

# Nancy's PE story



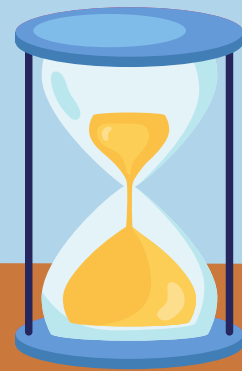


**In a busy secondary school, students were getting ready for their PE lessons. Some of them changed into their PE kits quickly and easily, but for Nancy it wasn't that simple.**

**Changing in front of others made her feel anxious,  
and getting dressed by herself was difficult and time  
consuming.**



**On PE days, Nancy often worried about how long it would take to change her clothes.**



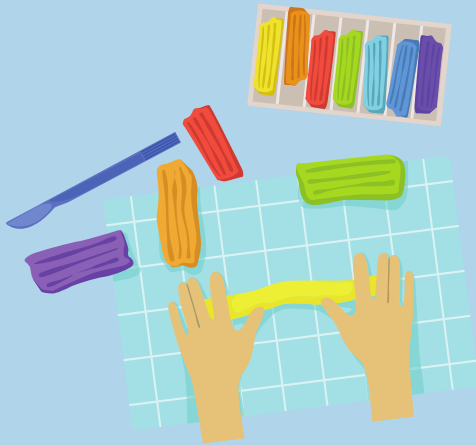
**She didn't like needing help from her teaching assistant, especially with tricky things like putting on her tights or buttoning her shirt. This made her feel embarrassed, and sometimes she wanted to avoid going to school on PE days altogether.**



M	T	W	T	F	S	S
	PE			PE		
✓	✗	✓	✓	✗		

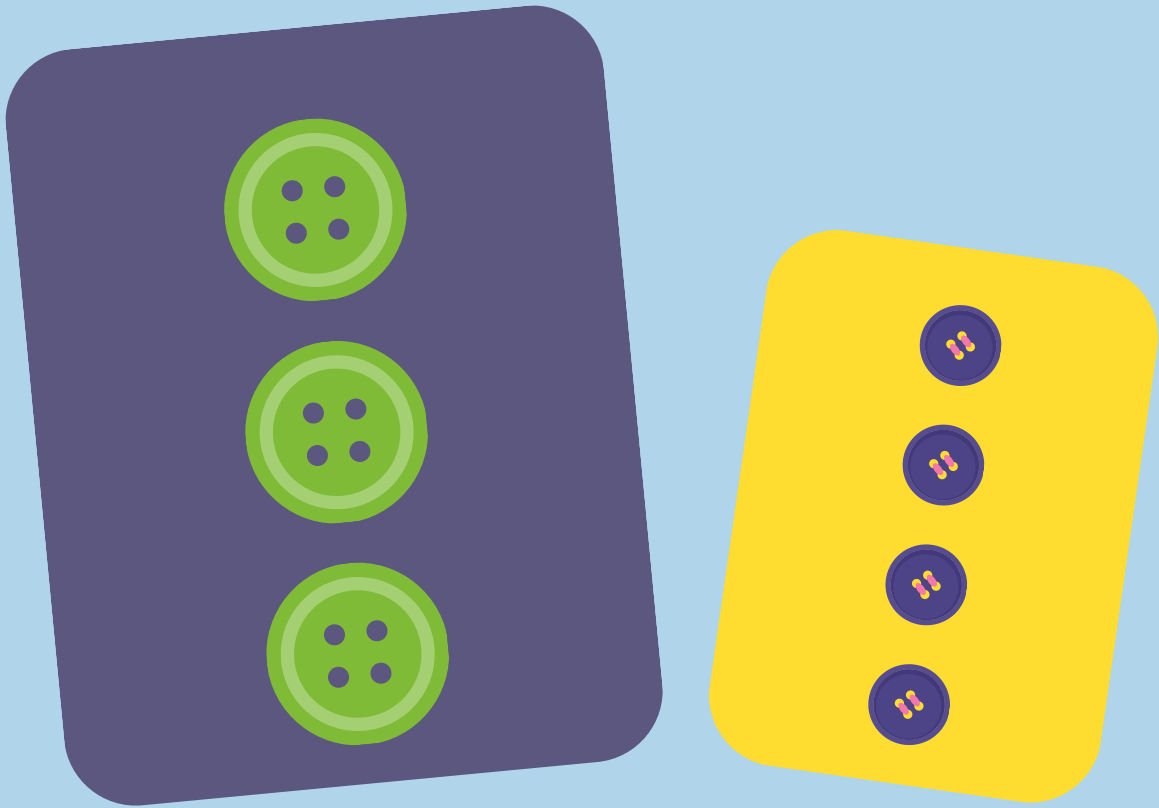


**One day, Nancy's OT noticed how difficult it was for her to get dressed for PE. The OT understood that this was causing a lot of anxiety and wanted to help her feel more confident and independent.**



**The OT and Nancy started working together to improve her fine motor skills and help her practice getting dressed. They started with simple activities to build up the strength and coordination needed for dressing.**

## Button Practice



**The OT created a button board where Nancy could practice buttoning and unbuttoning large and small buttons. This helped her improve her hand strength and coordination for her school shirt.**

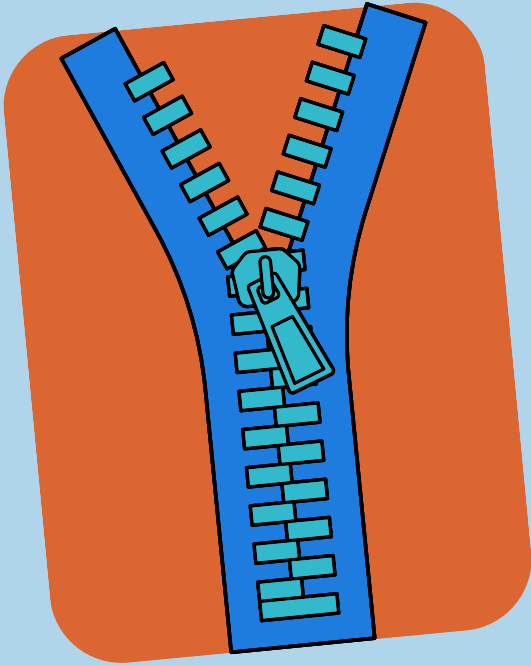


## Tugging & Pulling



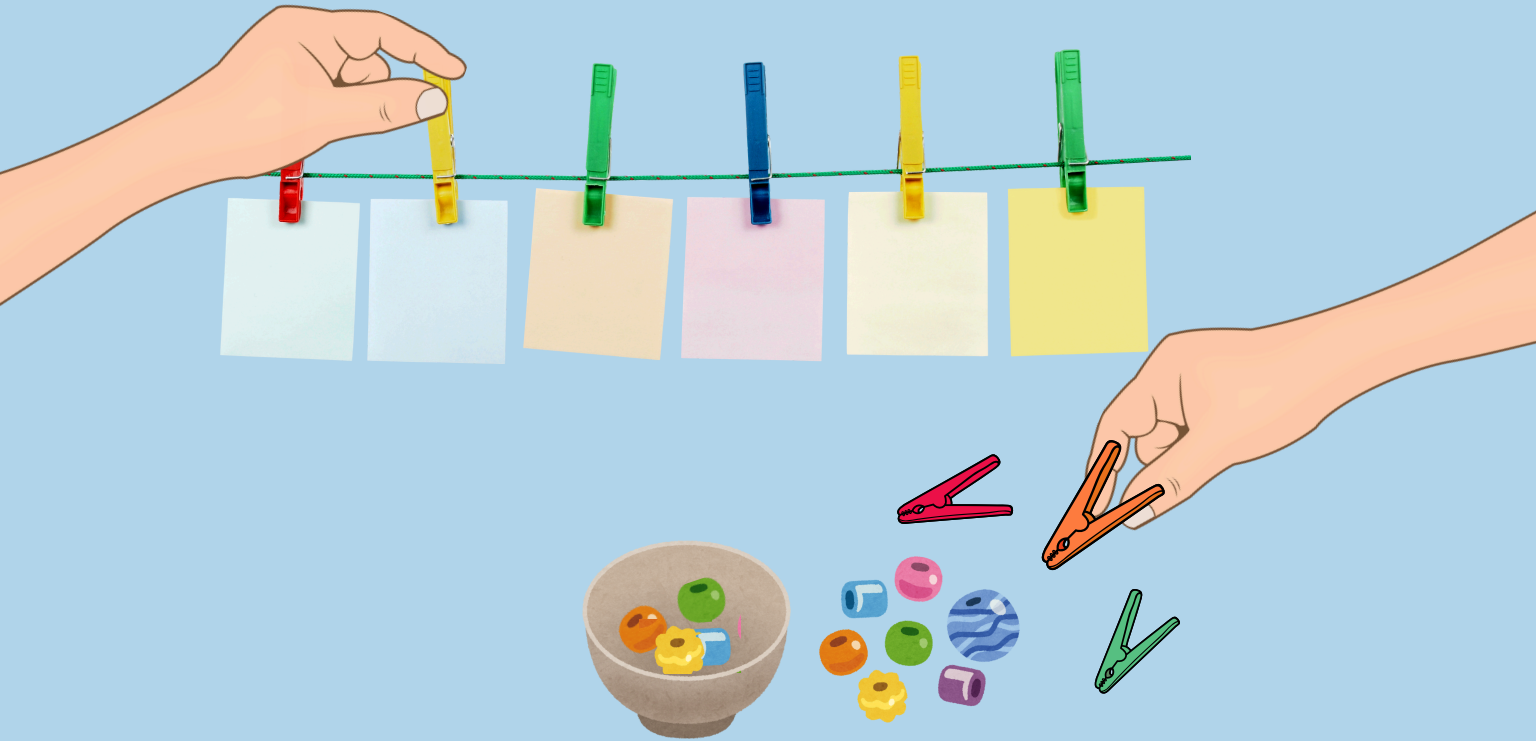
**The OT introduced exercises where Nancy had to pull stretchy materials, like resistance bands or her tights, to help strengthen her hands and fingers. These activities made pulling up her tights easier over.**

## Zipper Skills



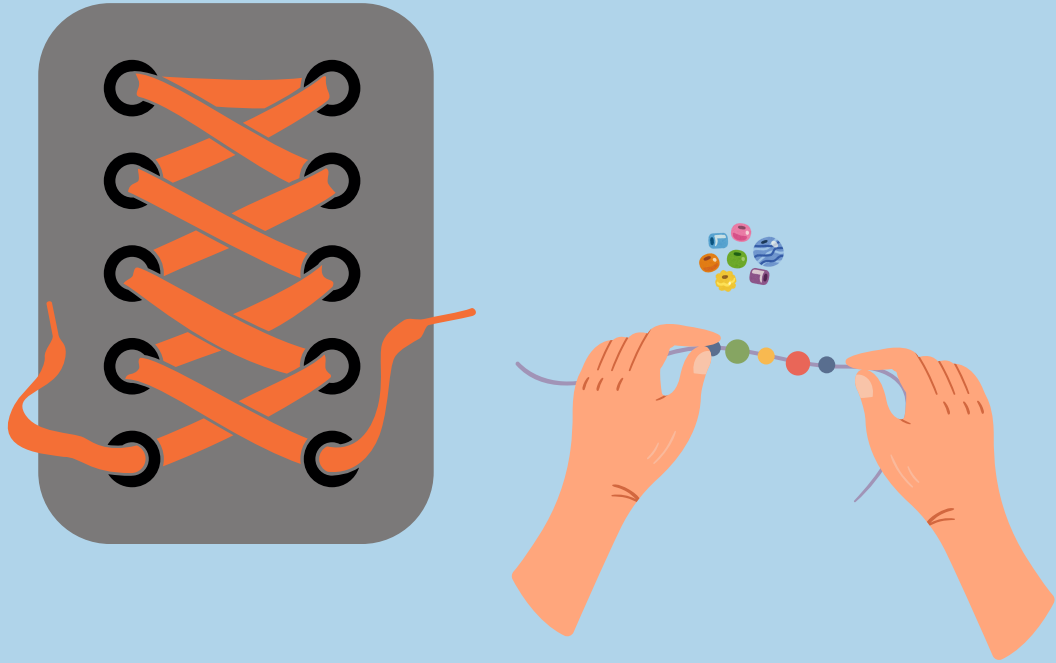
**Nancy practiced using zippers on coats and jackets, starting with larger zippers and working her way down to smaller, more fiddly ones. This helped her gain confidence in managing zips on her PE hoodie or trousers.**

## Clothespin Game



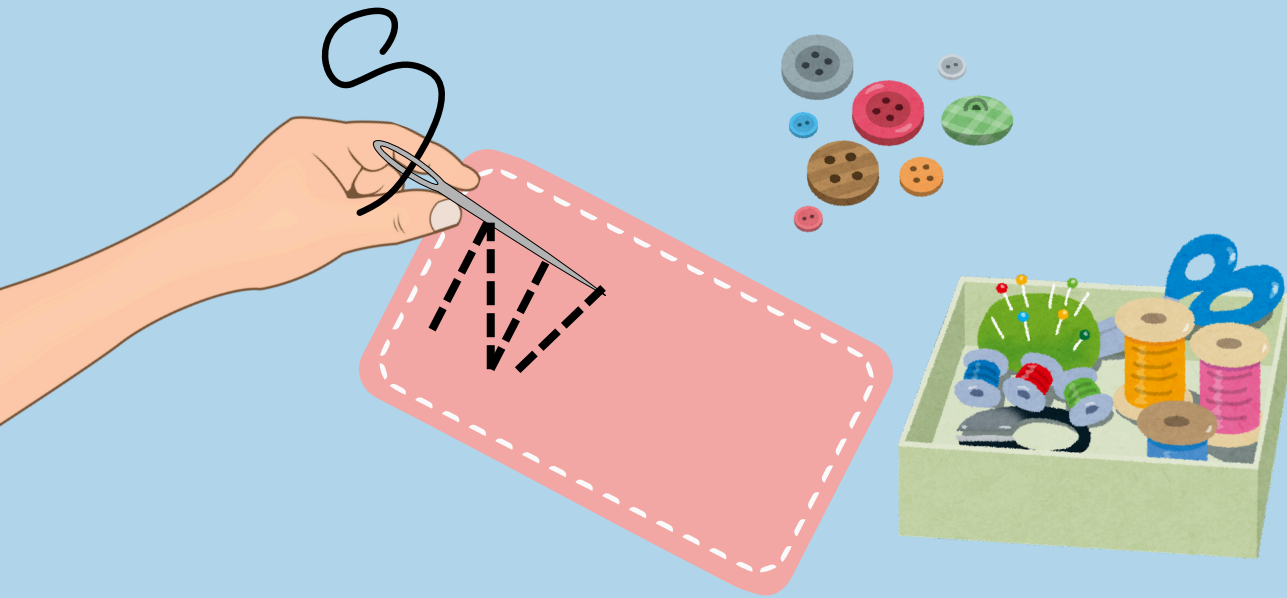
**To improve her grip strength and finger dexterity, the OT had Nancy use clothespins to pick up small objects. This fun game helped her fingers get stronger, making it easier for her to handle tight buttons and zippers.**

## Lacing & Tying



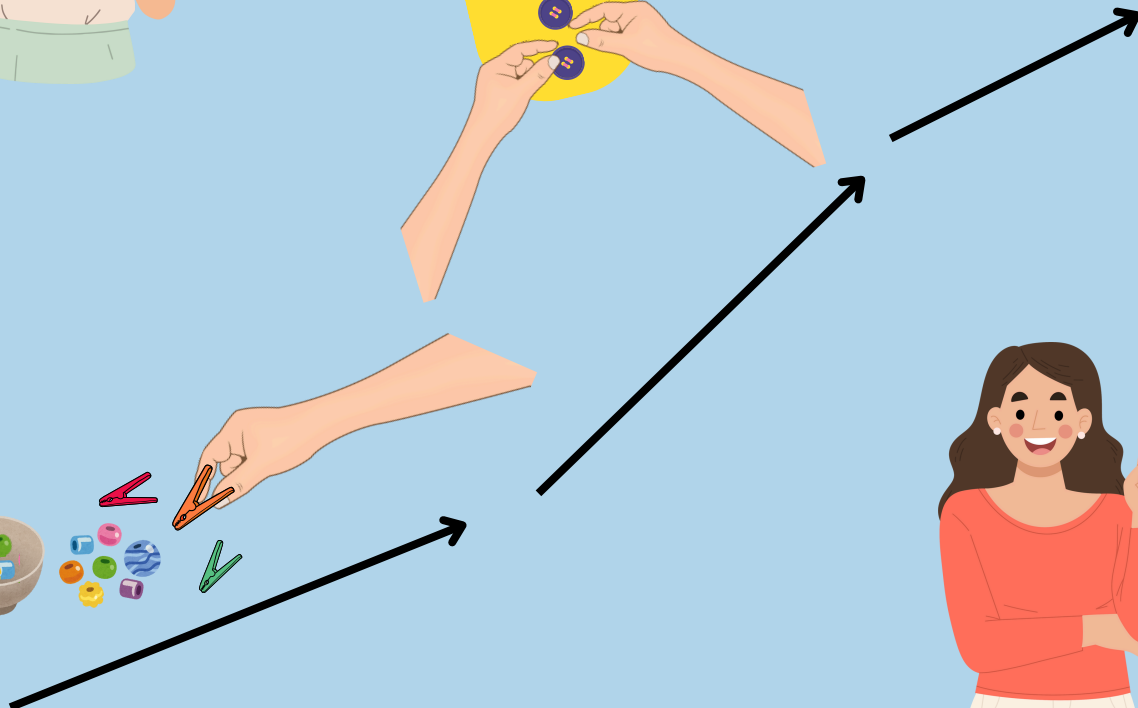
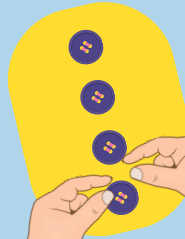
**Nancy also worked on threading and lacing activities, which involved threading shoelaces or string through holes. This improved her hand-eye coordination and helped her learn how to tie her PE trainers more easily.**

## Craft activity



**To make it fun, they also used craft activities (sewing activities) using buttons and zippers, so Nancy could familiarise and develop transferable skills, without any pressure.**

**As the sessions with the OT and TA went by, Nancy began to feel more confident.**



**The OT showed her how to break the dressing process into smaller steps:**

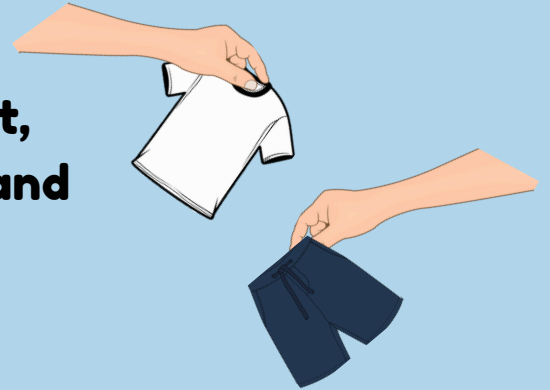
**1**

**First, find the right clothes.**



**2**

**Next, put on her PE kit, starting with her shirt and then her shorts.**



**3**

**Finally, fasten any buttons or zips, and ask for help only if needed.**



**Alongside the fine motor activities, the OT also taught Nancy some calming exercises to help her manage her anxiety when she felt overwhelmed as well as played calming music during OT sessions to create a relaxing environment.**





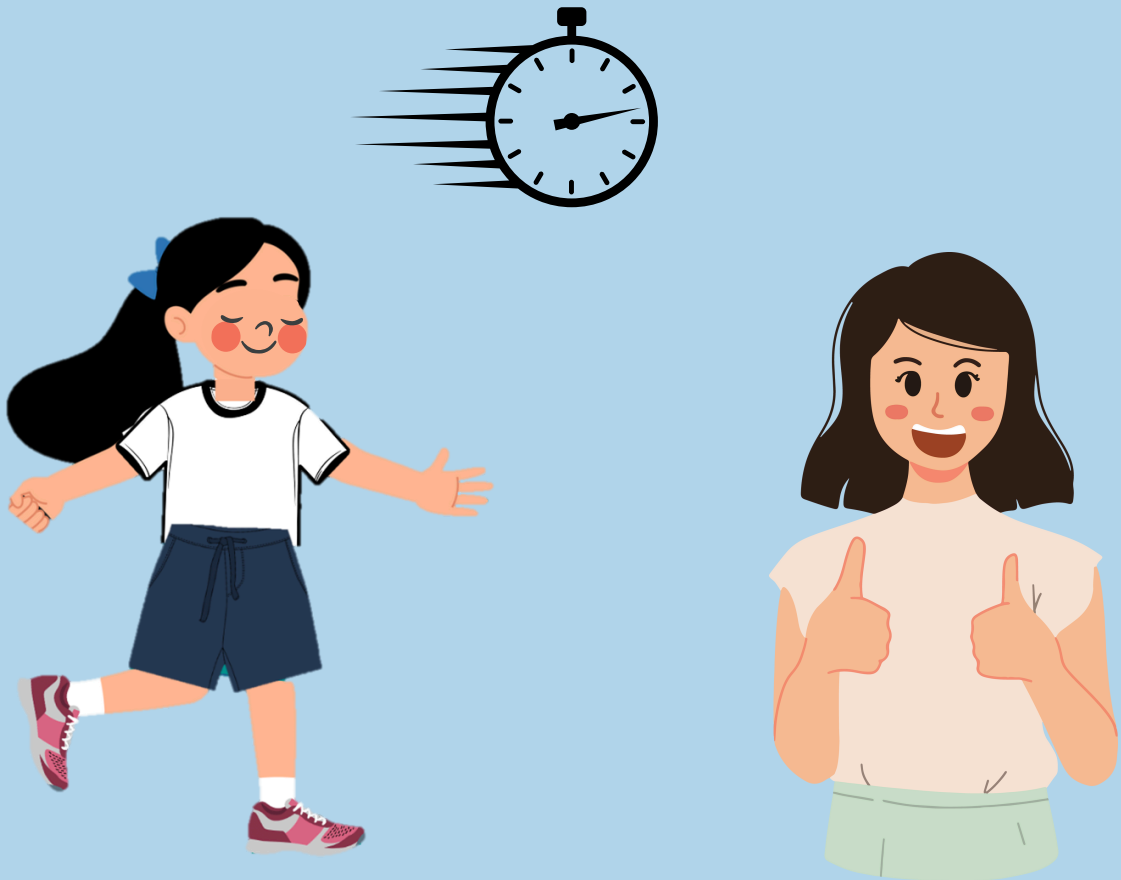
**These included creating an individualised sensory tool which included activities Nancy felt would help her regulate when feeling anxious like deep breathing, guided relaxation techniques, using her sensory toy and counting slowly to ten whenever she felt anxious about PE days.**



**With each practice session, Nancy got a little better. She no longer needed as much help from her TA and began feeling proud of her progress.**



**When she successfully completed a dressing task, the TA would give provide positive feedback and praise and reducing the amount time the TA would support her with the dressing tasks.**





**Weeks later, on a PE day, something special happened. Nancy got dressed all by herself! She pulled on her tights, buttoned her shirt, and didn't feel as anxious about changing in front of others and in the allocated time. She was ready on time, without needing much help at all.**

**From that day forward, PE days felt a lot easier for Nancy. She knew she could manage getting dressed on her own, and her confidence grew. She no longer worried about being late or needing extra help. Instead, she felt proud of how far she had come.**



**INDEPENDENT**



**And so, Nancy continued her journey towards preparation for adulthood, showing everyone that with a little practice, patience, and support and she would overcome her challenges and feel ready for being an independent student!**

