



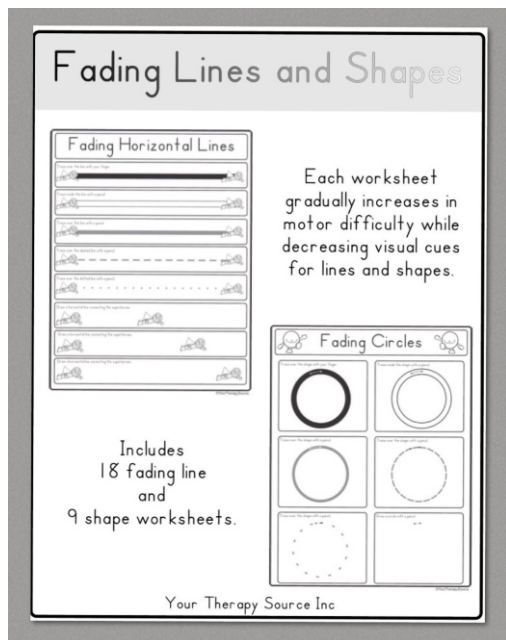
Your Therapy Source News

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

Issue 72 - June 2015

www.YourTherapySource.com

New and Sale Products



Fading Lines and Shapes

By: Your Therapy Source Inc

Summary: Fading Lines and Shapes includes worksheets that gradually increase in visual motor difficulty while decreasing visual input for line and shape formation.

Product Details:

Packet: 29 pages

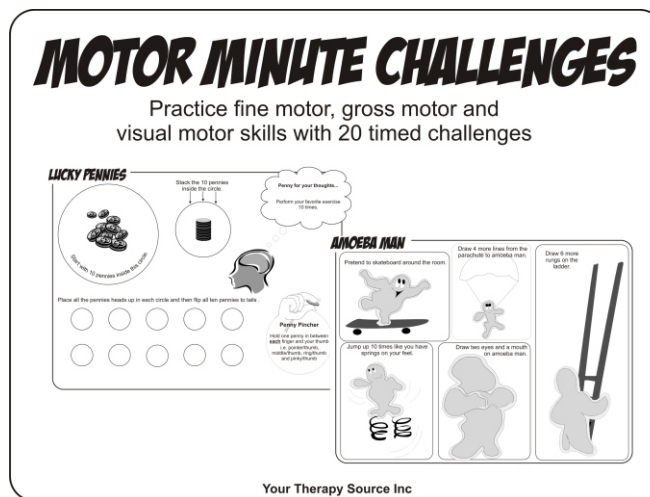
Language: English

3LIST PRICE: \$3.99

SALE PRICE UNTIL 6/30/15: \$1.99

Find out more at

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



Motor Minute Challenges

By: Your Therapy Source, Inc

Summary: 20 fine motor, gross motor and visual motor challenges to complete

LIST PRICE: \$4.99

SALE PRICE UNTIL 6/30/15: \$1.99

Find out more at

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

Self Care Skills – Predictor of Employment Success for Individuals with Autism

Recent research studied survey responses, interviews and basic self care assessments of basic daily tasks, such as bathing, brushing their teeth, cleaning and preparing meals, of 81 adults with moderate to severe autism.

The results indicated the following:

1. only 45% were employed.
2. after taking into account symptom severity and communication ability, having good self-care skills was the most important independent predictor of adult job success.
3. the adults with autism with better self-care abilities were more likely to keep a job and more likely to work more hours, and to rely on employment support services less often.
4. better adult job prospects were available for those who displayed better self-care abilities when they were children.

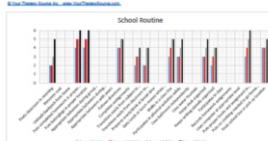
The researchers recommend a focus on teaching those with autism the practical skills of day-to-day living.

The researchers, Laura Klinger, an associate professor in the department of psychiatry and executive director of the TEACCH Autism Program at the University of North Carolina, Chapel Hill and her colleagues, will present at the International Meeting for Autism Research in Salt Lake City.

Reference: Medline Plus. Learning Daily Skills Prepares Kids With Autism for Adult Life. Retrieved from the web on 5/19/15 at http://www.nlm.nih.gov/medlineplus/news/fullstory_152547.html



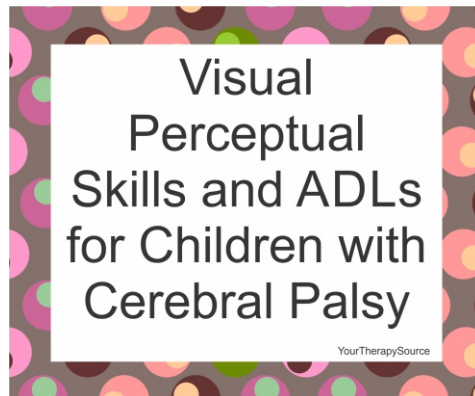
School Routine Skills Checklist		If student has the skill			
		Yes	No	Not sure	Not applicable
1. - wakes up on time	2. - gets dressed	3. - brushes teeth	4. - washes face	5. - combs hair	6. - puts on shoes
7. - eats breakfast	8. - gets to school on time	9. - follows directions	10. - stays on task	11. - completes work	12. - cleans up
13. - follows directions	14. - stays on task	15. - completes work	16. - cleans up	17. - follows directions	18. - stays on task
19. - completes work	20. - cleans up	21. - follows directions	22. - stays on task	23. - completes work	24. - cleans up
25. - follows directions	26. - stays on task	27. - completes work	28. - cleans up	29. - follows directions	30. - stays on task
31. - completes work	32. - cleans up	33. - follows directions	34. - stays on task	35. - completes work	36. - cleans up
37. - follows directions	38. - stays on task	39. - completes work	40. - cleans up	41. - follows directions	42. - stays on task
43. - completes work	44. - cleans up	45. - follows directions	46. - stays on task	47. - completes work	48. - cleans up
49. - follows directions	50. - stays on task	51. - completes work	52. - cleans up	53. - follows directions	54. - stays on task
55. - completes work	56. - cleans up	57. - follows directions	58. - stays on task	59. - completes work	60. - cleans up
61. - follows directions	62. - stays on task	63. - completes work	64. - cleans up	65. - follows directions	66. - stays on task
67. - completes work	68. - cleans up	69. - follows directions	70. - stays on task	71. - completes work	72. - cleans up
73. - follows directions	74. - stays on task	75. - completes work	76. - cleans up	77. - follows directions	78. - stays on task
79. - completes work	80. - cleans up	81. - follows directions	82. - stays on task	83. - completes work	84. - cleans up
85. - follows directions	86. - stays on task	87. - completes work	88. - cleans up	89. - follows directions	90. - stays on task
91. - completes work	92. - cleans up	93. - follows directions	94. - stays on task	95. - completes work	96. - cleans up
97. - follows directions	98. - stays on task	99. - completes work	100. - cleans up	101. - follows directions	102. - stays on task
103. - completes work	104. - cleans up	105. - follows directions	106. - stays on task	107. - completes work	108. - cleans up
109. - follows directions	110. - stays on task	111. - completes work	112. - cleans up	113. - follows directions	114. - stays on task
115. - completes work	116. - cleans up	117. - follows directions	118. - stays on task	119. - completes work	120. - cleans up



The **Life Skills Checklists** help track progress towards routine life skills needed to succeed in the school, home and community.

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

Visual Perceptual Skills and ADLs for Children with Cerebral Palsy



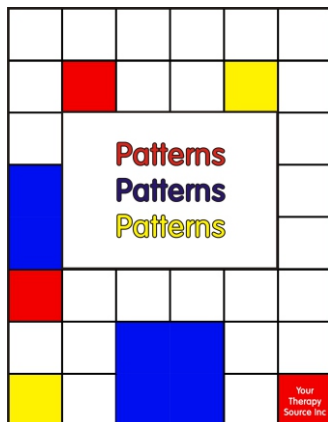
The *Journal of Physical Therapy Science* published research on the effects of a visual perceptual intervention on visual-motor integration and activities of daily living performance of 56 children with cerebral palsy. Each children with cerebral palsy participated in a visual perceptual intervention for 8 weeks, 3 times a week, for 30 minutes per session. The intervention program consisted of 48 items such as visual-motor coordination, figure-ground perception, perceptual constancy and position in space and spatial relationship. All children were assessed before the intervention and after using the VMI and WeeFIM to evaluate visual motor integration and activities of daily living skills.

The results indicated the following:

1. all children significantly improved their scores on the VMI and WeeFIM.
2. there were progressive increases in WeeFIM subscores of self-care, mobility, communication and social cognition.

The authors concluded that the visual perceptual intervention had a positive influence on the visual-motor integration and activities of daily living performance of children with cerebral palsy.

Reference: Cho, M., Kim, D., & Yang, Y. (2015). Effects of visual perceptual intervention on visual-motor integration and activities of daily living performance of children with cerebral palsy. *Journal of physical therapy science*, 27(2), 411.



Patterns, Patterns, Patterns is a collection of over 50 visual perceptual activities involving patterns. Children will be challenged to draw the patterns and find shapes, numbers or objects in a pattern.

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

3 Group Games for Self Regulation

More and more research indicates that children with strong self regulation skills in preschool and kindergarten do significantly better on math, reading and vocabulary skills. In addition, children who lack self regulation exhibit excessive weight gain. Below are 3 group games to help children develop self regulation skills. These activities work great for indoor recess ideas or for a quick brain break!



Encourage eye hand coordination, motor timing and motor planning and practice self regulation skills with this group game. All you need are two different sized balls. Find out how to play at <http://yourtherapysource.com/freepbj.html>

Children have to remain quiet and calm as they listen for the code to indicate what motor skills should be completed. Read how to play here <http://yourtherapysource.com/freecode.html>



Encourage following motor commands, motor memory and coordination skills. Practice self regulation skills. Read how to play here <http://yourtherapysource.com/freecolorball.html>

References on the blog at <http://yourtherapysource.com/blog1/2015/05/13/3-group-games-to-help-with-self-regulation-skills>



Self-Regulation Flash Cards

By: Move with Me

Summary: This 16 Flash Card Set in printable PDF format – includes health lessons and self-regulation techniques that combine creative movement, yoga and Brain Gym®

Find out more at

<http://www.yourtherapysource.com/movewithmeselfregulation.html>

Positive Benefits of **BRAIN BREAKS**

improved cognitive skills

positive changes in attitude

*increase in academic
achievements on test scores*

positive change in classroom behaviors

promotes self concept

improves on task behaviors

helps with motor planning

Your Therapy Source

Brain Breaks and RTI

To celebrate the 2015 ASHA Better Hearing and Speech Month in May, Speech Language Literacy Lab has partnered with 30 professionals from various fields to share tons of free resources and ideas across discipline about School Based Innovation and Response to Intervention (RTI). See the end of the post for all the great ideas!

School based therapists can easily help with Response to Intervention plans by suggesting brain breaks in the classrooms. Many students participate in RTI to help with academic skills and behavior management. An evidence based intervention that can assist with reaching these goals is movement breaks in the classroom. Research has shown that 5-20 minute movement breaks in the classroom can positively effect the following:

- cognitive skills including executive function, attention span, memory skills and verbal comprehension
- academic achievement on test scores
- attitude changes in motivation and self concept
- on task behaviors
- organizational skills
- motor planning
- impulse control

In addition, research has also indicated that students can retain information longer when gestures are used to learn the material.

Why not suggest some simple brain breaks to get children ready to learn? Need ideas – check out Your Therapy Source Brain Breaks at <http://yourtherapysource.com/brainbreaks.html>. In a hurry and need some right now? Download some of these free printables:

Simple Activities to Encourage Physical Activity in the Classroom at <http://yourtherapysource.com/10simple.html>

Switcheroo Brain Breaks at <http://yourtherapysource.com/freeswitcheroobrainbreaks.html>

Roll Some Fun Brain Breaks at <http://yourtherapysource.com/rollsomefunfree.html>

Need to explain to teachers why movement in the classroom is so important? Download the Movement in the Classroom handout at <http://yourtherapysource.com/wwh1free.html>

References: Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Crawford, Judy. Young students jog, jump and dance to retain what they learn. Retrieved from the Medical Express on the web on 1/25/2014 at <http://medicalxpress.com/news/2014-01-young-students-retain.html#nwlt>

5 Tips to Promote Participation of Children with Disabilities in Physical Activities



The recommended amount of physical activity daily for children is at least 60 minutes per day. This can be difficult to accomplish for any children with the busy schedules that face this young generation today. For children with disabilities, this can be very difficult to achieve each day for various reasons. Pediatric occupational and physical therapists can help parents, teachers and other members of the community how to promote participation in sports, recreation and physical activities.

1. Educate on the benefits of sports participation and recreation: Regular physical activity helps the body by maintaining muscle strength and range of motion, increasing bone mass, and improving cardiovascular fitness. The brain also benefits from physical activity through elevating the mood, improving self concept, enhancing social skills and more. Specifically sports participation can create friendships, encourage creativity, foster teamwork and define meaning for one's life.

2. Choose appropriate activities: A child's disability or diagnosis needs to be taken into consideration when deciding upon an appropriate recreational or sporting activity. The American Academy of Pediatrics has produced various charts in the article Medical Conditions Affecting Sports Participation to help guide the decision making process. In general, it is recommended that children with disabilities participate in increased duration (minutes per session), frequency (times per week) and decreased intensity if comparing to typically developing children.

3. Minimize risk of injury: Once a sporting activity is chosen, modify the activities if necessary to ensure the safety of the child.

4. Adapt the activity: Offer suggestions to adapt the sporting activities so that the child can participate the most.

5. Have a positive, supportive attitude: Unfortunately, society tends to view children with disabilities too susceptible to injury to participate in traditional sporting activities. Families and the environment seems to influence participation more than the child's choices. Remember the children have a right to participate!

Reference: Murphy, Nancy A., Carbone, Paul S., and the Council on Children With Disabilities, Promoting the Participation of Children With Disabilities in Sports, Recreation, and Physical Activities Pediatrics 2008 121: 1057-1061

Supporting the Emotional Development of Children



As therapists, we frequently provide physical activities for children to promote muscle strengthening, range of motion, balance, motor skills and coordination. We must not forget that physical activity also helps to boost the social and emotional health of children. Physical, active play can help children to:

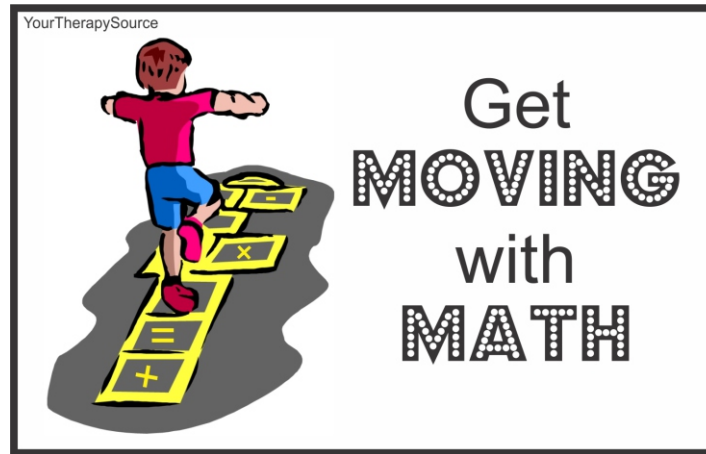
- express emotions such as smiling and laughing
- negotiate with peers during games such as turn taking, establishing rules of games, etc
- reduce stress
- elevate the mood
- establish feelings of pride and accomplishment by achieving goals such as climbing equipment or running around a track

Therapists can offer suggestions to parents and teachers on how to support the emotional development of children through play. Here are some helpful tips to suggest:

1. Observe the children and see what they enjoy playing. Create more opportunities for what they enjoy.
 2. Recommend “just right” activities for the children. Provide teachers and parents with a list of activities that the children can accomplish to help boost feelings of self worth. Perhaps provide some activities that may be a challenge so that children can have a sense of accomplishment of pushing themselves to achieve more.
 3. Praise children when they achieve new motor tasks or skills.
 4. Add emotions to make believe active play i.e. be a silly troll, a happy princess or a miserable witch
 5. Offer some activity ideas that all children can participate in regardless of motor skill to encourage peer interaction. This will help some children to focus on the social aspects of play without having to struggle with motor skills.
 6. Keep children motivated and engaged. If certain activities are not encouraging active play, change it up to make it more active. Add more loose parts to play such as balls and hula hoops rather than relying on playground equipment to get children moving.
- Physically active play can help children to become more confident, develop self control and support emotional health.

Reference: Dr. Jeffrey Trawick-Smith and Julia DeLapp. Moving With Feeling Nurturing Preschool Children's Emotional Health Through Active Play. Brief developed by the Center for Early Childhood Education at Eastern Connecticut State University for Head Start Body Start. Retrieved from the web on 9/20/11 at <http://www.aahperd.org/headstartbodystart/activityresources/upload/Moving-with-Feeling-brief-final.pdf>

Get Moving with Math



Purpose: Practice sensory motor skills while reinforcing math concepts. These are some fun in class energy release activities.

Materials: math flash cards, dice

Activity #1 – Flash Card Fun for a Group: Have the group sit or stand in a circle. Create one rule for the group to start. For example, if the answer is correct everyone should clap hands and if the answer is incorrect everyone should jump in place. Pick a student to go first. Hold up a flash card. Student responds verbally with the answer to the math problem. The rest of the group must now act. Each student must begin to perform with clapping hands or jumping in place depending upon whether the answer is correct or incorrect. The leader then reports the correct answer. Continue playing creating new rules with new movements every 10 flash cards.

Activity #2 – Circle Math: Have the group stand in a large circle with a clear path behind the entire circle. Make sure there is ample distance between each student. The leader stands stationary out the outside of the circle. The group walks in a circle, one student behind the other. When a student arrives at the leader, the group stops walking, the student reads aloud the problem and answers it. If the answer is correct, the group continues to walk forward. If the answer is incorrect, the group walks backward in the circle. The next student now arrives at the leader and answers flash card problem. Continue playing until all flash cards have been answered.

Activity #3: Dice Jumping: This activity is for simple math problems. Again, have the group standing in a circle with area clear. One student goes in the middle of the circle. The student rolls the dice and adds them up and shouts out the answer. The students in the circle join hands with the student in the middle. All the children jump in place the number of times of the sum of the dice. Continue playing until all students have had a turn rolling the dice.

Need more movement and learning activities? Check out Get Up and Learn! at <http://yourtherapysource.com/getuplearn.html>

Backward Walking and Postural Control

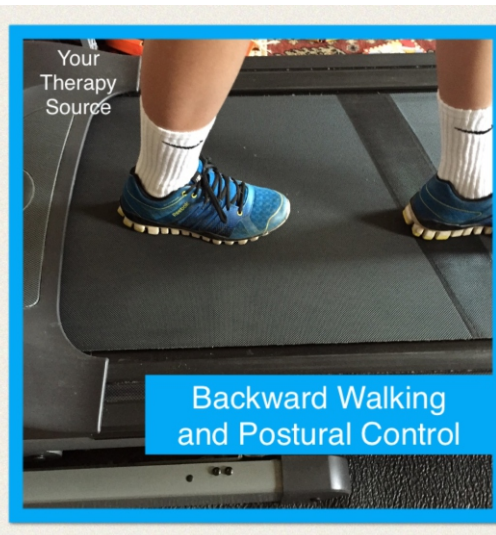
Clinical Rehabilitation published research on 30 children with spastic hemiplegia cerebral palsy to determine the effect of additional backward walking training on postural control. The intervention consisted of random assignment into two equal groups where both groups received a traditional physical therapy program for 12 weeks and the experimental group also received backward walking training which was provided 25 min/day, 3 days/week for 3 successive months.

The results were the following:

1. significant improvements in overall, anteroposterior and mediolateral stability indices of the backwards walking group at the most stable level and moderately unstable level compared to the control group.
2. there were significant improvement in all measured variables for both groups at both levels.

The researchers concluded that adding backward walking training to traditional physical therapy program results in improvements in postural stability in children with spastic hemiplegia cerebral palsy compared to traditional physical therapy alone.

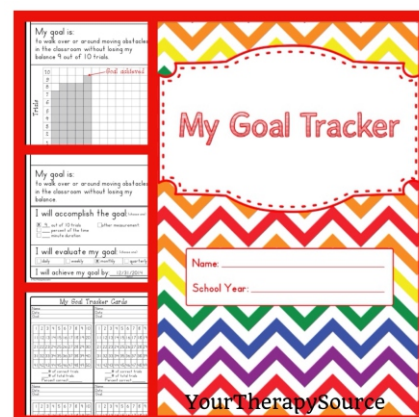
Reference: Heba M Youssr El-Basatiny and Amr Almaz Abdel-aziem.
Effect of backward walking training on postural balance in children with hemiparetic cerebral palsy: a randomized controlled study. Clin Rehabil May 2015 29: 457-467, first published on September 25, 2014 doi:10.1177/0269215514547654



Need help with goal setting? Try My Goal Tracker by Your Therapy Source Inc.

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

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



Comparing Tracing and Copying in Sitting Versus Standing



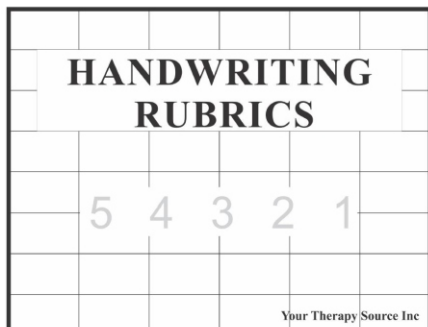
The *Journal of Electromyography and Kinesiology* compared muscle activity patterns using an electronic tablet when performing a tracing task and copying figures in sitting on a horizontal plane and when standing in front of a wall on a vertical plane in 35, five to six year old children.

The results showed the following:

1. different muscle activation patterns were observed between the postures, however no significant difference in the performance level was found, providing evidence of motor equivalence at this young age.

The researchers concluded that the study presents a straightforward method of assessing motor equivalence that can be used during other stages of development as well as motor disorders.

Reference: Portnoy, S et al. Differences in muscle activity patterns and graphical product quality in children copying and tracing activities on horizontal or vertical surfaces. *Journal of Electromyography and Kinesiology*. Volume 25, Issue 3, June 2015, Pages 540–547

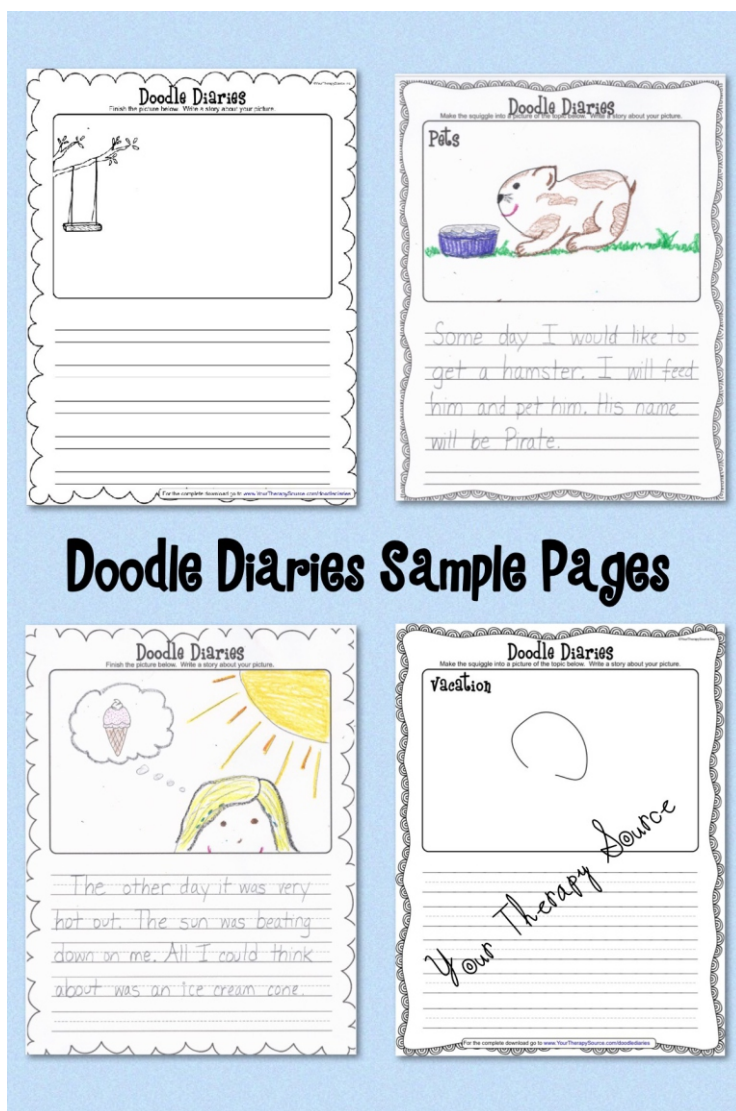


Handwriting Rubrics

By: Your Therapy Source

Summary: Download of an electronic book of 26 rubrics to assess handwriting in PDF and Word format. Find out more at <http://yourtherapysource.com/rubricshandwriting.html>

Doodle Diaries Sample Pages

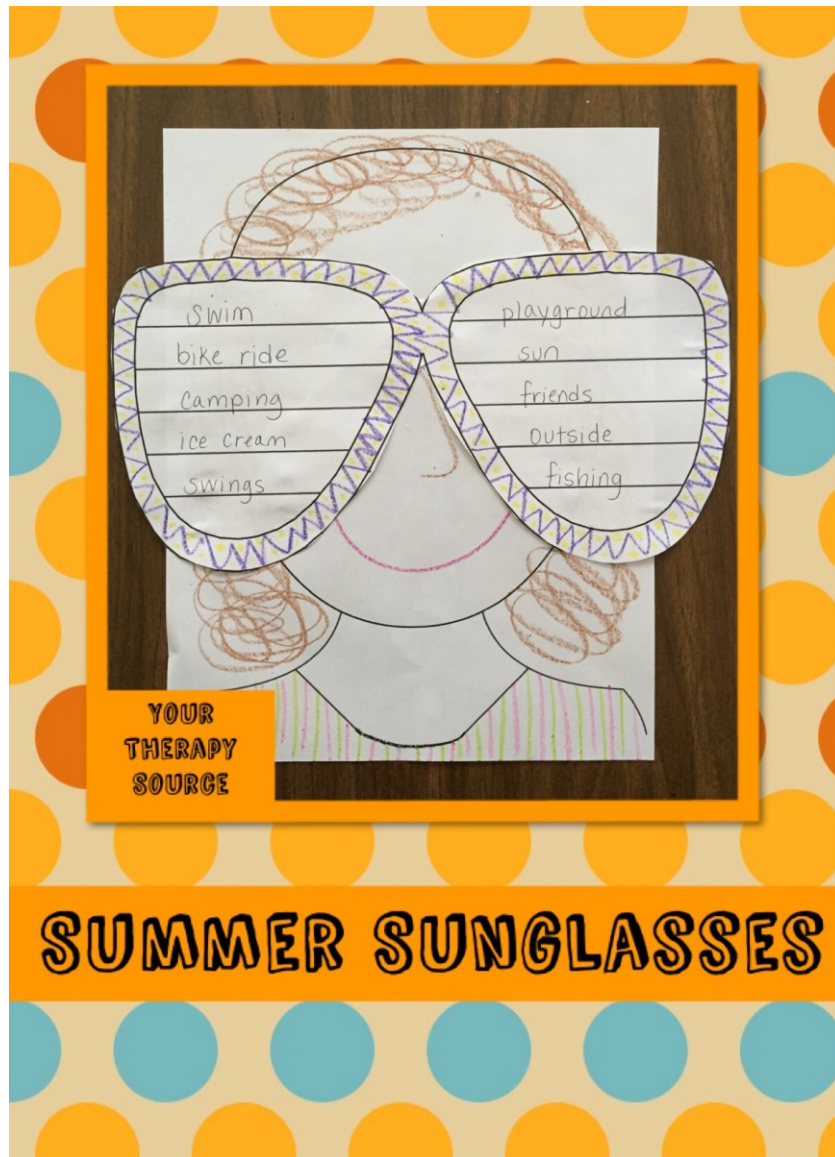


Did you know that research indicates that students who drew or doodled while learning had improved memory recall over students who did not? If you need to practice drawing skills, visual perceptual skills, visual motor skills and handwriting practice give some of these activities a try.

You can download the sample pages here
<http://yourtherapysource.com/doodlediariesfree.html>

Reference: Drawing to Learn in Science, Science 26 August 2011: Vol. 333 no. 6046 pp. 1096-1097. DOI: 10.1126/science.1204153

Summer Sunglasses




Download this free summer sunglasses activity to create a cute craft while practicing handwriting and scissor skills. There are step by step directions as well.

You can download the craftivity here
<http://yourtherapysource.com/freesunglasses.html>

Cut and Paste Activities

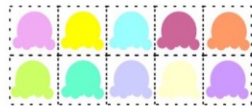
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Number

Directions: Cut out the ice cream scoops on the bottom of the page. Write a number, 1-10, in the box next to the ice cream dish. Fill the ice cream dish with the correct number of ice cream scoops by pasting the ice cream into the dish above.




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Directions: Cut out the picture along the dotted lines. Mix up the three pieces. Glue the three pieces onto another piece of paper to reassemble the picture. Use the completed picture as a guide if necessary.

Visit
www.YourTherapySource.com
for more resources.

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Directions: Cut out the squares at the bottom of the page. Glue the squares in the correct location onto the fish at the top of the page.























CUT AND PASTE ACTIVITIES

YourTherapySource

Practice scissor and pasting skills with these 3 freebies from Cut and Paste. You can download them here <http://yourtherapysource.com/cutpastefree.html>

Superhero Action Training


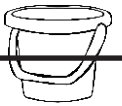

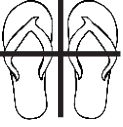







Directions: Perform each action. Check it off when complete. Circle all the action verbs.

<input type="checkbox"/> balance on one foot for 10 seconds		<input type="checkbox"/> bend and touch your toes 10x	
<input type="checkbox"/> crawl forward for 10 feet		<input type="checkbox"/> curl your body up and hold for 10 seconds	
<input type="checkbox"/> gallop for 10 steps		<input type="checkbox"/> hop on one foot 10x	
<input type="checkbox"/> jump in place 10x		<input type="checkbox"/> kneel up tall for 10 seconds	
<input type="checkbox"/> leap forward 10x		<input type="checkbox"/> roll in a straight line for 10 feet	
<input type="checkbox"/> run in place for 10 seconds		<input type="checkbox"/> sit and then stand up 10x	
<input type="checkbox"/> skip forward 10x		<input type="checkbox"/> slide to the right 10x slide to the left 10x	
<input type="checkbox"/> stomp your feet in place 10x		<input type="checkbox"/> straighten your body and hold for 10 seconds	
<input type="checkbox"/> stretch your legs for 10 seconds		<input type="checkbox"/> twist your body to the right and left 10x	
<input type="checkbox"/> walk backwards for 10 steps		<input type="checkbox"/> wiggle your body for 10 seconds	

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

Find and Draw

Directions: Draw around or on each summer object as directed. Count and record each object.

	5										
Draw a line down each beach ball.		Draw a line across each bucket.		Draw a cross on each pair of flip flops.		Draw an X on each ice cream cone.		Draw a circle around each shell.		Draw a square around each pair of sunglasses.	









Get the complete download at <http://www.YourTherapySource.com/vpsummer>

Solution:

Find and Draw

Directions: Draw around or on each summer object as directed. Count and record each object.

	5		9		4		5		4		5
Draw a line down each beach ball.		Draw a line across each bucket.		Draw cross on each pair of flip flops.		Draw an X on each ice cream cone.		Draw a circle around on each shell.		Draw a square around each pair of sunglasses.	

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