



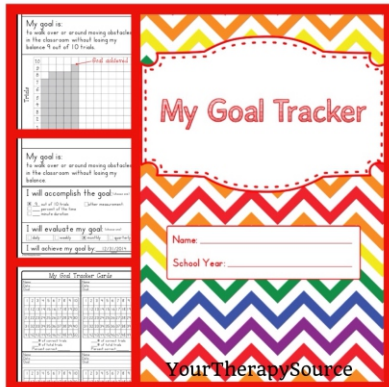
Your Therapy Source News

**Digital magazine for pediatric
occupational and physical therapists.**

Issue 65 - August 2014

www.YourTherapySource.com

New and Sale Products

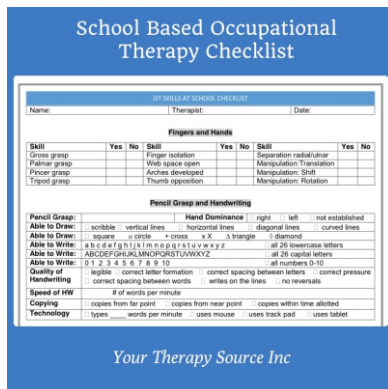


Title: My Goal Tracker

Summary: Download of materials to create a binder for student generated data collection on his/her goals. Two versions - Handwriting with Tears® and Zaner-Bloser® Style

List Price: \$3.99 SALE PRICE: \$1.99 until 8/1/14

Find out more at:
www.yourtherapysource.com/goaltracker

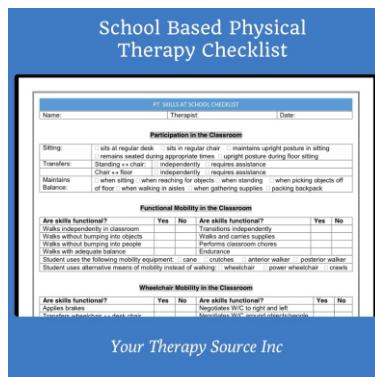


Title: School Based Occupational Therapy Checklist

Summary: Download of occupational therapy checklist for screening, informal assessment and monitoring functional skills in the school setting

List Price for ebook: \$1.99

Find out more at:
www.YourTherapysource.com/checklistot

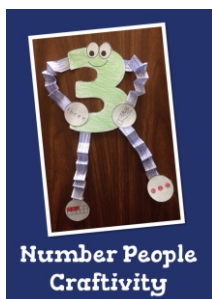


Title: School Based Physical Therapy Checklist

Summary: Download of physical therapy checklist for screening, informal assessment and monitoring functional skills in the school setting

List Price for ebook: \$1.99

Find out more at:
www.YourTherapysource.com/checklistpt



Title: Number People Craftivity

Summary: Download of cute number people 1-9 to create. Including step by step directions to follow for the activity.

List Price for ebook: \$0.99

Find out more at:
www.YourTherapysource.com/numberpeople

Teaching the Rules of the Playground



Do you work with children who are unsafe on the playground at recess time? Perhaps it is a lack of body awareness, safety awareness or decreased motor skills but keep in mind it could be a lack of understanding of what the rules are during recess. Review rules with children at the start of the school year. This will set clear expectations of what behavior is required of them on the playground during recess and free play.

For example, explain to them that only one person can use the slide at a time. Remind them to beware of other people on the swings. That you can only go down the slide and not climb up the slide. Review what areas are safe to jump down from and what are too high to jump down from. Walk the boundaries of the playground so that the student knows where they are expected to remain during recess time.

It may be helpful for you and the student to create a list of rules for the playground. The student can then refer to those as reminders before each recess time.

Do you start the school year out by teaching rules on the playground or move directly to motor learning tasks? Something to think about...

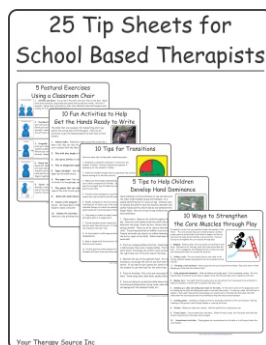
Mastery of a New Skill



Once a child has achieved a new motor skill check the following ways to determine if the child has truly mastered the skill:

1. Can the child demonstrate the skill in all environments?
2. Can the child explain why and when he/she will use the new skill?
3. Can the child teach the new skill to someone else?

If you can answer yes to all three questions, the motor skill goal is officially achieved and mastered!



Check out *25 Tip Sheets for School Based Occupational and Physical Therapists* which are jammed packed with information to distribute to teachers and parents.

Find out more at
<http://yourtherapysource.com/tipsheets.html>

Weighted Blankets and Sleep Patterns



Pediatrics published research on a randomized phase III trial determining the effectiveness of a weighted-blanket intervention in treating severe sleep problems in children with autism spectrum disorder (ASD). Sixty seven children were randomized into a weighted blanket group or a control group (regular blanket). The blankets were introduced at bedtime and used for a two week period. The researchers measured total sleep time recorded by actigraphy, sleep-onset latency, sleep efficiency, assessments of child behavior, family functioning, and adverse events. Sleep was also measured by using parent-report.

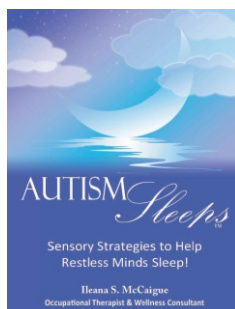
The results indicated the following:

1. the weighted blanket, compared with the control blanket, did not increase total sleep time.
2. no group differences were recorded in any other objective or subjective measure of sleep, including behavioral outcomes.
3. Subjectively, parents and children reported favoring the weighted blanket.

The researchers concluded that the use of a weighted blanket did not help children with ASD sleep for a longer period of time, fall asleep significantly faster, or wake less often.

Reference: Weighted Blankets and Sleep in Autistic Children—A Randomized Controlled Trial

Paul Gringras, Dido Green, Barry Wright, Carla Rush, Masako Sparrowhawk, Karen Pratt, Victoria Allgar, Naomi Hooke, Danielle Moore, Zenobia Zaiwalla, and Luci Wiggs. *Pediatrics* peds.2013-4285; published ahead of print July 14, 2014, doi:10.1542/peds.2013-4285



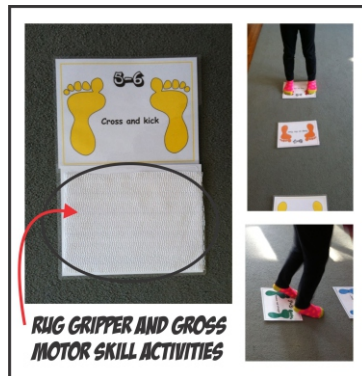
Autism Sleeps™ serves as a thorough resource of sleep sensory strategies and suggestions for preparing the “sleep environment”. Sample bedtime and wake-up routines are provided as templates, especially to guide parents of children with sleep difficulties.

Find out more at
<http://yourtherapysource.com/autismsleeps.html>

#OTLifeHack

During the month of July the AOTA and other associations have banded together to promote #OTLifeHacks on social media. A life hack is any trick, shortcut, skill, or new method that helps to solve an everyday problem. Abby over at OT Cafe at <http://abbypediatricot.blogspot.com/2014/07/otlifehack.html> encouraged some other therapy bloggers to join in the #OTLifeHack fun.

Here are 3 life hacks from Your Therapy Source:



Straw cup

1. Clothespin Straw – make a hands free cup and straw. Read more details at <http://www.yourtherapysource.com/freestraw.html>

rug gripper

2. Rug Grippers – create some non skid mats for gross motor activities. Read more at <http://www.yourtherapysource.com/blog1/2013/02/12/rug-gripper-and-gross-motor-skills/>

organizational tips

3. Organizational Hacks – create 3 handy organizational tools for a student's desk. Read more at <http://yourtherapysource.com/blog1/2014/06/20/3-simple-organizational-tips-for-students/>

Want to read about some more #OTLifeHacks? Hop over to these following blogs -

OTMama at <http://mamaot.com/2014/07/18/30-ot-life-hacks-tricks-to-make-life-easier-for-you-and-your-child/>

YourKidsOT at <http://www.yourkidsot.com/blog/otlifehack-playdough-unstuck>

Therapy Fun Zone at <http://therapyfunzone.net/blog/ot-life-hacks-ottips/>

OT Cafe at <http://abbypediatricot.blogspot.com/2014/07/otlifehack.html>

Postural Stability in Children with Cerebral Palsy



Postural Stability in Children with Cerebral Palsy

Pediatric Physical Therapy published research comparing postural stability during static upright standing between 45 children with cerebral palsy (CP) and 45 age-matched peers with typical development (TD) ages 5-12 years old. A posturography device was used for assessment. Postural stability was evaluated under 4 sensory conditions: eyes open and eyes closed on a firm surface; eyes open and eyes closed on a foam surface.

The results indicated the following:

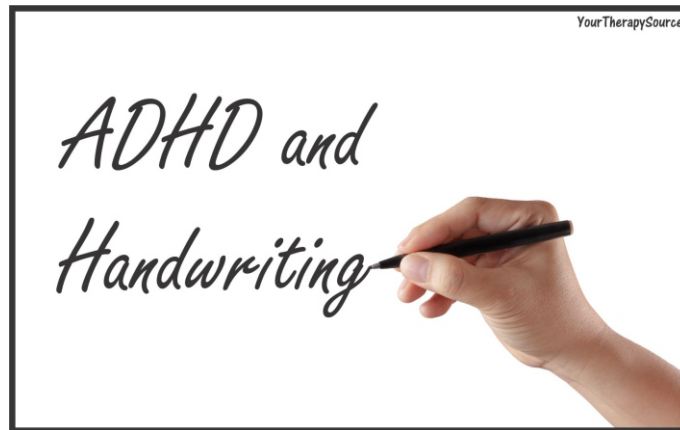
1. Statistically significant differences were obtained between children with spastic diplegic CP and children with TD under all conditions involving visual and somatosensory conflicts
2. no significant differences were found between children with hemiplegic CP and children with TD.

The researchers concluded that children with spastic diplegic CP have increased postural instability under sensory conditions with both visual and somatosensory conflicts.

Reference: Saxena, Shikha MPT; Rao, Bhamini K. MPT, PhD; Kumaran, Senthil MPT. Analysis of Postural Stability in Children With Cerebral Palsy and Children With Typical Development: An Observational Study. *Pediatric Physical Therapy* Fall 2014 Vol. 26 – Issue 3: p 325-330

Check out **Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders** at <http://www.yourtherapysource.com/CPmotorskills>

ADHD and Handwriting



Journal of Attention Disorders published research on kinematically characterizing the handwriting of 14 boys with ADHD-combined type and 14 typically developing boys. The boys wrote a series of four cursive letter 'l's using a graphics tablet and a stylus.

The results indicated the following:

1. Children with ADHD-CT had more inconsistent writing size than did TD controls.
2. ADHD-CT symptom severity, specifically inattention, predicted poorer handwriting outcomes.

The researchers concluded that children with ADHD-CT display subtle handwriting differences and exhibit handwriting impairments in a manner dependent on symptom severity.

Reference: Rebecca A. Langmaid, Nicole Papadopoulos, Beth P. Johnson, James G. Phillips, and Nicole J. Rinehart. Handwriting in Children With ADHD. *Journal of Attention Disorders* August 2014 18: 504-510, first published on May 22, 2012
doi:10.1177/1087054711434154

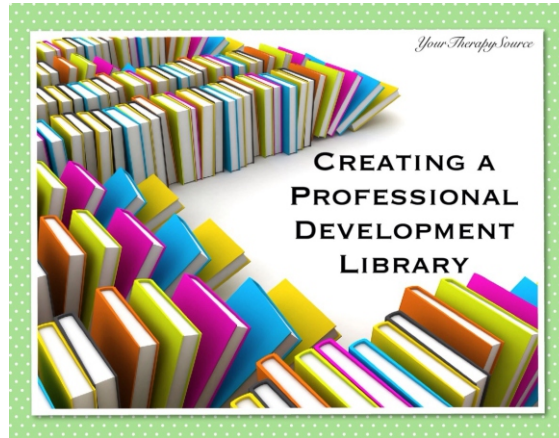
Check out this download to provide visual reminders for proper letter formation:

Classroom Wall Cards, Flash Cards, Alphabet Strips and Name Plates

Handwriting with Tears® and/or Zaner-Bloser® Style at

<http://yourtherapysource.com/wallcards.html>

Creating a Professional Development Library



We all know how expensive professional development resources can be especially in the therapy world. Textbooks can be pricey along with individual research articles. For school based therapists, perhaps create a collaborative PD “library”.

You could create a real collection where all the therapists in your district bring in their resources. Store them all on a book shelf with a simple check out system. Set a time limit on how long an item can be checked out ie two weeks or four weeks. Make sure everyone writes their names clearly on the resource material. When borrowing an item write down your name, the title and the date you borrowed it on an index card. Slip it in a box and read away. Return the item within the designated time frame.

Another option is to create a virtual library. Create a list of what resources everyone owns. When someone wants to borrow an item, contact the owner and make a borrow request. The owner of the resource knows exactly who has it then and can keep track of it. Remember to still add a due date so no one has the resource for too long or forgets to return it.

Do you have access to a professional development library at your job?

Need continuing education courses? Check out the online listings at <http://yourtherapysource.com/ceu.html>

BMI and Asthma



The University of Bristol conducted research on almost 5000 children at age 7.5 years old. Using Mendelian randomization to look at changes in gene patterns they found a strong connection between asthma, BMI and body fat. Most significantly they found that the relative risk of asthma increased by 55 per cent for every extra unit of BMI.

The researchers concluded that a higher-than-average BMI increases the risk of childhood asthma and that public-health strategies designed to reduce obesity may help to decrease the global rise in asthma.

Reference: 'Effects of BMI, fat mass, and lean mass on asthma in childhood: a Mendelian randomization study' [open access] by Granel R, Henderson AJ, Evans DM, Smith GD, Ness AR, et al. (2014) in PLoS Med 11(7): e1001669.
doi:10.1371/journal.pmed.1001669



50 Sensory Motor Activities for Kids!

Creative, fun filled activities and games that get children moving.

Find out more at
<http://www.yourtherapysource.com/50book.html>

Frozen Blow Painting



Download this FREE template to create your own Frozen art work using oral motor skills, water color paints, a straw and the template.

You can download your copy at
<http://yourtherapysource.com/freefrozen.html>

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Student Generated Data Collection

My goal is:
to walk over or around moving obstacles
in the classroom without losing my
balance 9 out of 10 trials.

Trials

My goal is:
to walk over or around moving obstacles
in the classroom without losing my
balance.

I will accomplish the goal: (choose one)
☒ 9 out of 10 trials ☐ (other measurement)
☐ percent of the time
☐ minute duration

I will evaluate my goal: (choose one)
☐ daily ☐ weekly ☒ monthly ☐ quarterly

I will achieve my goal by: 12/31/2014

My Goal Tracker Cards

Name: _____
School Year: _____

YourTherapySource

If you are a therapist or teacher, you know how hard it can be to keep up with data collection. In my experience, it is never intentional to get behind. Most of the time therapists and teachers are too busy teaching and interacting with the students. Time gets the best of us and something has to give which can be data collection.

Why not turn over the data collection to the student? By having the student's track their own progress, it creates ownership of goal achievement. The graphic representation of the students progress can be highly motivating. If improvements are not achieved, students can reflect on what changes need to be made to the intervention plan. The biggest benefit of all – one less data collection form for you to fill out!

Check out **My Goal Tracker** at <http://yourtherapysource.com/goaltracker.html>. This NEW electronic document includes the following: samples of completed forms, goals setting worksheet, improvement ideas worksheet, goal tracking cards (for trials or percentage) and graphs to complete for daily, weekly, monthly or quarterly progress (number of trials out of 10, percentage or minutes). There is also one blank form for you to label if you are monitoring goals in a different manner. Complete the goal worksheet, print the necessary forms and place in a binder. The student can then graph his/her progress accordingly.

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Motivational



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3 Hand Strengthening Activities in the Kitchen



Here are 3 activities using kitchen items to strengthen the muscles in the fingers and hand.

Read all the details at:

<http://yourtherapysource.com/blog1/2014/07/16/3-hand-strengthening-activities-in-the-kitchen/>

5 Ways to “Write” Your Name



Here are some suggestions on how to “write” your name without ever picking up a pencil. Sometimes children are not ready to actually form the letters of their name properly so rather than start bad habits, try out activities that establish name recognition. These could easily be used as sign in stations in early childhood classes instead of actually writing your name.

Read the details at:

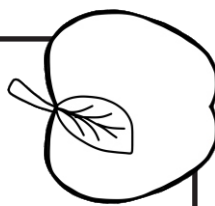
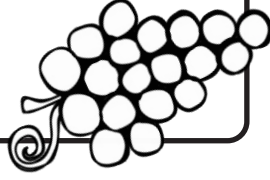
<http://yourtherapysource.com/blog1/2014/07/09/5-ways-to-write-your-name-without-writing-letters/>

Fruit Word Find

Find and circle 12 fruits.

grapes
apples
oranges
banana
strawberry
raspberry
mango
cherry
cranberry
peach
pear
watermelon

seeds pear trees
watermelon eat
banana oranges
sweet slice grapes
mango raspberry
salad peach
strawberry picnic
apples cherry bowl
cranberry

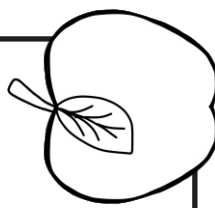
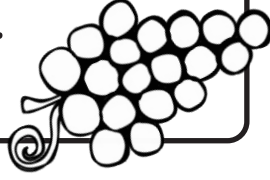


Fruits

Find, circle and write down 12 types fruits.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

seeds pear trees
watermelon eat
banana oranges
sweet slice grapes
mango raspberry
salad peach
strawberry picnic
apples cherry bowl
cranberry

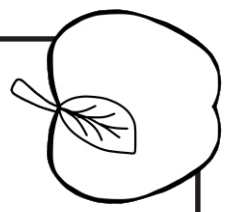
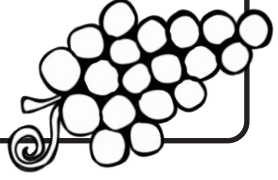


Fruits

Find, circle and write down 12 types of fruit.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

seeds pear trees
watermelon eat
banana oranges
sweet slice grapes
mango raspberry
salad peach
strawberry picnic
apples cherry bowl
cranberry



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