

# OT Mastery

## Motor Coordination: Midline Crossing and Bilateral Coordination

### 1. What is motor coordination?

- A. The related movement of multiple body parts in a way that achieves a functional purpose
  - B. Gross and fine motor movements that happen occasionally to afford someone steady gait
  - C. Gross motor movements that are intended to help with dressing
  - D. Fine motor movements that help someone write and cut smoothly
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### 2. What is NOT a reason why someone might experience impaired motor coordination?

- A. Cerebral palsy
  - B. High blood pressure
  - C. Dyspraxia
  - D. Tumors
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### 3. At what age should a child demonstrate the ability to cross midline and functionally use both hands together?

- A. Midline crossing should be developed by age 4, while bilateral coordination should be mature between 8 and 12 months old
  - B. Bilateral coordination should be developed by age 4, while midline crossing should be mature between 8 and 12 months old
  - C. Bilateral coordination and midline crossing both become fully developed by age 6
  - D. Bilateral coordination and midline crossing both become fully developed by age 4
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### 4. Which of the following is not a subtype of bilateral coordination skills?

- A. Stabilizing lower body while using upper body
  - B. Alternating
  - C. Symmetrical
  - D. Use of dominant and stabilizing hands
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### 5. What is an example of a task that involves both motor coordination skills: midline crossing and bilateral coordination?

- A. Zipping up a jacket
- B. Stringing beads on a short pipe cleaner
- C. Squeezing a bottle of paint with one hand toward the right side of the body

D. Cutting zig-zags fully across a piece of paper

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**6. Which of the following is considered an adverse outcome of an inability to cross midline?**

- A. Enhanced communication to request help with motor tasks
  - B. Poorer academic performance
  - C. Need for a full-time caregiver to help with dressing
  - D. Improved math skills
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**7. At what age should a baby be able to push up from a prone position with straight arms?**

- A. 4 months
  - B. 12 months
  - C. 6 months
  - D. 8 months
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**8. When do bilateral integration skills typically develop the most?**

- A. Bilateral integration skills should mature fully by the age of 4, which is when children begin to write and cut as part of school tasks
  - B. Due to its relationship with the body's sensory systems, kids often become even more motivated for bilateral coordination tasks between 6 and 8 years old, which is also when the sensory systems typically mature
  - C. Parents should see less development of bilateral integration skills by the age of 10 since this is when gross motor skills mature
  - D. Bilateral integration skills consistently develop across the lifespan
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**9. What is not an example of an assessment that can be used to evaluate someone's bilateral integration skills?**

- A. Modified Barthel Index
  - B. Fugl-Meyer Assessment of Motor Recovery
  - C. Bruininks-Oseretsky Test of Motor Proficiency
  - D. Alternating Hand Movements Test
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**10. If a 5-year-old child presents with poor bilateral coordination skills, what activity might a therapist include in an obstacle course to address this deficit?**

- A. Filling a pill organizer
  - B. Sewing a patch onto a shirt
  - C. Shuffling and dealing cards
  - D. Air biking
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**11. If a therapist wanted a single therapeutic activity to address both midline crossing and bilateral integration, what activity would they NOT choose?**

- A. Pushing a weighted laundry basket in a straight line
  - B. Using a knife and a fork to cut through a large/long piece of play-doh
  - C. Weaving paper or string together to form a pattern
  - D. Remaining in one spot while tossing rings onto one of 5 stakes positioned in a line
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**12. What health concern is NOT associated with concerns related to midline crossing and bilateral integration?**

- A. Dyspraxia
  - B. ASD
  - C. Osteoporosis
  - D. Retained ATNR reflex
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**13. What statement is true regarding the evaluation process for midline crossing?**

- A. Midline crossing and bilateral coordination are two motor skills that cannot be measured by standardized assessments
  - B. Midline crossing is more commonly assessed via functional observation due to a lack of standardized assessments that focus specifically on this skill
  - C. Many standardized assessments that take a look at bilateral integration also gauge a person's midline crossing abilities
  - D. It's often easier to leave these two skills out of testing since they are out of an OT's scope of practice anyway
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**14. What is NOT one of the standardized assessments OTs can use to determine a patient's ability to cross midline?**

- A. Bishop's Card Reaching Task
  - B. Space Visualization Contralateral Use
  - C. Motor Free Visual Perception Test
  - D. Finger/Limb Crossing Test
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**15. What functional tasks can an occupational therapist use to enhance the bilateral coordination of a 65-year-old male who just experienced a stroke and has mild right hemiplegia?**

- A. Balloon tap while standing
  - B. Upper body dressing in the mirror
  - C. Lower body dressing with a sock aid
  - D. Ball toss while seated then while standing
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**16. What is a compensatory strategy a therapist might teach an elderly patient with poor bilateral coordination due to the residual effects of a stroke?**

- A. Use the unaffected hand to guide the affected hand in helping with certain tasks
  - B. Lift weights daily to strengthen the affected hand in preparation for functional tasks
  - C. Only use the unaffected hand for functional tasks
  - D. Only use the affected hand for functional tasks
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**17. What piece of adaptive equipment can help someone with bilateral coordination deficits while driving?**

- A. Lumbar cushion for driver's seat
  - B. Seat lift
  - C. Tri-pin for the steering wheel
  - D. Automated steering
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**18. What adaptive equipment can help someone compensate for bilateral integration deficits while engaging in leisure activities?**

- A. Flip assist handle
  - B. Wireless book page turner
  - C. Zipper pull
  - D. Electric can opener
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**19. What is a common motor strategy that can help someone with impaired midline crossing to engage in functional tasks?**

- A. Only using the dominant hand to complete all functional tasks
  - B. Having someone perform the second half of tasks for them once it becomes difficult
  - C. Laying down and completing tasks in a supine or prone position
  - D. Changing the position of objects in front of them during tasks so they are more accessible
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**20. What body motion can help someone compensate for difficulty with midline crossing?**

- A. Elbow extension
  - B. Trunk rotation
  - C. Shoulder flexion
  - D. Forearm supination
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