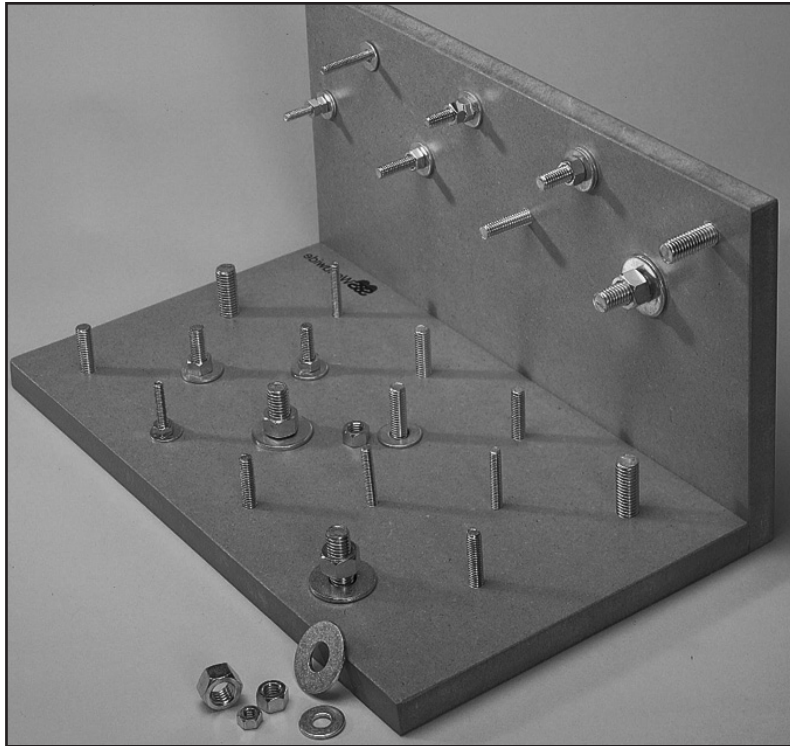


Free Standing Bolt Board - 67577



The Free Standing Bolt Board is an activity designed to improve fine motor coordination by manipulating various sized bolts and nuts mounted on horizontal and vertical surfaces.

Components:

The Bolt Board consists of one 9" x 16" and one 8" x 16" wooden surface that attach to form a 90 degree angle. Bolts of various sizes are mounted onto both surfaces 2-1/2" to 3" apart. Included with the board are nuts and washers corresponding in size to the bolts.

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Goals:

The Bolt Board is designed to facilitate unilateral and bilateral fine motor coordination and finger dexterity. The following skills can be addressed while using this activity.

Fine Motor:

- Pincer and lateral grasp and release.
- Finger flexion
- Ulnar and radial deviation.
- Wrist extension and stability.
- Hand-to-hand transfer.

Visual-Perceptual:

- Size discrimination.
- Depth perception and figure ground.
- Spatial awareness.
- Eye-hand coordination.
- Scanning.

Gross Motor:

- Supination and pronation.
- Shoulder and forearm stability.
- Shoulder protraction.

Cognitive:

- Sequencing.
- Alternating and sustained attention.
- Categorization and organization.

Set Up:

The Bolt Board can be placed either horizontally or vertically on a tabletop. The nuts and washers can either be attached to the bolts or placed next to the board as a starting position. It is recommended that all the washers and nuts be attached to the bolts after every use to avoid misplacing them.

Instructions:

The Bolt Board should be set up in front of the client on a tabletop. The least amount of shoulder stability is needed when the board is placed and close to the client with the wrist and forearms supported on the table. Clients with more advanced prehension can have the board elevated so that he/she is required to work against gravity without the elbow supported.

Screwing the washers and nuts onto the bolts can be achieved unilaterally by most clients. Bilateral use can be encouraged by asking the client to sort the nuts and washers, alternate hands, and/or transfer the parts from hand-to-hand.

Visual-perceptual and cognitive skills can be addressed by asking the client to sort the parts into groups by type and/or size. Clients can also be required to screw only large or small nuts, or only work on horizontal/vertical rows. The therapist may prefer to presort the nuts and bolts, or have the client work with only one size of nuts at a time if the client has cognitive-perceptual deficits.

The above directions provided by S&S are recommended but not inclusive. Therapists may use the Dressing Board to facilitate other skills in addition to the ones suggested. However, when using the activity in a manner not described, the therapists should use their professional judgement to ensure the client's safety.