Your Therapy Source News

Digital magazine for pediatric occupational and physical therapists.

www.YourTherapySource.com

January 2016
Issue 79

New and Sale Products

Winter Visual Perceptual Puzzles

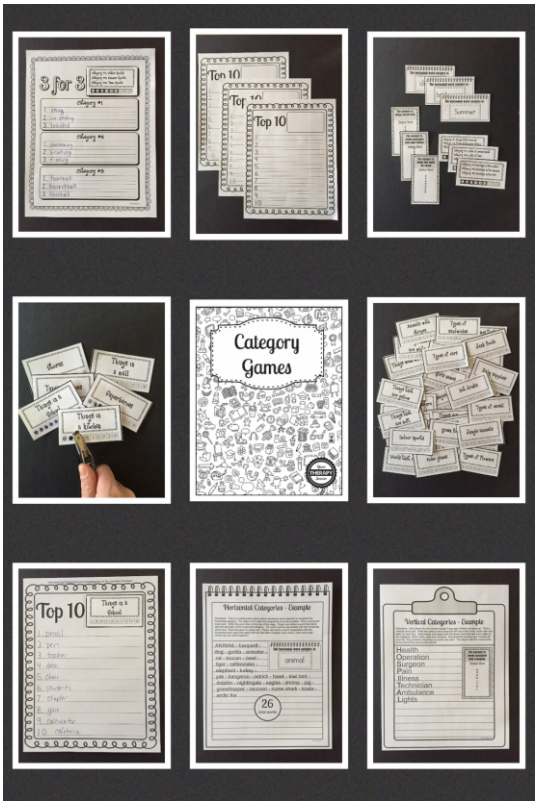
By: Your Therapy Source Inc

Summary: Download of 20 visual motor, visual spatial, visual closure and visual perceptual challenges with a December theme.

Price: $2.99

Sale Price: $1.99 until 1/31/16

FIND OUT MORE AT
http://yourtherapysource.com/vpwinter.html



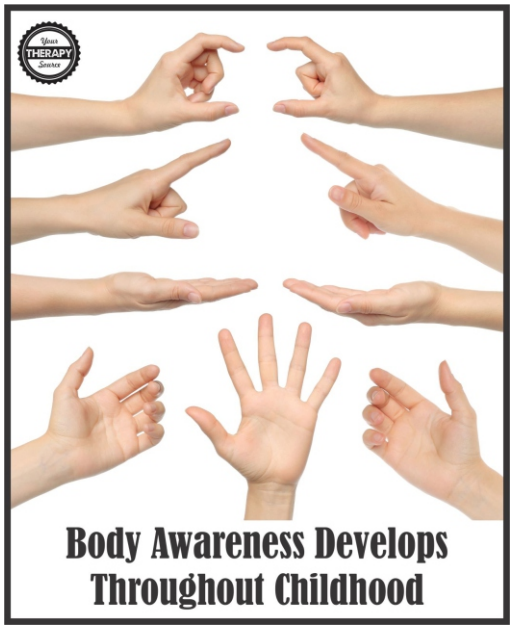
Category Games

By: Your Therapy Source Inc

Summary: This download includes 4 different category games to challenge executive functioning skills and handwriting.

FIND OUT MORE AT
http://yourtherapysource.com/categorygames.html

Body Awareness Develops Throughout Childhood



The *Journal of Experimental Child Psychology* published research on the development of multisensory body representation and awareness in older children (10-13 years old) using the "the rubber hand illusion". Previous research indicated that younger children (ages 4-9 years old) represent the position of their own hand in external space by relying more on looking at the hand, and less on proprioceptive input when compared to adults. The current study used the rubber hand illusion to determine if 10-13 year olds balance visual and proprioceptive inputs at an adult maturity level. Following the illusion, the participants had to point, with eyes closed, to the perceived position of their hand.

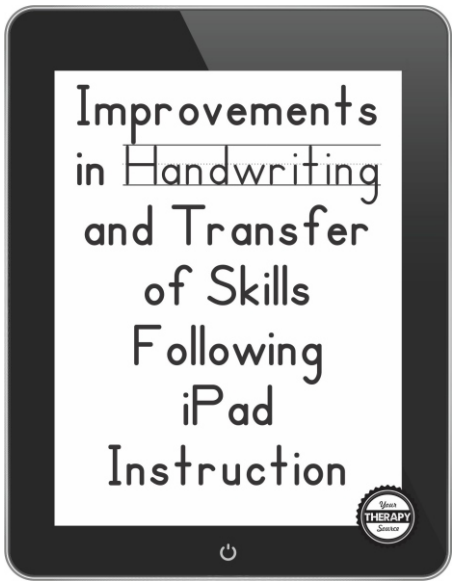
The results indicated the following:
1. pointing responses reached adult levels at 10 to 11 years indicating that at this age children perceive hand location using an adult-like balance of sensory cues.

The researchers concluded that the multisensory foundations of the bodily self develop throughout early and mid-childhood, reaching an adult state by 10 to 11 years.

Reference: Cowie, D et al. The development of multisensory body representation and awareness continues to 10 years of age: Evidence from the rubber hand illusion. Journal of Experimental Child Psychology. Volume 142, February 2016, Pages 230–238.

Personal Space Journey
By: Your Therapy Source Inc
Summary: Collection of activities to teach children about personal space including many body awareness exercises and a social story on personal space. Find out more at http://yourtherapysource.com/personalspacejourney.html

Improvements in Handwriting and Transfer of Skills Following iPad Instruction



Computer and Education published research examining the effectiveness of iPad computerized writing instruction for 4th–9th graders (n = 35) with diagnosed specific learning disabilities (SLDs) affecting writing: dysgraphia (impaired handwriting), dyslexia (impaired spelling), and oral and written language learning disability (OWL LD) (impaired syntax composing). Each participant completed 18 two-hour iPad lessons with multiple learning activities. The goal of the activities was to improve subword- (handwriting), word- (spelling), and syntax- (sentence composing) level language skills by including all listening, speaking, reading, and writing to encourage a functional writing system. Treatment effectiveness was evaluated using normed measures of handwriting, spelling, and composing except for one non-normed alphabet writing task.

Results indicated the following:

1. grade 4–9 students with dysgraphia improved in handwriting.
2. grade 4–9 students with dyslexia improved in spelling.
3. grade 4–9 students with oral syntax disability improved in that skill.
4. all but oral syntax was evaluated with pen and paper tasks, indicating that thecomputer writing instruction transferred to better writing with pen and paper.
5. performance on learning activities during instruction correlated with writing outcomes.
6. individual students tended to improve in the impaired skill associated with their diagnosis.

The researchers concluded that students with persisting SLDs affecting writing, computers can also be used for Tier 3 instruction to improve the writing skills of students in grades 4–9 with history of persisting writing disabilities.

Reference: Virginia W. Berninger et al. Computer instruction in handwriting, spelling, and composing for students with specific learning disabilities in grades 4–9. Computers & Education Volume 81, February 2015, Pages 154–168 doi:10.1016/j.compedu.2014.10.005

Handwriting Stations includes the materials to create a handwriting station on a tri-fold or in a folder. The station includes proper letter formation for capital and lower case letters, correct posture, pencil grip, warm up exercises, letter reversals tips and self check sheet. In addition, there are 27 worksheets for the alphabet and number practice (Handwriting without Tears® style and Zaner-Bloser® style). This download is great for classroom use, therapy sessions or to send home with a student.

Find out more at
http://www.yourtherapysource.com/hwstation.html

Shoes, Orthotics and Children

Here is a collection of informative blog posts to get some recommendations on purchasing shoes for children including shoes that fit over orthotics:

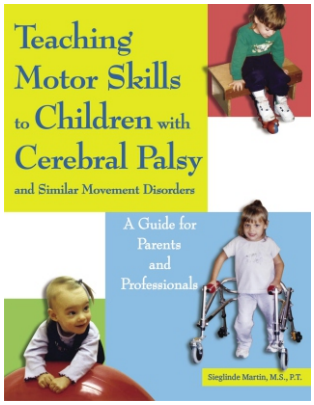
1. Shoe Recommendations for Children: start here with this informative post of typical development of children's feet. There are some There are some general recommendations based on age and recommendations based on the brand of shoe. http://blog.dinopt.com/shoe-recommendations-for-children/

2. Seventeen Tips for Finding the Right Show for Your Child with Special Needs: This includes some great suggestions on making shoes more comfortable, AFOs and shoes and sensory friendly shoes. http://www.friendshipcircle.org/blog/2014/09/17/17-tips-for-finding-the-right-shoes-for-your-child-with-special-needs/

3. Eight Best Shoes for Toddlers who Wear Braces: This post lists 7 different brands of shoes and their benefits. http://www.yourbabycandothis.com/the-8-best-shoes-for-toddlers-who-wear-braces/

4. Ability Hacker: Personally, I enjoy reading this blog to get a realistic first hand account of shoes and AFOs. It is not always an easy task. Here are some helpful posts: How To Hack Cute Shoes #1, How to Hack Shoes #2 and How to Buy Shoes for AFOs in Under 15 Minutes. Find out more http://www.abilityhacker.com/

5. Types of Shoes That Will Discourage Toe Walking: These are some simple easy to implement suggestions for idiopathic toe walkers.
Find out more at http://nspt4kids.com/therapy/types-of-shoes-that-will-discourage-toe-walking/



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

by Sieglinde Martin M.S., P.T. – The ELECTRONIC version of Teaching Motor Skills is a must have reference for all therapists who work with children with cerebral palsy. Whether you are a beginner or experienced therapist you will find the information concise, informative and very helpful to carry out everyday functional tasks including stretching with children with cerebral palsy. FIND OUT MORE AT http://yourtherapysource.com/CPmotorskills.html

Types of Prompts and How to Use Them Effectively

When teaching children new skills, therapists and teachers provide instruction and prompts to complete the skill. Many times different prompts are used together to help a child learn a new skill or complete a targeted response.

There are many different types of prompts such as:

1. verbal prompts – instructions or words to direct a person to complete the skill. It is the most commonly used prompt.

2. modeling – demonstrating the skill either in person or on a video. It is the second most commonly used prompt.

3. manual prompts – physical contact from a teacher to help the child complete the skill.

4. gestural prompts – pointing, motioning or nodding toward the child or the objects to complete the skill.

5. photographs and line drawings – pictures or step by step instructions to complete the skill.

6. text prompts – written instructions, checklists, scripts and reminder lists.

Prompts are beneficial when teaching children new skills but in order for the child to become fully independent in the skill the prompts need to decrease over time until they are no longer needed.

Here are some techniques to use prompts effectively:

1. One approach is to start with the least amount of prompts possible (least to more prompting method). Begin with minimal assistance and only add additional prompts if needed. Prompt along a continuum of verbal prompt, gestural prompt, modeling and then a manual prompt. Sometimes even with one type of prompt you can move along a continuum of least to greatest prompts. For example, use one verbal request. If needed, add additional verbal requests. The benefit to this technique is that with every additional prompt needed the child is getting repeated time to respond to requests and more practice time. This least to most prompts approach is a good choice for skill assessment to determine how much of the skill the child can do independently.

2. Another approach is to reduce the prompts as the child learns the skill (most to least prompting method). When children are first learning a new skill they may need physical cues, modeling and verbal prompts. As the child learns to master parts of the skill, reduce prompts to encourage full independence by the child. Some research indicates that reducing prompts is the most effective fading prompts technique because it results in fewer errors and quicker skill acquisition than the least to more prompting method.

Types of Prompts (Continued)

3. Delay prompting by increasing the amount of time before you offer the assistance. For example, when providing a verbal prompt wait 3 seconds before providing the manual prompt. When the child is ready try to fade the prompt, by providing the verbal prompt, now wait 5 seconds and if the child does not complete the request provide the manual prompt.

4. Grade the guidance you are providing for manual prompts. The instructor can gradually change the intensity or location of the manual prompt. For example, if you need to provide hand over hand manual guidance, slowly grade the guidance to just the wrist, then elbow, then shoulder, then standing behind and finally moving away entirely.

5. Gradually fade the properties or characteristics of the materials used to elicit the skill. For example, if you want the child to point to a specific object perhaps you make that object stand out more during early trials (ie "Point to the red circle" and the red circle is bright red versus the other choice which may be dull green circle). Then as the the child responds correctly decrease the difference between to the two choices. Perhaps you offer the child motivational and fun tools to complete the skill but over time you gradually fade the use of the fun tools and replace them with everyday objects.

6. Prevent prompt dependence. The child should respond to the prompts and relevant cues not just the prompts. Fade prompts as quickly as possible to avoid prompt dependence. When a child is first learning a new skill, responding to prompts can be rewarded. As the child progresses, reward or affirm the child when unprompted responses occur. Some research indicates that rewarding more unprompted responses than prompted responses results in in more correct responses and more rapid learning.

7. Return to the previous levels of prompting if errors occur. When the child practices the skill the next time provide enough prompts to decrease the chance of errors again.

8. Evaluate the effectiveness of prompts. Using direct observation and data collection to determine what prompts are successful and when to fade the prompts. Remember to treat each child and each skill as a whole new set of circumstances and don't necessarily rely on previous observation and data to determine new prompts for different skill sets. Try to do short term trial runs of different types of prompting to create a plan of action.

The next time you are teaching a child a new skill remember to have an ongoing evaluation of what types of prompts you are using, how are you using them and a plan of action to fade the prompts as quickly as possible. Educate all the people who interact with the child to make sure all of you are utilizing the same prompting techniques.

Reference: MacDuff, Gregory S., Patricia J. Krantz, and Lynn E. McClannahan. "Prompts and prompt-fading strategies for people with autism." Making a difference: Behavioral intervention for autism (2001): 37-50.

ADLs and Children with DCD

Activities of Daily Living and Developmental Coordination Disorder

Physical Therapy published research on the differences between 25 children with developmental coordination disorder (DCD) and 25 of their peers with typical development for activities of daily living (ADL) performance, learning, and participation, and the predictive values of these aspects.

All of the children's parents completed the DCD Daily-Q. The DCD Daily-Q is a 23 item questionnaire regarding a child's ability to complete fine motor activities, self-care and self-maintenance skills and gross motor playing activities. It includes tasks such as buttering a sandwich, cutting a sandwich, pouring juice, opening a wrapper/package, coloring a picture, writing, playing hopscotch, jumping rope and eye hand coordination skills. The results indicated the following:

1. children with DCD showed poor performance of ADL and less frequent participation in some ADL.

2. children with DCD demonstrated heterogeneous patterns of performance (poor in 10%–80% of the items) and learning (delayed in 0%–100% of the items).

3. children in the DCD group with delays in learning of ADL were a predictor for poor performance of ADL, and poor performance of ADL was a predictor for less frequent participation in ADL compared with the control group.

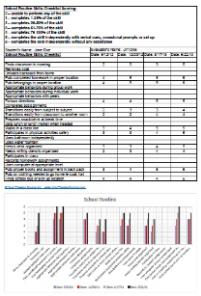
References:

Berdien W. Van der Linde, Jaap J. van Netten, Bert Otten, Klaas Postema, Reint H. Geuze, and Marina M. Schoemaker. Activities of Daily Living in Children With Developmental Coordination Disorder: Performance, Learning, and Participation. PHYS THER November 2015 95:1496-1506; published ahead of print June 4, 2015, doi:10.2522/ptj.20140211

University of Groningen. The DCD Daily Q. Retreived from the web on 12/7/15 at http://www.rug.nl/research/portal/files/14048346/Chapter_4.pdf

Life Skills of the Month

By: Your Therapy Source



Summary: 12 hand outs and posters to encourage practicing life skills throughout the year.

FIND OUT MORE at http://yourtherapysource.com/lifeskills.html

Visual Motor Skills, Social Skills and Autism

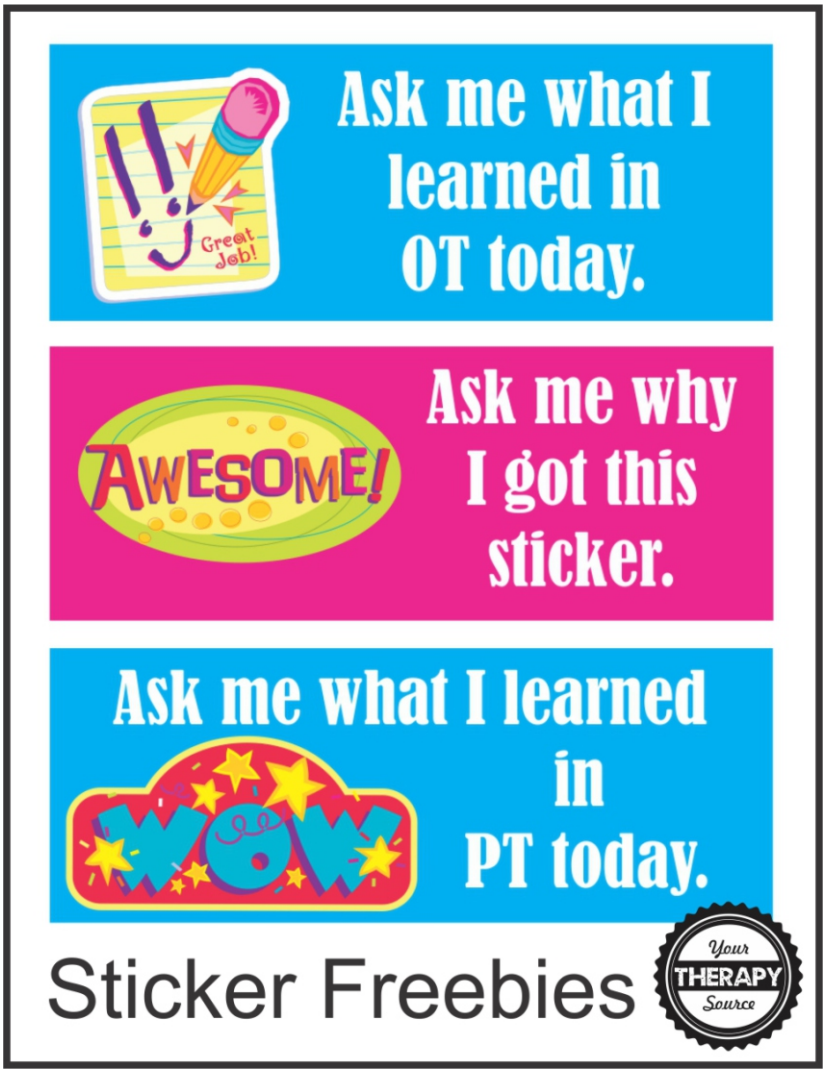
Biological Psychiatry published research comparing resting state functional magnetic resonance imaging scans from 100 8- to 12-year-old children of which 50 had a diagnosis of autism spectrum disorder (ASD). The results were analyzed and functional connectivity was estimated between visual and motor systems. Brain-behavior relationships were evaluated by regressing functional connectivity measures with social deficit severity, imitation, and gesture performance scores. The following results were found:

1. increased intrinsic asynchrony between visual and motor systems in children with ASD
2. children with more out-of-sync intrinsic visual-motor activity displayed more severe autistic traits
3. children with greater intrinsic visual-motor synchrony were better imitators.

The researchers concluded that visual-motor functional connectivity is disrupted in ASD.

Reference: Nebel, M et al. Intrinsic Visual-Motor Synchrony Correlates With Social Deficits in Autism. Biological Psychiatry. In Press. Published online: September 3 2015. DOI: http://dx.doi.org/10.1016/j.biopsych.2015.08.029

Ask Me Why I Got This Sticker!

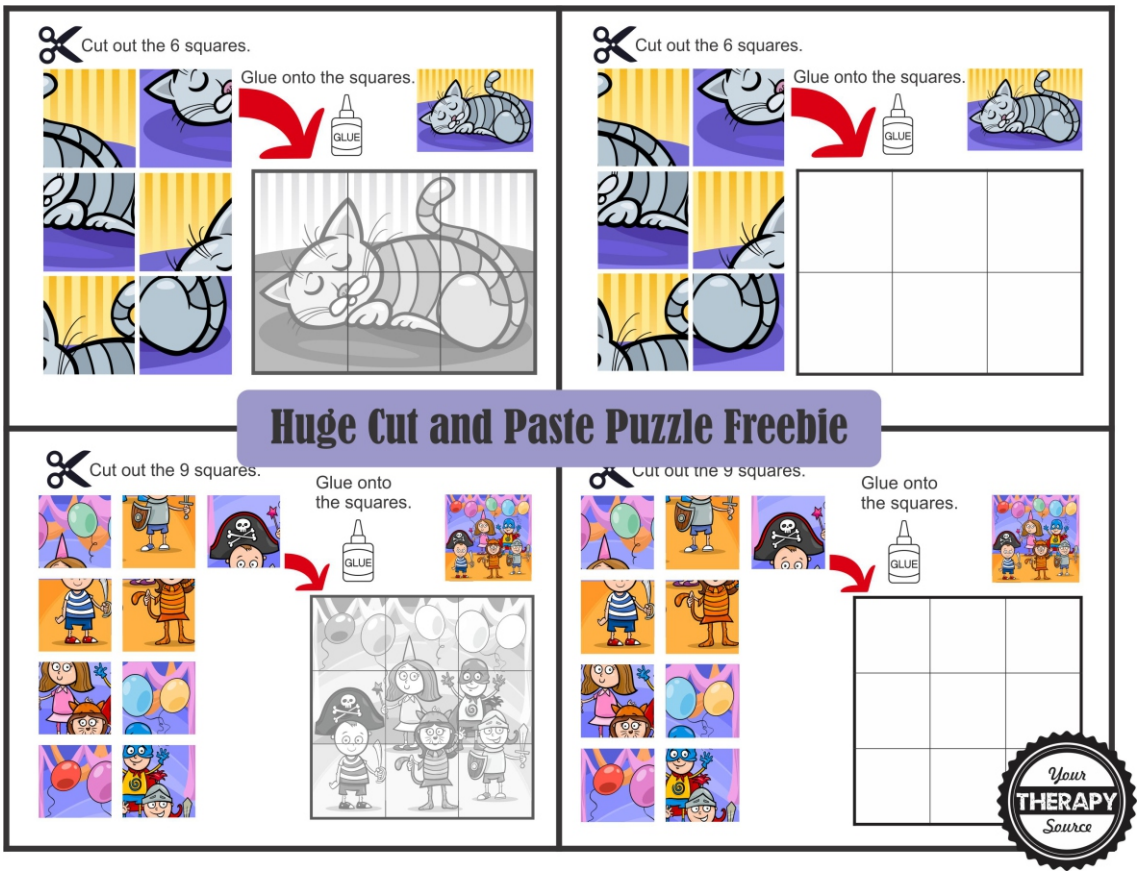


Here is another freebie from Your Therapy Source – Ask Me About My Stickers freebie. You can download the templates for stickers to put on a label sheet. You just need labels size 1″ by 2 5/8″ (30 per sheet Avery label #5160/8160 or comparable). Toss the label sheet in your printer and you will have 30 stickers per page.

When a child accomplishes a skill or does a great job in therapy give them one of these stickers. All day long friends, teachers and parents will ask them what they did in therapy to earn the sticker. It is a great self esteem booster and helps to reinforce skills learned during therapy.

Download your sticker pages at http://yourtherapysource.com/freestickers.html

Cut and Paste Puzzles

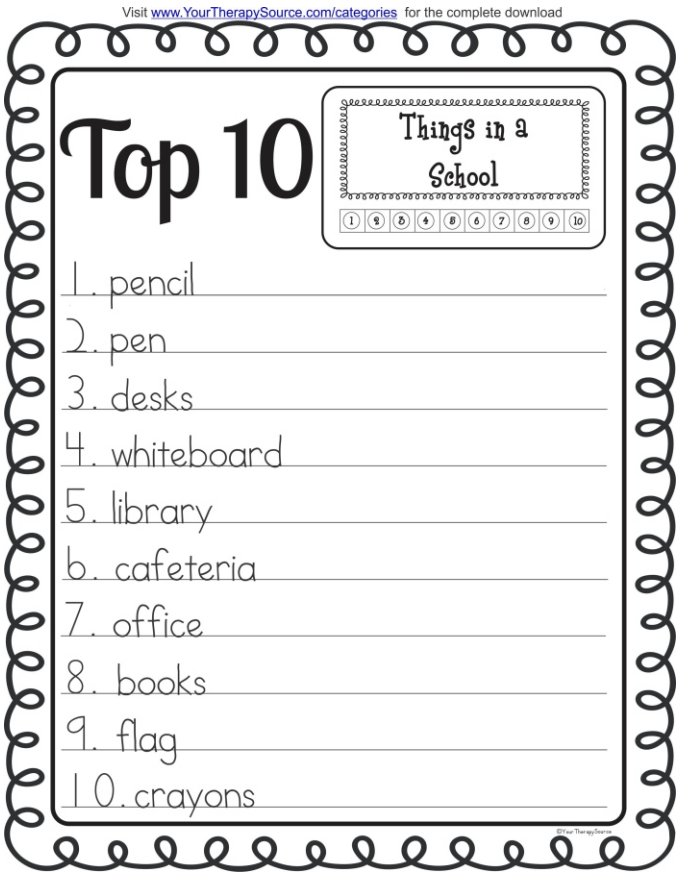


This is a huge 18 page FREE packet with two levels of cut and paste puzzles. You can use the easier version where the picture is present to match up the puzzles pieces or use the more difficult version where the picture is not present. Download the Cut and Paste Puzzle freebie here http://yourtherapysource.com/freecutpuzzles.html

5 Free Printables to Help Children to Calm Down

Check out 5 printables to help children to calm down through deep breathing an identifying sensory preferences. You can read about it here http://yourtherapysource.com/blog1/2015/12/14/5-free-printables-to-help-children-calm-down/

Category Freebie



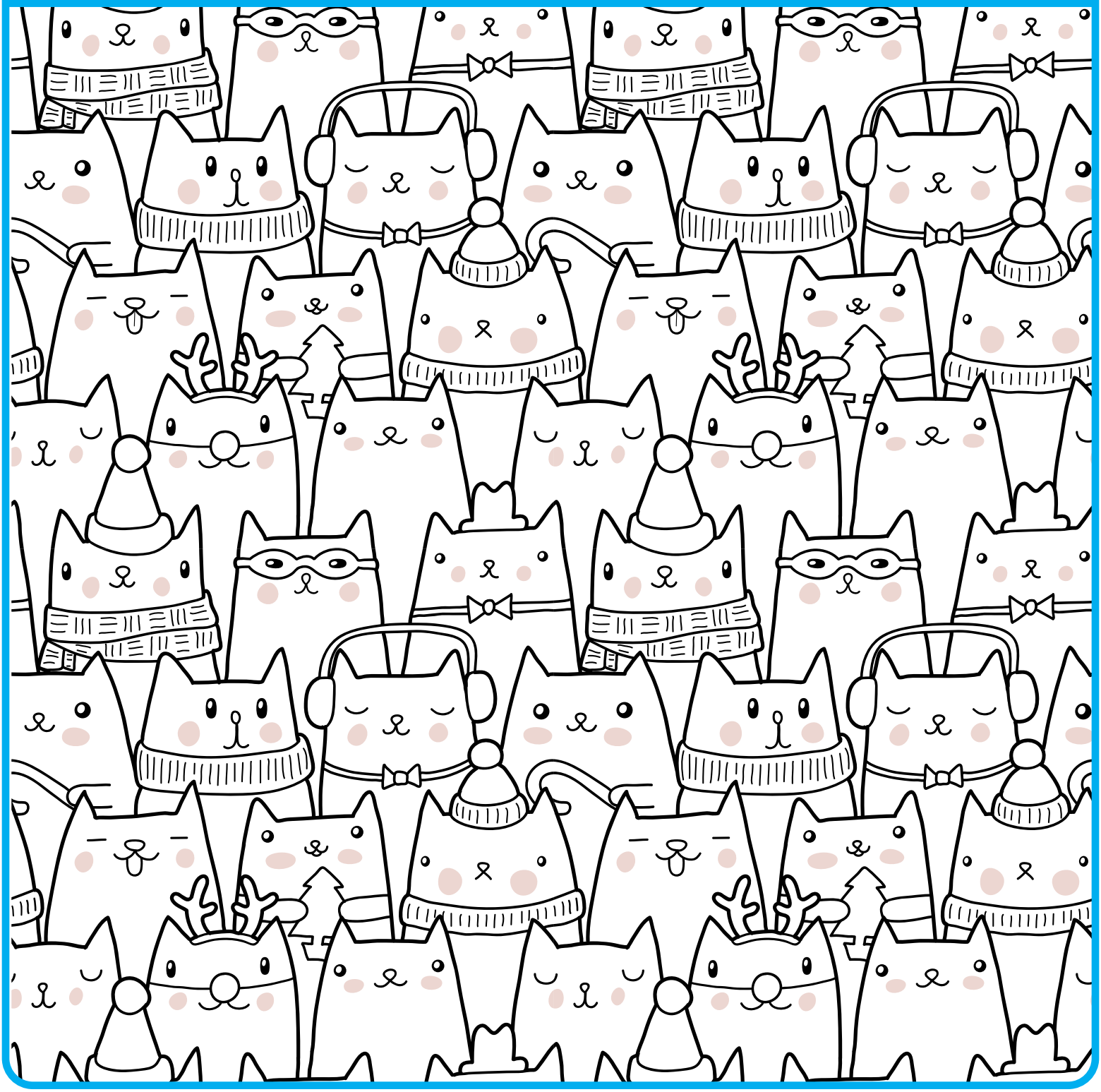
Challenge executive functioning skills and handwriting with this Category Game Top 10 Challenge Freebie. This free download includes a single lined recording sheet and 6 category cards. This is game is suitable for 1 player and groups. Just print enough recording sheets for each player. If you do not want to write the words, grab a hole punch. Punch out the number in the category card each time you say a word from the category. If you don't have a hole punch, color in each circle.

Download the free sample pages here
http://yourtherapysource.com/categorygames.html

Find and Color the Winter Cats

Follow the directions:

1. Color the cats with ear muffs blue.
2. Color the cats with reindeer antlers brown.
3. Color the cats with fir trees green.
4. Color the cats wearing scarves **and** hats red.



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- sensory motor activity ideas
- sensory processing resources
- visual perceptual activities
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