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# New and Popular Products



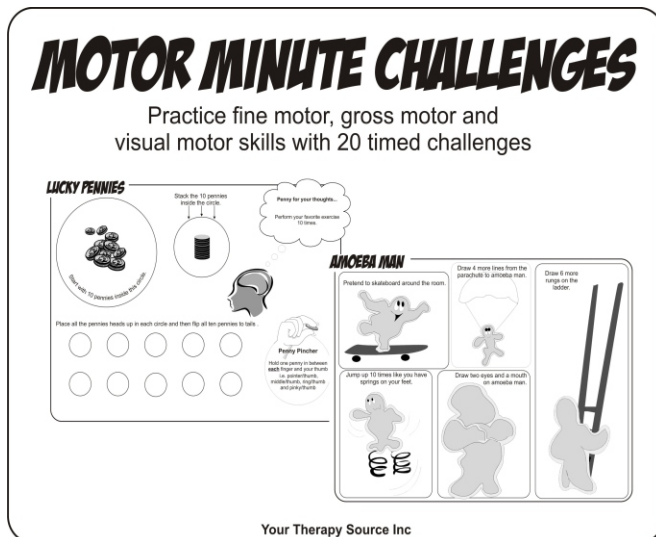
## Summer Handwriting Hunts

Download 10 summer themed word hunts and number hunts to practice handwriting and solve word puzzles.

Regular price: \$2.99

**SALE PRICE until 5/14/12 only \$0.99**

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



## Motor Minute Challenges

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

**List Price for electronic book:**  
\$4.99

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

# Feedback Frequency



*Physical Therapy* will be publishing research on the frequency of feedback that you should provide for children when learning a motor task. Previous research with adults indicates that providing feedback 100% of the time when learning a new task is less effective than when less feedback is provided. In addition, previous research has indicated that children with cerebral palsy benefit from less feedback whereas typical developing children benefit from more feedback. For this research, children threw beanbags for accuracy at an unseen target while walking or while standing still. Knowledge of results was provided 100% of the time and 33% of the time. Retention tests without feedback were performed 5 minutes later and then one-week later. Also, transfer tests were completed to check the generalizability of learning.

The results indicated the following: learning was improved on the easy version of the task when knowledge of results was provided 33% of the time during practice and learning was improved in the difficult version when knowledge of results was provided 100% of the time during practice.

The researchers suggest that when teaching motor skills to children one should provide feedback based on the complexity of the task.

When you are teaching children new motor skills do you take into account how difficult the task is and how often you provide feedback? In my opinion, I find it to be human nature - when a child is struggling to learn a new task I provide more feedback and if the task is easier you do not need to provide as much feedback.

Reference: Sidaway B, Bates J, Occhiogrosso B, Schlagenhauser J, Wilkes D. Interaction of Feedback Frequency and Task Difficulty in Children's Motor Skill Learning. *Phys Ther.* 2012 Mar 15. [Epub ahead of print]

# Sleep Deprivation and ADHD Like Symptoms

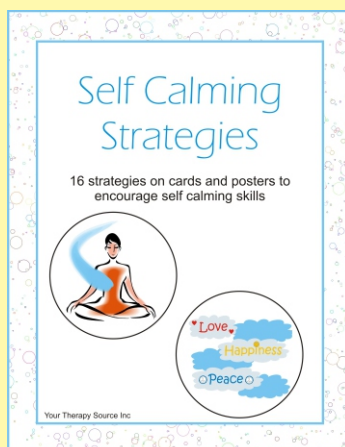


*Pediatrics* published research on sleep duration and behavioral and ADHD symptoms in healthy 7-8 year old children. The results indicated that children who had short sleep duration (less than 7.7 hours) had higher hyperactivity/impulsivity scores, higher attention-deficit/hyperactivity disorder total scores but similar inattention scores compared with children sleeping 7.7 to 9.4 hours or >9.4 hours. Many therapists serve children with behavioral problems and ADHD.

Do you inquire about sleeping habits when you evaluate or re-evaluate? Speaking from experience, sleep duration can turn children into different people. I have seen children meltdown, exhibit erratic behavior, be inattentive and basically lose it from lack of sleep. Why do you think parents dislike sleepovers? It is not the night of the sleepover it is the day after!

So therefore just a suggestion - next time you are evaluating a child who is inattentive, hyperactive or exhibiting behavioral problems don't forget to ask how many hours of sleep per night the child has had over the past week.

Reference: E. Juulia Paavonen et al. Short Sleep Duration and Behavioral Symptoms of Attention-Deficit/Hyperactivity Disorder in Healthy 7- to 8-Year-Old Children. *Pediatrics* May 2009; 123:5 e857-e864; doi:10.1542/peds.2008-2164



Title: Self Calming Strategies

By: Your Therapy Source

Summary: 16 strategies on cards and posters to encourage self calming skills

Product Details:  
E-book - 22 pages  
Language: English  
LIST PRICE: \$3.99

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

# Increase Physical Activity with Choices



Recent research indicates that when children are given choices of what toys to play with physical activity time increases especially in girls. One aspect of the study gave children one active toy to play with which resulted in boys increasing active play time by 1.3 times more than girls. Another part of the study gave the children a choice of active toys which resulted in an increase in physically active time by nearly 200 percent for girls, compared to an increase of just 42 percent for boys. The active toys that were used included mini hockey, bean bag toss combined with tic-tac-toe, mini indoor basketball and jump rope. In a second study researchers looked at the intrinsic motivation in children for physical activity time. Using exergames (ie Wii), the researchers concluded that combining choice with mastery of a game resulted in the greatest increase in physical activity time.

Reference: Medical Express. Kids get more active when given more toy choices, studies show. Retrieved from the web on 4/18/12 at <http://medicalxpress.com/news/2012-04-kids-toy-choices.html>

Need some active play ideas? Check out our Sensory Motor ebooks:

[www.yourtherapysource.com/sensorymotordownloads](http://www.yourtherapysource.com/sensorymotordownloads)

and the Bilibo: [www.yourtherapysource.com/bilibo](http://www.yourtherapysource.com/bilibo)





# OT Developing Test for Self Care Skills



There is an OT, Kristin Roll, from Minnesota who is collecting information on a child's ability to complete self-care and home/community related skills in order to create a standardized test. She hopes that this test will assist families in getting occupational therapy services covered for their children. She is self funding this study. Here is some background information and the link for parents to complete the survey.

From Kristin Roll, MA OTR/L:

"I am a mother of two toddlers (Xavier and Carsten) and pediatric occupational therapist working at Capernaum Pediatrics, in New Hope, Minnesota. I have been working as an occupational therapist for the past 7 years and was frustrated with the lack of standardized tests that assess a child's ability to complete self-care activities. I wanted to do something to help the children and the families that I work with so I started this research project. I am looking for caregivers of children ages 2-18 years old to take a one time online survey about their child's ability to complete self-care and home/community related skills. Information from this project will be used to create a standardized test to help children with special needs qualify for therapy services and support covered by their insurance companies. I am an independent researcher funding this project on my own. I am using Kwik Survey a free online survey company for data collection. When you click on the link below, you will be taken to Kwik Survey. There you will see my consent form, demographic questions (to make sure I have a diverse sample), and then the self-care and home/community skills questionnaire. The questionnaire is multiple choice and no questions will identify you or your child to the data. Please feel free to make comments at the end of the survey. Your input is important to me. Thank you for your support! Please feel free to forward this information on to family and friends.

[www.kwiksurveys.com/online-survey.php?surveyID=OMNEIG\\_2b36c5b8](http://www.kwiksurveys.com/online-survey.php?surveyID=OMNEIG_2b36c5b8)

Please let me know if you need any more information or have any other questions. I really appreciate your support!"

# Grant Information

## Build a Bear Grant for Children with Special Needs

Build A Bear has starting accepting grant applications for children with special needs. The grant awards range from \$1000-\$5000 with an average of \$1500. You must be a tax exempt organization. They fund:

"Individual Project grants – These grants are generally for one-time purchases or to fulfill a short-term need, such as the purchase of materials or equipment. Organization Program grants – These grants fund start-up or operational costs for ongoing programs. Examples include funds for research, health and wellness educational programs, or financial assistance for children and families in-need".

You can find out more information at the Build A Bear website:

[www.buildabear.com/shopping/contents/content.jsp?catId=400002&id=700010](http://www.buildabear.com/shopping/contents/content.jsp?catId=400002&id=700010)

## CVS Community Care Grants

CVS Community Care Grants are once again available this year for children with disabilities. They support grants for children under 21 with disabilities.

The focus should be on at least one of the following: (1) health and rehabilitation services and (2) enabling and encouraging physical movement and play.

There are also separate grants for underinsured or uninsured and public school inclusive programs.

You can find out more information at CVS Community Grants:

[www.info.cvscaremark.com/community/our-impact/community-grants](http://www.info.cvscaremark.com/community/our-impact/community-grants)



# On The Web...

## Modifying Motorized Cars for Powered Mobility

*Pediatric Physical Therapy* is offering free access to an informative article on how to modify off the shelf motorized cars for early powered mobility for children with physical disabilities. The article is entitled, Modified Ride-on Toy Cars for Early Power Mobility: A Technical Report, and it describes a variety of car models along with how they differ. It provides suggestions on how to modify seating, steering and drive systems including how to use a push button switch to drive! All the suggestions appear to be simple to carry out with a few tools and readily available supplies. This article is awesome if you are considering early powered mobility for young children. So detailed and wonderful pictures. You can view the article at *Pediatric Physical Therapy*:

[http://journals.lww.com/pedpt/Fulltext/2012/24020/Modified\\_Ride\\_on\\_Toy\\_Cars\\_for\\_Early\\_Power.6.aspx](http://journals.lww.com/pedpt/Fulltext/2012/24020/Modified_Ride_on_Toy_Cars_for_Early_Power.6.aspx)

Reference: Huang, Hsiang-Han OT, ScD; Galloway, James C. PT, PhD. Technical Report Modified Ride-on Toy Cars for Early Power Mobility: A Technical Report. *Pediatric Physical Therapy*: Summer 2012 - Volume 24 - Issue 2 - p 149–154 doi: 10.1097/PEP.0b013e31824d73f9

## DCD Workshops for Parents

CanChild now has an online workshop available specifically for parents of children with developmental coordination disorder (DCD). It is about 60 minutes long and offers extensive information on DCD. It is broken down into 6 subcategories: describing DCD (including an exercise to see what it is like to have DCD), DCD at school, DCD at home, DCD at play, strategies and how to spread the word. It is free so worth a look for providers and parents.

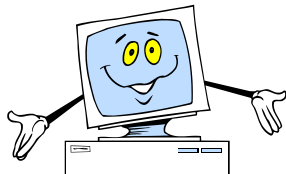
You can view it at the CanChild website: <http://dcd.canchild.ca/en/dcdresources/workshops.asp>

## Evaluating Interventions in Cerebral Palsy

*Developmental Medicine & Child Neurology* has made a free virtual issue entitled “Evaluating Interventions in Cerebral Palsy”. The editors selected relevant and contemporary papers on interventions for cerebral palsy. There is free access to full text articles on many topics including internet based physical activity interventions, constraint therapy, supported treadmill training, context therapy, bracing, taping and more. You can view all the articles of the virtual issue here.

[www.onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291469-8749/homepage/virtual\\_issue\\_collection\\_\\_evaluating\\_interventions\\_in\\_cerebral\\_palsy.htm](http://www.onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291469-8749/homepage/virtual_issue_collection__evaluating_interventions_in_cerebral_palsy.htm)

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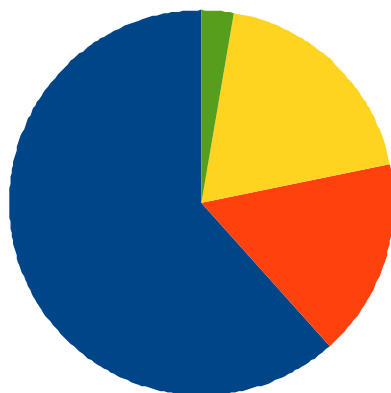
# Survey Results

For the past several months a survey was posted asking these two questions:

What is your occupation? OT, COTA, PT or PTA

Do you provide the majority (>50%) of your therapy sessions as push in or pull out services?

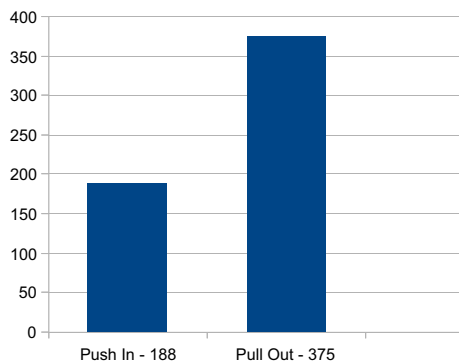
There was a record 563 responses which you can view below.



■ OT - 347  
■ COTA - 93  
■ PT - 108  
■ PTA - 15

## What is your occupation?

OT - 62%  
COTA - 17%  
PT - 19%  
PTA - 3%



## Do you provide the majority (>50%) of your therapy sessions as push in or pull out services?

Overall (OT, COTA, PT, PTA)

Push in - 33%

Pull out - 67%

## Pull Out versus Push In separated by occupations:

OT - 227 Pull Out (65%) and 120 Push In (35%)  
COTA - 64 Pull Out (69%) and 29 Push In (31%)  
PT - 72 Pull Out (67%) and 36 Push In (33%)  
PTA - 9 Pull Out (60%) and 6 Push In (40%)

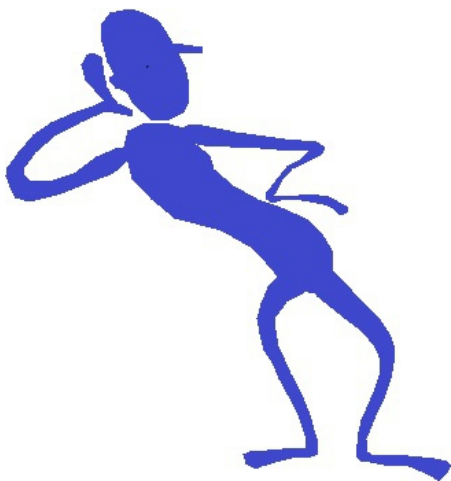
Answer the current survey on length of therapy services at:

[www.yourtherapysource.com/survey](http://www.yourtherapysource.com/survey)

# Activity Ideas

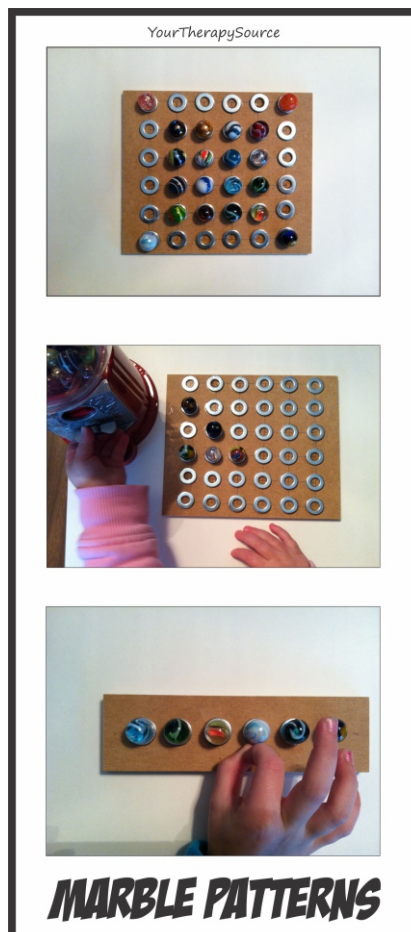


[www.yourtherapysource.blogspot.com/2012/04/clay-monsters](http://www.yourtherapysource.blogspot.com/2012/04/clay-monsters)



**Listen for the Code:**  
game to encourage  
following motor  
commands and right/left







[www.yourtherapysource.com/freecode](http://www.yourtherapysource.com/freecode)



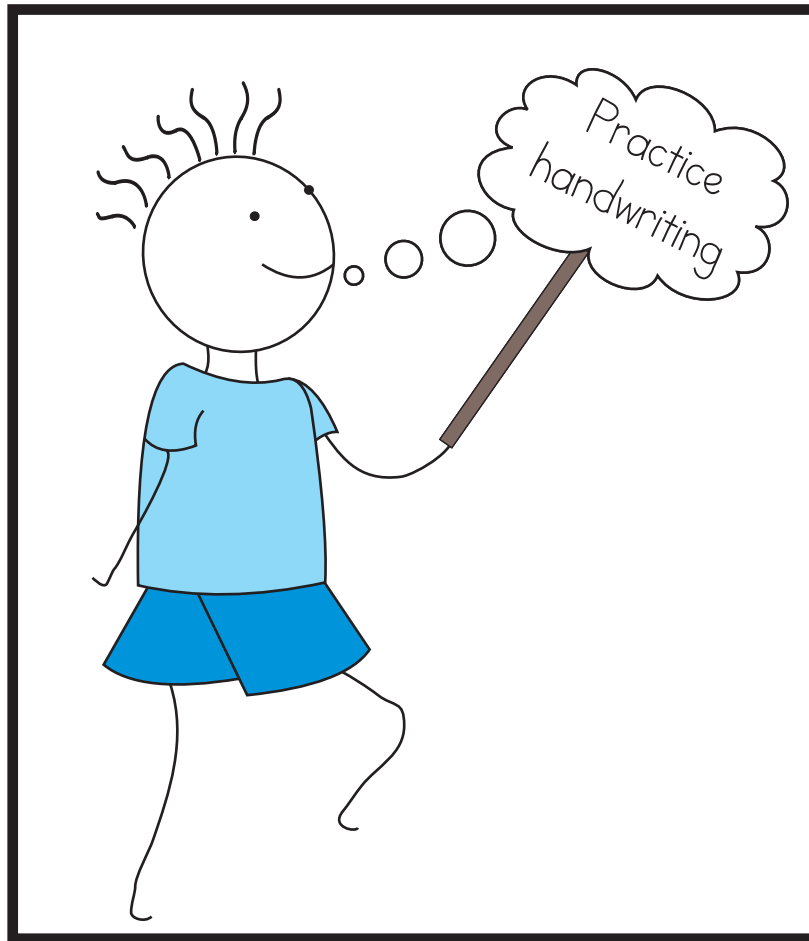
[www.yourtherapysource.com/videomarble](http://www.yourtherapysource.com/videomarble)

# ROLL SOME BRAIN BREAKS

**Directions:** Roll one die for each of the columns. Perform the quick brain break that matches the number you rolled on the die. For example, if you roll a 1-2-4-3-5 you would perform the following brain breaks: 10 jumping jacks, 5 wall push ups, 10 Twists at the waist, 10 jumps over a pencil on the floor and 10 windmills.

	Column #1	Column #2	Column #3	Column #4	Column #5
1 	10 jumping jacks	Wiggle your whole body for a count of 10.	Bring R elbow to L knee and L elbow to R knee 5 times	Jump in place 10 times.	Rub your entire R arm with your L hand
2 	Squeeze your R hand firmly with your L hand	5 wall push ups	Move the upper half of your body	Spin in a circle 3 times to the right	Touch L hand to bottom of R foot. Repeat 5x.
3 	Move the right side of your body	Spread legs apart and bend at waist looking between knees. Repeat 5x.	Make 10 small circles with your arms	10 jumps over a pencil on floor	Give yourself a big hug for 10 seconds
4 	Rub your entire L arm with your R hand	Touch R hand to bottom of L foot. Repeat 5x.	Twist at the waist 10 times with arms out to the side	Spin in a circle 3 times to the left	Make 10 large circles with your arms
5 	Touch R hand to L shoulder. Touch L hand to R shoulder. Repeat 5x.	March in place with knees high for a count of 10	Squeeze your L hand firmly with your R hand	Move the left side of your body	Touch R hand to L foot and then L hand to R foot 5 times
6 	Run in place for a count of 15	Move the lower half of your body	Touch hands overhead and try to balance on one foot for 5 seconds.	Tap your feet on the floor while making small circles with fingers for 10 sec.	Take 10 deep breaths

# Speech Bubbles Printables

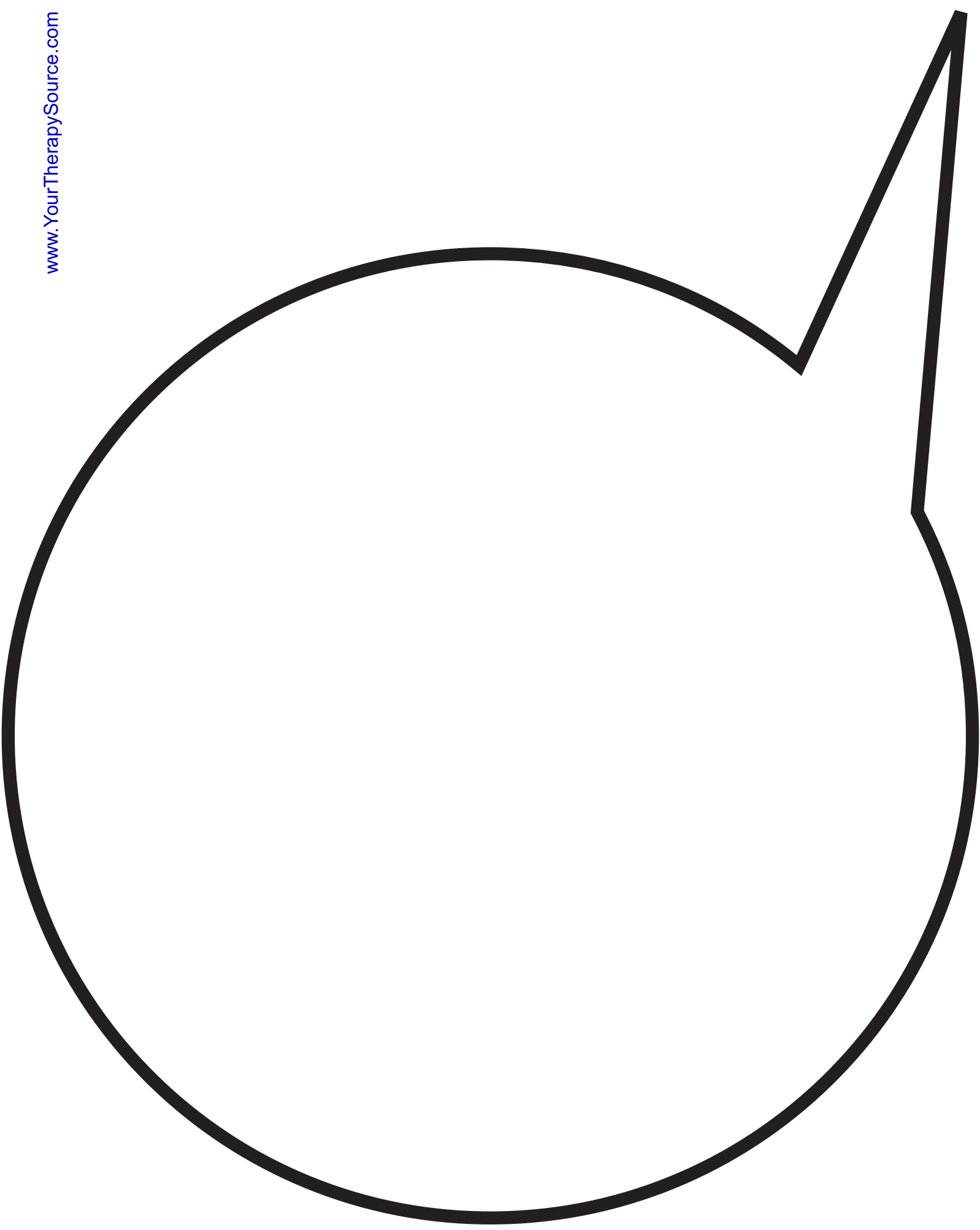


Here is a fun idea to practice handwriting or incorporate writing and physical activity.

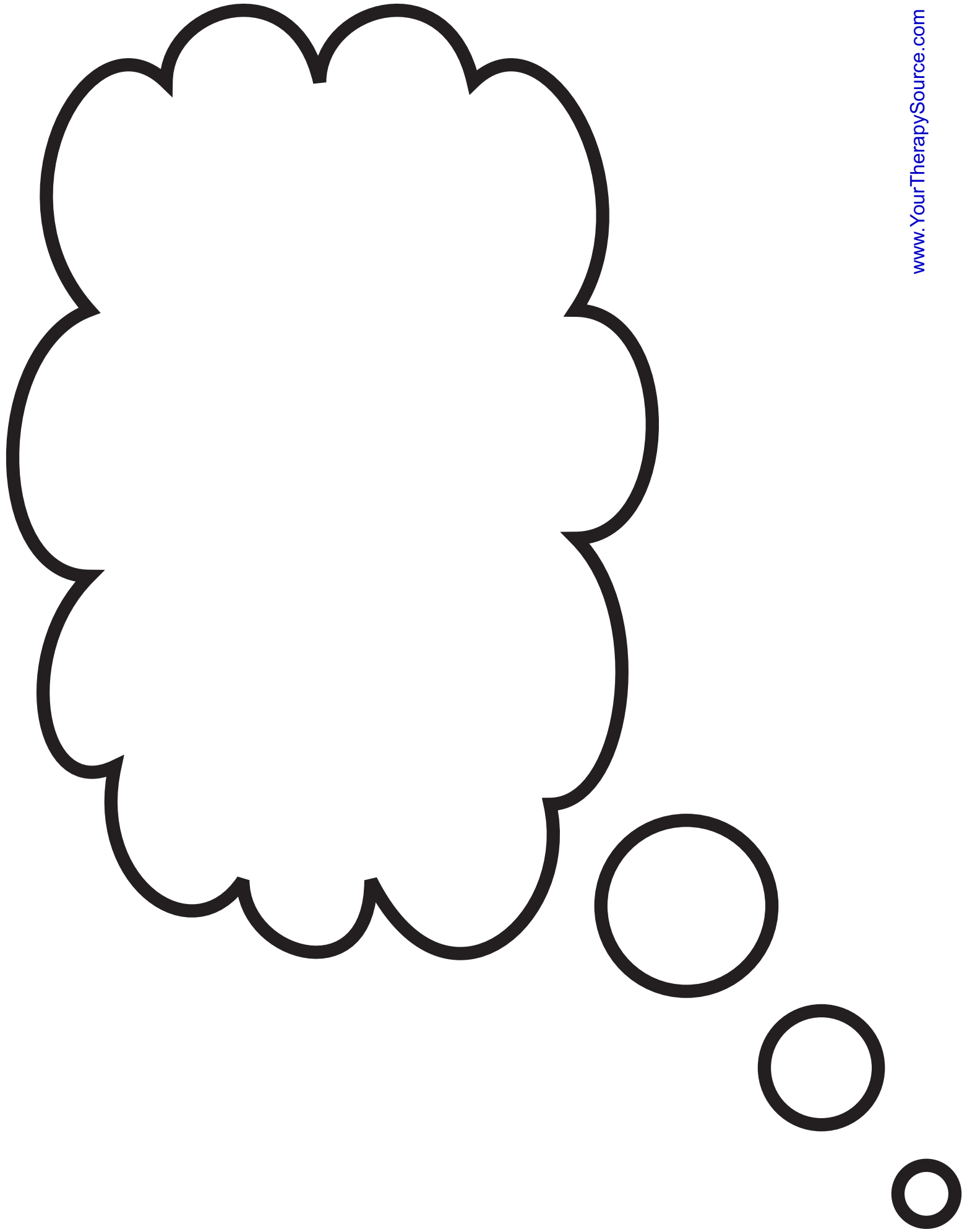
Print out the speech bubbles on the following pages (or just pick 1 or 2 to use). Cut them out and laminate them. Attach to a large paint stick or dowel. Now you can use a wipe off marker on them.

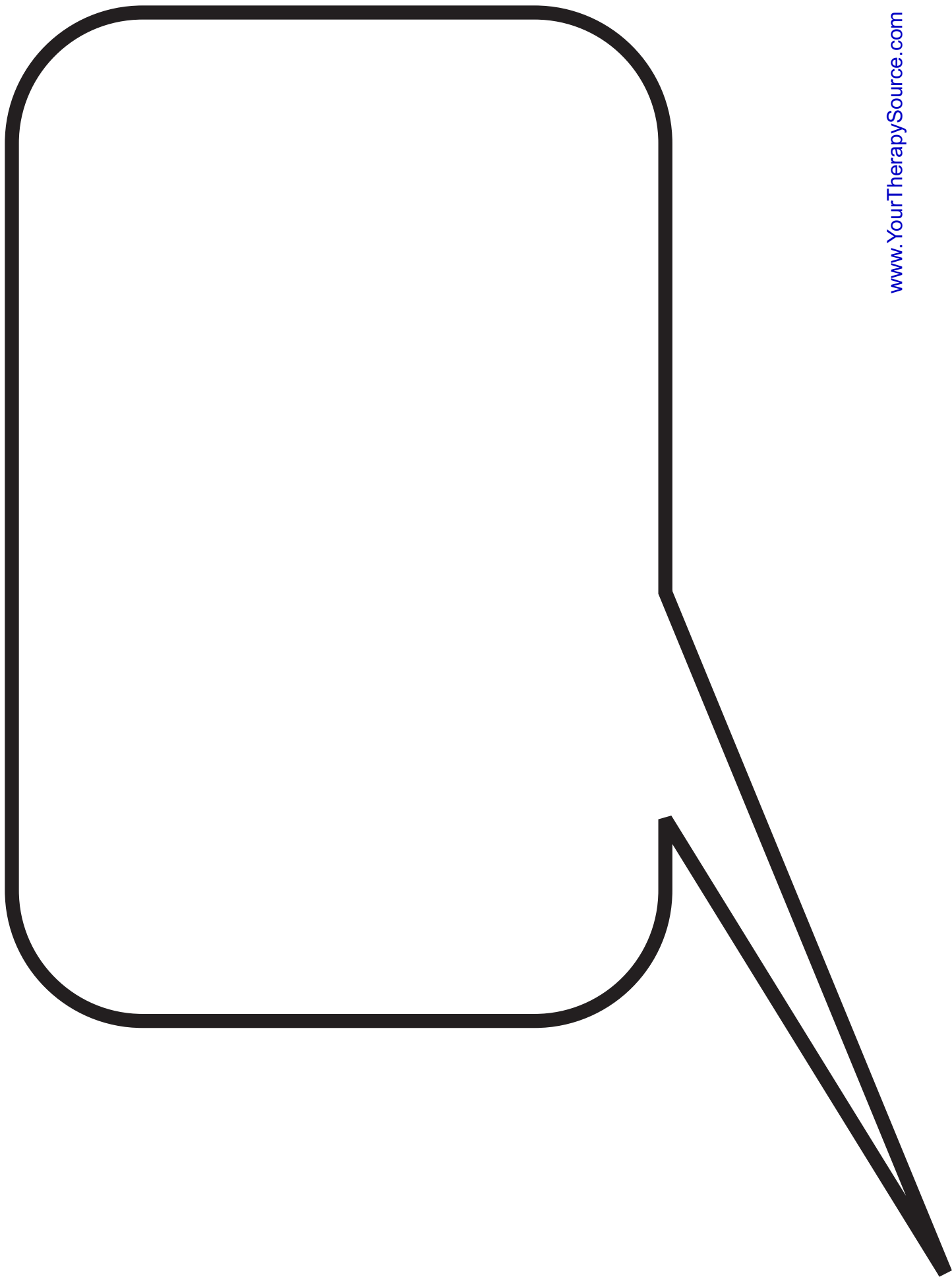
Use them to practice writing words on to keep handwriting practice interesting.

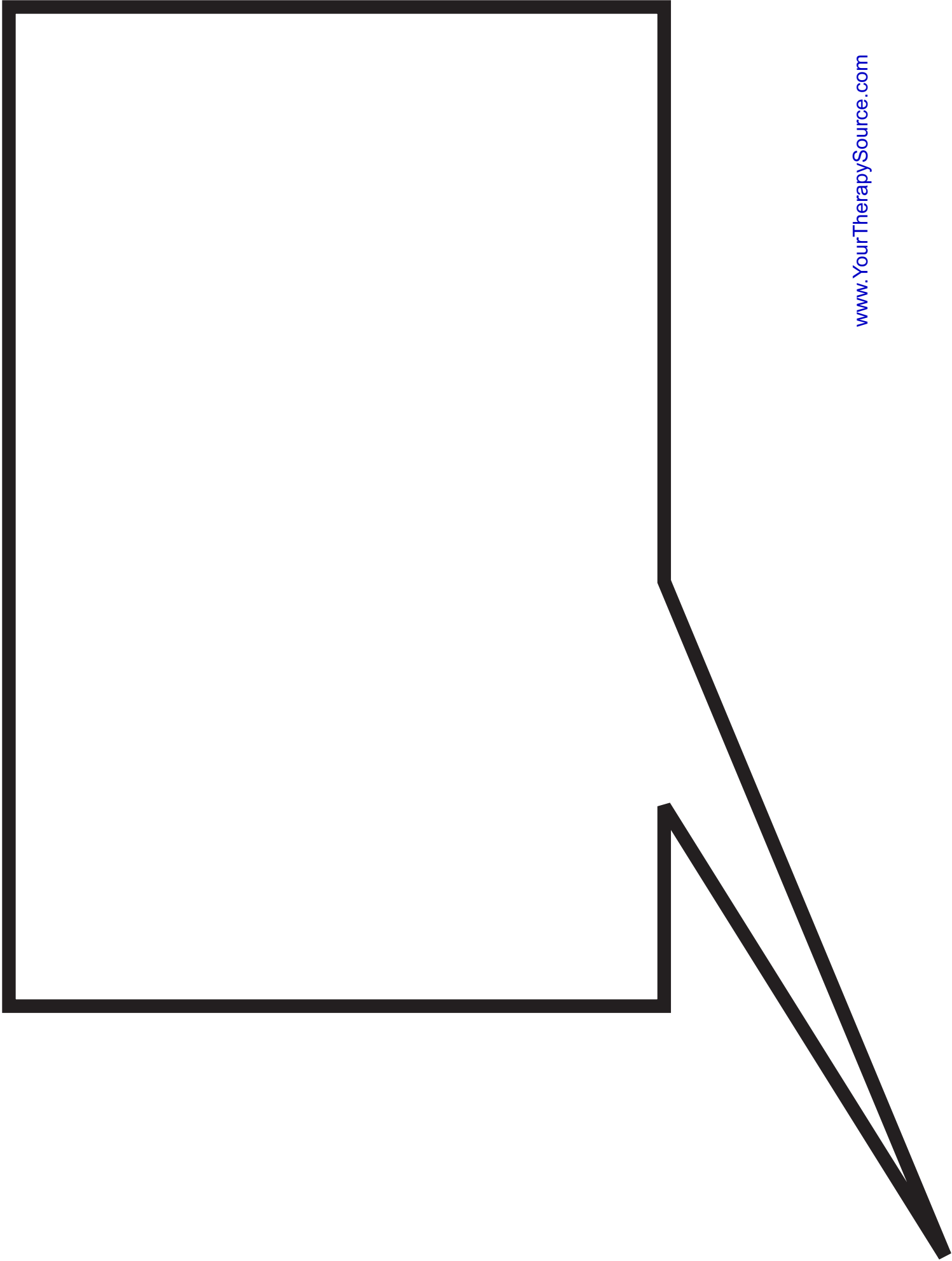
Try writing different exercises on it. The child has to hold it up for the group to complete the exercise. Try doing it all without talking!





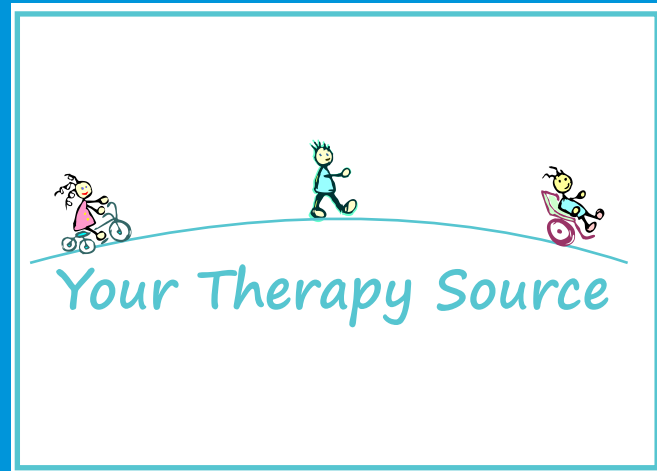






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