



Your Therapy Source News

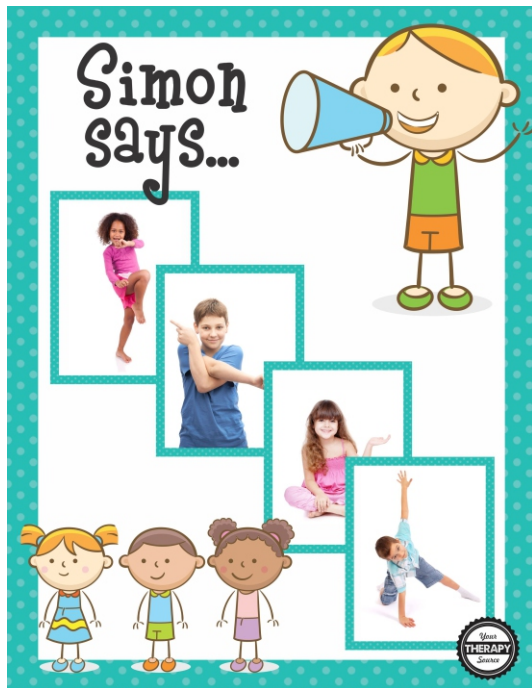
**Digital magazine for pediatric
occupational and physical therapists.**

www.YourTherapySource.com



**June 2016
Issue 84**

New and Sale Products



Simon Says

By: Your Therapy Source Inc

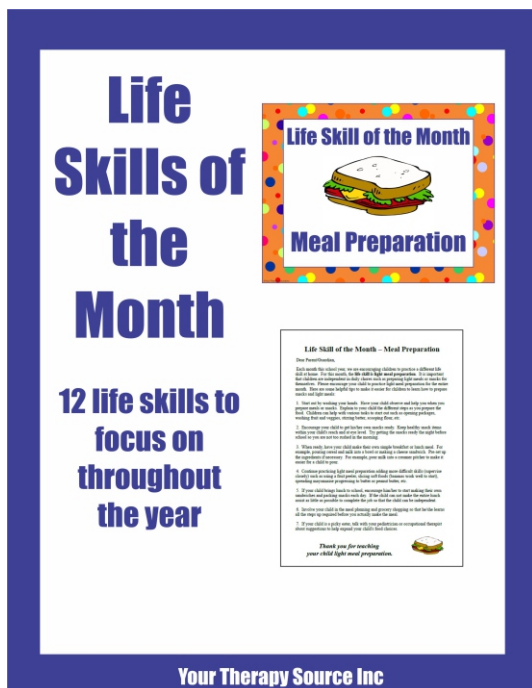
Summary: Challenge body awareness, motor planning and coordination skills.

Price: \$6.99

Sale Price: \$3.50 until 6/30/16

Download 9 free small Simon Says cards.

FIND OUT MORE AT
<http://www.yourtherapysource.com/simonsays.html>



Life Skills of the Month

By: Your Therapy Source Inc

Summary: 12 hand outs and posters to encourage practicing life skills throughout the year provided in Word and pdf format.

Price: \$5.99

Sale Price: \$2.99 until 6/30/16

FIND OUT MORE AT
<http://www.yourtherapysource.com/lifeskills.html>

In Class Sensory Activities and On Task Performance



In Class Sensory Activities and On Task Performance

The British Journal of Occupational Therapy published research on in class sensory activities and on task performance of 4 students with autism using a non-concurrent, AB single system research design across multiple baselines. Data was collected by school staff using video recording during classroom tasks. Stage one of the Perceive, Recall, Plan, Perform (PRPP) System of Task Analysis was used as a repeated measure of student performance. The PRPP system allows a therapist to identify errors in task performance in relation to occupational performance. Ratings were carried out by independent raters who were blinded to the condition of performance.

The interventions used in this study consisted of:

1. aspect comprehensive approach to education – is an evidence-informed framework guiding everyday educational practice for students with ASD which was already taking place at the school
2. sensory activity schedule (SAS) – a functional, context-embedded approach to classroom management of atypical sensory responses that is individualized for each child with

autism and school staff. The sensory activities were approximately 10 minutes. Some examples were bouncing on therapy ball and jumping on mini trampoline.

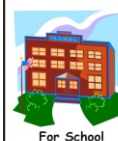
3. task specific and teacher directed.

The results indicated the following: three out of four students achieved significant improvements in classroom task performance following the use of sensory activity schedule intervention developed in consultation with an occupational therapist as measured by the task analysis.

The researchers concluded that this study indicates promising results for improvements in task mastery following the SAS intervention.

Check out **Cut and Paste Sensory Diet** to provide visual supports throughout the school day and at home for sensory activities schedules. Find out more at <http://www.yourtherapysource.com/sensorydiet.html>

Cut and Paste Sensory Diet



Your Therapy Source Inc.

Yoga and Self Regulation for Older Students

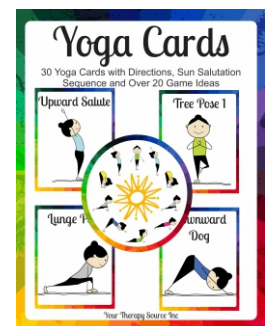


The Journal of Child and Family Studies published research on mindful yoga to foster self-regulation, academic performance and health promotion in 72 sixth graders. Students participated in mindful yoga integrated into 6th grade English Language Arts and 70 students were part of the control group. Data on self-regulation was collected using the Adolescent Self-Regulatory Inventory.

The results indicated that the students who participated in mindful yoga demonstrated significant increases in both global and long-term self-regulation compared to the control group of students. There were no significant changes in short-term self-regulation.

An additional study was published by Daly et al. comparing a yoga intervention on the emotion regulation of 15-17 year old high school students as compared to physical education. Following a 16-week yoga intervention (n = 19) or regular PE (n = 18), data analyses indicated that emotional regulation increased significantly in the yoga group as compared to the physical education group.

Yoga Cards: Download of 30 yoga cards with directions, Sun Salutation sequence and over 20 game ideas. FIND OUT MORE INFORMATION at <http://www.yourtherapysource.com/yogacards.html>

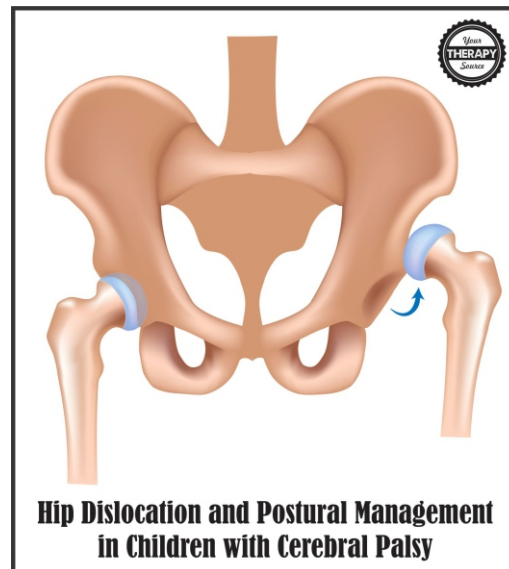


References:

Bergen-Cico, D. et al. Fostering Self-Regulation Through Curriculum Infusion of Mindful Yoga: A Pilot Study of Efficacy and Feasibility. *Journal of Child and Family Studies*. November 2015, Volume 24, Issue 11, pp 3448-3461

Daly, LA et al. Yoga and Emotion Regulation in High School Students: A Randomized Controlled Trial. *Evid Based Complement Alternat Med*. 2015;2015:794928. doi: 10.1155/2015/794928. Epub 2015 Aug 19.

Hip Dislocation and Postural Management in Children with Cerebral Palsy



Recent research examined the effect of postural management treatment on hip displacement in children with cerebral palsy. The treatment group consisted of 30 children with cerebral palsy who received neurodevelopmental treatment (NDT) two times per week and a 5 hour daily use of a molded seat postural program. The control group (21 children with cerebral palsy) only received the NDT two times per week. Both groups participated for two years. Hip radiographs were performed to measure migration percentage (MP) at baseline, one year and two years.

The following results were reported: a significant difference was seen in the migration percentage between treatment and control groups. At 2 years, there was a marked worsening (MP from 23.0 to 37.7) in the control group, compared to the stability (from 28.8 to 26.8) in the treatment group.

The researchers concluded that conservative postural management of hip deformity is helpful to prevent the natural progression of hip dislocation.

This is some excellent, supportive research when writing letters of medical justification for molded seating systems for individuals with cerebral palsy.

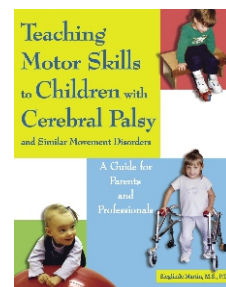
Reference: Picciolini O, Le Métayer M, Consonni D, Cozzaglio M, Porro M, Gasparroni V, Panou A, Mosca F, Portinaro N. Can we prevent hip dislocation in children with CP? Effects of postural management. Eur J Phys Rehabil Med. 2016 May 6. [Epub ahead of print].

Teaching Motor Skills to Children with Cerebral Palsy

Author: Sieglinde Martin M.S., P.T.

Find out more information at

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



Video Prompts to Teach Daily Living Skills

Focus on Autism and Other Disabilities published a small, preliminary study on using video prompting with different fading procedures to teach daily living skills to two students with developmental disabilities. Video prompting shows a short video clip of one step of a task, then the participant completes that step before showing the video of the next step. Previous research indicates that video prompting is more effective than video modeling (video of the entire target behavior all on one clip) in teaching new skills to individuals with disabilities.

The participants were two students with intellectual disabilities. One student was a 14 year old male with autism and profound intellectual disability. The other student was a 17 year old male with Prader-Willi syndrome and moderate intellectual disability. The daily living skills being taught were window washing and table washing.



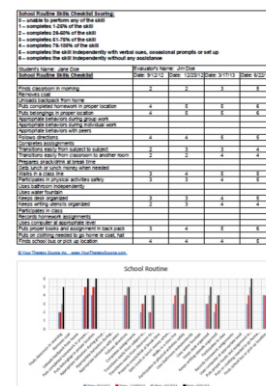
Using an iPod touch, video prompting was used in this study with error correction and two different fading procedures. One fading procedure consisted of merging video clips into larger clips following acquisition of the entire skill. The second fading procedure used backward chunking adding video clips as individual steps were achieved. Statistical analysis revealed:

video prompting with error correction was effective in teaching both daily living skills. fading the video prompts during the intervention resulted in more rapid learning and higher maintenance and generalization effects than fading after acquisition. The researchers may extend this study and compare different fading methods with different participants.

Reference: Pei-Fang Wu, Helen I. Cannella-Malone, Joe E. Wheaton, and Chris A. Tullis Using Video Prompting With Different Fading Procedures to Teach Daily Living Skills: A Preliminary Examination. *Focus on Autism and Other Developmental Disabilities* June 2016 31: 129-139, first published on May 20, 2014 doi:10.1177/1088357614533594

Life Skills Checklists – A collection of checklists and graphs to track progress towards life skill goals in Microsoft Excel and PDF format.

FIND OUT MORE INFORMATION AT
<http://www.yourtherapysource.com/lifeskillchecklists.html>



How to Start a Recreational Program for Kids (Part 1 of 2)



How to Start



Recreational Programs



As school based therapists, we are required to work towards IEP goals that will help students reach their educational goals. Many times we know there is so much more we can help to teach children beyond just educational goals. Have you ever considered starting a recreational or leisure program for children? How about plan a new, unique program to encourage leisure or recreational activities. Maybe you have a special talent that you could teach to children. Perhaps you have a passion or hobby that you would like to share with others.

If you need some inspiration for specialized programs, here are some ideas to start for children of all abilities:

1. Digital arts program using assistive technology.
2. After school creativity club (explore arts, movement and music, start a band, etc)
3. Physical activity club for preschoolers: yoga, games, playground time, etc.
4. Handwriting club – practice handwriting skills and add in some multisensory fun.
5. Movement and dance club – try ballet, hip hop, jazz, square dancing and more.
6. Extracurricular sports – try cooperative games, bowling, karate, nature walks, etc.
7. Lego Club – try building different projects or just open ended play
8. Life skills club – teach and review skills like shoe tying, meal prep, laundry and more.
9. Video Game Work Outs – facilitate physical activity through the use of video games such as the Wii, Kinect and Dance, Dance Revolution
10. Cooking Club – learn healthy recipes and a necessary life skill.

How to Start a Recreational Program for Kids (Part 2 of 2)

Once you decide on a topic, ask the administration in your building if this is something you could start. Fill out any paperwork to secure a classroom or gym to hold your sessions. Create some flyers to distribute to see how much interest you have in the program. Once you determine that you will have interest, now figure out how you will pay for it.

How about applying for a grant? Depending upon your school district, most likely you will not receive compensation for an after school or additional programming. Grant money is available for almost anything imaginable if you look hard enough. Grants have different application deadlines each year and many have already past for this year. Perhaps some of your summer downtime could include preparing to submit a grant application for that special program you have always dreamed of running.

Grant writing takes a lot of preparation, time and energy. It can be an arduous task but with a great end result. Before you apply for a grant, make sure your program meets the requirements for the grant money. Most grants have specific guidelines for you to read prior to submitting your application. You will need to be very specific regarding: the goals of your program, how much money you need, how you will carry out the program and how you measure if it is effective. Keep in mind, most grants require that you submit the grant on behalf of a non profit organization.

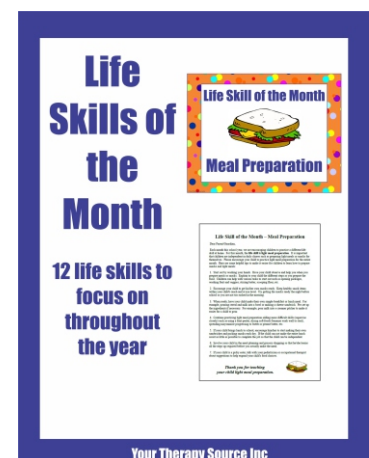
If you do apply for a grant but get turned down, do not give up. Perhaps your program idea could be carried out by a group of volunteers. Parents and teachers may be more than willing to volunteer their time. High school and college students frequently need volunteer hours to for honor society membership, religious sacraments and college admissions. You may be able to get a local business to sponsor the activity with a donation in exchange for some advertising on t-shirts. Parents are always signing up their children for dance class, gymnastics, etc perhaps parents would be willing to private pay for an after school, recreational program.

Remember when you start, keep it short with maybe a 3 week program with one session per week and see how it works. If there is decent interest, repeat the program with a second group of children or change the program.

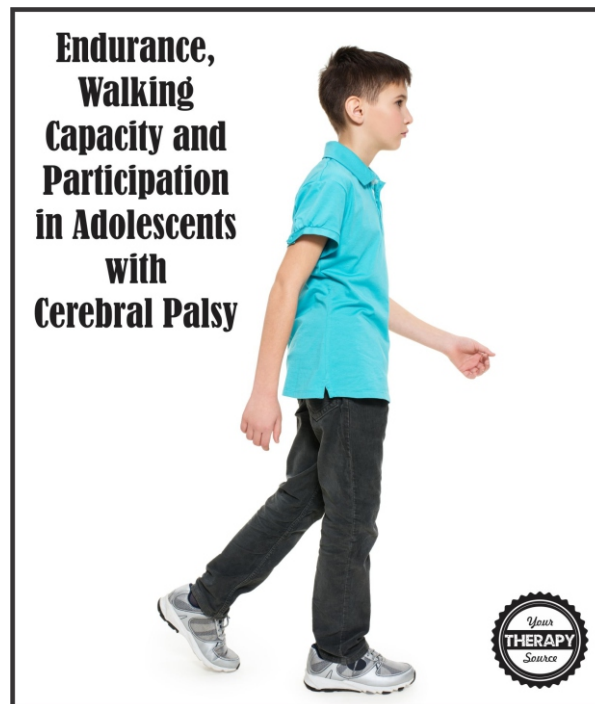
Don't forget to check on insurance coverage for where you meet or ask parents to sign a waiver.

Life Skills of the Month - 12 hand outs and posters to encourage practicing life skills throughout the year provided in Word and pdf format.

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



Endurance, Walking Capacity and Participation in Adolescents with Cerebral Palsy



Developmental Medicine and Child Neurology published research comparing 17 adolescents with spastic cerebral palsy to their typically developing peers to examine the relationship between muscle endurance and subjectively reported fatigue, walking capacity, and participation. For each participant, knee extensor muscle endurance was estimated from individual load–endurance curves as the load corresponding to a 15-repetition maximum. The Pediatric Quality of Life Inventory Multidimensional Fatigue Scale was used to subjectively report fatigue. The Life-Habits questionnaire was used to investigate participation. Walking capacity was evaluated with the 6-minute walk test. The results indicated the following:

- muscle endurance related significantly to subjectively reported fatigue and walking capacity in adolescents with cerebral palsy.

- no relationship was found for adolescents with typical development with regards to subjectively reported fatigue or walking capacity .

- the 15-repetition maximum did not relate to participation in adolescents with cerebral palsy. The researchers concluded that subjectively reported fatigue and reduced walking capacity in adolescents with cerebral palsy are partially a result of lower muscle endurance of knee extensors. They suggest training of muscle endurance to reduce fatigue and improve walking capacity. Reduced muscle endurance did not have an effect on participation.

Reference: Eken, M. M., Houdijk, H., Doorenbosch, C. A. M., Kiezebrink, F. E. M., van Bennekom, C. A. M., Harlaar, J. and Dallmeijer, A. J. (2016), Relations between muscle endurance and subjectively reported fatigue, walking capacity, and participation in mildly affected adolescents with cerebral palsy. *Developmental Medicine & Child Neurology*. doi: 10.1111/dmcn.13083

Coordination, Visual Spatial Skills and Handwriting



Coordination, Visual Spatial Skills and Handwriting

Frontiers in Psychology published research examining the relationship between motor coordination and handwriting skills, and to identify differences in handwriting between children without and with coordination difficulties with a focus on visual-spatial skills. Motor coordination, graphic abilities, visual-motor integration, visual-spatial skills, and other cognitive abilities (memory and planning) were assessed in 83 children aged 7–10 years. The results indicated the following:

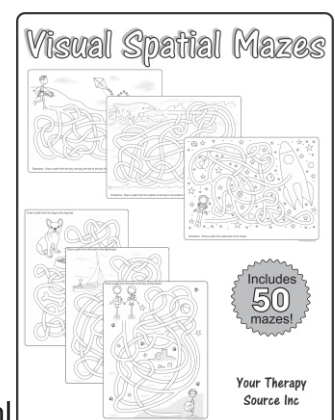
no relation between motor coordination and handwriting skills
visual-spatial skills (measured by a visual-constructive task) were related with both.
The researchers concluded that general motor coordination does not have a direct link with the execution of graphic gesture patterns. Children with mild motor dysfunction were lower in visual reasoning abilities with respect to those with normal and good motor function.

Reference: Scordella, A et al. The role of general dynamic coordination in the handwriting skills of children. *Front Psychol.* 2015; 6: 580. Published online 2015 May 7. doi: 10.3389/fpsyg.2015.00580

Visual Spatial Mazes: This is a HUGE collection of 50 different visual spatial mazes. There are 25 mazes in 11 x 8.5" size and 25 mazes in 8.5 x 11". The whole collection is in black and white. They are an intermediate level of difficulty. These mazes are an excellent challenge for fast finishers and visual perceptual skill practice.

Visual spatial skill requires the ability to visually perceive two or more objects in relation to each other. Visual spatial ability is very important in body awareness, spatial orientation, map skills, higher level math, computer skills, science and more.

FIND OUT MORE at <http://www.yourtherapysource.com/vsmazes.html>



Focus on Therapist Small Business Owners - Weighted Blankets

This series takes a closer look at small businesses that are owned and operated by Pediatric Occupational and Physical Therapists. Our first Q &A is with small business owner, Kelly an OT from KP Designs Shop.

Q: First just tell a little bit about yourself – job experience, you on the job, etc.

A: My name is Kelly and I am a pediatric occupational therapist. I am originally from Wisconsin but 2 years ago I moved to Illinois to work in a pediatric clinic. I have been in IL for about 2 years now and love it. I get to work with some pretty amazing kiddos and they are the reason I am where I am today.



Q: What made you come up with the idea of creating weighted blankets and lap pads in addition to being a full time occupational therapist?A: I came up with the idea of creating weighted blankets and lap pads after recommending these items to several families. Each family came to me and said that they were too expensive and they were not sure what to order. Since I love to be crafty, I decided to take out my sewing machine and give it a try. I was able to make weighted blankets for several of the kids at the clinic and they all loved them. I started to think that other families could benefit from my OT knowledge in order to help recommend the size and weight for blankets, and also my sewing abilities. I began KP Designs and started making weighted blankets for several families throughout the United States. I also have orders for families in Australia and Canada! I make the blankets from start to finish. My favorite part of the process is collaborating with the family and discussing fabric options. All the blankets are custom so each individual gets to choose the fabric prints. Some of the most popular ones are Paw Patrol, TMNT, Princesses, and Chevron. I also enjoy the pictures families send me with their loved ones using the blankets and lap pads.

Q: Is it difficult to find the time to do both?

A: It can be difficult to manage working full time and maintaining a small shop, but I love what I do. I am so fortunate to do what I love.

Q: How you deal with liability and/risk when creating a product for children?

A: I use non toxic poly pellets and all the pellets are enclosed in the stitching. All blankets are top stitched for a finished look and to increase durability. Blankets should be used with caution, especially with younger children and developmental delayed individuals. Blankets for children under 3 years of age are not recommended. Supervision is recommended. K P Designs is not responsible for misuse of blankets.

Q: Where can we find your products?

A: My products can be seen on my facebook page, Facebook.com/kpdesignsshop. All ordering goes through there. Everything is made to order so I like to chat with individuals on facebook to discuss fabric, weight, size, etc. For those of you not on facebook, my email is kpdesignsshop@gmail.com and would be happy to answer any questions.

DISCLAIMER: This series is not meant to be product recommendations. I have not tested and in some cases even seen the products. It is just meant to provide you with some information on how other therapists are generating income while doing something they are passionate about. Your Therapy Source Inc will not be liable for any impairment, damage, accident or loss that may occur from any of the products or services provided by these small business owners.

Focus on Therapist Small Business Owners - Custom Yoga Mats

This series continues taking a closer look at small businesses that are owned and operated by Pediatric Occupational and Physical Therapists. The current focus is on custom yoga mats created by Rebecca, a Pediatric Physical Therapist.

Q: First just tell a little bit about yourself – job experience, years on the job, etc.

A: Hi all! My name is Rebecca Talmud and I am a Pediatric Physical Therapist and the owner of Dinosaur Physical Therapy based in Washington, DC. I received my Doctorate in Physical Therapy from New York University and have always had a passion for the field of Pediatrics! In addition to being a Pediatric PT I am also a proud mom to Abe and wife to Rory!

Q: What made you come up with the idea of creating yoga mats in addition to being a Pediatric Physical Therapist?

A: As a Pediatric Physical Therapist, I am always looking for fun and creative ways to engage the children I work with, and encourage carry over with families and caregivers outside of our therapy sessions. Early in my career, with the help of some amazing colleagues, we created custom Yoga mats with shape cut outs to designate different body parts. Made out of felt in bright colors, the Yoga mats were a hit with children of all ages. I created many sets of these Yoga mats, and offered a lending library for clients to take home and try with their family and friends. But the sets were fixed and a bit bulky. I wanted something compact, portable and completely customizable that I could share with more families and therapists around the world!

Q Do you create the yoga mats yourself from start to finish?

A: Our new and improved yoga mats are made of textured rubber mats and foam cut outs with velcro backing on the different shapes. This allows the parent, caregiver or children themselves the ability to transform the mat to allow for different configurations and new challenges! We are able to customize the mats and shapes to size and color preferences of each individual child or therapist! You can provide families with their own yoga cards, with photos of the poses to easily replicate at home! We laminate our photo cards to ensure durability. Use the cards to create a variety of ways to engage the child. Therapists, teachers, parents or caregivers can set up poses to address strength, balance, flexibility, and motor planning. For older children, the child can choose a card and create the corresponding yoga mat with their shape cut outs to practice visual-spatial skills and increase the challenge as you go!

Q Is it difficult to find the time to do both?

A: Part of my passion for the field of Pediatric Physical Therapy is sharing my ideas with other professionals, educators, parents and caregivers. It is fun to create products which provide children with new ways to build strength, balance, motor planning, and most importantly confidence!

Q: Where can we find your products?A: Learn more about the Custom Yoga Kits on our blog here: <http://blog.dinopt.com/yoga-for-kids/> and to purchase ready made yoga kits visit our Etsy page here: <https://www.etsy.com/listing/263501429/yoga-for-kids-complete-set-with-cards>



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5 Fine Motor, Gross Motor and Visual Tracking Activities with Pool Noodles



Read and view the activities on the blog at
<http://yourtherapysource.com/blog1/2016/05/01/5-fine-motor-gross-motor-and-visual-tracking-activities-with-pool-noodles/>

Elephant Fine Motor Counting Activity



Get more details about the Elephant Fine Motor Counting activity at <http://yourtherapysource.com/blog1/2016/05/03/elephant-fine-motor-counting-game/>

11 Free Handwriting, Fine, Gross and Visual Perceptual Printables for Summer



Need some quick, easy, ideas for summer time to practice handwriting, fine motor, gross motor and visual perceptual skills? Check out all of these free printables that are all set to go to entertain and encourage learning in children over the summer.

Click on the link below to check all 11 free printables! No excuses now on preventing that summer slide, just print these NO PREP activities and they are FREE!

<http://yourtherapysource.com/blog1/2016/05/31/11-free-handwriting-fine-gross-visual-perceptual-printables-summer/>

Handwriting Templates with Alphabet Guides



Here are some free sample pages from a new download packet, **Handwriting Templates with Alphabet Guides**. This download includes various templates to encourage proper handwriting. The three types of font/layout includes: 1. Dotted line Zaner-Bloser® type font, 2. Double line Handwriting Without Tears® type font and 3. New South Wales (NSW) Foundation Manuscript. The templates include alphabet with arrow cues for letter formation, regular alphabets, go and stop lines on left and right side of paper, 3 different sized lines (large, medium and small), draw and write with alphabet, spelling lists with alphabet, highlighted papers and numbers with three different sizes of graph paper.

Download your free pages at Your Therapy Source -
<http://www.yourtherapysource.com/hwtemplatesfreebie.html>

Get more information on the completed Handwriting Templates with Alphabet Guides -
<http://www.yourtherapysource.com/hwtemplates.html>

3 Movement Activities to Do with Paper Plates



Movement Activities with Paper Plates

Here are some simple gross motor activity ideas to do with paper plates.

You can view at
Your Therapy Source <http://yourtherapysource.com/blog1/2016/05/22/3-movement-activities-using-paper-plates/>

Developmental Progression of Playground Skills



As part of the Functional Skills for Kids series, this month's topic is Playground Skills.

Read the entire post
at

<http://yourtherapysource.com/blog1/2016/05/18/developmental-progression-playground-skills/>

5 Free Brain Break Printables for the Classroom



Read the post on the free brain break printables at
<http://yourtherapysource.com/blog1/2016/05/15/5-free-brain-break-printables/>

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