

# THE COORDIKIDS

## GLOSSARY

A PARENT'S GUIDE



### BALANCE

Ability to maintain body position, whether still or moving, using vestibular, visual, and proprioceptive input.

CHALLENGES: DIFFICULTY RIDING A BIKE, STANDING ON ONE FOOT, OR MOVING ON UNEVEN SURFACES. MAY AVOID SOME SPORTS.

### BODY AWARENESS

Knowing where your body is in space and how it moves, using feedback from muscles, joints, and skin.

CHALLENGES MAY INCLUDE CLUMSINESS, BUMPING INTO THINGS, OR TROUBLE FOLLOWING MOVEMENT DIRECTIONS.

### BREATHING

Controlled inhalation and exhalation supporting self-regulation, focus, and coordination.

CHALLENGES: ANXIETY, POOR FOCUS, LOW STAMINA, AND POSSIBLE SLEEP ISSUES.

### COGNITIVE FUNCTIONS

Mental processes like memory, attention, problem-solving, and planning for learning and daily activities.

CHALLENGES: DIFFICULTY FOCUSING, FOLLOWING INSTRUCTIONS, OR ORGANIZING THOUGHTS FOR SCHOOL OR DAILY TASKS.



### DEVELOPMENTAL COORDINATION DISORDER

Motor coordination difficulties affecting daily activities and skills

CHALLENGES: CLUMSINESS, TROUBLE WITH SELF-CARE, AND DIFFICULTY KEEPING UP WITH PEERS IN PHYSICAL TASKS.



### DYSPRAXIA

Difficulty planning and coordinating movements, affecting fine and gross motor skills.

CHALLENGES: TROUBLE WITH HANDWRITING, RIDING A BIKE, AND TAKING LONGER TO MASTER TASKS.

### EMOTIONAL REGULATION

Managing and responding to emotions appropriately in different situations.

CHALLENGES: FREQUENT MELTDOWNS, DIFFICULTY CALMING DOWN, OR OVERREACTING TO MINOR FRUSTRATIONS. MAY DEMONSTRATE ANXIETY AND ANGER OUTBURSTS.

### EXECUTIVE FUNCTIONS

Skills for planning, organizing, problem-solving, and impulse control.

CHALLENGES: TROUBLE STARTING TASKS, MANAGING TIME, FOLLOWING MULTI-STEP INSTRUCTIONS, AND KEEPING TRACK OF BELONGINGS.



## EYE MOVEMENT CONTROL

The ability to coordinate and control eye movements for tracking, focusing, or shifting gaze, essential for reading and visual tasks

CHALLENGES: DIFFICULTY READING, TRACKING OBJECTS, AND FOCUSING DURING VISUAL TASKS.



## FINE MOTOR SKILLS

Small muscle movements, typically in the hands and fingers, used for tasks like writing, buttoning, or manipulating small objects

CHALLENGES: DIFFICULTY CUTTING, ZIPPING, BUTTONING, GRASPING PENCILS, AND HANDWRITING.

## GROSS MOTOR SKILLS

Large muscle movements for running, jumping, and climbing.

CHALLENGES: DIFFICULTY WITH SPORTS, STAIRS, AND OVERALL COORDINATION.

## OCCUPATIONAL THERAPY

A therapy focused on helping children develop skills for daily living, including motor, sensory, and self-regulation abilities.

CHALLENGES WITH MOTOR SKILLS, SENSORY PROCESSING, OR COMPLETING DAILY TASKS LIKE DRESSING OR WRITING.

## ORAL MOVEMENTS

The coordinated movements of the mouth, lips, and tongue used for speaking, eating, or other oral activities.

CHALLENGES: TROUBLE WITH CLEAR SPEECH, CHEWING, OR SWALLOWING.

## PENCIL GRIP

The way a child holds a pencil or writing tool, affecting writing efficiency and comfort.

CHALLENGES: POOR HANDWRITING, HAND FATIGUE, OR DIFFICULTY WITH DRAWING OR WRITING TASKS.



## POSTURE

The alignment and positioning of the body during sitting, standing, or movement, influenced by muscle strength and sensory feedback

CHALLENGES: SLOUCHING, FATIGUE, OR DIFFICULTY STAYING UPRIGHT DURING TASKS.

## PRECAUTIONS

Safety measures or guidelines to prevent injury or discomfort during activities, especially those involving sensory or motor challenges.

CHALLENGES: NEEDING SUPERVISION OR ADAPTED EXERCISES TO AVOID INJURY.

## PROPRIOCEPTION

The sense of body position in space through muscles and joints.

CHALLENGES: AWKWARD MOVEMENTS, BUMPING INTO OBJECTS, DIFFICULTY JUDGING FORCE.



## REGULATION

The ability to manage and adjust emotional, behavioral, and sensory responses to maintain an appropriate level of alertness or calm

CHALLENGES: OVER- OR UNDER-REACTING TO SENSORY INPUT, DIFFICULTY CALMING DOWN, OR FREQUENT MELTDOWNS.

## SELF-ESTEEM

A child's sense of self-worth and confidence in their abilities, influenced by their experiences and interactions.

CHALLENGES: AVOIDING NEW TASKS, FEAR OF FAILURE, OR WITHDRAWING FROM CHALLENGES.



## SENSORY MODULATION

The ability to regulate and respond appropriately to sensory input, such as sounds, textures, or lights.

CHALLENGES: OVER- OR UNDER-SENSITIVITY TO SENSORY STIMULI, LIKE AVOIDING LOUD NOISES OR SEEKING INTENSE MOVEMENT

## SENSORY MOTOR SKILLS

The integration of sensory input and motor output to perform coordinated movements, such as catching a ball or responding to touch. These skills are the foundation for higher-level skills such as working memory and executive functioning.

CHALLENGES: CLUMSINESS, DIFFICULTY WITH SPORTS, OR CHALLENGES RESPONDING TO SENSORY CUES IN THE ENVIRONMENT.

## SENSORY PROCESSING DIFFICULTIES

Challenges in receiving, interpreting, or responding to sensory information, leading to atypical reactions or behaviors.

CHALLENGES: OVERWHELM IN BUSY SPACES, AVERSION TO TEXTURES, OR DIFFICULTY INTEGRATING SENSORY INPUT.



## SEQUENCING

Organizing actions or steps in logical order to complete tasks.

CHALLENGES: TROUBLE FOLLOWING INSTRUCTIONS, SPELLING, READING, OR ROUTINES.

## SPEECH PATHOLOGY

A therapy addressing communication challenges, including speech, language, and social communication skills.

CHALLENGES: ARTICULATION ISSUES, DIFFICULTY UNDERSTANDING LANGUAGE, OR SOCIAL COMMUNICATION STRUGGLES.

## VESTIBULAR

The sensory system in the inner ear that helps with balance, spatial orientation, and coordinating head and eye movements

CHALLENGES: CLUMSINESS, DIZZINESS, OR TROUBLE WITH SWINGING, SPINNING, OR CLIMBING.



## WORKING MEMORY

The ability to hold and manipulate information in the mind over short periods to complete tasks, such as following instructions

DIFFICULTY REMEMBERING MULTI-STEP DIRECTIONS OR RETAINING INFORMATION DURING TASKS.

## YOU'RE NOT ALONE ON THIS JOURNEY

Every small step counts — whether it's understanding your child's sensory needs, supporting their coordination, or helping them build confidence. Keep using this glossary as your quick reference, and remember: consistency creates change.

