



Your Therapy Source News

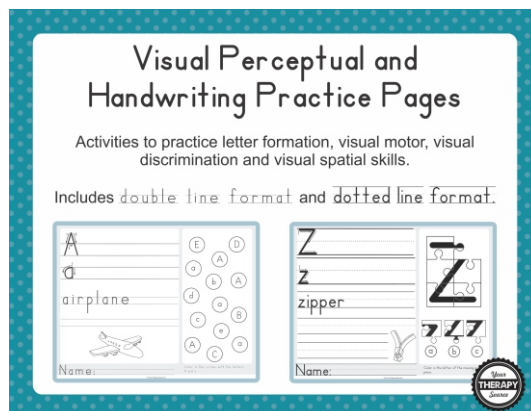
**Digital magazine for pediatric
occupational and physical therapists.**

www.YourTherapySource.com



**February 2016
Issue 80**

New and Sale Products



Visual Perceptual and Handwriting Practice Pages

By: Your Therapy Source Inc

Summary: Download of activities to practice letter formation and visual perceptual skills - includes double lined and dotted lined.

Price: \$4.99

Sale Price: \$2.99 until 2/19/16

FIND OUT MORE AT

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



Waiting Games

By: Your Therapy Source Inc

Summary: Download of 20 games to play while waiting to encourage self regulation skills, creativity and imagination.

FIND OUT MORE AT

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

Young Children May Be At Risk For Musculoskeletal Problems Due to Tablet Use

A small study examined five children (ages 3-5 years old) participating in three conditions (15 minutes each) in randomized order:

- 1) playing with traditional age appropriate toys to simulate free play environment (e.g. drawing/crafts, trains, toy cars).
- 2) playing with iPad2 with a range of age appropriate apps.
- 3) viewing television with a range of age appropriate programs.

During the different conditions mentioned above three variables were measured: mean and variation in dominant arm hand movement using an ActiGraph GT3X+, wrist, thorax and head posture with Vicon motion analysis and upper trapezius muscle activity with an EMG system.

The results indicated the following:

1. the most hand movement occurred during traditional play followed by tablet use with television viewing being the least
2. greatest mean and variation in upper trapezius muscle activity during playing with traditional toys followed by tablet play and then television viewing.
3. mean neck flexion during tablet play was greater than the other conditions.
4. the thorax was also more flexed during tablet play than when playing with toys or watching television.

In summary, tablet computer use by young children results in less movement, muscle activity, repetitive wrist movement and poor spinal posture than toy play. All of these issues may put children at risk of musculoskeletal symptom development.

Remember to offer children ample time for typical play time to avoid overuse issues from excessive tablet use. Need ideas? Check out **Play Move Develop**.
from <http://yourtherapysource.com/playmove.html>

Play Move Develop includes 100 reproducible games and activity ideas to encourage motor skill development and learning in children. Great resource for fun, home exercise program activities.

Reference: Straker, L et al. Movement, posture and muscle activity in young children using tablet computers. Retrieved from the web on 1/31/16 at
http://ergonomics.uq.edu.au/iea/proceedings/Index_files/papers/1899.pdf



Young Children May Be At Risk For Musculoskeletal Problems Due to Tablet Use

5 Things to do BEFORE You Write an IEP Goal



It is that time of year again when annual reviews will slowly start to begin. Here are 5 things to do before you write an IEP goal:

1. **Check present levels of performance** – Perform a new evaluation if it is necessary. Determine the student's strengths and weaknesses. When you formulate a goal try to build on strengths to offset weaknesses.
2. **Review data and notes.** Check the student's progress towards the current IEP goals. Does it seem likely that the goals will be reached by the end of the year? Are you able to think about the next step for independence in a certain domain?
3. **Analyze deficits.** What is the impact of those deficits on academic success or accessing the educational environment? If the deficits do not hinder educational success you do not need an IEP goal for them.
4. **Discuss with the multi – disciplinary team** including parents on how your services can help the student.
5. **Discuss goals with student.** Make sure the student is on board – internal motivation is a key to success.

IEP Goals Related to the Common Core for OT/PT Grades K-2 – this download is a large goal bank for school based occupational and physical therapy that is aligned with the English Language Arts (ELA) and Mathematics common core standards for grades K-2. It is meant to provide guidance and suggestions on relating occupational and physical therapy goals to the common core curriculum in order to establish educationally relevant goals for a student's individualized education program (IEP). FIND OUT MORE at <http://yourtherapysource.com/commoncorek2.html>

Movement Scaling, Handwriting and ADHD

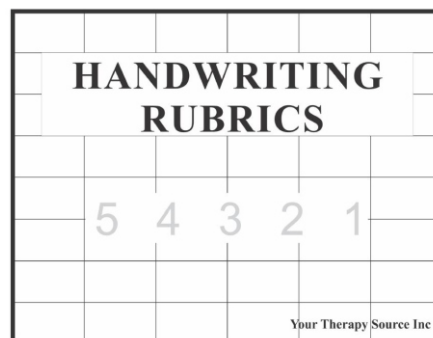
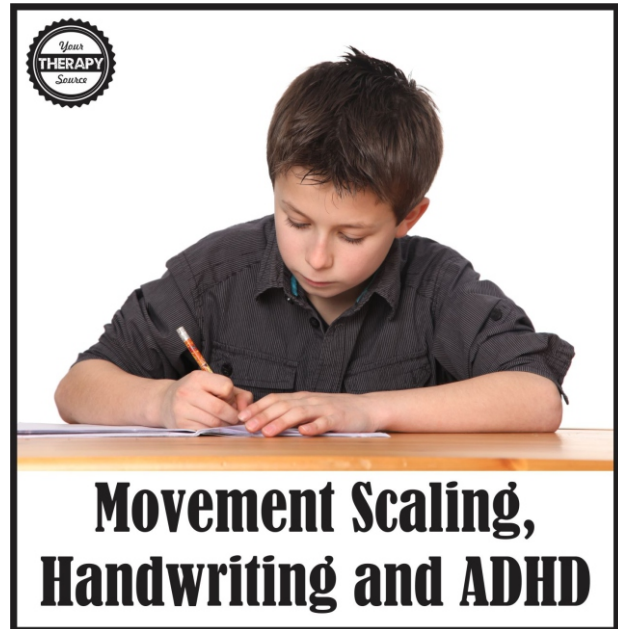
Journal of Attention Disorders published research on 14 boys with ADHD and 14 typically developing boys ages 7-15 years old. Each child was assessed while writing a 10 mm and 40 mm cursive letter 'l'. The results indicated the following:

1. the boys with ADHD were unable to maintain their writing accurately at 40 mm, falling short by several millimeters whereas this was not seen in the boys without ADHD.
2. the boys with ADHD also had slightly faster and more fluent writing than the typically developing boys.

The researchers concluded that boys with ADHD had difficulties scaling handwriting movement in the larger 40-mm condition.

This may be a result as poor planning and modulation of movement, even though the boys with ADHD had faster and more fluent movements while writing.

Reference: Rebecca A. Langmaid, Nicole Papadopoulos, Beth P. Johnson, James Phillips, and Nicole J. Rinehart. Movement Scaling in Children With ADHD-Combined Type *Journal of Attention Disorders* February 2016 20: 131-137, first published on July 30, 2013 doi:10.1177/1087054713493317



Handwriting Rubrics – This is an electronic book of 26 rubrics to assess handwriting. A rubric is a scoring guide to judge performance on a specific task. Have you ever wanted to quantify handwriting skills such as letter formation, speed or copying? Handwriting Rubrics can be used as assessment tools to quantify an individual's written productivity. By using the rubric, each individual can be scored based on the same criteria. FIND OUT MORE at <http://yourtherapysource.com/rubricshandwriting.html>.

Physical Activity, Affect and Executive Functioning in Boys with ADHD



Physical Activity, Affect and Executive Functioning in Boys with ADHD

The *Journal of Attention Disorders* published research on two studies to investigate the role of physical activity on the affect and executive functioning of children with symptoms of ADHD. One study explored the association between physical activity and affect in the daily lives of children with varying degrees of hyperactivity. The second study randomly assigned children with ADHD a physical activity or a sedentary task before working on an executive function task.

The results indicated the following:

1. Lack of physical activity was shown to relate to depressed affect, more strongly in participants with severe hyperactivity symptoms.
2. The physically active participants showed improved executive functioning after only 5 min of vigorous activity; the sedentary control participants showed no improvement.

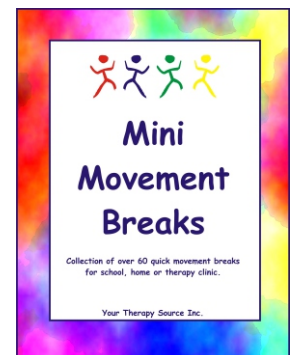
The researchers concluded that increasing the level of physical activity in children with and without ADHD might improve affect and executive functioning.

Reference: Caterina Gawrilow, Gertraud Stadler, Nadine Langguth, Alexander Naumann, and Antje Boeck. Physical Activity, Affect, and Cognition in Children With Symptoms of ADHD. *Journal of Attention Disorders*. February 2016 20: 151-162, first published on July 26, 2013 doi:10.1177/1087054713493318

Mini Movement Breaks

By: Your Therapy Source

Summary: Download of 60+ quick sensory motor activity cards for school, home or therapy clinic. **FIND OUT MORE AT**
<http://www.yourtherapysource.com/minimove.html>



5 Tips for Successful Collaboration

As school based therapists a big part of the job is collaborating with students, parents, classroom teachers, physical educators, art teachers, music teachers, computer lab, administration, teaching assistants, other therapists and probably a few more! At times this can be very difficult due to packed schedules or multiple schools. Here are a few tips for successful collaboration –

Build relationships. Take the time to get to know all the people that will interact with the students on your caseload. First and foremost build a relationship with the student. Find out about their likes/dislikes, goals, aspirations and dreams. Tell them a little bit about yourself so they will feel connected. For staff members, it could be as simple as always saying hello or taking some time to schedule lunch with someone. Once you build relationships, you will be able to inspire each other to do better.

Ask questions. Learn from others. Ask questions. What worked in the past for a student? What has worked with other students? We are not in the classrooms all the time gaining valuable observational experiences. Tap into everyone else's knowledge to get a clearer picture.

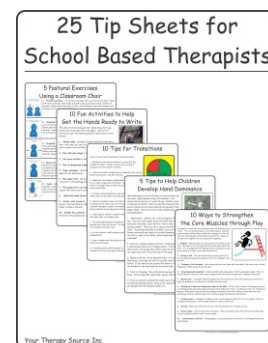
Be prepared. When you do find time to meet, be prepared. Have a list of questions or suggestions of what you would like to accomplish. Bring visual examples of what is working with the student. Communicate effectively and try not to use any jargon that other team members will not understand.

Establish general guidelines. When you are able to meet, try and establish roles, goals and responsibilities for each person. Maybe even make a list of who will be doing what. This creates accountability and teamwork. Success in completing your role will establish trust that you can get the job done. Action speaks louder than words.

Be flexible and respectful. Remember you are one part of a large team that can help the students. Exchange ideas. You may think you have the best idea/suggestion ever but if the team does not agree that it will work you may need to rethink the idea. Take the time to listen to other ideas and if you do not agree speak your opinion but with respect.



25 Tip Sheets for School Based Therapists – These 25 Tip Sheets for School Based Occupational and Physical Therapists are jammed packed with information to distribute to teachers and parents. Find out more at <http://yourtherapysource.com/tipsheets.html>



Coordination Between Pelvis and Shoulder Girdle in Children with Cerebral Palsy

Recent research from *Clinical Biomechanics* completed a review from the motion analysis laboratory results from 27 children with bilateral cerebral palsy to evaluate the shoulder and pelvic girdle in the three planes of motion. The control group was data from 10 typically developing children.

The results indicated the following:

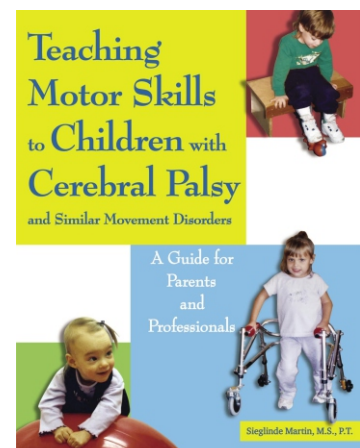
1. the children with bilateral cerebral palsy walked with lower velocity, shorter steps, larger base of support and increased duration of the double support phase when compared to typically developed children.
2. with regards to the transverse plane, the mean continuous relative phase was found lower in the cerebral palsy group throughout the gait cycle, as well as in terminal stance, pre-swing and mid-swing.
3. there was a correlation between the age, gait speed and pelvis range-of-motions on the transverse plane and the continuous relative phase on the transverse plane.

The researchers concluded that children with bilateral cerebral palsy show a more in-phase coordination between the pelvis and the shoulder girdle on the transverse plane while walking. This research indicates that therapies that correct rotational abnormalities may restore coordination pattern in children with bilateral cerebral palsy.

Reference: Tavernese, E. et al. Coordination between pelvis and shoulder girdle during walking in bilateral cerebral palsy. *Clinical Biomechanics*. Article in press published on December 07, 2015. DOI: <http://dx.doi.org/10.1016/j.clinbiomech.2015.11.020>

Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders – A Guide for Parents and Professionals.

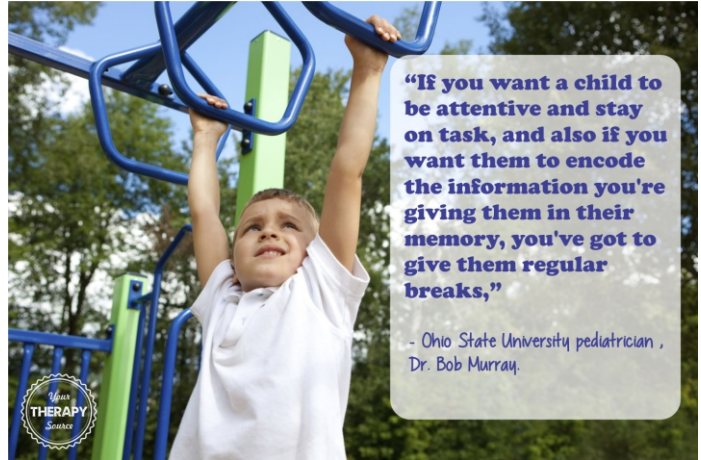
Find out more <http://yourtherapysource.com/CPmotorskills.html>



Kids Learn Better After Breaks

A recent article on NPR entitled “Turns Out Monkey Bars And Kickball Might Be Good For The Brain” discusses a school in Texas that has increased recess to 15 minutes 4 times per day for kindergarteners and first graders. The leader of the changes is a kinesiologist who based the program on Finland schools. Many of the teachers are noticing changes in their students behaviors and ability to stay on task.

Dr. Robert Murray previously compiled research for the American Academy of Pediatrics suggesting that kids with regular recess behave better, are physically healthier and exhibit stronger social and emotional development. The policy statement is entitled “The Crucial Role of Recess in School”. The researchers recommend the following:



“If you want a child to be attentive and stay on task, and also if you want them to encode the information you're giving them in their memory, you've got to give them regular breaks,”

- Ohio State University pediatrician ,
Dr. Bob Murray.



1. “Recess is a necessary break in the day for optimizing a child’s social, emotional, physical, and cognitive development.” Don’t withhold recess from children.
2. “Cognitive processing and academic performance depend on regular breaks from concentrated classroom work.” This is true for adolescents and young children.
3. ” Recess is a complement to, but not a replacement for, physical education.” Recess allows for unstructured free time whereas physical education class in academically based and structured.
4. “Recess can serve as a counterbalance to sedentary time.” Recess time can help children to achieve the recommended 60 minutes of moderate to vigorous activity per day.
5. “Recess should be safe and well supervised.” Make sure there is well maintained equipment and safe surfaces to run and play.
6. “Peer interactions during recess are a unique complement to the classroom.” If you over hear children during recess you will quickly observe that communication, negotiation and self regulation skills are developed on the playground.

Need ideas for movement breaks? Check out all of the **Brain Break** titles for movement breaks throughout the school day or indoor recess ideas at <http://yourtherapysource.com/brainbreaks.html>

References: Connelly, C. Turns Out Monkey Bars And Kickball Might Be Good For The Brain. NPRed. Retrieved from the web on 1/5/16 at <http://www.npr.org/sections/ed/2016/01/03/460254858/turns-out-monkey-bars-and-kickball-are-good-for-the-brain>

Murray, R et al. The Crucial Role of Recess in School. Pediatrics 2013;131;183; originally published online December 31, 2012; COUNCIL ON SCHOOL HEALTH. DOI: 10.1542/peds.2012-2993

Drawing on Visual Motor Downloads

I received this question from a customer and thought others may benefit from the response so I am posting it here:

Question: I love your products and have enjoyed using them. I would like to use your products in the digital form for on-screen use. Prior to the change in Adobe Acrobat (in the past 3-5 months...?) I was able to use the mazes and other e-products with students on screen. There were different tools that allowed highlighting and/or drawing on screen, but NOW I am unable to do that. I have looked at upgrading to the Adobe DC pro, but I'm not sure if that will help. Do you know?

Answer: Here are a few suggestions that may help your situation if you are using a Windows computer.

There is a great, free app for Windows called Xodo PDF reader. Not only will it let you draw on PDFs but you can also type and sign documents. Download the app here.

Step 1: Open the app on your computer once downloaded. Browse and find your PDF file that you would like to mark up.

Step 2: Once the file is open, click on the lines in the upper right hand corner. Click on App Commands. A toolbar will open at the top. Hit edit.

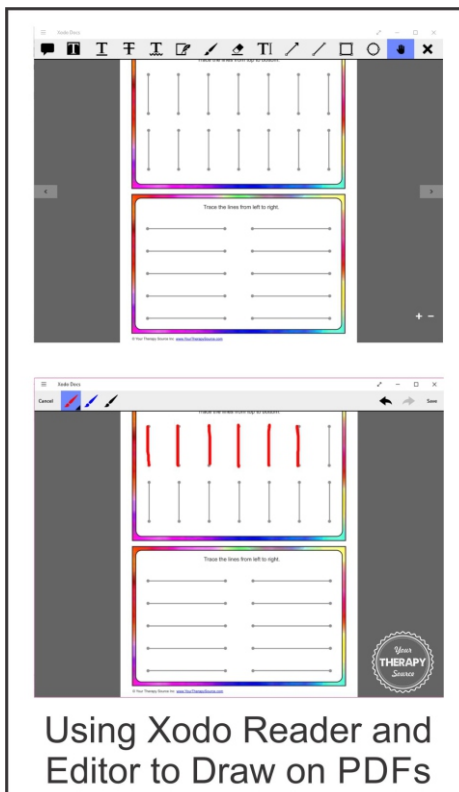
Step 3: Choose the tools you would like to edit the document with. The paintbrush works well for a maze/ visual motor type product for free drawing. It even works on touch screen computers essentially turning the Your Therapy Source pdf documents into an electronic document that you can draw on using your finger or a stylus.

Step 4: If you want, you can save the document that is marked up or print it to keep a record of progress. PRETTY COOL if you ask me!!!

Another option is to just use the Snipping tool on your Windows computer. Open up the PDF you want to draw on. Type in Snipping Tool in your search box on your computer. This is a desktop app that is usually preinstalled on Windows. Once it opens, click on New Snip. Create a box around the picture. Now that page of the PDF is open and you can draw on it using the pen tool. You can also save or print this document.

Comparing the Xodo versus the Snipping Tool: The Xodo PDF Reader and Editor is much better to use since you can mark up the whole file at one time versus the Snipping tool where you have to go one page at a time. Sometimes having the student complete the visual motor activity on the computer screen first adds novelty and improves motivation. Then print out the pages to practice transferring the skills to pencil and paper. In my opinion, the Xodo PDF Reader and Editor is definitely a great option to mark up PDFs for free.

Looking for visual motor downloads to try it out with? We have a huge collection here <http://www.yourtherapysource.com/visualdownloads.html>



Gross Motor Skills and Handwriting



Gross Motor Skills and Handwriting

During 2016, I will be participating in a series written by occupational and physical therapy bloggers on developing 12 functional skills for children. Each month we will discuss the development of one functional skill in children addressing the many components of that skill. The first functional skill is handwriting. The ability to complete the functional task of handwriting requires fine motor skills, visual perceptual skills and gross motor skills.

Read the post here <http://yourtherapysource.com/blog1/2016/01/20/gross-motor-skills-and-handwriting/>

Colored Caps



I happen to love colored dots and index cards so this activity is a win-win for me! Plus it is super simple to set up, lightweight and small to toss into the therapy bag and can be modified in so many different ways.

So all you need to do is start off with some blank index cards and draw a grid. You can do a 2x2 grid to keep it simple or make the grid larger to make it more challenging.

Take some recycled water bottle caps and place some colored stickers on the inside to make the colored caps. Now put some stickers on one side on the grid.

Give an index card to the child and he/she needs to match the colored cap on the other side of the grid. You can turn the index card so sometimes the student is matching the dots from side to side and sometimes from top to bottom.


To modify this activity you could have the child use dot markers to match the colored sticker dots, peel and stick more colored dot stickers or draw colored circles.

You could change it up entirely with other more complex shapes or stickers. If you want to use larger stickers use full size paper and recycled milk jug tops.

Here is gross motor and fine motor activity using colored dot stickers –
<http://yourtherapysource.com/blog1/2014/03/13/gross-motor-and-fine-motor-activity-using-colored-dot-stickers/>

Dot Phonics Mazes – Follow the dot path from the letter to the correct word that starts with that letter. There are 26 mazes each on half a page. There are also 8 different examples of how to differentiate the lesson such as using stickers, using dot markers coloring in the larger versus the smaller circles, pushing golf tees through the circles and more. This is a great activity for push in therapy ideas or for centers. FIND OUT MORE at
<http://www.yourtherapysource.com/dotphonics.html>

Visual Discrimination Freebies



Go to www.YourTherapySource.com/visuald for the complete download

Mystery Words #4

Directions: Cross out any letters that are repeated more than once. When done, write any letters that are left in the spaces below to find out the mystery word.

N	P	L	R	F	B
A	V	G	N	F	G
M	F	N	B	Y	O
V	U	G	T	V	S
R	H	B	H	F	M
G	I	N	V	R	B
D	H	R	E	H	M

Mystery Words: _____

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Go to www.YourTherapySource.com/visuald for the complete download

Mystery Dance #1

Directions: Cross out any pictures that are the same. When done, use the code below to guess the mystery word.

clap
 wave
 fists

wiggle toes
 stomp feet
 shake body

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Visual
Discrimination
Freebies

Here is a unique way to practice visual discrimination skills while adding in some physical activity. You can download the freebies from Your Therapy Source at <http://yourtherapysource.com/visualdfree.html>.

Can You Set the Record?

FASTEST

*person to draw a stick
figure with face, head,
body, arms and legs*

Name	Time

Go to www.YourTherapySource.com/setrecord for the complete down

SET THE RECORD

Can you be the record setter
for the fastest, longest, most,
shortest or tallest?



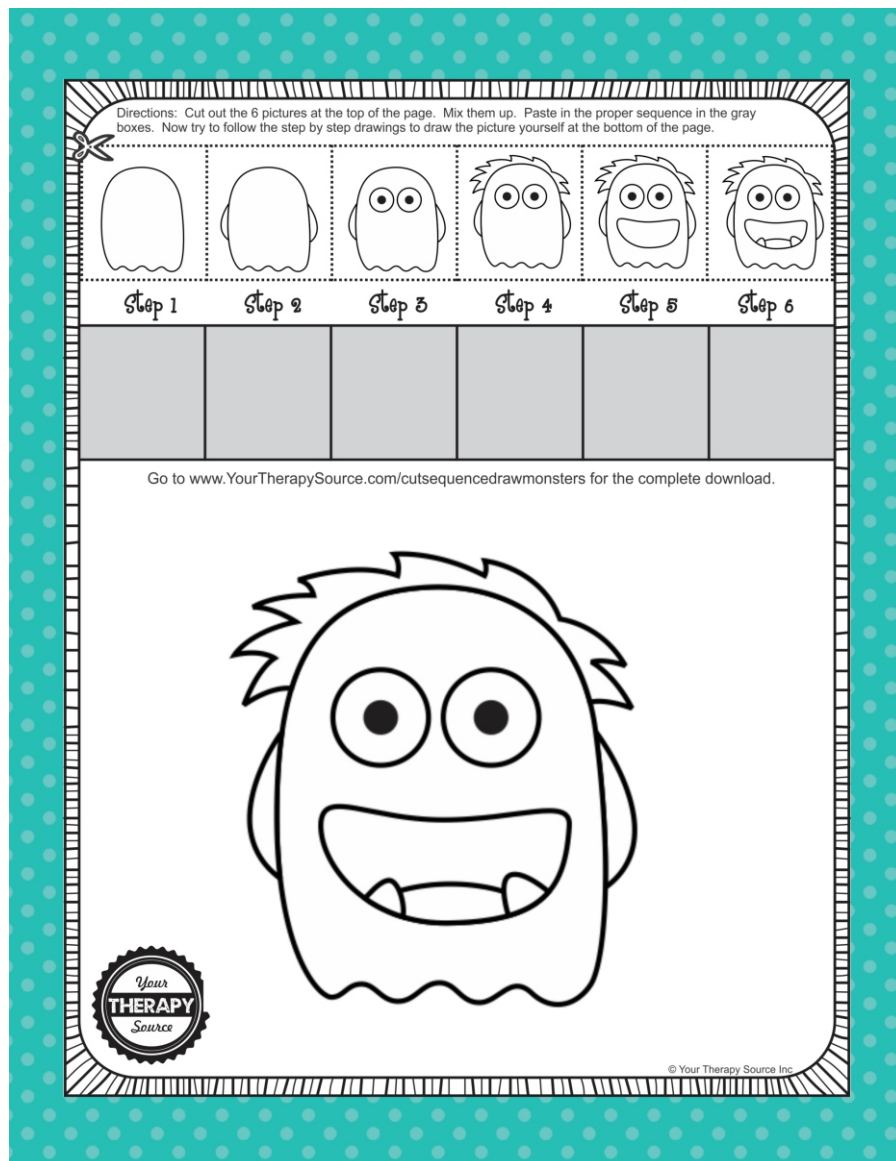
Can you set the record to be the fastest? Try this challenge from the Set the Record packet. Download it here
<http://yourtherapysource.com/setrecordfreebie.html>

Snowman Snowstorm



Here is a fun fine motor and oral motor craft to create. You can download the snowman templates from Your Therapy Source at <http://yourtherapysource.com/freesnowstorm.html>.

Cut, Sequence, Paste and Draw Monsters



Here is a freebie from **Cut, Sequence, Paste and Draw – Monsters** that encourages: scissor practice, fine motor skills, motor planning and visual motor skills.

You can download the freebie here

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

Visual Perceptual and Handwriting Pages Letter C

Visual
Perceptual and
Handwriting
Practice Pages
Letter Cc

C

c

cakes

Name: _____

C

c

cakes

Name: _____

Draw a line connecting the cake to the correct shadow.



Download two sample pages for the Letter Cc to practice handwriting and visual perceptual skills. You can get more information here
<http://www.yourtherapysource.com/vphandwritingfreebie.html>

Your Therapy Source Inc.

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**Visit
www.YourTherapySource.com**

for a full list of our products including:

- **documentation forms**
- **sensory motor activity ideas**
- **sensory processing resources**
- **visual perceptual activities**
- **music downloads**

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Visit our website for FREE hand-outs, articles, free newsletter, recent pediatric research and more!

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