

# Backward Chaining

## What is backward chaining:

This is an approach to teaching a child to dress or undress, in which the dressing / undressing sequence is performed starting with the last stage and moving to the first. An example of using the backward chaining technique is explained below in terms of removing a T-shirt and some trousers, however it can be used when teaching how to remove / replace any item of clothing.

## Backward chaining steps for a t-shirt:

### Removing a T—shirt:

1. Firstly encourage the child to remove the T-shirt from over their head.
2. When they have fully mastered this (this may take days or weeks), move on to having them remove it when it is still around their neck.
3. When good at this they then learn to remove it with one arm in and one arm out.
4. Then they learn to take it off when both arms are in the sleeves.

## Backward chaining steps for trousers:

### Removing trousers:

1. Encourage the child to remove the trousers when one leg is removed.
2. Then they learn to take them off when the trousers are pulled down to the ankles.
3. Then they start taking them off when pulled down to the knees.
4. Then they remove them when pulled down to the thighs.
5. Then they learn to take them off when pulled halfway down the buttocks.
6. Then they remove them independently.

Easy Dry textures fall away and the child can control contact with the texture.	Dry textures that mostly fall away, some particles or bits may stick to the hand.	Wet textures that stick to the hand but the child can easily break contact with the texture (e.g. by lightly wiping)	Challenging Wet textures that stick to the hand and the child has least control when breaking contact with the texture (e.g. by repeatedly wiping).
<ul style="list-style-type: none"> <li>▪ Feathers</li> <li>▪ Shredded paper</li> <li>▪ Dry Pasta / spaghetti</li> <li>▪ Dry Rice</li> <li>▪ Dry porridge oats</li> <li>▪ String</li> <li>▪ Lace</li> <li>▪ Fabric squares</li> <li>▪ Fur fabric</li> <li>▪ Dry sand</li> <li>▪ Beads</li> <li>▪ Plastic items</li> <li>▪ Sea shells</li> <li>▪ Coconut husks</li> <li>▪ Dry lentils / beans</li> <li>▪ Dried flowers</li> <li>▪ Hay / straw</li> <li>▪ Leaves</li> <li>▪ Cotton wool</li> </ul>	<ul style="list-style-type: none"> <li>▪ Damp Sand</li> <li>▪ Glitter</li> <li>▪ Sequins</li> <li>▪ Touching mixture of corn flour mixed with water.</li> <li>▪ Cold wet pasta / spaghetti</li> <li>▪ Wet rice</li> <li>▪ Silly string</li> <li>▪ Chalks</li> <li>▪ Playdough</li> <li>▪ Compost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foam (e.g. light shaving foam)</li> <li>▪ Water</li> <li>▪ Wet sand</li> <li>▪ Wet noodles</li> <li>▪ Wet lentils</li> <li>▪ Baked beans</li> <li>▪ Jelly</li> <li>▪ Mashed potato</li> <li>▪ Ice cubes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foam (e.g. heavy shaving foam)</li> <li>▪ Glue</li> <li>▪ Melted chocolate</li> <li>▪ Mashed banana</li> <li>▪ Dripping mixture of corn flour mixed with water on the skin</li> <li>▪ Mud</li> <li>▪ Angel delight</li> <li>▪ Porridge</li> <li>▪ Custard</li> <li>▪ Yoghurt</li> <li>▪ Ice cream</li> <li>▪ Finger Paint / poster paint</li> <li>▪ Tinned Spaghetti</li> </ul> <p style="font-size: small; margin-top: 5px;">Items may also include additional properties at this end of the scale (e.g. ice cream is wet, sticky and cold)</p>

## Multi-Sensory Approach to Handwriting



is learning a new skill.

Multi-sensory involved using multiple senses when completing handwriting activities, such as touch, movement, vision, smell and hearing. This is important in developing handwriting skills as every child learns in different ways and it is important to have multiple and varied experience when your child

### Touch

Messy play is advised to develop handwriting skills. This will be dependent on your child's level of tolerance of different textures. If your child does not like certain ones, such as foam or paint it would be advisable to start with textures they are comfortable with and slowly introduce other textures over time. You could get your child to pick what they want to use, such as playdough etc.

See ideas for different activities below:

- **Writing trays-** Fill trays with different materials, such as rice, sand, lentils, flour, bath foam and practice drawing letters with your hands in the tray.



- **Playdough-** Use playdough to make different shapes



- **Pipe cleaners-** Make letters out of pipe cleaners



- **Use Foods-** Practice writing letters/words using foods, such as yoghurt, angel delight, chocolate spread etc.

## Movement

These activities can help develop handwriting skills, through building motor memory of these movements.

- **Big Arm movements**

Encourage your child to make big movements using their whole arm (movement originating from the shoulder rather than from the hand). This can be achieved using the following methods:

- Use chalk to write on the pavement (make big movements)
- Write on a vertical board- this encourages big arm movements
- Write letters in the air (talk through the arm movements)

- **Activities that provide feedback to the body**

- Trace the shapes of letters in playdough. This provides feedback to help children remember the actions for each letter.
- Place paper over sandpaper and when writing this provides more feedback to the body.
- Use a weighted pencil/pen or wobbly pencil/pen.

## Auditory

Singing and making up songs while forming letters, can help children learn and remember strokes to write letters.



### Visual

Get your child to watch the process of forming letters. To help with visual memory use different colours and materials.



### Smell

Use different foods to write letters in, such as yoghurt, custard, chocolate spread. Get your child to form letters using his fingers in the foods, or if he is sensitive to the texture he could use a paintbrush.