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

2. What is NOT a reason why someone might experience impaired motor coordination?

- A. Cerebral palsy
- B. High blood pressure
- C. Dyspraxia
- D. Tumors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What adaptive equipment can help someone compensate for bilateral integration deficits while engaging in leisure activities?

- A. A wheelchair ramp
- B. Wireless book page turner
- C. Zipper pull
- D. Electric can opener

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

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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