

Fine Motor: Stacking Blocks

Student will gain the fine motor skills necessary to stack blocks.

Suggested Materials

LB6 Language Builder:
Blocks
★ All Blocks



Notes

Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. When given a block and container, [Student] will pick up the block and place it in the container, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
2. When provided 2 blocks, [Student] will pick up one block and stack it on top the other block, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].
3. When provided 3-8 blocks, [Student] will stack the blocks to build a tower, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

Fine Motor: Stacking Blocks

Lesson Focus

Student will gain the fine motor skills necessary to stack blocks.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor, classroom or playroom activity in which the teacher and student are seated across from each other at a table or on the floor.

Preparation

Find a room, or space within a room, with little or no distractions. Have available a highly reinforcing item for when the student completes stacking the blocks. Pull the blocks from LB6 Language Builder: Blocks set.

Procedures

Start with small to medium sized blocks that the student can easily lift and hold.

1. Sit with the student across from you either at the table or on the floor.
2. Make sure you have the student's attention.
3. Place a number of blocks in front of the student.
4. Give the instruction, "Stack the blocks."
5. Guide the student to place one block on top of another.
6. Reinforce the student for stacking the blocks.
7. Repeat steps 1-6 until the student creates a small block tower, gradually decreasing the amount of physical assistance given to the student until they can do it independently.

Prerequisites

Stacking Blocks is an introductory activity. The only prerequisite is:

- ★ **Lesson 8: Non-Verbal Imitation**

Standards

Head Start

- ★ P-PMP 3, P-MATH 9

Common Core

- ★ CCSS.MathContent.K.G.B.5

ABLRS-R

- ★ N/A

VB MAPP

- ★ VPS & MTS 6-e

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

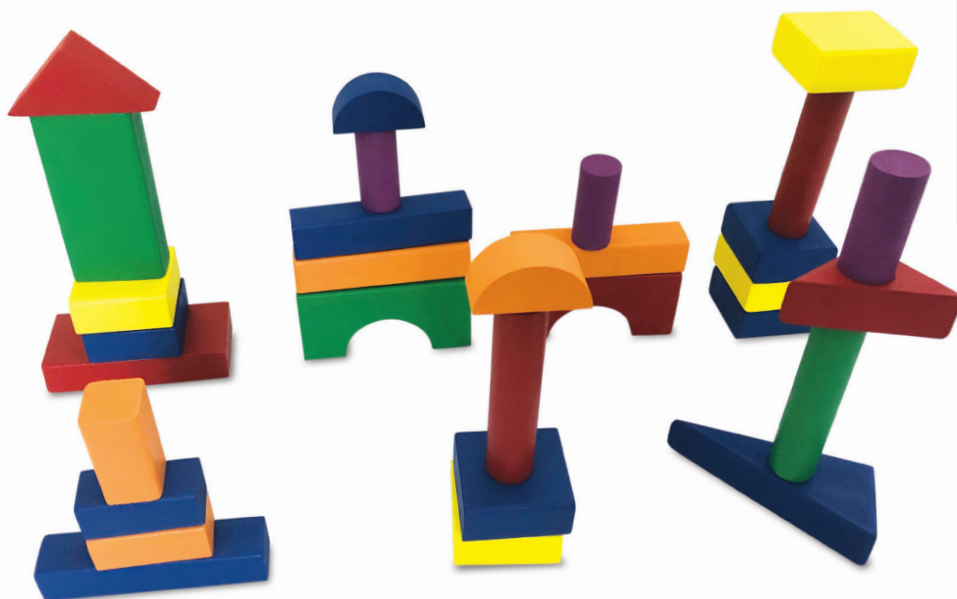
Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

This lesson is more about the motor skills development than the commands. Of course you need the student to comply, but this can be a less formal activity. Knocking over a stack of blocks is highly reinforcing for some students, so this may be the only reinforcer you need! It may help to model the block stacking yourself a few times, and let the student knock down the blocks. You can then encourage the student to do the stacking.



Lesson Progression

Before starting this lesson, the student should be able to lift and hold blocks. If grasping the block for long enough to make a stack is difficult for the student, you can start by having the student practice just picking up the block and dropping it in a bucket. This will remove the dexterity needed to stack the blocks and focus just on the hand strength and the skill to hold the block.

- Start with small to medium sized blocks the student can easily pick up and hold.
- When introducing the lesson, ask the student to stack 2 blocks, and reinforce them for placing 1 block on top of the other.
- When the student masters stacking 2 blocks, increase to 3 and higher.
- Continue to increase the number and size of the blocks that the student needs to stack, and work on any blocks which present fine-motor challenges for the student (e.g., standing up the long narrow cylinders).

Generalization

Once the student has mastered stacking blocks:

- Have the student practice stacking blocks with another staff member.
- Have the student practice stacking blocks of different sizes and materials.
- Have the student practice stacking non-block items, such as books.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can have the student practice stacking blocks and other items at home.

Whole-Child Lesson Ideas

Block & Bowl

Once the student has mastered this lesson, apply the newly learned motor skills to this twist on bowling. Ask the student to build a tower with a number of blocks with which they are comfortable. Take different sized balls (stuffed, rubber, plastic, whatever type motivates the student), and line them up about 3 feet away. You can create a starting line using masking tape. Ask the student to roll or throw the ball at the block tower to knock it over. For variation, build multiple towers before starting the game, or challenge the student to stand further from the towers.

Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place only the number of blocks in front of the student that they need to stack.
2. Model how to stack the blocks.
3. Hand each block to the student 1 at a time and repeat the instruction each time.
4. Point at the block and/or gesture where to put the block.
5. Hand over hand place the block in the student's hand, and guide them to place the block on top of the other one.

Next Steps

Once the student can stack blocks, move on to:

- ★ **Lesson 54:** *Cutting*

If the student has already mastered 3D to 3D matching, you may also be able to move on to:

- ★ **Lesson 63:** *Block Imitation - Basic Structures*





Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										