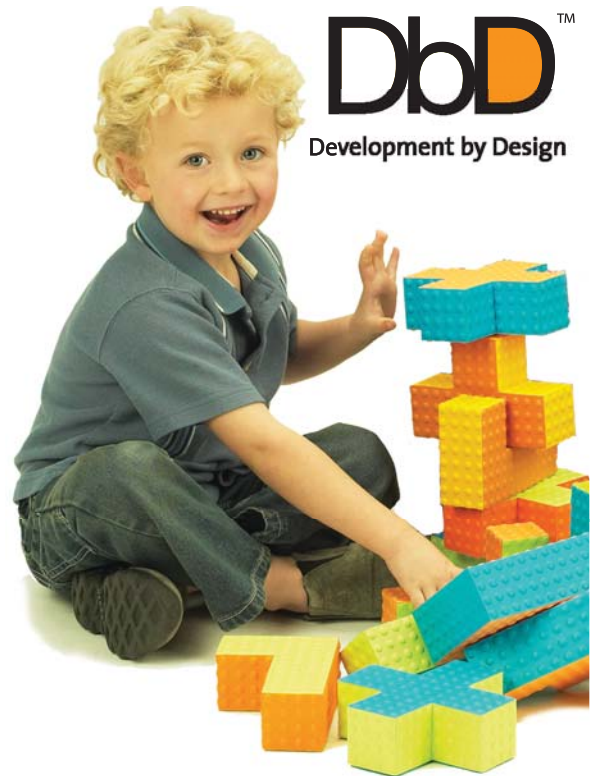


DbD's Icon System

DbDTM
Development by Design



Our **icon system** represents the major categories of skill development, offering a less technical translation of somewhat complex terminology. These symbols correspond to some of the terms professionals use when working with kids.

GROSS MOTOR skills are big, gigantic, fun moves, such as



jumping jacks, catching a flying pig, or climbing a fire pole.

We need good Postural Control and Strength to be successful at all of these fun activities.

Strength is not just for Popeye. It's what gives us the power to do almost anything, from bending and twisting our bodies, to supporting our back and belly.

Postural Control is holding our bodies upright, sitting straight, standing tall. Without good Postural Control, fine motor tasks are very difficult. This is why Postural Control is as important for pianists as it is for yogis.

FINE MOTOR skills allow us to do all the little things that we do with our hands. Without Fine Motor skills



we couldn't pick out our favorite-colored jellybean or pinch down the side of a pie crust. Within the broader category of Fine Motor, we also have Reach, In-Hand Manipulation, and Grasp Development.

Reach is moving our hand and arm for the purpose of getting an object. Reaching across the table may be rude, but it's an important skill to have, especially with a hungry brother around!

In-Hand Manipulation is moving or adjusting something in our hand after we already have it in our grasp. Imagine playing with the spare change in your jacket pocket.

Grasp Development is how we hold an object. We need to learn how to execute a variety of different grasps.

The way we hold an object is very important, for anything from starting our cars by turning the key, to signing our names on a check.

BILATERAL COORDINATION is using both sides of the body to work together. It's important



that our right and left sides work together to do lots of things. Opening a bag of pretzels is much harder when both hands are not working together. Hand Preference, Midline Crossing, and Stabilizing are all parts Bilateral Coordination.

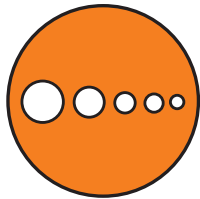
Hand Preference is the development of your primary side. Are you a righty or a lefty?

Midline Crossing takes a little imagination. Picture a line going straight down the middle of our bodies from head to toe. Midline Crossing is being able to use one hand to do something across that line. Can you do John

Travolta's Saturday Night Fever dance? That's it! That's Midline Crossing! We also cross our midline when we finish a golf swing, write across a paper, or use both hands to tie one shoe.

Stabilizing is what we sometimes call using the “helping hand.” Stabilizing is using the non-preferred hand to keep in place the object that we are using. So when we are holding our Sudoku book with our left hand and filling in the boxes with our right hand, we are successfully stabilizing.

MOTOR PLANNING is how we use our mind to plan what we are about to do, and then do it. Let’s say



we want to play hopscotch. First we need to aim where we’re going to throw the stone, figure out which square to skip, and then, figure out our hops and jumps accordingly.

Sequencing is the ability to organize our plan. So in our game of hopscotch, do we hop before we jump, or jump before we hop?

Ideation is coming up with ideas on how to perform a new action. Let’s say we have a jump rope. What can we do with the jump rope? Maybe we make it into a snake on the ground, or an elephant’s trunk, or a horse’s tail.

This is Ideation.

Imitation is copying an action. If you make your jump rope into a snake, and then your friend copies you by turning her jump rope into a snake, she is using the skill of imitation. But you shouldn’t become upset with her because, after all, Imitation is the kindest form of flattery.

SENSORY PROCESSING is how we understand information from our environment so we can



respond. Let’s picture ourselves on a swing. The input from the swing, the movement, and the feeling of the breeze all give us cues as to whether we are going up or going down. This information is what allows us to pump our legs at the right times, so we can go even higher and get more input. (Just don’t fall off; that’s the sort of sensory input you should avoid!)

Body-Scheme is the awareness of where our body is in space. It’s our brain’s “map” of our body. Think how hard it would be to do the Hokey Pokey if we couldn’t tell, or feel, or remember where our hands and feet were.

Body scheme is important for lots of other things besides dancing the Hokey Pokey, like playing on a playground, and getting dressed.

Auditory Processing is our ability to fully understand the sensory input that we hear. If we hear directions, can we follow them? If we hear fire alarm, is it so loud to us that all we want to do is plug our ears? Or can we handle the noise, and remember to line up calmly and listen to our teacher?

VISUAL PERCEPTION helps us fully understand what we see. It allows us to recognize and identify different qualities that help us judge size, shape, and spatial relationships.



Visual Discrimination is how we pick up on visual details in order to recognize, match, or categorize an object. Think of pulling a toy out of your toy chest. How do we pick out the one we want? We look for color, size, texture, and then visually eliminate all the ones that don’t fit our criteria. How do we find the four-leaf clover in the clover field? Why, with Visual Discrimination, of course.

Visual Imagery is being able to imagine, visually, something in our heads. Try this. Think of a peaceful place. Imagine the colors. Are there mountains? Is there an ocean? This is Visual Imagery.

Visual Tracking is the ability to follow something with our eyes. Picture a biker moving through traffic. Can you see him weave his way through all the cars? Avoid that pothole, buddy!

EYE-HAND COORDINATION (sometimes called Visual Motor Integration) is making



sure your eyes and hands are working in sync. (Yes, we used to call it Hand-Eye, but some make the case that the visual processing takes place before the motor output, and therefore it should be given in this order. Guess we “see” their point.)

SOCIAL SKILLS

are about interacting with people.



Pragmatics is the use of socially appropriate language. It's not good Pragmatics to interrupt someone. Language Pragmatics includes active listening and respecting what the other person is communicating.

Initiation is beginning communication or play with others. This could be a child starting up a game of Four-Square at recess, or a guy walking up to a pretty girl at a party and striking up a friendly conversation.

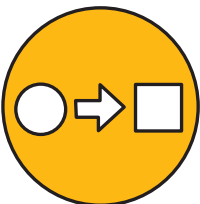
Self-Esteem is having a positive view of oneself. Good Self-Esteem is particularly important for kids, as it helps give them courage to try new things. Almost everything is new when you are a kid. Check out our article on the "Just-Right Challenge" on our website at www.dbdtoys.com/newsletter.

Sportsmanship can be a challenge at any age, as anyone who has seen a close football game knows. Sportsmanship is being able to cope with both winning and losing with appropriate language and actions. Most of us try hard to be good sports, but we definitely know some adults who need work on this one!

Following Directions is not always our favorite skill to work on, but it tends to improve our experiences. Mom's banana bread is not going to taste as good if we use sardines instead of bananas, and add salt where we needed sugar... yuck! Can you imagine your favorite board game when nobody's playing by the rules? You're right: no fun at all!

PRE-ACADEMIC

skills encompass a wide range of things that help us prepare for further learning. There is so much to learn early on, and it is important to build up our knowledge base. We are successful at parallel parking now because we've learned simple geometry and can identify how objects fit into spaces; kids become successful with writing only after they've learn basic shapes, like lines and curves.



Cause and Effect is the understanding that our actions directly lead to an outcome or response.

Categorization is placing objects or images together by similar characteristics. Think about organizing your kitchen. All the fruit goes in the fruit bowl, all the canned goods go in the cabinet, the Rocky Road ice cream, straight into your belly.

Pre-Writing skills are all the things a child needs in order to begin to write: proper Grasp Development, using stabilization and other skills.

Memory is as simple as it sounds. An elephant may never forget, but sometimes kids do.

Visual Memory is, more specifically, recalling what you've seen. The game Memory is a perfect example of this. Can you remember where the matching card is?

Auditory Memory We all have a friend who demonstrates impressive Auditory Memory. He's the one who can remember every song lyric he's ever heard.

Auditory Comprehension is simply understanding what you hear. Can you hear a list of directions and then follow them?

ORAL MOTOR

is the ability to coordinate and strengthen the muscles around the mouth. We need to sip our juice of choice, munch our french fries, and tell each other funny jokes. Hey, wouldn't it be funny if librarians told us to quiet our Oral Motor skills when we're being too loud?



Have Fun, Build Skills!



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