities.

School-Based Observations of Praxis Skills

Use this checklist during classroom, gym, recess, and lunchroom observations to identify which areas of praxis are impacted. Check all that apply. Items marked "Further Testing Y" should be followed up with standardized assessment.

Child: _____ **Date of Observation:**_____

Therapist: _____ **Setting(s) Observed:** _____

Teacher Concerns:_____

Tactile-Based Praxis Observations	Present	Not Present	Further Testing? Y/N
Inconsistent use of fingers/approach to manipulating materials			
Inconsistent bilateral hand use with materials			
Difficulty opening containers			
Tool use is awkward and inefficient (utensils, rulers, scissors, tape dispensers, etc.)			
Difficulty with activities of daily living			
Slow to get started on work involving materials			
Difficulty packing/unpacking bookbag			
Difficulty with lunch/snack management			
Difficulty sequencing multi-step tasks with manipulatives			
Difficulty imitating use of objects			
Difficulty following directions for materials use			

Vestibular-Based Praxis Observations	Present	Not Present	Further Testing? Y/N
Poor total body coordination, awkward, clumsy			
Frequently moves hard/fast, is impulsive			
Difficulty acquiring and generalizing ball skills			
Difficulty playing games with peers on the playground			
Difficulty with organized games in gym class involving space			
Preference for sedentary activities or gives up easily			
Often off-task/distracted when motor demands are high			
Overly focused on using computers, avoids motor activities			
Difficulty navigating classroom or school			
Difficulty with multi-step activities/transitions			
Difficulty imitating whole body movements			
Difficulty following directions for transitions			

Somatosensory-Based Praxis Observations	Present	Not Present	Further Testing? Y/N
Difficulty with initial motor planning of body movements			
Stiff/jerky quality of movement			
Tenses/fixes, fatigues quickly			
Inefficient approach to motor tasks, does worse with eyes closed			
Difficulty imitating body positions/gestures			

Struggles to follow verbal directions for body positioning			
May struggle to complete motor sequences requiring coordinated and repetitive movement (e.g., rapid forearm rotation, hand movement sequences)			
Opts out of gross motor opportunities/exercises for health and fitness			
Excessive computer/smartphone use, talking over doing, or learned helplessness			
With writing/fine motor: may use excessive or insufficient pressure for execution			
Resistant to sustained motor coordination demands/changes the task			

Visuopraxis Observations	Present	Not Present	Further Testing? Y/N
Block building and manipulatives requiring assembly and creativity are challenging or avoided (K'nex, Tangrams)			
Trouble figuring out how to approach drawing/letter formation, progressing to multi-part figures			
Has proficiency with letter formation but struggles with orthographic memory without a visual model			
Excels at letter formation but drawing skills are significantly below age level			
Struggles to manage space on a page; can use lines/boxes if specifically taught			
Planning in relation to a grid when drawing is challenging			
Difficulty in math and science class when visuospatial skills are taxed			
Difficulties reading charts and graphs where finding concrete steps is not an option			

Mental rotation and visualization of iconic information is difficult (e.g., horizontal-to-vertical math problems)			
Adequate visual perception but struggles with puzzles due to combining visual matching with correct orientation			
Struggles in art class, graphic design, slide deck construction, or poster creation			

Ideation Observations	Present	Not Present	Further Testing? Y/N
Does well with routines but poor independent work completion			
Impulsive and frequently off task without direct support			
Relies heavily on verbal/visual supports to execute tasks			
Often seeks out adult support to figure out what to do			
Does not ask for help but often does not seem to know what to do			
Frequently copies peers' actions and/or words			
May use unsafe play — judgment is poor with object use or body play			
Language lacks specificity with regard to actions, prepositions, and object affordances			
Play is concrete/rigid			
Repeats the same ideas over and over			
Imaginary play lacks motor elements			
Child sticks to one movement (e.g.running) on the playground			
Often uses a trial and error approach to tasks			
Child often says "I can't do it" or asks for help before initiating a task			

Stages of Intervention for Praxis

The following stages provide a developmental progression for praxis intervention. Begin at the stage where the child demonstrates consistent success, then advance through stages as skills are internalized. Each stage builds on the previous. However, it is important to keep in mind that development is not strictly linear. Some days you will be able to incorporate more cognitive strategies and some day activities will be more focused on regulation and building motor foundations. Motor skills allow for exploration and attaching meaning, so each new stage of motor development then requires different strategies for building cognition and working memory around those new experiences.

Stage 1: Organization of Behavior and Motor Experiences

- Energize: Load the body with sensory supportive input to activate the vestibular and proprioceptive systems
- Gradually add in engagement of vision for targeting and projected actions
- Build postural and motor foundations
- Body in space - Practice activities that facilitate an understanding of over/under, up/down, forward/backward
- Movement in proximal space/time - 1-2 step repeated movement/simple sequence
- Think about what you are going to do prior to experience (see the action in your head, see yourself doing the motion successfully, then do it)

Stage 2: Recall and Visualize — What Did I Do Today?

- Draw/write down at least one piece of equipment used
- Progress to several used that day
- Write/draw all equipment used that day
- Label, give a title
- Add body/person doing it to drawings (recalling actions with objects)
- Add verbs to phrases ("jump over the block")
- Verbalize prior to writing

Stage 3: Develop Action Affordance — How Many Ways Can You Move?

- Take turns copying movements. Child invents, others imitate, then child imitates while another invents. Can't use the same idea twice.
- Build complexity from static to dynamic movements with more coordination
- Expand into a series of movements (e.g., body telephone)
- Variation: identify objects that you can use with movements you have ideated (e.g., something you can jump over, balance on, etc.)
- Combine actions with equipment into 3–4 step sequences

Stage 4: Develop Action Affordance with Objects

- 5 ways to use a piece of equipment
- Take turns with peer and therapist to come up with idea variations
- Identify things that can't be done because they are unsafe
- Create a picture list of ideas with objects and body
- Attach labels (adjectives and adverbs: round, hard, light, soft, squishy, rollable, bounceable, etc.)
- Expand ability to explore and interact with a variety of objects and their affordances
- Locate multiple objects in the environment with similar properties (e.g., scavenger hunt — find 5 things you can use to…)

Stage 5: Pre-Planning / Building Using Objects and Body Actions

- Set up an obstacle course
- Verbalize an idea to a peer
- Repeat a motor course with at least 3 different motor plans 5 times
- Create a book of activity ideas using drawing and labelling - My Sensational Achievements!
- Incorporate ideas of a peer/therapist into a plan (after ideation emerges)
- Accept changes/variations to the plan once sequences are easily internalized

Other Game Ideas

The Figure It Out Game: "Get to that dot across the room without touching the floor. Use anything you can reach to climb on/crawl on to help you get there."

Science Experiments Without Instructions: Construct a project using only the materials on the table after identifying the affordances and how they can be used to reach a goal (e.g., marble run; experimenting with how materials work together). This involves using materials to accomplish a goal such as tying something to a string that could swing and knock over a domino. Sample question: "How could you use a piece of string and this round magnet to knock over this domino?"

Activate

Activate activities provide the sensory input and body-based challenge that build the foundations of praxis. Use these activities to connect students to their bodies, improve coordination and sequencing, and develop ideation through structured movement.

Facilitating Execution via Sensory Experiences

Improving Somatosensory-Based Praxis

3.Start with activities that provide high input to muscles and joints (trampoline, resistance bands, massage, pushing/pulling, crawling on cushions).

Follow this input with encouraging games that involve body coordination (climbing, jumping, skipping, hopping, rolling, etc.).

Gradually increase to longer sequences and combining different motor plans during play using Sequencing Games.

Improving Vestibular-Based Praxis

1. Start with activities that provide movement of varying speeds and directions (e.g., via swinging). Add in targeting and practicing going from moving to stable surfaces.
2. Follow this input with games that involve spatial judgment (jumping down from different heights, targeting games in different locations with varying distances, jumping over objects, etc.).
3. Gradually increase to longer sequences and combining different motor plans with spatial judgment demands during play using Sequencing Games.

Improving Visuopraxis

1. Start with activities that provide increased tactile feedback such as using bean/rice/sand sensory boxes, burying hidden treasures, finding shapes/objects by feel to increase tactile perception of the qualities of materials.
2. Follow this input with games that involve finding specific materials and using them to build a 2, 3, or 4-part object/design.
3. Gradually increase to longer sequences/more materials. Then practice replicating the "built" designs on paper. Simple ideas include using shapes like triangles, circles, lines, and squares to "build" a balloon, truck, sailboat, steps, etc. (Think Tangrams Jr and other building-based visual perception games).

Ideational Praxis and Exploration

- **Body Telephone:** Take turns modeling movements and imitating what your child is doing.
- **“Ables” of an object:**Give the student an object (ball, rope, clip) and ask: "What else can you do?" If they attempt something, label it (e.g., "Yes! You can flip it!"). Use turn taking to model different ideas and help them expand object exploration. Think about what the object is "able" to do — flip-able, bend-able, etc.
- **“Ables” in the environment:** Have the child find something in the room that is bounce-able; jump-over-able; climb-on-able. If they struggle, demonstrate how you would search for things in the room that meet that parameter and even model/verbalize failed attempts: "Nope! This is too hard/small/wobbly."
- **Roadblocks:**On the playground, experiment with different ways to slide down a slide or get to a piece of equipment if there is a "road block" at the entrance typically used to get on a climbing structure, or ways to get on/off things without using a particular body part or instead of jumping.
- **Body Ideas:** Make a game out of seeing how many "tricks" you can do on a piece of playground equipment (e.g., jump off, spin, balance, lay down, etc.).
- Give **SPECIFIC** praise (e.g., "I really like how you used your legs to…").

Sit Up, Listen, Engage: Verbal Praxis Exercises

Verbal Praxis supports the ability to quickly translate verbal directions into a motor plan. These exercises add elements from the environment to help students integrate information from their body and the environment for novel directions.

Instructions: Do 5 in a row (approximately 1 minute per level). Observe at what level the student has the most difficulty. Begin intervention at the level before the breakdown point.

Level 1 — Body Only

- Put both hands on your shoulders (Symmetrical)
- Put your left hand on your head and your right arm behind your back (Asymmetrical)
- Cross your legs and put your hands on your hips (Symmetrical)
- Put your right arm on your stomach and your left arm on your back (Asymmetrical)
- Put your right hand on your knee and your left hand on your opposite shoulder (Asymmetrical)

Level 2 — Body with Spatial Directions (Up/Down, Right/Left, Front/Back)

- Put both hands on your head and bend to the front
- Turn to the right and touch your toes
- Put your right hand up in the air and your left leg out to the side
- Tip your head back and reach up to the sky with your hands
- Bend your knees and put your hands down on the ground

Level 3 — Body Moving in Space (Action and Space)

- Spin one time to the left and do one big jump into the air
- Take 4 steps to the right and do three hops forward
- Hop backward 2 times, turn left, and kick an imaginary ball
- Spin one time to the right and take 3 steps forward
- Skip forward 5 skips and then turn left and take one giant step backward

Level 4 — Body in Space with Objects

- Skip forward 3 times and touch the wall
- Spin to the desk and pick up the pencil
- Hop to the doorway, then walk backward to where I'm standing
- Side step to the chair and walk around it 3 times
- Gallop to where I'm standing and then walk around and stand behind me

Observation Guide

- **Difficulty Level:** At what level does the student have the most difficulty? Do more practice at the level before combined with that level.
- **Three-Direction Rule:** What happens when a third direction is added? Work up to 3 directions. After this, more cognition/executive function is needed.
- **Attention Shifts:** Does the student's attention shift/decrease with a particular level as a result of the increased demand?
- **Processing Speed:** How quickly does the student vary body movement, incorporate the spatial direction, and reference the environment to execute the task?

Learn

Learn activities are educational handouts and strategies designed to be shared with caregivers, educators, and older students. They build conceptual understanding of praxis and provide practical tools for supporting skill development across home and school environments.

Strategies to Develop Praxis

Praxis is a child's ability to come up with motor ideas for play, sequence games, and independently engage in organized play. The strategies below will help your child learn how to use body and environmental information to engage in more complex play, develop a "mental picture" of a sequence of events, and have ideas of things to do when in both familiar and unfamiliar places rather than defaulting to familiar play.

- "How many ways can you move your body?"
- "How many things can you do with [different toys, objects, playground equipment]?"
- Encourage the child to explore, experience, and describe the qualities and properties of toys, objects, and playground equipment.
- Play games such as "How do we get from _____ to _____ without touching the ground?" Set smaller distances first and gradually increase them.
- Give the child 3–4 items or movements and ask them to use them to get from one side of the yard/room to another.
- On the playground, experiment with different ways to slide down a slide or get to a piece of equipment if there is a "road block." Explore ways to get on/off things without using a particular body part or instead of jumping.
- Have the child create an obstacle course when given prepositions. For example: "Find something to go under, then something to jump across, and then something to hop around."
- Give SPECIFIC praise (e.g., "I really like how you used your legs to…").

Learn

Sequencing Games

Figure It Out

- Pick 3 items, and have the child figure out a way to cross the room without their feet touching the ground.

Body Move Games

- Have the child move across a room using only one repeated motion of their arms or legs; walking does not count! (e.g., touch opposite knee with hand)
- On the way back, alternate between two repeated motions of their arms and legs. (e.g., touch opposite knee with hand, hop on right foot)
- Progress to a sequence of 3, 4, 5 different motions, adding one unique movement each time until the room is crossed with a single unrepeated sequence of movements.

Obstacle Course Sequences

- Have the child choose 2 items in the environment with certain properties (e.g., find something you can climb on, jump over, walk on, etc.) while you choose 1–2 items.
- "Stick your equipment together" to make a sequence/obstacle course.
- Start with objects that can be lined up close together but require different motor plans (climb, jump, balance, crawl, etc.).
- As skills improve, increase the distance between obstacles to improve spatial navigation and judgment. You can also set up the challenge in a circle, zig zag pattern, etc.

Body Telephone

- In a small group, choose a 4-count body movement (e.g., clap 4 times, jump with legs open/closed 2 times, march 4 steps, etc.).
- Have the next child repeat that 4-count movement and add their own.
- The third child repeats the first two and adds a third. Try to see how many you can come up with before you start forgetting the sequence!

Language for Praxis: Strategies for Teaching Kids with Praxis Deficits

It can sometimes be frustrating for children who have praxis deficits to describe what they want to do, where they want to start, how they want to complete a task, what part of a task is hard for them, and what they want the end result to be. However, with thoughtful and precise words which a parent, caregiver, or sibling can model and help them find, a child's idea, plan, and purpose can be happily and easily shared and successfully achieved.

In general, try not to use the verb (jump, crawl, swing, go over, go under, go on top, etc.) when beginning an activity or task. Instead, when doing an activity or task, ask them in a question. For example, putting on a coat, you could start by saying, "What do you do first?" "Where does the sleeve go?" If the child is having difficulty labeling actions or figuring out the sequence, you can then describe what you are doing: "First you slide the sleeve on, then you slide the next sleeve on, close it, hook the zipper, and pull up the zipper."

Helpful Language Strategies

- "What activity or game will make your body feel good or 'just right'?"
- "Show me..." (have the child do and describe what their idea or plan is)
- "Where is it? Where did it go?" — gives the child visual, representational thought, and spatial awareness when experiencing if something is behind something else.
- "Can we move this a different way?"
- "How about this one..."
- "What are you thinking?"
- "What can we do with…? It looks like it would be good for scooping — let's test it."
- Model an idea: "I could…, what can you do?"
- If the child gives an idea but it's not workable, still allow the child to "test it" and use it as an opportunity to explain why it didn't work based on the properties of the object.

Specific Praise — Use Verbs and Adjectives

- "Good, looking with your eyes"
- "Nice, jumping with your feet"
- "Good catching with your hands"
- "What great climbing! I love how you are reaching and looking with your eyes!"
- "Remember — your eyes tell your body where to go…Good looking!"

DON'Ts

- **Avoid:** "Can you…" or "Do you want to…" — this gives the child the idea and the words rather than facilitating their own initiation.
- **Avoid:** "How are you doing that?" or "Why are you doing that?" — too open-ended.

Learn

Strategies During Play with Peers to Facilitate Ideational Praxis

Goal

Assist a student in exploring toys/objects at the play areas to increase variety and complexity of how they play with materials as a means to scaffolding play ideas and increased availability for social engagement with peers.

Key Terms

Executive Function: Thinking more about the activity in time or planning ahead in time. In play, may be more the activities that the animals, babies, people, etc. engage in and interactions that occur in the process, integrating pragmatic language.

Praxis: Involves motor actions and the process of doing activities with motor components (e.g., when playing with blocks, you have to have an idea of what to build, get them off the shelf, find the pieces you need, and assemble the blocks to build the idea).

Ideation: The ability to recognize an object's/environmental affordances (throw/squish/stomp-able) to generate a goal for a purposeful action and some idea of how to accomplish the goal. Includes knowledge of body, knowledge of objects, knowledge of actions, action-object interaction, and serial actions. It is NOT creativity. It always involves some sort of motor action and/or interaction with an object.

Strategies

- Use verbal language to comment on the child's attempts to explore the object; model yourself or point out actions/ideas that other children have of how to use the materials.
- Expand on why you don't do things, especially if initiating something unsafe: "Don't throw the cup. The cup is HARD (affordance)…it could hurt someone."
- Watch HOW LONG the child stays with an idea as a measure of progress.
- When possible, consider changing directives to questions so the student initiates: "Would you like to make pancakes with me?" vs. "Let's make some pancakes with our playdoh."
- Language and responses to elicit are information on: Action, location/position, when, size/color/shape/texture of objects.

- During this phase, instead of using phrases like "watch me" or "let's play [imaginary play scheme]," language/commenting is more about what the child initiates or an action that a peer initiates.

Sample Questions and Comments

- "Hmm…I wonder what you can do with this?"
- "Wow — that looks like it could CUT something."
- "You found something really BIG, what are you going to do with it?"
- "Look at Emma's TALL tower — what kind of tower are you building?"
- "Do you want to make the horse CLIMB or JUMP?"
- "Should we put ____ ON TOP OF the _____ OR UNDER the _____?"

Suggested Progression

Phase 1: Organizing input/sensory boost (heavy lifting, squeezing/squishing materials, messy play) → Ideation scaffolding: modeling ideas of object use with body and labeling "-ables" → Commenting on ideas/exploration of object and commenting on exploration modeled by peers.

Phase 2: Ideation includes building and commenting on the emerging block/lego building and how it looks compared to peers (size, rooms, windows, blocks used, etc.).

Phase 3: Expand the social interaction and play scheme, including visiting the block/lego houses, playing together, different things happening (actions/events).

Organizing input/ sensory boost Heavy lifting, squeezing/squishing materials, bubble mountain with group, messy play Can be done in transition or when you first get to a new station	Ideation scaffolding: What's this? Hmm- I wonder what we can do with this? Modeling ideas of object use with body and labeling "-ables" Commenting on ideas/ exploration of object and commenting on exploration modeled by peers	Social/language/play scheme per behavior/ pragmatic language team

Learn

Improving Transitions

Children with praxis deficits often struggle with transitions as they have difficulty visualizing what will happen next and what steps need to be completed during a transition. Parents and other caregivers can help make transitions easier with simple strategies.

Concrete Cues to End Activity

1. Visual cue: Try cueing for the end of the activity instead of time (e.g., "We will close the book after you finish reading this page").
2. Visual cue: Use a visual timer (most cell phones have an app; you can purchase a large one for a classroom as well).
3. Tactile cue: Set up and clean up — cleaning up items into containers, providing a specific job.

Simplify Language

Give instructions with the least amount of words possible. Avoid muddying the instructions and confusing the child with excessive talking. Only give the number of instructions that the child can handle successfully. If the child can only handle one instruction at a time, even the sentence "put on your shoes" may be too much. Step-by-step instructions for putting on shoes may be: Pick up your shoes, sit down, open the velcro (or untie), put your shoe on, close the velcro (or tie), etc.

Sequencing Transitions

1. Visualize the next step: Before transitioning, remind the child of the first step of the next thing they will do and ask them to make a picture in their mind of themselves doing it. For example: "The first thing you are going to do when you get in the house is hang your coat up. Imagine yourself hanging your coat up."
2. Create a sequence for every day routines and stick to the sequence until the child has mastered the transition. Depending on age, take photos and make a visual schedule or type a list (e.g., for the bus: put breakfast dishes in the dishwasher, wash hands, put lunchbox in backpack, bring backpack to door, put on shoes, put on coat, put on hat, put on mittens).

3. Repeating back: Have the child close their eyes, see the “picture” in their head, and tell you what they will do before they do it. This helps to solidify the image of themselves

accomplishing a task and gives you a better idea of how much information they can hold on to.

Waiting

Children do not naturally know how to wait — they must learn how to wait. Children with praxis deficits have especially difficulty thinking up what to do when waiting and can often get themselves into trouble. Avoid defaulting to handing children technology to occupy them during transitions as it robs them of the opportunity they need to learn this skill.

- **For children who need to move while waiting:** Marching, Frog Jump, Big Jump, Spin, Skip/Gallop, Wall push-ups, windmills.
- **For children who need to move less:** Drawing, writing, making crafts, reading, playing I-Spy, etc.

Once children have a few waiting strategies that are learned and preferred, simple verbal reminders should be adequate. In the beginning, learning these skills takes a more hands-on approach with support faded away after time.

Learn

Using Humor to Help Develop Praxis Skills

Children who have a hard time planning can present with different behaviors. Some children fail to initiate novel behaviors, copying their peers instead. Some children watch quietly until they understand an activity before joining in. Other children act impulsively without pausing to consider the consequences. Other children are rigid in their play as they have a hard time considering alternative options. Using humor to help develop praxis skills can help take the anxiety out of the situation for both parents and children.

Banana Phone

Yuk it up while trying to use a ridiculous object to accomplish a simple task. Like the old banana phone skit, everyone will get a good laugh. When you stop laughing, ask the child to explain why the incorrect object won't work. Encourage specific details.

What Did I Do Wrong?

Attempt to complete a familiar activity in an obviously silly and incorrect fashion. Clown around and make a fuss wondering why it did not work. Ask the child to help you find a solution to your problem.

Blame the Equipment

When you notice that the child is having a hard time accomplishing a task due to poor planning, make a point of placing the blame on the equipment in order to get a laugh and take the pressure off the child. Next, demonstrate or explain to the child how to "Be the boss" of the equipment in order to achieve success. Next have the child explain what they did differently the second time that helped them.

Learn

The Praxis of Handwriting: Does It Support Classroom Learning and Development?

Does handwriting impact the learning process in school? Absolutely! With handwriting becoming less common after learning to write in Kindergarten, the focus of written communication in school has shifted toward keyboarding. But is there a link between handwriting and educational development that is lost when only keyboarding is used?

In an article in The New York Times by Maria Konnikova called "What's Lost as Handwriting Fades," the author writes: "Children not only learn to read more quickly when they first learn to write by hand, but they also remain better able to generate ideas and retain information." She reports that Stanislas Dehaene, a psychologist at the College de France in Paris, stated that "when we write, a unique neural circuit is automatically activated. There is a core recognition of the gesture in the written word."

A study in children grades 2–5 by Virginia Berninger, a psychologist at the University of Washington, found that "when the children wrote by hand, they not only consistently produced more words more quickly than they did on the keyboard, but expressed more ideas." Also, "when these children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory — and increased overall activation in reading and writing networks."

So what is this neural activation that occurs with motor activities? It's called PRAXIS!

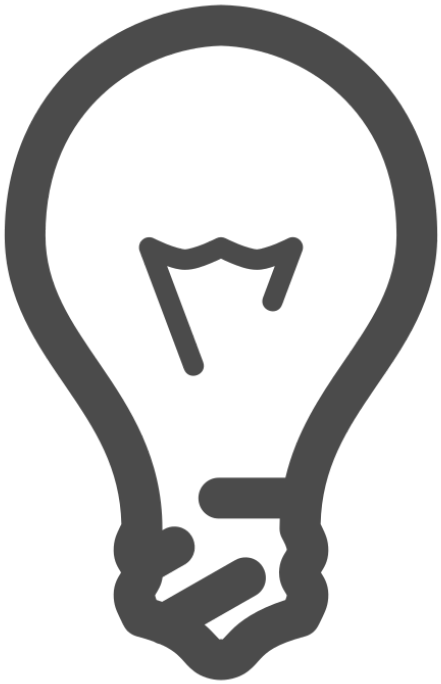
Praxis is the ability of the brain to conceive an idea, plan, and execute a sequence of new motor actions. Praxis skills provide the foundation for the development of new ideas, visual imagery/representational models of the whole picture, and the cognitive ability to use this information to create and problem solve. Although handwriting appears to be a relic in this day and age of keyboards and technology, it is a very important skill that should not be forgotten if you want children to critically think, analyze, and come up with new solutions. Interestingly, many middle and high school teachers are switching back to handwritten assigments to reduce the use of AI tools to just “find the answer.” AI is great for experts looking to get more done in less time. They have already built the writing skills needed to express their ideas. But it’s a tempting shortcut for struggling learners when visualization and working memory demands are high.

Writing is a motor sequence that provides our bodies the kinesthetic feedback for our body to learn the motor plan, execute the motor task, and come up with new ideas of what to write. As development occurs, the brain begins to develop new pathways to start generating new motor ideas with a pencil, and then the motor plans with handwriting become more refined from

making scribbles, to lines, to shapes, to letters, and eventually formulating words into sentences.

Handwriting should not become obsolete. When handwriting becomes a challenge, it is not always the best option to eliminate it and default to using technology, because the pathways to the brain that are formed when a child learns a new skill will not be developed. If you are noticing handwriting deficits with a student, it is suggested to identify the underlying challenges through evaluation.

Check out Aubrey's course: Helping Horrible Handwriting to learn more about dysgraphia symptoms, profiles, and interventions.



Praxis Deficits Information & Planning Sheets

Use the following information sheets to understand the specific underlying mechanisms of each praxis deficit type, recognize the signs and symptoms in the school setting, and develop targeted intervention plans. Each sheet includes training recommendations, environmental adaptations, collaboration strategies, instructional approaches, school activity applications, and direct intervention strategies.

Tactile-Based Praxis Deficits Information Sheet

Problem

Individuals who struggle to gain adequate feedback from objects and materials in their environment through touch and manipulation struggle with tool use (pencils, scissors, ruler, etc.), use of manipulatives for math and reading, completion of ADLs, and generalization of motor skills across tasks and materials.

Signs and Symptoms

- May use a pincer grasp for a certain task but then shows awkward hand use for others.
- May use two hands to stabilize paper while writing but then doesn't exhibit bimanual skills for arts and crafts.
- Learns how to open certain containers but if the size or type of lid changes, the skill doesn't generalize.
- Tool use is awkward and inefficient. Need to teach each skill separately.
- Things others do automatically or learn quickly — like putting in a hair tie, buttoning different kinds of buttons, orienting paper in a copy machine, organizing items in a pencil case or binder — can be very confusing.
- Child may present with difficulty getting started when materials are handed out, or may not take out the appropriate materials when setting up for work.
- In middle school, may struggle with managing materials at the locker, packing a bookbag, and carrying materials between classes.

Intervention Planning

Training for School Personnel and Families:

- Educate staff on the possible impact of tactile-based praxis deficits on materials use.
- Discuss the potential for an increase in off-task behavior when a child doesn't know what to do with the materials given.
- Provide strategies for modifying instruction and language for feedback/student support.

Adapting the Environment/Activities:

- Stripe/visual cue on tools to help with orientation and proper hand placement.
- Color contrasts/textures to increase tactile feedback.
- Start with larger objects then progress to smaller as skills refine.

Collaboration for Accommodations:

- Limit motor demands when cognitive demands are high, but not at the exclusion of writing.
- Modified scissors for multi-step crafts/projects while still working on basic scissor skills.
- Modified pencils (shape, weight, lead); clips/slant boards.
- Pre-teaching: Use the best medium (video, hand over hand, picture cues).
- Using picture sequences as needed but fading over time to increase planning/sequencing skills.
- Sensory breaks: Include tactile and resistive manipulation opportunities prior to skill presentation.

Instructional Strategies:

- Provide specific verbal feedback for motor approach: "I love how you used your thumb to push down on the edge of the lid to close the container."
- Use verbal cues if appropriate to feed the motor plan: "Hold the paper. Open the scissors and put them at the edge of the page. Cut up until you get to the black line."
- Encourage practicing visualization/"seeing it in your head" prior to initiating the motor task.
- Present directions for new activities in the child's best modality (visual, auditory, multi-sensory). Model. Demonstrate.

Accessing School Activities

Science Class

1. Create a video demonstration that can be rewound and broken down step by step for setting up materials vs just using a diagram
2. Have the child draw out each step to support sequencing of the set up of the experiment

Art Class

1. Break down steps. Chunk elements with similar motor plans together. Ex: cut out everything first, then glue rather than switching back and forth between the glue bottle and scissors to allow for more repetition of a motor plan.
2. Specifically teach how to color in different directions (up/down; Left/right; around and around) to increase ability to color within boundaries

Transition Planning (life skills and employment)

1. Simple meal prep: Opening a variety of bags/containers, utensil management for food prep,
2. Laundry: Folding towels progressing to folding a variety of laundry
3. Employment exploration with consideration of level of motor demands and materials management expected
4. Dressing and Bathing sequences

7. Assistive Technology

Making a collage on the computer vs a poster

Direct Intervention Strategies:

- Increased tactile input and feedback to the hands (sand, gel, shaving cream, resistive putty, rice/beans).
- Teach task-specific motor skills for grasp, manipulation of materials, ADL completion.
- Generalization of motor skill: Expand practice to a variety of materials with similar motor plans.
- Accessing motor plans as needed: Expand to a variety of materials, each requiring a different motor plan.
- Ideation (body action): "Find 5 things in the room that you can pick up with your pincher fingers."
- Ideation (object affordance): "Find 5 things that are soft and you can squeeze."

Vestibular-Based Praxis Deficits Information Sheet

Problem

Individuals who struggle with vestibular-based praxis deficits often exhibit clumsiness, motor incoordination, difficulties with postural control, bilateral coordination deficits, and difficulties sequencing motor actions. Some children's difficulties are significant enough to be classified as Developmental Coordination Disorder. These children often experience low confidence in their motor skills in gym class and on the playground. While many skills can be practiced and learned with repetition, adaptability and problem-solving around tasks requiring quick motor responses is inefficient.

Signs and Symptoms

- Poor total body coordination, awkward, clumsy.
- May look good when moving hard and fast but lacks grading and body control when moving slower.
- Difficulty with ball skills. May learn skills in isolation and still struggle to play a game.
- Struggle to adapt to changing activity demands (e.g., running during tag but not attending to peers, changing direction, or connected to the goal of the game).
- May struggle to complete motor sequences requiring spatial navigation of the environment or stringing together a sequence of actions to complete exercise routines or multiple stations in gym class.
- May opt out of gross motor opportunities for health and fitness as they age.
- Some children gravitate toward excessive computer/smartphone use, talking over doing, and rigid rule following due to difficulties adapting motor plans during sports and interactive movement.
- Difficulty navigating classroom or school; difficulty with multi-step activities/transitions.

Intervention Planning

Training for School Personnel and Families:

- Educate staff on the possible impact on participation in movement demands.
- Discuss potential for increased off-task behavior or excessive frustration/giving-up.
- Discuss potential impact on peer relationships and social interactions during recess and gym class.
- Provide strategies to the gym class teacher for modifying instruction and feedback.

Adapting the Environment/Activities:

- Use visual targets during activities requiring coordinated movements/bilateral integration.
- Offer "warm-ups" in gym class that allow for pre-teaching of a motor skill.

- Increase body feedback through use of resistive objects/activities prior to or during skill presentation (e.g., pushing gym mats across the floor).

Collaboration for Accommodations:

1. Extra time to get from class to class based on number of kids and complexity of the building
2. Extra time to get changed for gym class
3. Preteaching: Use the best medium (video, hand over hand, picture cues)
4. Sensory Breaks: Include activities that increase Energizing vestibular-proprioceptive input as well as provide practice for coordination and postural-ocular integration (www.bodyactivatedlearning.com)
5. Carpet squares and visual markers to support awareness of personal space

Instructional Strategies

1. Combine movement games into social skills groups to support the ability to "talk and do"
2. Increase use of visual cues and specific verbal cuing around motor planning when teaching new skills
3. During Movement Breaks: Embed opportunities to mix and match motor skills such as doing **imitation games**: "Pretend you are bouncing a basketball." "Copy my punches." and playing **Body Telephone**: Adding on body movements to see how many students can remember before losing the Sequence.
4. Pre-teach physical skills required for tasks, scaffold from single step to multi-step to learn motor sequences for task completion.
5. Practice visualization/"seeing it in your head" prior to attempting the motor demand (I see myself catching the ball)

Accessing School Activities

Gym Class

1. Use visual targets during activities requiring coordinated movements/ bilateral integration
2. Pre-teach motor strategies for activities requiring faster adaptive motor responses. With dodge-ball and scooter board games, learn how to maneuver around people/obstacles and attend to both catching and Dodging.
3. Offer "warm-ups" in gym class that allow for pre-teaching of a motor skill for executing dynamic and coordinated movements
4. Increase body feedback through use of resistive objects/activities as well as more vestibular input either prior to presentation of the skill or during. Ex: Pushing gym mats across the floor; log rolling, over/under ball passing, animal walks.

School Musicals

1. Break down steps of routines; make a video recording for home practice
2. Provide specific motor/body feedback about what the student did

"right" as well as small changes in movements that will improve execution. Ex: "I love how you lifted your leg so high when you kicked. Keep doing that! For next time, try to put your arm straight up by your ear when you kick.

Playground:
1. Pre-teach playground games in social skills groups
2. Practice moving through the playground equipment in a variety of ways to retrieve items
3. Follow verbal directions for completion of a 3-step motor sequence on the playground
4. Expand ball skills to include playground games such as 4 square, kickball, and basketball as appropriate
5. In preschool: Practice ride-on bikes including maneuvering around obstacles and avoiding moving objects to increase adaptive motor responses for playground safety

Transition Planning (life skills and employment)

1. Developing a health and wellness workout routine that can be practiced and Executed
2. Identifying leisure opportunities that match with level of motor abilities and interests as well as filling in motor skill gaps as able
3. Employment exploration with consideration of level of motor demands expected
4. Work on time management and realistic expectations as it relates to completion of tasks with coordination and gross motor demands. Promote efficiency for speed of task completion utilizing a timer once the basic skills are learned (ex: changing for gym class)

Assistive Technology - Not applicable

Direct Intervention Strategies:

- Increased vestibular-proprioceptive input through speed, direction changes, head tipping/turning, and resistance activities.
- Teach task-specific motor skills for coordinated movement (e.g., jumping, ball skills).
- Generalization: Expand practice to a variety of materials with similar motor plans (variety of jumping patterns — side to side, forward/backward, over objects, up and down).
- Ideation (motor actions): "Find 5 things in the room that you can jump on/over."
- Ideation (object affordances): "Find 5 things that you can throw at a target."

Somatosensory-Based Praxis Deficits Information Sheet

Problem

Individuals who struggle with somatosensory-based praxis deficits struggle with muscle grading, muscle activation, and coordination of muscles for execution of motor tasks. This means that their body movement may appear stiff/jerky; they may tire easily from overly relying on strength as a compensatory strategy; or they may spend excessive amounts of time in sedentary play with minimal motor demands.

Signs and Symptoms

- May have significant difficulty with initial motor planning on demand — knowing which muscles are needed to execute the task — but then can physically execute once the task is learned.
- Poor total body coordination; awkward, stiff/jerky quality of movement.
- Fatigue quickly with motor demands due to excessive effort, fixing, and tensing (fine or gross).
- Seem to do things the most inefficient way possible.
- May have difficulty imitating body positions/gestures.
- May struggle to follow verbal directions for body positioning.
- May struggle to complete motor sequences requiring coordinated and repetitive movement.
- May gravitate toward excessive computer/smartphone use, talking over doing, and learned helplessness because their body "doesn't work for them."
- With writing and fine motor skills: may use excessive pressure to compensate for inefficient grading and coordination of muscles, or may not use enough pressure for execution.

Intervention Planning

Training for School Personnel and Families

1. Educate staff on possible impact of somatosensory-based praxis deficits on direction following and imitation of motor skills
2. Discuss potential for an increase in off-task behavior, impulsive movement, or excessive frustration/giving-up when a child doesn’t know what to do.
3. Discuss potential impact on peer relationships and social interactions during

recess and gym class
4. Provide strategies to the gym class teacher, classroom teachers, and support staff for modifying instruction and feedback

Adapting the environment/Activities

1. Use visual targets during activities to facilitate motor planning
2. Offer “warm-ups” in gym class and simple movement breaks that allow for pre-teaching of a motor skill, especially when it is “body only” structured exercises (www.bodyactivatedlearning.com)
3. Increase body feedback through use of resistive objects/activities and deep touch pressure either prior to presentation of the skill or during. Ex: Theraputty, weighted balls, resistance bands, brushing program for body awareness

Collaboration for Accommodations

1. Pre-teaching of items on the physical fitness test or exercises used during movement breaks
2. Extra time to get changed for gym class
3. Preteaching: Use the best medium (video, hand over hand, picture cues)
4. Sensory Breaks: Include activities that increase Energizing vestibular-proprioceptive input as well as provide practice for postural-ocular integration, gross, and fine motor coordination. (www.bodyactivatedlearning.com)

Instructional Strategies

1. Combine movement games into social skills groups to support the ability to “talk and do”
2. Increase use of visual cues and specific verbal cuing around motor planning when teaching new skills
3. During Movement Breaks: Embed opportunities to mix and match motor skills such as doing **imitation games**: “Pretend you are playing the piano on your desk. Pretend you are squishing a pancake.” and Simon Says (both verbal and imitation)
4. Pre-teach physical skills required for tasks, scaffold from single step to multi-step to learn motor sequences for task completion.
5. Label actions observed that the child can repeat. Provide specific verbal feedback on what they did “right”
6. Give one motor direction at a time: “Stand in line.”
7. Practice visualization/ “seeing yourself do it in your head” prior to executing Movements

Accessing School Activities

Gym Class

1. Use visual targets during activities requiring motor planning of a Movement
2. Pre-teach motor strategies for activities requiring rhythmic/repetitive movement or assuming/holding body positions.
3. Offer “warm-ups” in gym class that allow for pre-teaching of a motor skill
4. Increase body feedback through use of resistive objects/activities either prior to presentation of the skill or during. Ex: Pushing gym mats across the floor. Frog jumps with a medicine ball. Weight bearing and core activation exercises with limited coordination demands

Music Performances

1. With sign language and hand movements: Pre-teaching of groups of movements with similar motor plans
2. Scaffold to combine motor plans 2-3 at a time to practice transitions between motor plans
3. Modify the piece the child can participate in (ex: hand movements for the chorus only)

Playground:

1. Pre-teach playground games in social skills groups
2. Practice climbing and hanging on monkey bars with safe release to land on feet
3. Learn a variety of motor plans for accessing simple games like hopscotch and Mother May I requiring different body movements, muscle grading, and changing motor plans

Transition Planning (life skills and employment)

1. Developing a health and wellness workout routine that can be practiced and executed daily. Classes like pilates reformer and boxing allow for increased body feedback for execution of coordination demands
2. Identifying leisure opportunities that match with level of motor abilities and interests as well as filling in motor skill gaps as able
3. Employment exploration with consideration of level of motor demands expected
4. Work on time management and realistic expectations as it relates to completion of tasks with coordination and gross motor demands. Promote efficiency for speed of task completion utilizing a timer once the basic skills are learned (ex: changing for gym class)

Assistive Technology - Not applicable

Direct intervention strategies to support access and school participation

1. Increase proprioceptive input through resistance and tactically enhanced materials to improve connection to body (theraputty, drawing in sand, rubber keyboards, wrist/ankle weights, medicine balls/sandbell)
2. Teach Task-specific motor skills for coordinated movement (ex: exercise sequences, alternating fast and slow to enhance automaticity of movement); finger isolation for keyboarding and playing an instrument
3. Generalization of Motor skill: Expand practice to a variety of materials with similar motor plans ()
4. Accessing Motor Plans as needed: Expand to a variety of activities, each requiring a different motor plan in the bank of what has been learned in isolation
5. Ideation for Motor Actions: SHow me 5 ways you can move your body to get across the room
6. Ideation for materials use (object affordances): Find 5 things that you can lean on to do a push up.

Visuopraxis Deficits Information Sheet

Problem

Individuals who struggle with visuopraxis deficits have difficulty with visual motor and block design tasks as well as space visualization. This can have significant implications for math, reading, writing/drawing, and completion of projects where visual organization of information is important.

Signs and Symptoms

- At the preschool level, block building and manipulatives requiring assembly and creativity may be challenging or avoided altogether (K'nex, Tangrams).
- May have trouble figuring out how to approach drawing/letter formation and then progressing to multi-part figures.
- Can develop proficiency with letter formation but then struggles with orthographic memory to write letters/words/sentences without a visual model.
- May struggle to manage space on a page but is able to learn how to utilize lines/boxes/boundaries if specifically taught.
- Planning in relation to a grid when drawing may be challenging.
- Space visualization deficits can contribute to difficulties reading charts and graphs.
- Mental rotation and visualization of iconic information may be difficult (e.g., taking a horizontal math problem and re-writing it vertically; moving numbers to different sides of an equation in algebra).
- May struggle in art class, graphic design, as well as slide deck construction or poster creation for presentations.

Intervention Planning

Training for School Personnel and Families

1. Educate staff on possible impact of visopraxis praxis deficits on use of materials in the preschool classroom, academic concepts, learning, and writing/drawing
2. Encourage use of tactile manipulatives (if tactile system is in tact) to override visual disorientation)
3. Discuss potential for an increase in off-task behavior, inattention, shutting down or excessive frustration/giving-up when a child doesn't know what to do or the worksheet/chart/graph "doesn't make sense".
4. Discuss potential impact on self confidence and independent work completion without appropriate accommodations

5. Provide strategies to classroom teachers and support staff for modifying instruction and feedback

Adapting the environment/Activities

1. Use tactile manipulatives to reduce visual disorientation and practice “building” shapes/designs (geoboards, wiki sticks) for conceptualizing parts of a whole prior to drawing or reinforcing academic concepts
2. Break down motor skills for execution using programs such as Handwriting without Tears, Write from the Start, and teaching of start/stop for direction changes

Collaboration for Accommodations

1. Modify worksheets to reduce visual complexity with color-coding, reduced volume, boxing of content, etc.
2. Extended test taking time for impacted subjects
3. Use of grid paper/boxed content for space organization for math
4. Pre-teaching of materials used with frequent check-ins for problem-solving.

Instructional Strategies

1. With puzzles, begin with matching vs interlocking, demonstrate how to rotate and flip materials to see if they fit/align once matched visually
2. Bar Graph reading can be reinforced with cut-outs and block tower building
3. Pie charts can be conceptualized with cutting playdoh/clay and drawing in sand
4. Slides can be “built” first with sticky notes and cut outs of images progressing to drawing first if able to outline where words and images fit
5. With building games, learning how to manipulate each item to stack, interlock, rotate, etc and then practice building skills using a variety of materials.
6. With use of grid paper, teach counting squares and marking, how to connect corners of squares, etc to form designs
7. Practice visualization of images/letters, “seeing it in your head” prior to executing writing/drawing

Accessing School Activities

<u>Art Class</u>

1. In addition to the finished visual model, break down the steps to build the project
2. Teach how to “lay out” a design on the page, marking where different elements should go. Using boxing strategies as appropriate
3. Offer opportunities to build a design in steps before drawing

<u>Graphic Design</u>

1. Break down projects into smaller components to allow more time for Completion
2. Access to a desktop vs a laptop to enlarge and see more of the area for layout/design

Science Fairs

1. Allow more time for learning concepts incorporating models/charts/etc
2. Offer alternatives to making charts/grids for content display if needed
3. Encourage more interactive building versus lengthy slide presentations

Transition Planning (life skills and employment)

1. Identify accommodations needed for college classes
2. Employment exploration with consideration of the complexity of visuospatial skills required for a particular career path
3. Teach self-advocacy skills around assignment expectations

Assistive Technology

1. If impacting planning/organization of writing assignments, consider appropriate programs for support
2. Use of color contrasts, enlargement options, and visual contrasts to reduce visual confusion

Direct intervention strategies to support access and school participation

1. Increase tactile feedback for initial learning of drawing/writing
2. Scaffold complexity of drawing multi-part designs and space organization for making charts and participation in art class
3. Generalization of Motor skill: practice building with a variety of materials requiring different degrees of manipulation and rotation. Gradually increase number of pieces and visual complexity
4. Accessing Motor Plans as needed: Fading visual supports for writing to pull letters/shapes from memory, varying manipulatives uses for visual perception/ visual motor activities
5. Ideation for materials use (object affordances): Use these blocks to build 5 different designs (one tall, one wide, one with holes in it, one in the shape of a triangle, etc)

Praxis Deficit Summary & Action Plan

Student Name: _____
Date Completed: _____
Completed By: _____

Primary Praxis Deficit Areas Identified (check and describe):

Observable Behaviors in the Classroom (how deficits present and impact classroom performance):

Top 3 Functional Priorities/Goal Areas to Address (what matters most for this student):

Treatment Strategies and Modalities:

Recommended Instructional Strategies / Accommodations / Supports:

Recommended Additions to Classroom Movement Breaks / Sensory Diet Activities:

Short-Term Actions (what the team will do this week):

Longer-Term Intervention Plan (over the next 6–9 weeks):

Progress Monitoring Plan / Data Collection Method:

Communication Plan with Teacher / Team:

Teacher Communication — Classroom Supports for Praxis

Teacher: _____
Therapist: _____
Date: _____
Re: Praxis-Based Classroom Supports for: _____

Background: What praxis deficits does the child struggle with and why does this student need support?

What you may observe in the classroom:

Recommended language/verbal strategies:

Recommended classroom accommodations:

Recommended movement breaks or sensory diet strategies:

Please reach out with questions or observations.

Session Documentation — Praxis Intervention

Student: _____
Date: _____
Therapist: _____
Session Length: _____

Activities Completed This Session:

Student Performance / Observations:

Stage of Intervention (circle): Stage 1 / Stage 2 / Stage 3 / Stage 4 / Stage 5

Goal Progress Notes:

Next Session Plan:

Parent/Teacher Communication Notes:

Goal Bank

The following goals are organized by domain and praxis type. Replace bracketed fields [like this] with student-specific information. Goals are adapted and reprinted from multiple sources for school-based use.

Self-Regulation with Praxis Demands
[Name] will perform a desk-top activity involving manipulation of materials for [#] minutes with less than [#] movement breaks and [level of assistance] on [#] out of [#] trials.
[Name] will participate in a group movement break, imitating modeled actions, without behavioral overreactions with [level of assistance] on [#] out of [#] trials.
[Name] will participate in tactile activities (such as sand, clay, glue, finger paint, feeding, etc.), utilizing strategies to clean hands/manipulate unpredictable materials without behavioral overreactions on [#] out of [#] trials.
When confronted with motor-based tasks that [he/she/they] finds overwhelming, [Name] will choose and use coping strategies (positive self-talk, humor, self time-out, exercise) on [#] out of [#] occasions per [day/week/month/quarter].
[Name] will persist in trying to complete a task involving (manipulatives, gross motor skills, fine motor skills, letter formation) by making [#] or more repeated attempts without frustration/overwhelm on [#] out of [#] observed opportunities.

Self-Care / Self-Help / IADLs — Tactile & Vestibular-Based Praxis
[Name] will fasten/unfasten a 2-part zipper [with/without] assistance on [#] out of [#] trials.
[Name] will properly orient and [hang up/remove] coat [on/from] a hook with [level of assistance] on [#] out of [#] trials.

[Name] will get dressed for gym class (shirt, shorts, socks, shoes) within a reasonable time frame so as not to be late for class on [#] out of [#] trials.
[Name] will open a variety of containers/packages required at lunch [with verbal cues / with physical assist / independently] on [#] out of [#] trials.
[Name] will complete [#] out of [#] steps of shoe tying activity [independently / with verbal cues / with physical prompts] on [#] out of [#] trials.
[Name] will complete the steps of [making a shopping list / purchasing food items / preparing food] routine on [#] out of [#] consecutive trials.
[Name] will maintain cleanliness/hygiene (wipe face, brush hair, brush teeth, blow nose, etc.) [with/without] assistance on [#] out of [#] trials.

Cutting / Tool Use and Manipulation — Tactile-Based Praxis
[Name] will perform pencil exercises (flip tip to eraser, inchworm, twirl) [#] times after [verbal cue/demonstration] with fewer than [#] drops on [#] out of [#] trials.
[Name] will use a [classroom tool/variety of tools] effectively with [level of assistance] on [#] out of [#] trials.
[Name] will cut simple shapes manipulating paper with non-dominant hand and staying on or near the cutting line on [#] out of [#] trials.
[Name] will hold [stencil/ruler] in place with non-dominant hand while drawing [along edges/a straight line] with dominant hand with fewer than [#] slips on [#] out of [#] trials.
[Name] will fold and crease paper [#] times after [demonstration/verbal cue/picture prompt] with [level of assistance] on [#] out of [#] trials.
[Name] will pour a variety of materials [liquid/beans/items] from one container to another without spilling on [#] out of [#] trials.

[Name] will color an area no more than 4" in circumference, using only finger movements, staying [within/near] the border, utilizing up/down, side to side, and circular coloring strategies on [#] out of [#] trials.

Perceptual-Motor: Visuopraxis
[Name] will complete a [#]-step drawing [from a model/with verbal cues/from memory] with [correct/adequate] [size/proportion/orientation/placement] on [#] out of [#] trials.
[Name] will correctly match and orient puzzle pieces to complete an interlocking [#]-piece puzzle with [level of assistance] on [#] out of [#] trials.
[Name] will build a [#]-block design [with a model/after demonstration] using visual contrasts to support motor planning on [#] out of [#] trials.
[Name] will attempt multiple ways to solve a problem (complete a puzzle, rotate pieces, try multiple pieces, etc.) and select one option on [#] out of [#] observed opportunities.
[Name] will demonstrate knowledge of spatial relationships (top/bottom, over/under, etc.) by constructing with building bricks and/or manipulative toys on [#] out of [#] observed opportunities.
Given multiplication/division problems, [Name] will produce visual models (draw, array, objects) with [#]% accuracy on [#] consecutive probes.

Handwriting and Expository Writing with Praxis Foundation
[Name] will write high frequency letters (a, e, i, r, n, o, s) [legibly/with proper formation] from memory on [#] out of [#] trials.
[Name] will write "magic C" letters (a, c, d, g, o, q) [legibly from memory/with proper formation] on [#] out of [#] trials.

[Name] will write [#] instructional level [words/sentences] legibly with appropriate [formation/line use/spacing] on [#] out of [#] trials.
[Name] will brainstorm a given topic and produce 3 or 4 ideas via drawing/writing [independently/with peer support/with adult support] on [#] out of [#] attempts.
[Name] will complete a drawn sequence of events and graphic organizer [with a model prompt/with verbal cueing/independently] on [#] out of [#] probes.
[Name] will be able to generate 3–4 sentences/phrases containing actions/verbs and prepositions to describe picture events [with/without cueing] on [#] out of [#] probes.
After an event, [Name] will complete a sequence of events (2–3) in the order they occurred using drawings and framed sentences that describe actions and incorporate temporal words (e.g., first, second, next) on [#] out of [#] probes.

Gross Motor: Vestibular-Based Praxis
[Name] will complete 3 out of 4 steps of an obstacle course involving spatial navigation and position changes (over/under, up/down, crawl, walk, jump) without physical prompts on [#] out of [#] sessions.
[Name] will throw a ball forward 3 feet to 3 different targets in the environment for improved environmental awareness and age-appropriate ball play on [#] out of [#] trials.
[Name] will negotiate a multi-step obstacle course (e.g., balance beam, ramp, curb, stairs, climbing equipment) with adequate motor transitions for 5 repetitions with [level of assistance] on [#] out of [#] trials.
[Name] will walk up and down stairs safely while carrying a backpack/binder/grocery bag on [#] out of [#] trials.
[Name] will catch a [#]-inch [bounced/thrown/rolled] ball outside of arm's reach requiring postural adjustment on [#] out of [#] trials.

[Name] will follow a [#]-step sequence [after demonstration/after verbal prompt/with picture prompts] to [complete an obstacle course/complete an activity] with [level of assistance] on [#] out of [#] trials.
[Name] will maintain participation in a movement activity (playground, PE, etc.) involving changing planes, directions, or rhythms for [#] minutes on [#] out of [#] trials.

Somatosensory-Based Praxis
[Name] will grade pressure [when writing/coloring/bouncing a ball/erasing] in order to complete the task with [fair/good] success on [#] out of [#] trials.
[Name] will correctly perform a modeled/previously learned [#]-clap tap sequence on [#] out of [#] trials.
[Name] will imitate others' physical actions on [#] out of [#] trials.

Play
When presented with motivating materials, [Name] will independently engage in play and exploration (stacking blocks, stringing beads, activating button, cause/effect toy, etc.) on [#] out of [#] observed opportunities.
When given a cue (e.g., "let's go play") from an [adult/peer], [Name] will go to play area, choose an activity or item, and play with/explore items appropriately with variations in ideas on [#] out of [#] trials.
When playing with realistic items (kitchen items, baby, phone, etc.), [Name] will play using the toy for its intended purpose on [#] out of [#] trials.

Classroom Independence
Given an independent school task (classroom job, desk work, assembly, classroom activity, etc.), [Name] will work with adult support at least [#] feet away on [#] consecutive trials.
When given [#] verbal prompts to transition from one activity to the next, [Name] will complete the transition on [#] out of [#] trials.
Given a task strip, [Name] will follow the steps of the activity to completion with [#] prompts on [#] out of [#] opportunities.
[Name] will transition from one task to another, exhibiting less than [#] maladaptive behaviors on [#] out of [#] opportunities.

Verbal Direction Following: Praxis on Verbal Command
[Name] will follow teacher direction during [structured/unstructured/structured and unstructured] activities on [#] out of [#] opportunities.
Given a [#]-step direction, [Name] will follow the direction with [#] prompts on [#] consecutive trials.
When given the verbal cue "Do this" and a demonstration, [Name] will imitate the gross motor action demonstrated on [#] out of [#] trials.
When given an object and the verbal cue "Do this" and a demonstration with an object, [Name] will imitate the action on [#] out of [#] trials.
Given a verbal cue "Go to X and Y" where X is a location and Y is an action, [Name] will respond within [#] seconds for [#] different locations on [#] out of [#] trials.

Speech / Language of Praxis
[Name] will orally describe the location of one object to another using spatial concepts (i.e., in/out, on/off, over/under, front/back, top/middle/bottom, beside/between) in [#] out of [#] trials.
While looking at pictures and/or playing with toys, [Name] will orally use ordinal/sequential (e.g., first, second, last) and temporal (e.g., before/after) concepts in [#] out of [#] trials.
While looking at pictures and/or playing with toys, [Name] will point to [#] familiar objects and [#] actions/functions when given a field of [#] items in [#] out of [#] trials.
While playing with toys, [Name] will describe object affordances (i.e., drop, throw, squeeze, pull, push, hit, bite, brush, bang) when talking about object uses in [#] out of [#] trials.
Given objects, [Name] will describe relative positions of objects using terms such as above, below, beside, in front of, behind, and next to with [#]% accuracy on [#] out of [#] probes.

Executive Function and Praxis Overlap
Across the school setting, [Name] will come to class prepared with all necessary materials (paper, pencil, homework, binder, etc.) on [#] out of [#] occasions.
Given a specific classroom job as an activity on the schedule or a verbal prompt, [Name] will complete the job on [#] out of [#] trials.

Goal Bank sources: Reprinted and adapted from Einsteinmed.org Physical Therapy Goals; Exceed IEP Goal Bank 2013–2014, Joint School District No. 2 West Ada; IEP Goal Bank from A Day in Our Shoes. Adapted for praxis-based use by Aubrey Schmalle OTR/L.

My Moves

1 _____ 

2 _____ 

3 _____ 

4 _____ 

5 _____ 

Body Ideation Worksheet

All the things I can do with a _____

	Write it	Show it
1		
2		
3		
4		
5		

*Object ideation

By_____

Title:_____

*Map in space (2nd page—writing lines)

By:_____

Action Plan

1 _____

2 _____

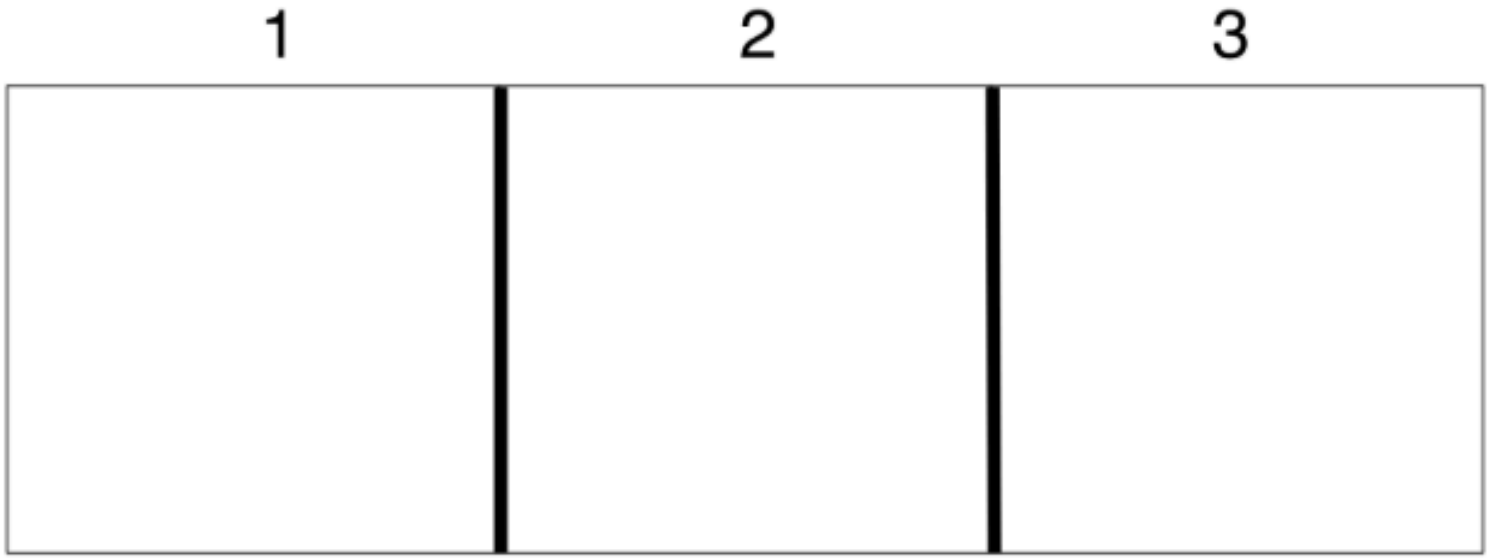
3 _____

4 _____

5 _____

BODY ACTIVATED LEARNING
Powered by Sensational Achievements!

Title_____



Action_____ Action_____ Action_____

*3-step sequence—action

By:_____

Title

*Actions and Prepositions

By:

6 Step Sequencing - phrases with actions and prepositions

Title:_____.

Draw in the space below

_____

Write in the space below

By_____