

Crossing Midline Quick Guide

Below, you will find information and activities for the Crossing Midline Construct Progression. See the [NC Construct Progressions and Situations Book](#) for additional information and full references.

Why focus on crossing midline? *Crossing the midline is an important milestone of development, reflecting integration of the bodily midline which allows for bilateral coordination (Stilwel, 1987). Difficulty crossing the midline has been linked to a cluster of sensory, perceptual and motor difficulties exhibited by some children with learning exceptionalities (Ayres, 1972; Michell & Wood, 1999; Stilwell, 1987; Murata & Tan, 2009). Previous research suggests that failure of child between the ages of three and four, to cross the midline could predict later potential problems in development (Michell & Wood, 1999).*

Crossing Midline: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

A. Isolates movement to one side of the midline (the invisible line running from our head to our toes, dividing the body into left and right halves).	B. Begins to cross the midline in some situations.	C. Consistently crosses midline.
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COIN CARDS WITH COINS

Promotes: *supination/pronation of wrist, crossing midline, bilateral coordination, eye-hand coordination, pincer grasp, dexterity*

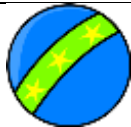
Place coins “heads up” on horizontal, vertical, and diagonal design pattern cards. Switch them to “tails-up.” Have students use both hands at once.



SPOOL WRAP

Promotes: *crossing midline, bilateral coordination, eye-hand coordination, pincer grasp (tip-to-tip)*

Wrap string around spool with alternating hands. Use as a timed activity.



CATCHING A BALL

Promotes: *crossing midline, bilateral coordination, eye-hand coordination*

Start by having the child kneel or sit cross-legged on the floor. This will help to stabilize the hips and legs, then the hands and arms can move freely across the midline. Have the thrower stand slightly to the side, so the catcher must turn the upper body to catch and throw the ball. Do this on both sides, and gradually increase the angle at from which the ball is thrown, to increase the amount of midline crossing.