



Your Therapy Source News

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

Issue 64 - July 2014

www.YourTherapySource.com

New and Sale Products



Title: Punch Cards and Reward Cards

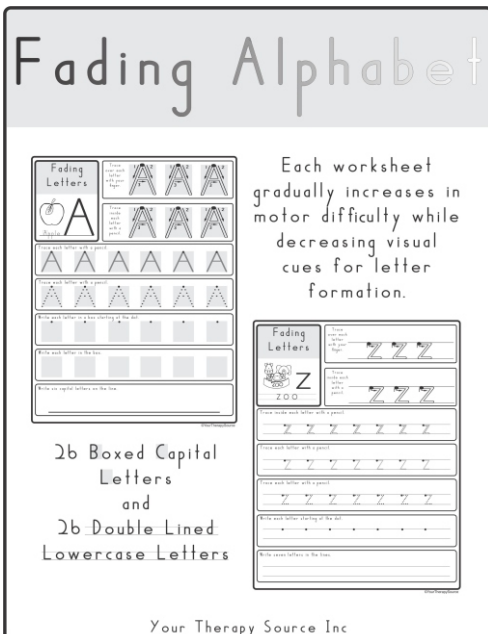
Summary: Download of 40 punch cards and 10 reward cards for motivation to complete pediatric therapy goals. Set goals for the student to achieve. When the student completes an activity, punch a hole in the card. After 10 punches, the student chooses a reward card (with free prize suggestions). Also included is a list of 30 free or low cost rewards.

List Price: \$3.99

SALE PRICE: \$1.99 until 7/31/14

Find out more at:

www.YourTherapySource.com/punchcards



Title: Fading Alphabet

Summary: Fading Alphabet includes worksheets that gradually increase in visual motor difficulty while decreasing visual input for letter formation.

List Price for ebook: \$4.50

Sale Price until 7/31/14: \$2.99

Find out more at:

www.YourTherapySource.com/fadingalphabet

5 Suggestions to Increase Family Involvement



Here are some simple suggestions to increase family (child, parents, siblings, other care givers, etc.) involvement in a child's therapy plan of care:

1. Ask the **family what their goals** are in terms of therapy. Collaborate to create appropriate goals.
2. **Take your time** and be attentive. Don't rush the family when talking about the plan of care. Answer any questions. Don't allow yourself to be interrupted.
3. **Offer choices and compromise.** Make every effort to offer suitable therapy times when scheduling that works for all people involved. If you want to meet for a team meeting every month but the family can only meet every other month, you will need compromise. Be realistic about home exercise programs. Every family is busy so perhaps suggesting lengthy, extensive home exercise programs is not the best choice. Try to incorporate activities into the everyday routine.
4. **Stay positive.** No one likes to hear negative things about their child. Keep a positive mindset and focus on the child's strengths.
5. **Communicate.** Ask the family how they would like to communicate i.e. daily notebook, email, telephone, etc. Once you determine how and when you will communicate, make sure you follow through and update the family.

Need some helpful forms to get started with communication? Check out **School and Home Communication Forms for Therapists**. It is a download of 21 forms to increase communication between therapists, school staff, students and parents. Delivered electronically in PDF, Open Office and Word Format

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

Teach Children to Self Talk

Self talk is a mental strategy used to improve performance in sports. Using self addressed cues (short phrases or a few words), self talk attempts to trigger appropriate responses by focusing your attention on the skill therefore improving performance. Researchers performed a meta analysis on 32 sport psychological studies on self talk with a total of 62 measured effects and publisher the results in Perspectives on Psychological Science. The analysis indicated that self talk improves sport performance. In addition, the results indicated that self talk is more effective in certain situations. Here are the results:

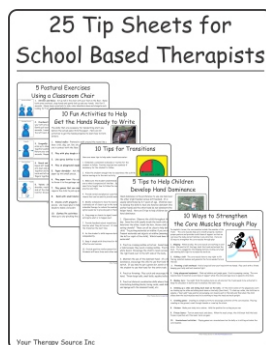
1. For tasks requiring fine skills or for improving technique “instructional self-talk”, such as a technical instruction is more effective than ‘motivational self-talk’ (e.g., “give it all”)
2. Motivational self talk seems to be more effective in tasks requiring strength or endurance by boosting confidence and psyching-up for competition
3. Self-talk has a greater effect on tasks involving fine skills (such as sinking a golf ball) rather than gross skills (e.g., cycling) (probably because self-talk is a technique which mostly improves concentration).
4. Self-talk is more effective for novel tasks rather than well-learned tasks because it is easier to improve at the early steps of learning.



The researchers recommend to practice your self talk using a consistent script in varying conditions to improve potential.

Why not instruct children in scripts for self talk for certain skills such as handwriting (i.e. child self talks the strokes), organizational skills (i.e. self talk the steps of packing up materials), self talk tying shoe laces, etc. Use motivational self talk when working on increasing endurance or strength.

Reference: Association for Psychological Science. Thoughts That Win. Retrieved from the web 6/8/14 at <http://www.psychologicalscience.org/index.php/news/releases/thoughts-that-win.html>.



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>

Development of Efficient Locomotor Skills - Walking

Walking is the first in a series on locomotor skills. Children can learn how to walk at a young age but to become an efficient walker the child's abilities must progress.

Here are the "steps" it takes to develop advanced walking:

1. The child's stride length increases. This is due to greater application of force and greater leg extension at push-off. From a biomechanical perspective, the child will grow taller therefore increasing leg length resulting in a longer stride.
2. Instead of a flat footed gait pattern, a heel to toe pattern emerges increasing range of motion.
3. The child moves from a position pointing the toes out to a more neutral position.
4. The base of support narrows making walking mostly in the anterior posterior planes (front to back) versus sagittal planes (right to left).
5. The child progresses to extending the knee at heel strike and again at the push off phase of gait.
6. The pelvis rotates while the leg flexes and extends to allow the full range of leg motions and oppositional movement of the upper and lower body segments.
7. Balance improves.
8. Forward trunk inclination is reduced.
9. Coordination of opposite arm swing with the movement of the legs.

All of the above mentioned steps are dependent upon the child's muscle strength, balance, coordination, body awareness and biomechanics.

The next time you are evaluating a student's walking pattern don't forget to review the above steps to determine where in the gait cycle the child may need to improve.

Reference: Haywood, K. M., & Getchell N. (2001) Life span motor development. In J.P. Wright, and M. Feld, et al (Eds.), Development of human locomotion (pp. 121-142). Champaign, IL: Human Kinetics



Development of Efficient Locomotor Skills -Running

This post is the second in the series on the advanced development of motor skills. Just like walking, running skills progress from beginning skills to advanced running skills.

Here is the progression for the development of advanced running skills:

1. Stride length increases
2. The increase in stride length results in greater forces being exerted
3. The rear leg fully extends during push off phase
4. Knee flexion increases with the heel up close to the buttocks
5. Thigh swings forward with greater acceleration
6. Before heel strike, the thigh becomes parallel to the ground
7. Movement in the sagittal plane is eliminated and the forces stay in the anterior posterior plane
8. Out-toeing stops and the base of support narrows
9. the stance leg moves into knee flexion as the body weights moves over the stance leg
10. Trunk rotation increases resulting in a longer stride and better arm-leg opposition
11. Trunk has slight inclination forwards
12. arms swing forward and back, with the elbow flexion close to 90 degrees moving in opposition to the legs.

All of the above mentioned steps are dependent upon the child's muscle strength, balance, coordination, body awareness and biomechanics.

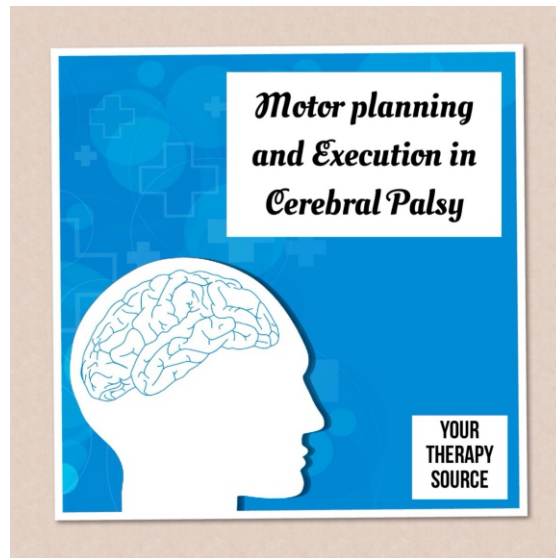
The next time you are evaluating a student's running pattern don't forget to review the above steps to determine where in the running cycle the child may need to improve.

Stay tuned for the next post in the locomotor series – the development of jumping.

Reference: Haywood, K. M., & Getchell N. (2001) Life span motor development. In J.P. Wright, and M. Feld, et al (Eds.), Development of human locomotion (pp. 121-142).Champaign, IL: Human Kinetics



Motor Planning and Execution in Cerebral Palsy



Child Development and Neurology has published research on using magnetoencephalography (MEG) to examine the neural oscillatory responses of the sensorimotor cortices during the motor planning and movement execution stages of 13 children with typical development and 13 children with cerebral palsy (CP). The children had to perform knee extension while MEG recordings were acquired. The following results were recorded:

1. Children with CP have uncharacteristic beta event-related desynchronization during the motor planning period.
2. The sensorimotor cortices have problems with computing the proper motor output.
3. Children with CP have weaker gamma event-related synchronization during motor execution.
4. The sensorimotor cortices have trouble executing the motor plan.

The researchers concluded that Improving the motor planning stage may improve the final motor performance in children with CP.

Reference: Neurophysiological abnormalities in the sensorimotor cortices during the motor planning and movement execution stages of children with cerebral palsy
Max J Kurz, Katherine M Becker, Elizabeth Heinrichs-Graham and Tony W Wilson
Article first published online: 14 JUN 2014 | DOI: 10.1111/dmcn.12513

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

Predicting Handwriting



The *Journal of Occupational Therapy, Schools, & Early Intervention* has published research on predicting handwriting performance in kindergarteners using reading, fine motor and visual motor measures.

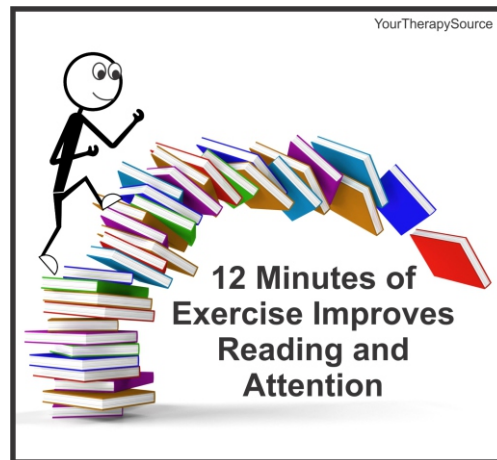
During the second semester of kindergarten, 48 students were assessed and the following results were recorded:

1. significant correlations were found between reading, handwriting, fine-motor, and visual-motor measures.
2. students in the At Risk reading group performed significantly lower in handwriting, fine-motor, and visual-motor measures than students in the At Grade Level–reading group
3. Predictors of alphabet writing included student age, name writing, and initial sound fluency
4. Predictors of name writing included student age, alphabet writing, and visual-motor integration tests.

Reference: Gloria Frolek Clark, Gayle Luze . Predicting Handwriting Performance in Kindergarteners Using Reading, Fine-Motor, and Visual-Motor Measures. *Journal of Occupational Therapy, Schools, & Early Intervention*. Vol. 7, Iss. 1, 2014

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>

12 Minutes of Exercise Improves Reading and Attention



A recent Dartmouth study of 85 participants (ages 17-21 years old) compared selective visual attention, reading comprehension and stress levels of low income and high income students following 12 minutes of jogging in place in the individual's target heart rate zone.

The following results were recorded:

1. both groups saw improvement in selective visual attention up to 45 minutes after exercising
2. the low income group showed great improvements than the high income group in selective visual attention
3. low-income students improved on tests of reading comprehension following the physical activity, whereas the high-income students did not
4. low income participants did report more stress than the high income participants

Reference: Tine M. Acute aerobic exercise: an intervention for the selective visual attention and reading comprehension of low-income adolescents. *Front. Psychol.*, 11 June 2014 | doi: 10.3389/fpsyg.2014.00575

Mini Movements Brain Breaks: This download is a collection of 60+ quick sensory motor activity cards. The mini movement breaks are quick and require no equipment. The movement breaks can be done indoors. Most of the movement breaks can be done with one child or a group of children. It does not get any easier than this to encourage sensory motor activities in the classroom or home.

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

Self Improvement Worksheet

| How Can I Improve? | |
|---------------------------------------|--|
| Name: _____ | |
| Date: _____ | |
| Currently I can | |
| I need to improve | |
| My goal is to | |
| List ways to reach your goal: | |
| 1. _____ | |
| 2. _____ | |
| 3. _____ | |
| 4. _____ | |
| 5. _____ | |
| I will achieve the goal on this date: | |



Here is a self improvement worksheet to complete to establish what steps need to be taken to achieve a goal. I love any activity that requires the child (or an adult like myself) take ownership of how one can improve or reach a goal. You can print this FREE worksheet with blank boxes to write or draw in or dotted handwriting lines to use as a guide. Download the two pages at <http://www.YourTherapySource.com/freeselfimprovement>.

This form could be used for:

behavior modification
self regulation
establishing sensory diet activities
goal setting

Here is an example of how it could be used – Student is unable to walk in a class line without touching peers. Therefore the worksheet may look something like this:

Currently I can walk in a class line without talking.

I need to improve my ability to walk in a line without touching anyone else.

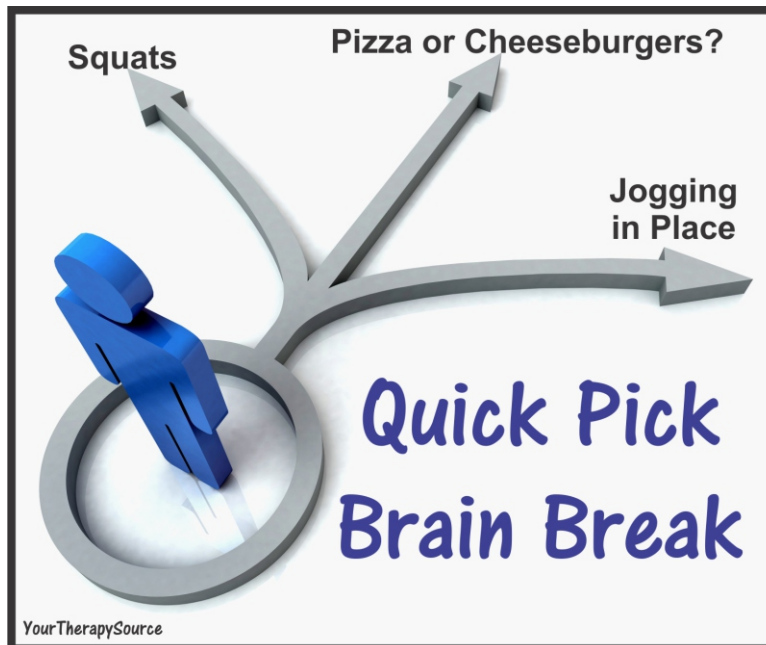
My goal is to walk in a line from the classroom to the cafeteria without touching any of my peers.

List ways to reach my goals:

Stand at the back of the line.
Do 10 wall push ups before I leave the classroom.
Put my hands in my pockets while I walk.
Hold a squishy object while I walk.
Leave extra space between me and my peers while walking.
I will achieve the goal on this date: June 25.

I can think of a few ways I could fill out the form for myself. I need to improve being organized, household chores, time management skills, etc! I better print this form a few times.

Quick and Simple Brain Break



Here is a super easy brain break for a large group. Have all the children stand in the middle of the room. Designate one side of the room to be a certain activity i.e. running in place and the other side of the room to be a different activity i.e. squats. Explain to the children that you will present them with two options and they need to choose what they like best.

For example:

Have the children choose from pizza or cheeseburgers. When you say the word pizza point to the running in place side of the room and when you say cheeseburgers points to the squats side of the room.

The child quickly picks what option they like best, moves to that side of the room and begins performing the activity.

Once everyone has picked their favorite, bring everyone back to the middle and present a different choice i.e. gym class or recess, video games or watch television, camping or hotel, bowling or dancing, baseball or football, fruit or vegetables, Sponge Bob or Spiderman....

Want to review academic material? Ask true/false questions. Do multiple choice and have activities in each of the four corners of the room.

Mini Movement Breaks: This download is a collection of 60+ quick sensory motor activity cards. The mini movement breaks are quick and require no equipment. The movement breaks can be done indoors. Most of the movement breaks can be done with one child or a group of children. It does not get any easier than this to encourage sensory motor activities in the classroom or home. Find out more at <http://yourtherapysource.com/minimove.html>

Exercise Rocks!



Exercise Rocks!

Make some exercise rocks! Here the kids thought of some exercises and we wrote them on smooth rocks with metallic pens. Try these activities:

1. Scavenger Hunt: hide the rocks outdoors. When you find a rock perform 10 of the exercises on the rock and then return it to start. The person or team with the most rocks/exercises completed is the winner.
2. Brain Breaks: After you make the exercise rocks, give them to the teacher to keep in a bowl on the desk. Need a quick break, grab a rock and get moving.
3. Make as a Gift: Do you know someone who is an exercise fanatic? This would make a cute gift to give them.

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3 Organizational Tips



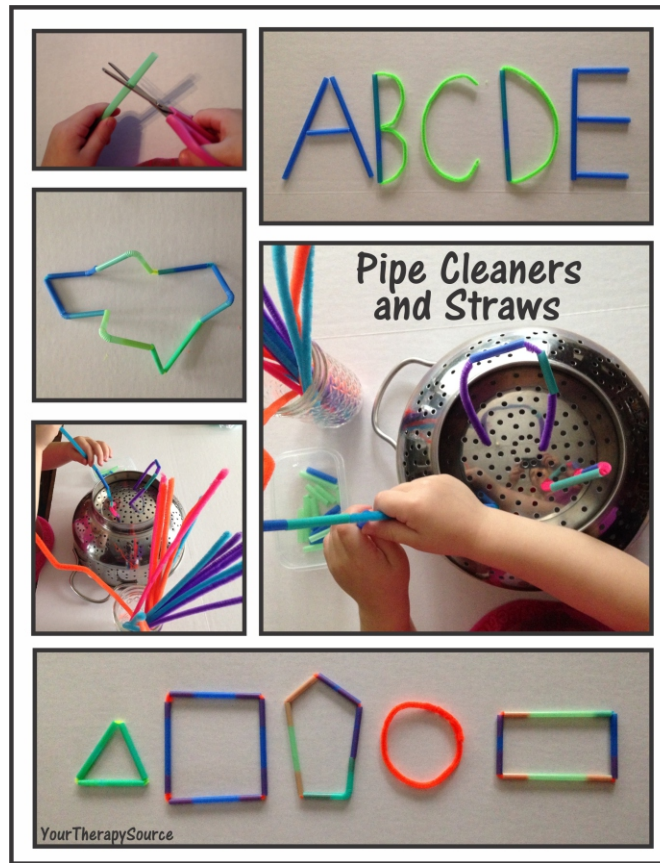
Students desks can get very messy but when a student has difficulties with organizational skills it can be even more difficult. Pencils roll away, worksheets get lost or crumpled and books are on the floor. Here are three simple ways to clean up and organize that desk space:

1. The Anti Roll Pencil – just put a velcro dot on the pencil and one on the desk. Now each time the student puts the pencil on the velcro dot it will not be out of reach. Have a student who likes to fidget with things? Wrap a small strip around the pencil instead of just a velcro dot.
2. The Fridge – If the student has a metal desk and they have not completed a worksheet or assignment, just hang it on the side using a magnet clip (just like you hang papers on the refrigerator). The worksheet will not get wrinkled or lost among others paper.
3. Backpack Chair – Grab a \$1 jumbo stretchy book cover. Put one side over the back of the chair and toss a book or folder in the other side. Then the book is off the desk to make room to write but not out of arm's reach.

Need more tips on modifying the classroom? Check out **Modifications and Interventions for School – Reporting Forms** at <http://yourtherapysource.com/modifications.html>

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|---|--|
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Pipe Cleaners and Straws



Here are three fun, unique fine and visual motor activities using pipe cleaners and straws. Start by having the child cut up straws and some pipe cleaners into smaller pieces.

1. Alphabet: The straws are the straight lines of letters and the pipe cleaners are the curves.
2. Modern Colander Art: Stick pipe cleaners into the colander and lace the cut up straws onto the pipe cleaners.
3. Shapes: Insert small pipe cleaner pieces into the straws and connect them to make different shapes. Have fun creating abstract 3D shapes.

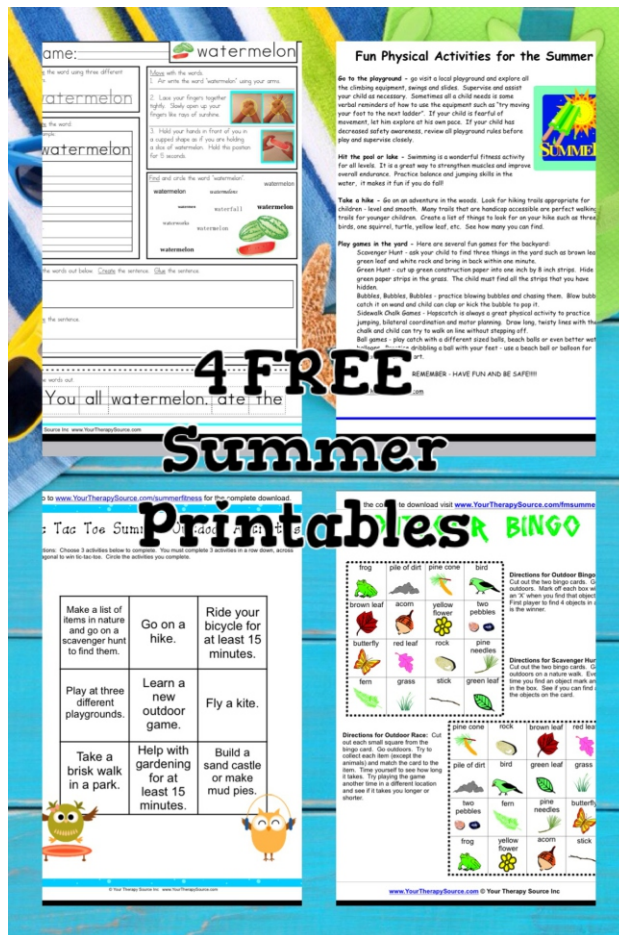
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4 Free Summer Printables



Need a summer motor activity in a hurry? Check out these freebies:

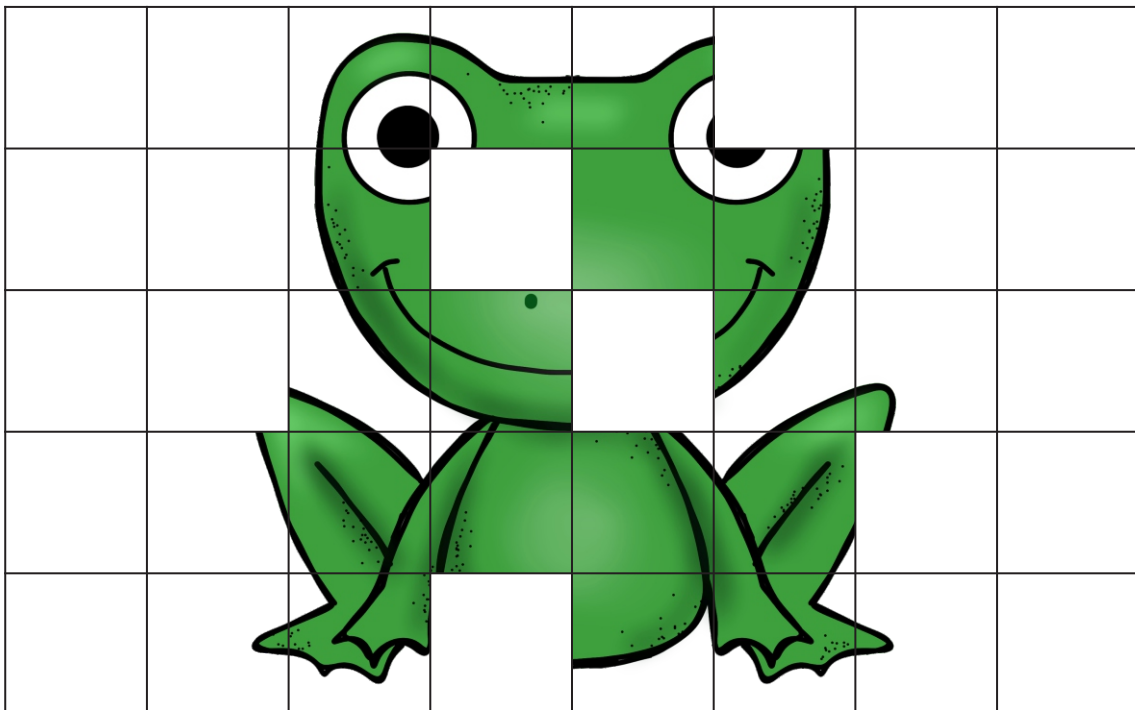
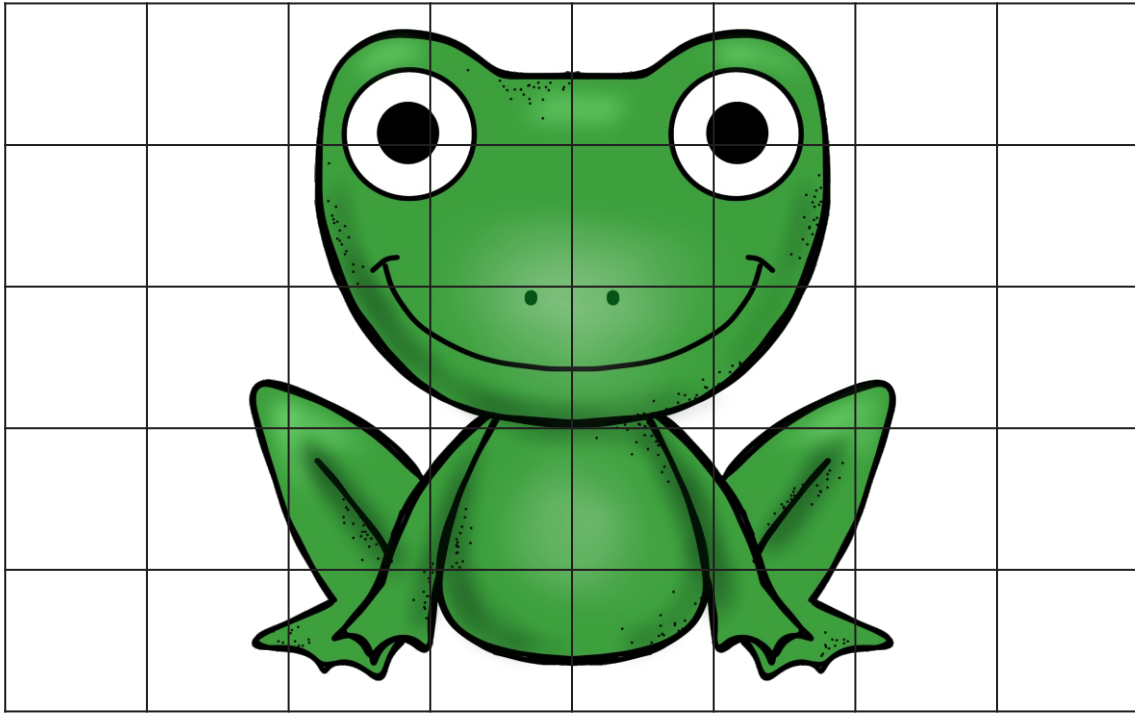
1. Watermelon Multisensory Handwriting Activity Page at <http://yourtherapysource.com/mssummerfreebie.html>
2. Hand Out on Fun Physical Activities for the Summer at <http://yourtherapysource.com/summerfree.html>
3. Summer Tic Tac Toe at <http://yourtherapysource.com/summerfitnessfreebie.html>
4. Outdoor Bingo at <http://yourtherapysource.com/fmsummerfree.html>

Happy Summer!

Sample Page from
*Grid Drawings -
Spatial Reasoning*

Frog

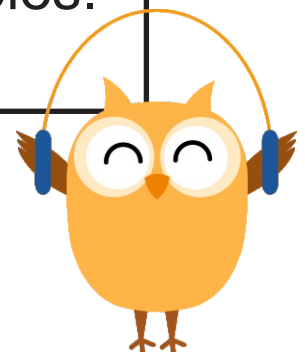
Directions: Draw and color the blank squares to copy the picture.



Tic Tac Toe Summer Outdoor Activities

Directions: Choose 3 activities below to complete. You must complete 3 activities in a row down, across or diagonal to win tic-tac-toe. Circle the activities you complete.

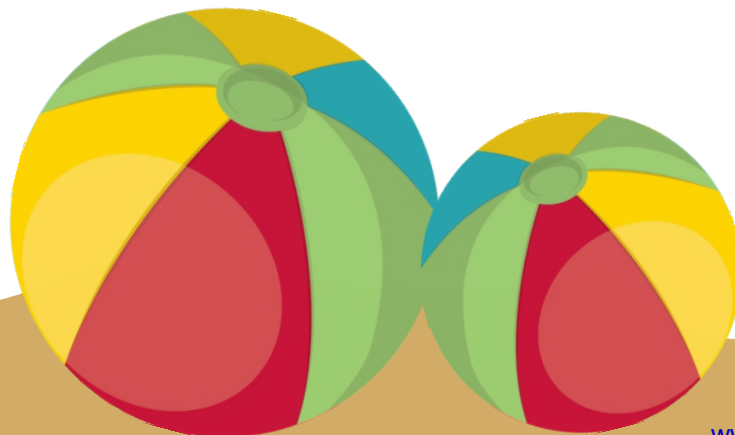
| | | |
|---|--|--|
| Make a list of items in nature and go on a scavenger hunt to find them. | Go on a hike. | Ride your bicycle for at least 15 minutes. |
| Play at three different playgrounds. | Learn a new outdoor game. | Fly a kite. |
| Take a brisk walk in a park. | Help with gardening for at least 15 minutes. | Build a sand castle or make mud pies. |



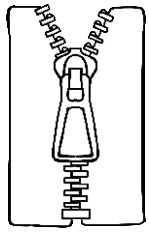
Have a Ball This Summer

Here are 15 ball activities to practice over the summer:

1. Toss a balloon up in the air and catch it.
2. Bat a balloon up and down in the air using your hands. How many times can you keep it up in the air without it dropping to the floor?
3. Toss a scarf or small handkerchief in the air and catch it.
4. Try throwing up a playground size ball and catching it and then progress to a tennis ball.
5. Try tossing and catching a ball up in the air standing inside of a hula hoop.
6. Walk forward and toss and catch a balloon, scarf or ball depending upon your abilities.
7. Toss a balloon or ball up in the air, clap your hands and then catch the ball.
8. Bounce a ball on the floor and catch it.
9. Bounce a ball on the floor, clap your hands and catch it.
10. Toss a ball at the wall, let the ball bounce and catch it.
11. Hold a beach ball overhead with two hands to stretch your shoulders and back. Hold for 10 seconds.
12. Put a laundry basket by your feet. Lay down on the floor on your back with your knees bent. Pick up a ball with your feet and try to put it inside the laundry basket. Repeat.
13. Hold a ball with two hands at your belly button. Can you pass the ball around your waist without dropping it on the ground?
14. Hold a beach ball with two hands, elbows straight at shoulder height. Perform 10 squats.
15. Create a small obstacle course using lawn chairs. Can you kick a beach ball around all the obstacles?



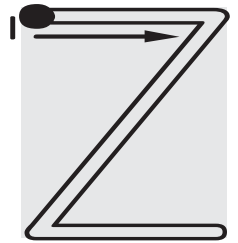
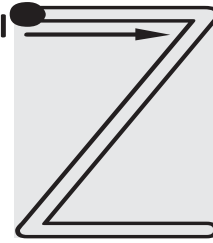
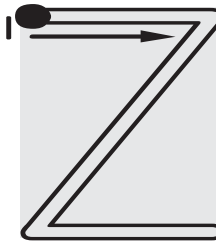
Fading Letters



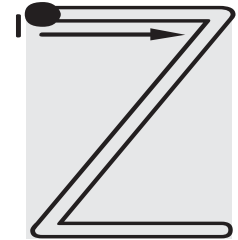
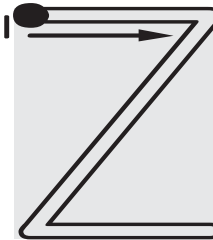
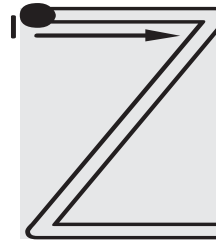
Zipper



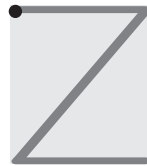
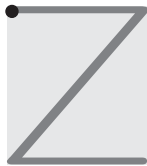
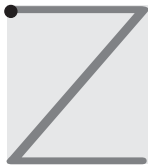
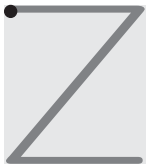
Trace over each letter with your finger.



Trace inside each letter with a pencil.



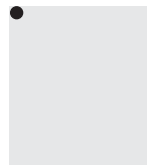
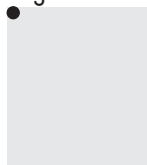
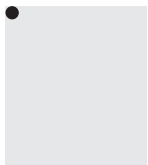
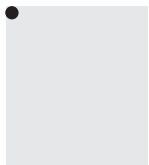
Trace each letter with a pencil.



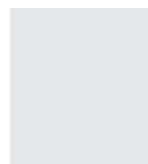
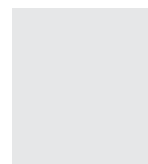
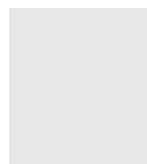
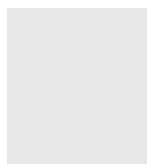
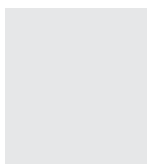
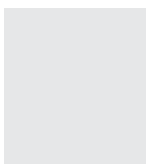
Trace each letter with a pencil.



Write each letter in a box starting at the dot.

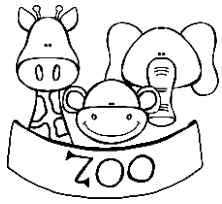


Write each letter in the box.



Write six capital letters on the line.

Fading Letters



Z

Z O O

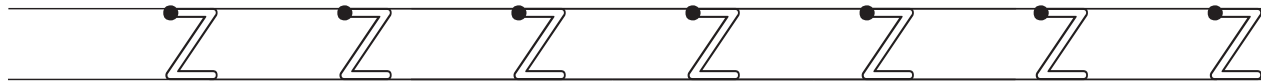
Trace
over each
letter
with your
finger.



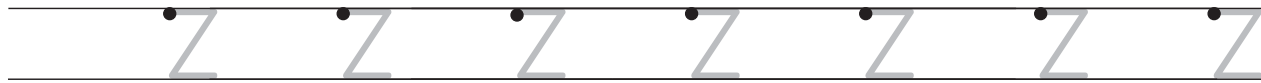
Trace
inside each
letter with
a pencil.



Trace inside each letter with a pencil.



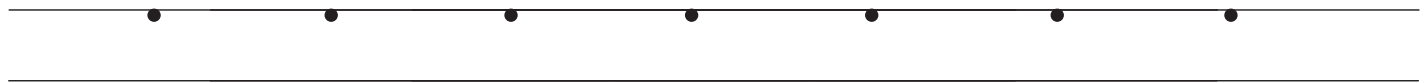
Trace each letter with a pencil.



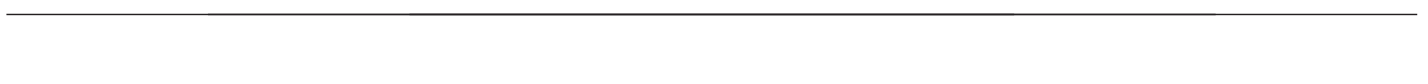
Trace each letter with a pencil.



Write each letter starting at the dot.



Write seven letters in the lines.



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