



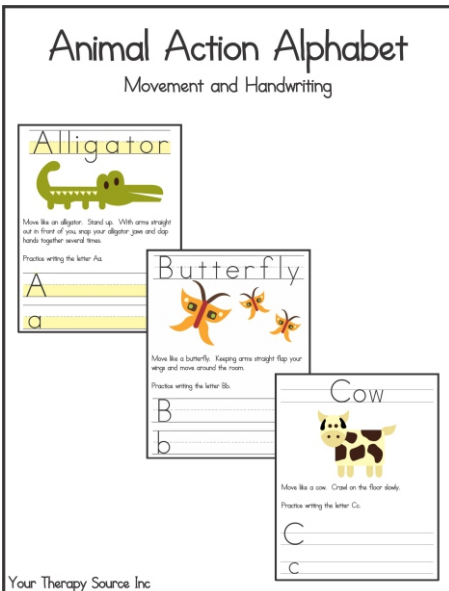
# Your Therapy Source News

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

**Issue 39 - June 2012**

**[www.YourTherapySource.com](http://www.YourTherapySource.com)**

# New and Popular Products



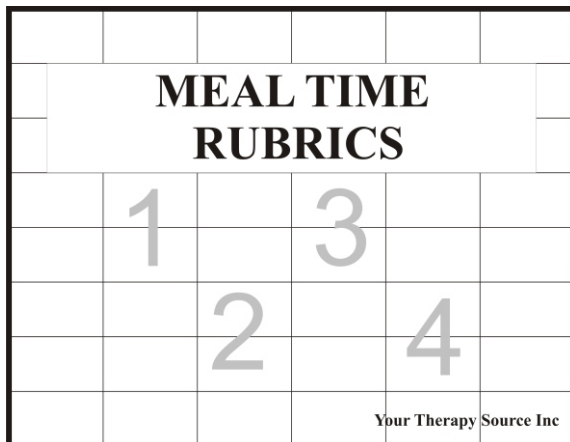
## Animal Action Alphabet

Download of 26 animal actions and three levels of handwriting practice. Encourage upper extremity input before handwriting practice.

Regular price: \$4.99

**SALE PRICE until 6/15/12 only \$1.99**

<http://www.YourTherapySource.com/animalalpha>



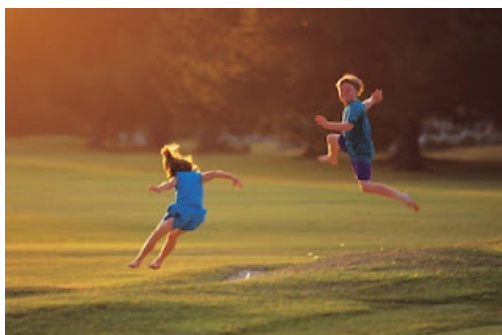
## Meal Time Rubrics

Download of an electronic book of 14 rubrics to assess functional skills related to meal times in PDF and Word format

Retail price: \$5.99

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

# Teaching Motor Skills to Young Children



The development in children of fundamental motor skills such as ball handling and locomotor skills need to be learned, practiced and practiced some more. A recent research review in *Child: Care, Health and Development* aimed to determine the effectiveness of motor skill interventions in children. The results indicated the following:

1. A significant positive effect of motor skill interventions on the improvement of fundamental motor skills in children was found.
2. Object control and locomotor skills improved similarly from pre- to post-intervention.
3. Overall effect size for the control groups who only had free play had no significant changes
4. There was a a non-significant, negative correlation between effect size of pre- to post-improvement of fundamental motor skills and the duration of the intervention (in minutes).

The researchers concluded that early childhood centers should schedule motor programs to facilitate motor skill development in children.

Pediatric occupational and physical therapists can help to educate teachers and parents on the importance of teaching and practicing fundamental motor skills. If you need ideas check out these sensory motor books:

Sensory Motor Group Activities A to Z - <http://yourtherapysource.com/atoz.html>

Locomotor Games - <http://yourtherapysource.com/locomotor.html>

50 Sensory Motor Activities for Kids! - <http://yourtherapysource.com/50book.html>

Reference: Logan, S. W., Robinson, L. E., Wilson, A. E. and Lucas, W. A. (2012), Getting the fundamentals of movement: a meta-analysis of the effectiveness of motor skill interventions in children. *Child: Care, Health and Development*, 38: 305–315. doi: 10.1111/j.1365-2214.2011.01307.x

# Toothbrushing and Children with Significant Disabilities



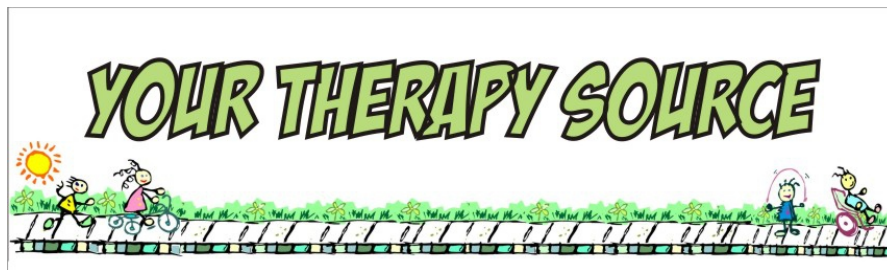
Since occupational therapists may teach tooth brushing for self care here are two recent research studies of interest that were published:

1. The results from a study of 176 individuals (76 had spastic cerebral palsy and 89 had no neurological impairment) indicated that intellectual disability can be considered a contributing factor for the development of dental cavities in patients with cerebral palsy. The degree of motor impairment did not effect the development of cavities.

2. Brain and Development published research on the first report of passive tooth brushing seizures in an 11 year old girl with with severe mental retardation, hypotonic cerebral palsy and epilepsy. There has been reports of rare seizures that are induced when brushing one's own teeth but this is the first report of seizures from someone else brushing another person's teeth.

## References:

1. Moreira RN, Alcântara CE, Mota-Veloso I, Marinho SA, Ramos-Jorge ML, Oliveira-Ferreira F. Does intellectual disability affect the development of dental caries in patients with cerebral palsy? Res Dev Disabil. 2012 Apr 19;33(5):1503-1507. [Epub ahead of print]
2. Kumada T, Nishii R, Higashi T, Miyajima T, Saito K, Hiejima I, Nozaki F, Hayashi A, Fujii T. Passive toothbrushing-induced seizures: Report of a severely disabled girl. Brain Dev. 2012 Apr 18. [Epub ahead of print]



# Fine Motor Skills and Handwriting

A

student recently did a research review on the influence of fine motor skills on handwriting. Of the nine articles that could be included, 7 researched the relationship between fine motor skills and handwriting legibility and 4 studies investigated fine motor skills and handwriting speed. The results indicated that children with poor handwriting received significantly lower scores on fine motor assessments than children with good handwriting. In addition, the research showed low to moderate correlations between fine motor skills and both handwriting legibility and handwriting speed. The researcher concluded that in order to manage handwriting deficits in children occupational therapists need to address fine motor skills as one of many components in a comprehensive handwriting assessment. Recommendations were made to undertake randomized controlled trials to examine if a fine motor skills intervention program leads to improvements in handwriting legibility and speed in children with poor handwriting.

Reference: McKay, Rachel, "Fine motor skills influence handwriting performance in children : a systematic review; and, Handwriting performance in children with developmental coordination disorder : the influence of manual dexterity and motor overflow." (2011). Theses : Honours. Paper 27.  
[http://ro.ecu.edu.au/theses\\_hons/27](http://ro.ecu.edu.au/theses_hons/27)

Z

aner-Bloser has proposed Written Language Production Standards for Handwriting and Keyboarding. These standards offer developmentally appropriate, research-based indicators to integrate handwriting and keyboarding into the curriculum. From the Zaner-Bloser website it states that the standards are:

“research-based and includes basic letter formation and keyboarding indicators included in the Common Core State Standards for English Language Arts, national and local technology standards and policy, state handwriting and keyboarding standards, studies in motor skills development from occupational therapists and data on language (written and oral) and brain activation from academic researchers”.

Zaner-Bloser is looking for feedback and comments on these standards. It is open for comments only until 5/31/2012.

You can get more information on the standards on the Zaner-Bloser website - <http://act.zaner-bloser.com/v2/standards.html>

You can view the current draft of the Written Language Production Standards for Handwriting and Keyboarding - [http://www.zaner-bloser.com/media/dpd/zaner-bloser/freshimages/WrittenLanguageProductionStandards\\_May1.pdf](http://www.zaner-bloser.com/media/dpd/zaner-bloser/freshimages/WrittenLanguageProductionStandards_May1.pdf)

# Tip Sheet Created For Students by the Students



## Tips Written by Students for Students

Have you ever considered having the children you currently work with create a list of advice or tips for other children for the next school year? You could ask the children to submit tips and suggestions that make functional tasks easier for them. This activity will hopefully empower the children to see that they can help others. It may also allow them to think about different aspects of functional tasks possibly leading to goal setting for the following school year.

Perhaps they could answer questions such as:

1. What do you do to be more organized at school?
2. What is your favorite physical education activity to participate in?
3. If an activity has to be adapted for you to participate in gym class or recess, what have you found to be the most helpful adaptation?
4. Is there anything that makes getting dressed easier for you?
5. Is there a certain entrance to the school you find easiest to enter in at?
6. Is there a staircase that is easier to navigate than others?
7. Is there a bathroom at the school that is easier to use than others?

You don't even need to suggest these questions. Maybe just throw it out there to the students from now until the end of the school year. Set up an easel in the therapy room or carry a note pad. When a student thinks of a tip write it down. Once all the suggestions have been gathered, organize them into categories. Then next school year hand out your tip sheet to all the students on your caseload.

Want to take it one step further? Ask parents for their tips and suggestions to complete functional skills for a successful school year. Make this information available to parents the following school year.

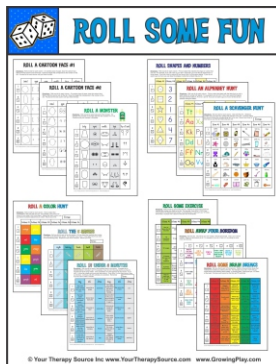


# Using Smartphones and Tablets to Encourage Movement

## Three Suggestions to Encourage Movement:

- 1. You Tube** - There are so many exercise videos on You Tube that you can access for free. Watch and learn tai chi (wonderful for seated exercise), learn new yoga moves or try out some popular Zumba fitness.
- 2. Add ebooks to your library** - Tired of carrying lots of equipment and papers? Did you know that you can add the ebooks from Your Therapy Source to your smartphone or tablet? Just email yourself the pdf document once you download it to your computer. Open it up on your phone or tablet and save it. For example you could open up Action Alphabet (<http://yourtherapysource.com/actionalphabet.html>) and follow the physical activities for all the letters of the alphabet. Open up the Imagination Action Journeys (<http://yourtherapysource.com/imagine.html>) and move through your imaginary journey. Turn on some music and try some new dance moves with Dancing with the Owls (<http://yourtherapysource.com/dancingowls.html>). Use the picture symbol cards from Mini Sensory Processing Books (<http://yourtherapysource.com/minisensory.html>) to allow children to choose the next activity.
- 3. Screenshots** - Tired of running to the copy machine to provide parents and teachers with ideas? Tired of paying for color copies? Use screenshots from the Your Therapy Source ebooks. For example, open up Roll Some Fun (<http://www.YourTherapySource.com/rollsomefun>) on your iPhone. Go to the page that you want to use. Take a screenshot of the page. Email yourself the screenshot. Now you can send that page to parents for "therapy homework" or teachers for an in class movement break. A teacher can even put it up on a projection screen (ie Smartboard) so the entire class can view it. Want to email activities to parents? Try Play-Move-Develop. Again, open it up on your smartphone, take a screenshot of the activity page and email it to a parent.

Now you have a HUGE collection of sensory motor activities right on your smart phone or tablet.



Title: **Roll Some Fun**  
By: Your Therapy Source

Summary: Download of 12 print and play games that encourage visual motor and sensory motor skills

Product Details:  
E-book - 14 pages  
Language: English  
LIST PRICE: \$3.99

[www.YourTherapySource.com/rollsomefun](http://www.YourTherapySource.com/rollsomefun)

# 10 Apps to Get You Moving

10 Apps to Get You Moving (in no particular order). You can click on the links to get more information about the apps.

**1. Dance Party Zoo** - dance and iphone measures your rhythm.

<http://yourtherapysource.blogspot.com/2011/11/movement-app-review-dance-party-zoo.html>

**2. Walk N Play** - track physical activity with the iPhone

<http://yourtherapysource.blogspot.com/2010/04/track-physical-activity-with-iphone.html>

**3. Footsteps** - pedometer that can track gait speed and distance

<http://yourtherapysource.blogspot.com/2012/05/using-your-cell-phones-accelerometer.html>

**4. Move Like Me** - dance steps to follow

<http://yourtherapysource.blogspot.com/2011/09/motor-memory-and-motor-planning-app.html>

**5. Time Motion App** - use this video app to analyze movement

<http://yourtherapysource.blogspot.com/2011/08/video-analysis-app.html>

**6. Using Apps to Evaluate Posture** - doesn't exactly get you moving but does get you to sit up straight <http://yourtherapysource.blogspot.com/2011/05/using-apps-for-evaluating-posture.html>

**7. FitQuest** - Jog, hop and duck with this app <http://itunes.apple.com/us/app/fitquest-lite/id390974713?mt=8>

**8. Egg and Spoon** - walk with iphone trying to keep egg on spoon

<http://itunes.apple.com/us/app/easter-egg-n-spoon-race!/id299953012?mt=8>

**9. Short Sequence - Kids Yoga** - nice images to provide as a visual

<http://itunes.apple.com/us/app/short-sequence-kids-yoga-journey/id418209496?mt=8>

**10. Motion Maze** - maze powered by your movement.

<http://itunes.apple.com/us/app/motionmaze/id463896292?mt=8&ign-mpt=uo%3D4>







# Active Play Boxes



Have you ever considered creating active play boxes for the school or home to encourage physical activity time for children? Sometime playground equipment is not always available at a school during recess times. Or perhaps it is available, but the children are tired of climbing on it. Provide the teachers with play boxes or ideas to include in an active play box. These active play boxes can then be taken outdoors during recess or any time of the day. You can also create a lending library of active play boxes for the elementary school teachers. As an additional benefit, research has indicated children increase moderate to vigorous physical activity time when there is more portable playground equipment.

Here are some suggestions for different themed active play boxes:

Ball box - include various sizes and textures of different playground balls

Bubble box - include bubbles, different bubble wands and bubble trays

Jump rope box - add traditional jump ropes, chinese jump ropes and double dutch ropes

Sidewalk chalk box - have an art contest, create new black top games, hopscotch, etc.

Activity card box - write one playground game on each, i.e. freeze tag, hide and go seek, obstacle course, etc. The children can pick out one card at a time to choose a game.

Science box - magnifying glasses, bug containers, tweezers

Water paint box - buckets for water, large paintbrushes and paint rollers to "paint" the black top with different designs

Beach party box - include beach balls, tether ball set, paddle ball and Velcro mitt set

Celebration box - include streamers and ribbon sticks to run and play with

Catch All Box - Velcro mitts, Frisbees, soft footballs, small balls, recycled plastic milk jugs with tops cut off but handles left on to catch balls

Hula Hoop Box - suggest hula hoop contests or use hoops to create obstacle courses

Race Box - include stopwatches and cones; the children can set up races and time each other

Don't forget to create some active free play boxes for indoor recess as well. These would make nice gifts for teachers at the end of the school year.

Pedometers - children can see how many steps they take during recess and try to increase each time.

You can get these at some dollar stores.

Dance party box - radio with batteries, dance music. Find an old radio player at a garage sale.

Indoor balls - balloons and cardboard tubes. Have the balloons all blown up. Put them inside stockings if you are worried about balloon pieces if they pop.

DVD box - collection of exercise DVDs for kids

Bean bag box - include bean bags and targets to throw at

Ebooks - Print these ebooks and put in a box or folder for teachers/parents to use to encourage motor activities: Mini Movement Breaks, Classroom Activity Posters, Roll Some Fun , Dancing with the Owls , Imagination Action Journeys and Motor Minute Challenges.

(<http://www.YourTherapySource.com/sensorymotordownloads>)

With the amount of recess time dwindling, physical and occupational therapists can play a crucial role in educating school staff and parents on the benefits of physical activity for ALL children.

Reference: Dowda, Marsha, Brown, William H., McIver, Kerry L., Pfeiffer, Karin A., O'Neill, Jennifer R., Addy, Cheryl L., Pate, Russell R. Policies and Characteristics of the Preschool Environment and Physical Activity of Young Children Pediatrics 2009 123: e261-e266

# Hot Topics

## Sensory Integration Policy Statement

The *American Academy of Pediatrics* has released a policy statement on sensory integration therapies for children with developmental and behavioral disorders. It is a brief 4 page document that briefly discusses the history of sensory integration, recent research on sensory integration and that there is not an official diagnosis for "Sensory Processing Disorder".

The policy statement makes 4 recommendations for pediatricians:

1. Do not use sensory processing disorder as a diagnosis. Be sure to thoroughly evaluate for other developmental disorders when sensory symptoms are present.
2. Inform parents that there is limited data on sensory integration therapy.
3. If a child is receiving sensory integration therapy work with the parents to determine if it is effective by helping to establish functional goals and ways to track progress.
4. Inform families that occupational therapy can be a "limited resource" therefore prioritize treatments based on functional goals related to childhood development.

If you are a pediatric OT, PT, parent or teacher who works with children with sensory symptoms, this is a quick, worth while read to keep yourself informed.

You can read the full text article here -

<http://pediatrics.aappublications.org/content/early/2012/05/23/peds.2012-0876.full.pdf+html>.

Reference: Sensory Integration Therapies for Children With Developmental and Behavioral Disorders. SECTION ON COMPLEMENTARY AND INTEGRATIVE MEDICINE and COUNCIL ON CHILDREN WITH DISABILITIES. *Pediatrics* peds.2012-0876; published ahead of print May 28, 2012, doi:10.1542/peds.2012-0876

## Physical Activity and Lower Odds of Psychiatric Problems

The *Journal of Pediatrics* published research that measured the physical activity of 199 eight year old children. Wrist accelerometers were worn to determine if there was an association between physical activity and parent/teacher rated psychiatric problems in the eight year olds. The results indicated that "higher overall physical activity and more time spent in more intense physical activity were associated with lower odds for psychiatric problems in emotional, social, and behavioral domains".

Need ideas to get children more active? Check out -

50 Sensory Motor Activities for Kids: <http://yourtherapysource.com/50book.html>

Dancing with the Owls: <http://yourtherapysource.com/dancingowls.html>

Mini Movement Breaks: <http://yourtherapysource.com/minimove.html>

Locomotor Games: <http://yourtherapysource.com/locomotor.html>.

Reference: Silja Martikainen MA et al. Physical Activity and Psychiatric Problems in Children. The *Journal of Pediatrics*. Article in press and published online 11 May 2012. doi:10.1016/j.jpeds.2012.03.037

# On The Web...

## Wheelchair Breakdowns

Wheelchair breakdowns are very disrupting to children and their families. When a specialized wheelchair breaks many children do not have a back up, making it difficult for positioning, comfort and most importantly a mode of transportation. Pediatric therapists are frequently called upon to help with quick fixes of wheelchairs.

Recent research in the American Journal of Physical Medicine Rehabilitation found that about 53% of wheelchair users with spinal cord injury experienced a wheelchair breakdown requiring repair per 6 month period. Previously the rate was about 45% from 2004-2006. In addition, the number of adverse consequences was more than twice as high during the 2006-2011 period than the 2004-2006 period. Power wheelchairs had more problems than manual wheelchairs. Another interesting point was that individuals whose wheelchairs were funded by Medicare or Medicaid had higher rates of breakdowns and consequences, compared to those covered by private insurance or other sources.

Reference: Wheelchair breakdowns becoming more common. Retrieved from the web on 5/10/12 at <http://medicalxpress.com/news/2012-05-wheelchair-breakdowns-common.html>

## Shaving and Autism

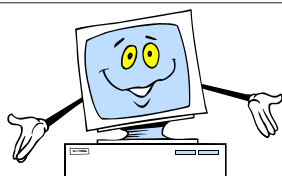
I came across this video from RealLookAutism - <http://www.reallookautism.com/> that shows how a young man with autism is learning to tolerate shaving with the help of his occupational therapist and his mother. This is such a wonderful video that really helps to explain how sensory techniques can help some individuals to learn activities of daily living. It also helps to demonstrate that certain skills can take a long time to learn but the goal is achievable. The OT breaks the skill down, offers preparatory activities, slowly introduces the shaving equipment followed by parent education helping this young man to be successful!

## Hippotherapy and Balance

*Physical Therapy* published research on the effects of hippotherapy on balance. Sixteen children with documented balance problems participated in 45 minute hippotherapy sessions, 2 times per week for 6 weeks. Following the intervention the participants exhibited a statistical difference on the Pediatric Balance Scale (PBS) on the Activities Scale for Kids—Performance (ASKp). The researchers concluded that hippotherapy may be a viable strategy for reducing balance deficits and improving the performance of daily life skills in children with mild to moderate balance problems.

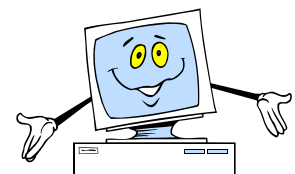
Reference: Debbie J. Silkwood-Sherer et al. Hippotherapy—An Intervention to Habilitate Balance Deficits in Children With Movement Disorders: A Clinical Trial. *PHYS THER* May 2012 92:707-717; published ahead of print January 12, 2012, doi:10.2522/ptj.20110081

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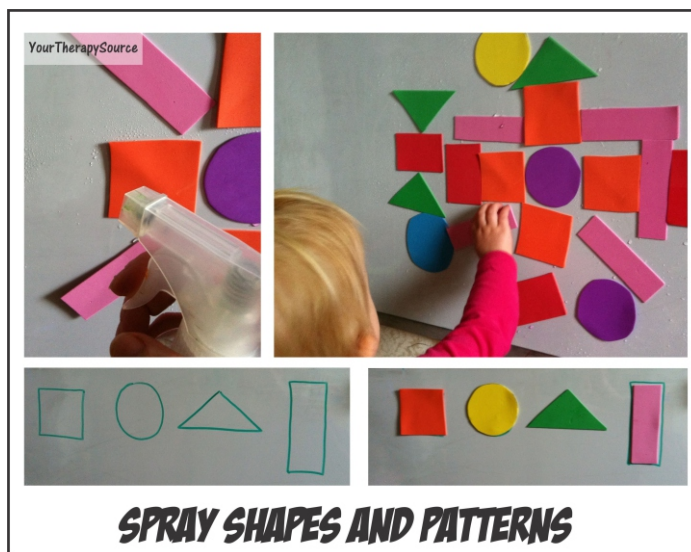


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[www.Twitter.com/YTherapySource](http://www.Twitter.com/YTherapySource)



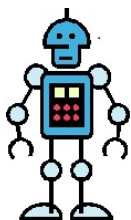
# Activity Ideas



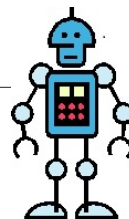
<http://yourtherapysource.blogspot.com/2012/05/spray-shapes-and-patterns.html>



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



# Be A Robot



**Directions:** Print this page and cut out the circles. Put tape on the back of each circle. Working in pairs, pick one person to be the robot and stick the buttons on his/her body (i.e. shoulder, knee, elbow, foot, hand, etc). The partner will control the robot. Press a button and the robot has to perform that action. Try to do the actions like a robot would (ie stiff joints).

Jump Up  
and  
Down

Walk  
around  
like a  
robot

Bend  
elbows  
back and  
forth

Bend  
knees

Move  
hands  
like a  
robot

Raise  
right  
arm up

Raise  
left  
arm up

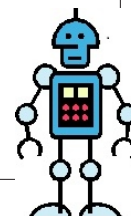
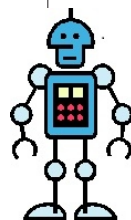
Kick  
your  
right  
leg

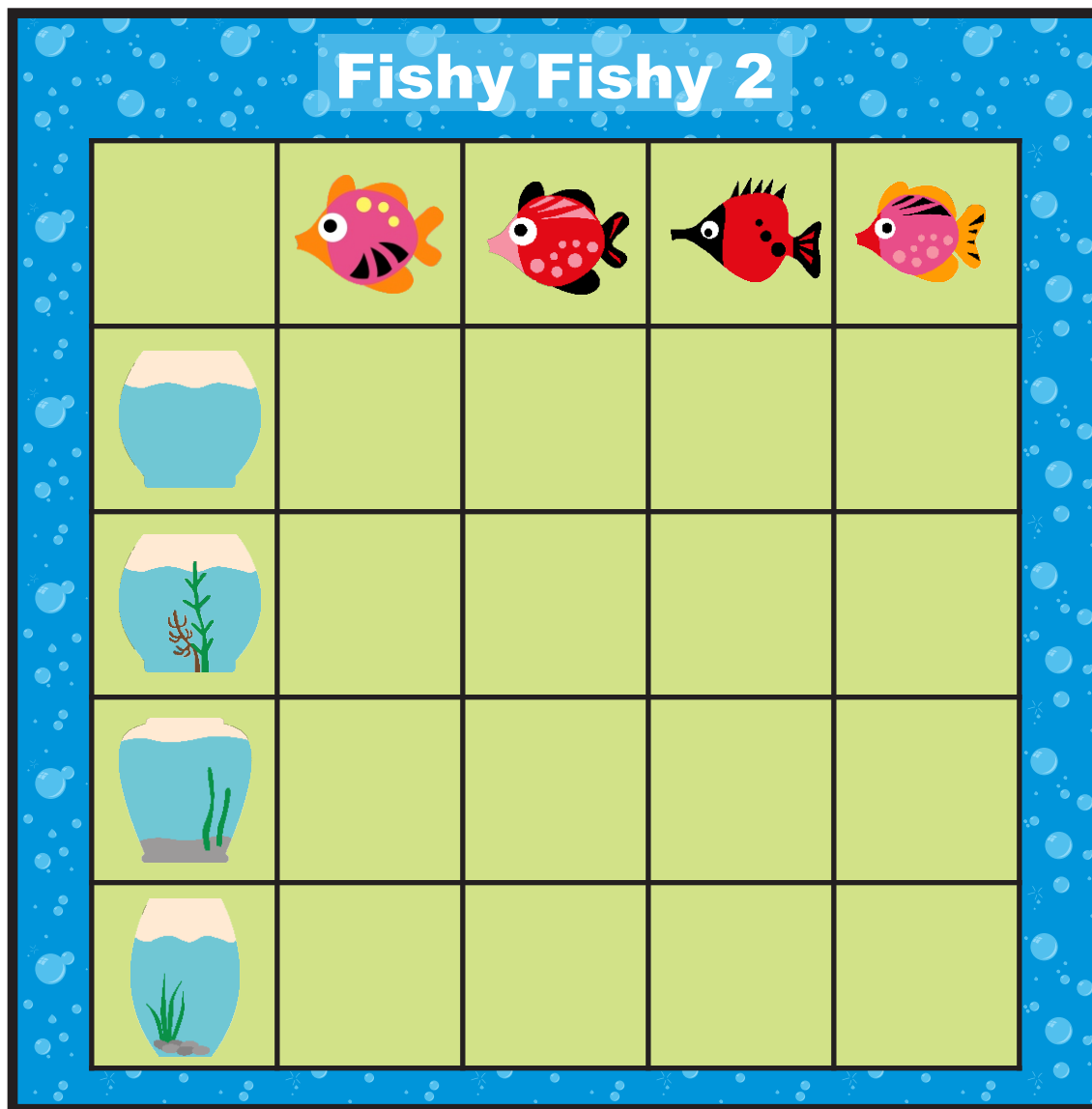
Kick  
your  
left  
leg

[www.YourTherapySource.com](http://www.YourTherapySource.com)

[www.GrowingPlay.com](http://www.GrowingPlay.com)

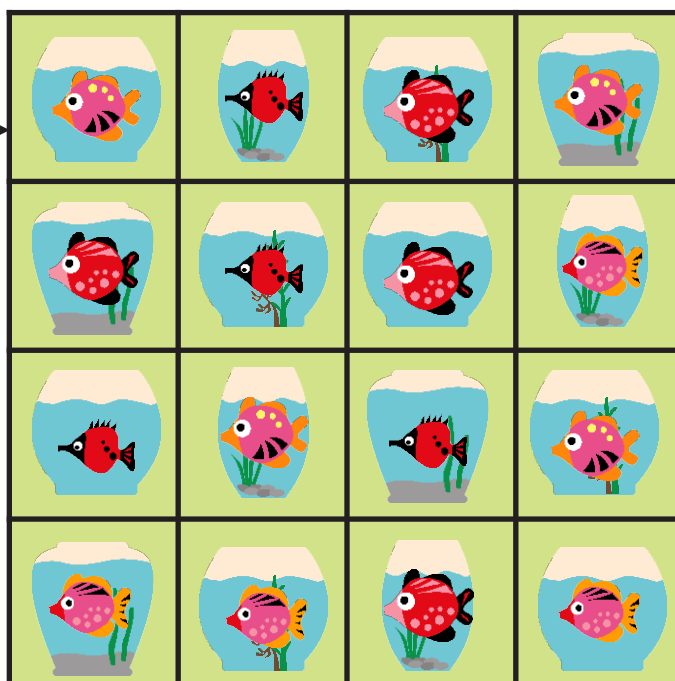
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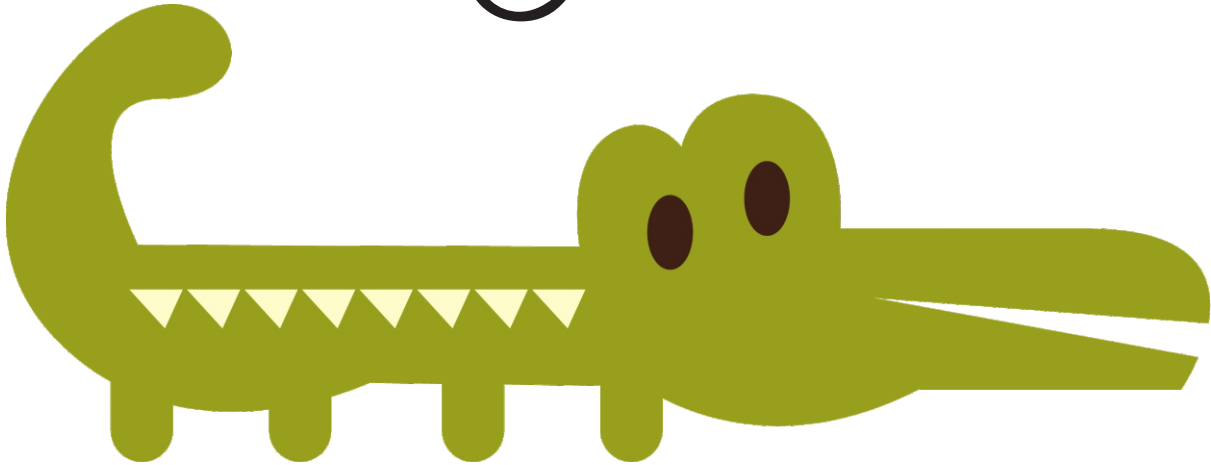
**Directions:** Print out the page. Cut out the small cards on the bottom. Turn the cards over in a pile face down. Turn one card over at a time and place it in the matching column and row. Fill your whole board.

If you don't want to cut them out, try doing it as a puzzle. Draw a line connecting the picture from the bottom to the matching graph area.





Alligator



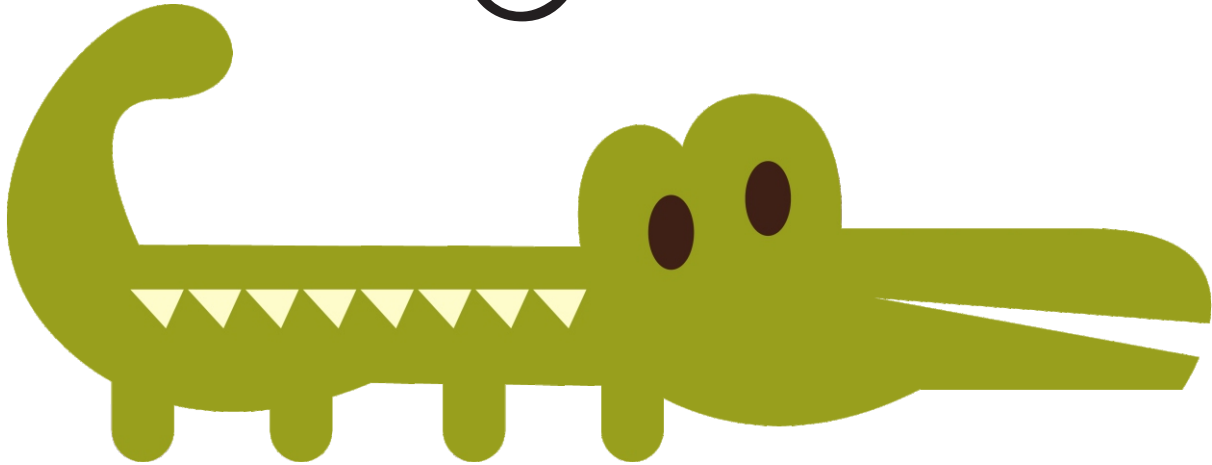
Move like an alligator. Stand up. With arms straight out in front of you, snap your alligator jaws and clap hands together several times.

Practice writing the letter Aa.

A

a

Alligator



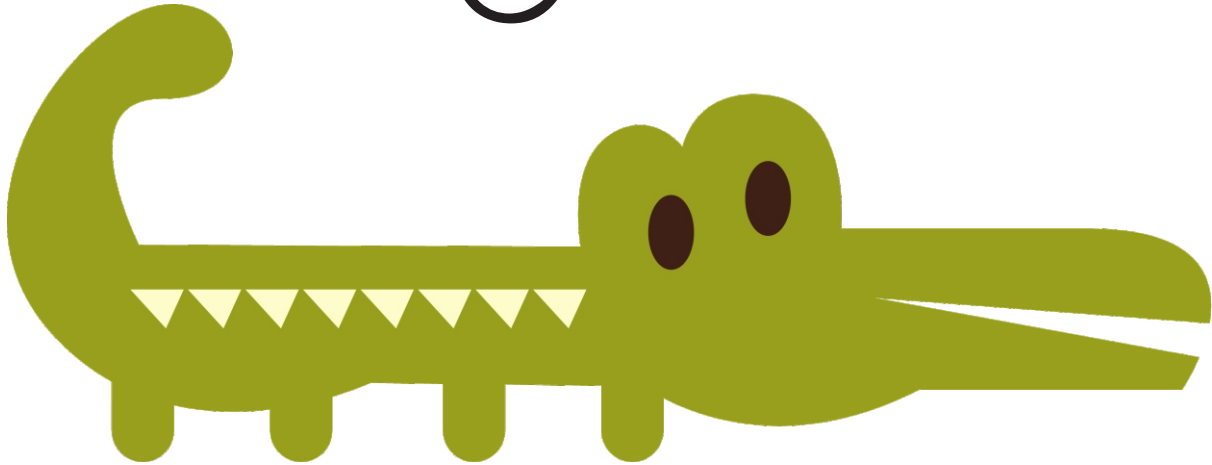
Move like an alligator. Stand up. With arms straight out in front of you, snap your alligator jaws and clap hands together several times.

Practice writing the letter Aa.

A

a

# Alligator



Move like an alligator. Stand up. With arms straight out in front of you, snap your alligator jaws and clap hands together several times.

Practice writing the letter Aa.

A

a

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