ana's mom has the idea to tape the paper, so that it no longer slides out of her reach, and she gives the crayons out for ana to draw. Ana usually tries it for a minute or so, becomes frustrated, and throws the crayons out. ana’s mom watches the activity for a few attempts to find the “just right” support that works best for your child.

ana’s mom sees that ana is unable to steady the paper and draw with the crayon at the same time. When she tries to draw, she realizes why ana is frustrated so quickly. ana’s mom has the idea to tape the paper and markers on the table so that it no longer moves. now ana can focus on holding a crayon and drawing. her mother knows ana likes the activity because she can focus on holding a crayon and drawing. her mother puts paper, markers, and crayons out for ana to draw. ana usually tries it for a minute or so, becomes frustrated, and throws the crayons out. ana’s mom watches the activity for a few attempts to find the “just right” support that works best for your child.

ana’s mom sees that ana is unable to steady the paper and draw with the crayon at the same time. When she tries to draw, she realizes why ana is frustrated so quickly. ana’s mom has the idea to tape the paper, so that it no longer slides out of her reach, and she gives the crayons out for ana to draw. Ana usually tries it for a minute or so, becomes frustrated, and throws the crayons out. Ana’s mom watches the activity for a few attempts to find the “just right” support that works best for your child.