

**Activity Name:** Needlepoint (Cross Stitch)

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| <b>Type of modality</b>                | Craft  |
| <b>Type of play</b>                    | Solitary   |
| <b>Interaction pattern</b>             | Extra-Individual   |
| <b># of participants required</b>      | 1  |
| <b>Equipment/supplies</b>              | <ul style="list-style-type: none"><li>- Counted Cross Stitch Kit (Aida cloth, floss (thread for needlepoint), needle, cardboard backing, frame, and design chart/instruction sheet) – OR—</li><li>All items contained in kit (can be purchased separately and a design template can be printed for reference)</li><li>- Scissors</li><li>- Thimble</li><li>- Yard stick, measuring tape, or ruler (longer than 18 in. long)</li><li>- Scotch, Masking, or Painter's tape</li><li>- Super glue or Tacky Glue</li><li>- Flat surface</li></ul> |
| <b>Facilities required/environment</b> | <ul style="list-style-type: none"><li>- Well illuminated room or outdoor space</li><li>- Comfortable seating</li><li>- Small table, surface, or container for supplies</li></ul>   |
| <b>Precautions</b>                     | <ul style="list-style-type: none"><li>- Advise Clients that the needle's point/tip is sharp and recommend usage of a protective cover or thimble.</li><li>- Leader may want to have a first aid kit nearby just in case client pokes themselves with needle.</li></ul>   |

**Sequence/Directions:**

- 1.** Before initiating play, Leader should familiarize his or herself with needlepoint (counted cross-stitch), the instructions on the instruction sheet (or template, if items were purchased separately) and verify that the kit is complete or all materials are available for the craft project.
  
- 2.** Once familiar with the project and all materials have been gathered, Leader should locate an area that is well illuminated and contains comfortable seating.
  
- 3.** Once ready to begin the craft, the Leader should gather the kit or materials and lead the client to the area where they will complete the craft.

4. The Leader or the client should remove the contents from the kit and locate the instruction sheet.
5. The Leader should ask the client about their familiarity with the activity. Depending upon the client's level of familiarity with the craft or understanding of the instructions, the Leader should offer and adjust their level of assistance (how much they explain the activity, the instructions, or offer guidance).
6. The Leader should prompt the client to begin the activity (if necessary).
7. Once the client begins the activity, the Leader should monitor the client from afar (as this is a chance for the client to create something on his/her own) and periodically see how they are progressing and whether or not they require assistance. Per the instruction sheet the client should:
  - 7a. Separate the colored floss (thread).
  - 7b. Cut the floss into 18 inch strands.
  - 7c. Separate strands of floss after they have been cut and set aside.
  - 7d. Fold cloth in half then half again to identify the center (starting point).
  - 7e. Reference and follow the color and symbol chart to complete the craft.
  - 7f. Thread needle with appropriate color (as designated by the chart).
  - 7g. Stitch design with appropriate stitches/patterns while using the chart as a reference.
  - 7h. Rethread needle as necessary with designated colored thread (specified on chart).
  - 7i. Stitch design until it is complete or continue at a later time.
    - If continuing at a later time, the Leader should provide the client with tape to affix to the back of the craft. This will hold the thread in place until the client is able to return to the project.
8. Once the client has completed the activity, the Leader should provide the client with tape to secure the fabric to the cardboard backing. To secure the fabric to the cardboard backing:
  - 8a. Gather completed craft, cardboard backing, and tape.
  - 8b. Lay fabric (finished side down) onto a flat surface.
  - 8c. Center and place the cardboard backing onto the fabric.
  - 8d. Fold the edges of the fabric over and onto the cardboard backing.
  - 8e. Tape edges onto the cardboard backing.
9. Either the client or the Leader can place the project into the frame. To do this:
  - 9a. Gather the craft project, glue, and frame.
  - 9b. Lay the frame face down (the back is not as smooth as the front).
  - 9c. Apply glue around the inside of the frame.
  - 9d. Place the fabric side down into the frame (cardboard backing with tape edges should be facing up).
  - 9e. Allow the project to dry undisturbed for the drying time specified on the glue bottle.
10. The project is now complete.

**Activity Analysis:**

| <b>Category</b>                           | <b>Skills</b>  |
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| <b>Primary body position</b>              | Seated   |
| <b>Part of the body required</b>          | Upper Extremities  |
| <b>Movement</b>                           | Carrying in the Hands, Palmer Grasp, Radial-Digital Grasp, 3-Jaw Chuck Grasp, Pincer Grasp, Manipulating, Picking up Objects, Putting Down Objects, and Turning or Twisting Hands and Arms   |
| <b>Physical</b>                           | Balance (Dynamic Sitting), Bilateral Integration, Crossing Midline, Fine Muscle Coordination, Flexibility (Upper Extremities), Gross Muscle Coordination, Motor Control, Muscle Strength, Active Range of Motion (Upper Extremities), and Visual-Motor Integration   |
| <b>Cognitive</b>                          | Focused Attention, Sustained Attention, Calculation, Concentration, Simple Decision Making, Initiation, Intellectual Knowledge, Judgement, Short Term Memory, Organization and Planning, Simple Problem Solving, Ability to Read, Shape/Form Recognition, Spatial Operations, Abstract Thought, and Time Management  |
| <b>Social</b>                             | Regulating Behavior and Social Conduct (if done in the company of others)  |
| <b>Perception</b>                         | Tactile and Visual (including ability to distinguish color)  |
| <b>Communication/language</b>             | Reception to Written Language and Reception of Signs and Symbols   |
| <b>Self-care</b>                          | N/A  |
| <b>Psychological/emotional (possible)</b> | Joy (could be experienced when task is complete and client feels as though they have completed something; could also be felt as this could be a very meaningful experience for some) and Frustration (this activity could be difficult at times and may cause frustration, especially during difficult stitches, if/when errors are made, or if/when they prick themselves ) |

**SIMPLIFYING AND COMPLICATING THIS ACTIVITY:**

|                    | <b>Ways to SIMPLIFY demands</b>   | <b>Ways to make more COMPLEX</b>   |
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| <b>Cognitively</b> | <ul style="list-style-type: none"> <li>- Provide visual cues for the color/symbol guide.</li> <li>- Provide visual cues of sample stitches.</li> <li>- Draw or trace designs onto fabric before client begins activity. Client will just have to</li> </ul> | <ul style="list-style-type: none"> <li>- Select a larger needlepoint design.</li> <li>- Select a needlepoint design with more advanced stitches required for completion. This activity utilized only three types of stitches (cross stitch,</li> </ul> |

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|  | <p>stitch over the lines. This can be done using an Embroidery Transfer Pen (can be purchased separately).</p> <ul style="list-style-type: none"> <li>- Use a pre-printed pattern (can be purchased separately).</li> <li>- Before beginning this activity, familiarize client with stitch patterns and opportunities to practice stitching. This could assist the client in developing an understanding the tasks required to complete the craft.</li> </ul> | <p>backstitch, and straight stitch).</p> <ul style="list-style-type: none"> <li>- Allow the client to trace or draw a design their choosing onto fabric. This could challenge the client even more as they will have to develop a more complex decision making process to complete the activity.</li> </ul> <p>Instructions regarding how to accomplish this may be obtained at <a href="http://www.instructables.com">www.instructables.com</a>, <a href="http://www.myphotostitch.com">www.myphotostitch.com</a>, or <a href="http://www.pic2pat.com">www.pic2pat.com</a>.</p> |
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| <p><b>Physically</b></p> | <ul style="list-style-type: none"> <li>- Provide larger needles, which may be easier to grasp for some clients.</li> <li>- Using the current color/symbol chart, create a larger and to scale version. A larger piece of fabric with larger holes could be used (can be purchased separately). This could assist clients with gross and fine motor control.</li> <li>- Provide a stand to hold the fabric while client participates in the activity. There are several varieties of lap stands to floor models that could assist clients with limited range(s) of motion.</li> <li>- Provide a stand with a magnifier to assist clients in seeing the holes in the fabric.</li> <li>- To assist client(s) with visual impairments, specifically that have protunopia or deuteranopia, the Leader could separate and label the color stands for easy identification or encourage the client to create a work of art that is abstract and does not have to coincide with the color chart.</li> <li>- Provide a compression glove to aide clients with hand fatigue or encourage clients to stop after a specific amount of time to allow for muscles (hand, wrist, arms, and ocular) to rest.</li> </ul> | <ul style="list-style-type: none"> <li>- Purchase an Aida cloth that has smaller squares and select a more detailed design. This could challenge clients to use fine motor coordination, motor control, and muscle strength for for a longer amount of time.</li> </ul> |
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| <p><b>Socially</b></p> | <p>- This activity could possibly be frustrating at times, especially, if the client is not familiar with stitching. The Leader could familiarize the client to the activity before starting this activity. The client could practice various stitches and as their level of comfort grows, it is possible their level of frustration could decrease.</p> | <p>- This activity could be incorporated into a group type setting. Clients could perform this activity individually but in same area. A variety of designs could be offered or the materials could be provided and the clients could be asked to choose something that makes them happy or reminds of them of a happy thought. Once the design has been completed by everyone in the group, the clients could share why they chose the design. Another option would be to have clients draw or stencil a word that represents something positive about themselves. The clients could then cross stitch the word and share with the group once it has been completed.</p> |
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**Other Comments:**

Depending on the clientele, this activity may require modification. Larger plastic needles and blunt-tipped scissors or safety scissors may be safer.

There are also several resources (books, videos, tutorials, etc.) available for purchase or free online that could make this a very inexpensive activity for clients. Amazon features a lot of these items. Second hand book stores would also be a great location to purchase reference materials (if needed).