



Your Therapy Source News

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

Issue 43 - October 2012

www.YourTherapySource.com

New and Popular Products

What? Why? and How?

Series 2

Pincer and Tripod Grasp
Dynamic Tripod Grip
Finger Isolation
Muscles in the Hand
Arches in the Hands
Web Space
Thumb Opposition
Separation of the Hand
In Hand Manipulation - Translation
In Hand Manipulation - Shift
In Hand Manipulation - Rotation

Your Therapy Source Inc

What? Why? and How? Series 2

The What? Why? and How? series helps to explain different topics to students, parents and teachers. Each hand out includes a definition of what the topic is, why it is important and how you can help. The Series 2 download focuses on fine motor skills and the hand.

Retail Price: \$4.99

Sale Price until 10/14/12: \$1.99

www.YourTherapySource.com/wwh2



Print and Create Fine Motor Projects - Fall

Download of 10 fine motor projects to complete with a Fall theme.

Retail Price: \$4.99

www.YourTherapySource.com/fmfall

www.YourTherapySource.com

Schedule Practice Time for Motor Skills

A new school year brings new students and new goals. Most students who receive therapy services have goals related to fine and gross motor skill development. As we know from motor learning theories individuals need practice time to learn and maintain motor skills. Therefore, therapists need to provide suggestions for ample practice time during the school day beyond therapy services.

Therapists should provide the student and the teacher with some suggestions to squeeze in practice time during the school day. Not only should therapists provide the practice activity ideas it would be very helpful to also provide

ideas regarding what time to perform the practice sessions. In order for therapists to do this, you will need to have access to the students entire school schedule. Look closely at the schedule and perhaps provide the student and teacher with highlighted areas where the practice can occur.

Gross motor skills can be practiced during transition times, recess, free play and physical education. If you need to get more creative and add more practice time, provide the teacher with some quick brain breaks (ie Roll Some Fun or Mini Movement Breaks) throughout the day.

Fine motor skill practice tends to be easier to accomplish during the school day. Arts and crafts projects can be geared toward specific practice skills. Therapists can help teachers plan literacy and math lessons that encourage fine motor skill practice.

To summarize, try to not only provide motor skill practice activity ideas but also provide a simple schedule to complete the activities throughout the regular routine of the student's day. The schedule would be meant to provide suggested activity practice times for teachers and students. Don't forget to check back in a week or two to see if the suggested times



Recent Sensory Processing Research



The *American Journal of Occupational Therapy* published research on proprioceptive processing difficulties among children with autism spectrum disorders (ASD) and developmental disabilities. A total of 86 children (32 with ASD, 26 children with development disabilities but not ASD and 28 neurotypical children) were scored on the Comprehensive Observations of Proprioception (COP). The COP observes 18 items of motor and behavior regulation of proprioception. The results indicated that all three groups scored significantly different on each of the 18 items. The ASD and DD were significantly different on the four following items: feedback-related motor planning; tiptoeing; pushing others or objects; and crashing, falling, and running.

The researchers discuss how children with ASD may exhibit patterns of proprioception deficits that include feedback-related motor planning skills; tiptoeing; pushing others or objects; and

crashing, falling, and running. These deficits may contribute to motor planning problems, decreased postural control and disruptive behaviors.

You can read the full article at [AJOT](#).

Reference: Erna Imperatore Blanche, Gustavo Reinoso, Megan C. Chang, and Stefanie Bodison. Proprioceptive Processing Difficulties Among Children With Autism Spectrum Disorders and Developmental Disabilities Am J Occup Ther September 2012 66:621-624; doi:10.5014/ajot.2012.004234

Have you ever considered the influence of culture on sensory sensitivities? Does being from a different country or upbringing influence sensory preferences? One would assume the answer is yes but definitive differences would be hard to categorize.

The *American Journal of Occupational Therapy* published research on a cross cultural comparison of sensory behaviors in children with autism. The researchers compared the Short Sensory Profile responses completed by Israeli parents and United States parents of children with autism and typically developing peers. The results indicated that "Israeli parents reported unusual responses to sensory experiences less frequently than U.S. parents for both autism spectrum disorders and typically developing children". The United States children with autism spectrum disorders exhibited significantly greater difficulty in the Auditory Filtering and Visual/Auditory Sensitivity domains than Israeli children with autism spectrum disorders.



Reference: Kristina G. Caron, Roseann C. Schaaf, Teal W. Benevides, and Eynat Gal Cross-Cultural Comparison of Sensory Behaviors in Children With Autism Am J Occup Ther September 2012 66:e77-e80; doi:10.5014/ajot.2012.004226

Tips for Down Time

Another tip of the day for therapists... provide classrooms with folders that have activities to do when students are bored. If the students have completed their assignments or they have some free time, then they could independently go access a folder or list of activity ideas to keep them busy.

For children who need visual perceptual practice you could give the teacher a folder with mazes, dot to dots or visual motor exercises (ie [Follow the Path](#), [Visual Discrimination Puzzles](#), or [Patterns, Patterns, Patterns](#).)

For students who need fine motor practice leave a fine motor activity box that includes items such as lacing cards, small peg boards, marbles or hand strengthening putty would be beneficial.

Students who need gross motor practice may benefit from active play boxes, mini trampoline breaks or other motor activities (ie Mini Movement Breaks or Classroom Activity Posters). How about create a list of gross motor activities (especially outdoor if available), then when anyone hears the words "I'm bored" you can reach for the list of suggestions.



I'M BORED

Your Therapy Source



Hot Topics



TREADMILL TRAINING AND ADOLESCENTS WITH CP

Treadmill Training in Adolescents with Cerebral Palsy

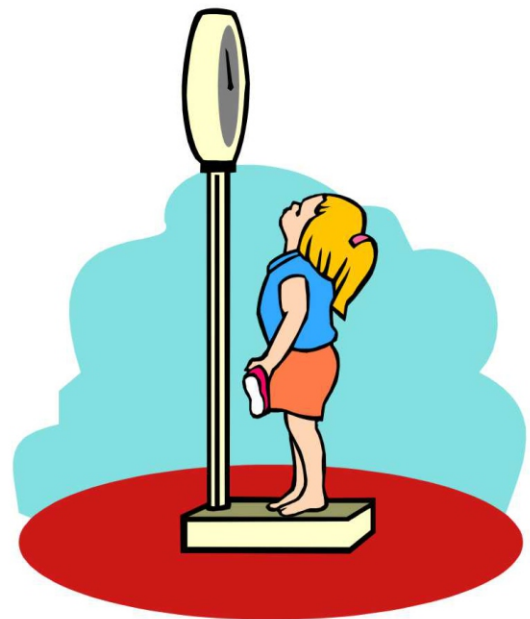
Recent research compared two groups of adolescents with cerebral palsy. One group was randomly assigned to treadmill training, 3 times per week, for 12 weeks. The other group participated in traditional physical therapy sessions (3x/ week for 12 weeks) which included mat activities, balance training, gait training and functional gross motor activities. Post test results indicated a significant difference in self selected walking speed and gross motor function. The researchers concluded that treadmill training may improve walking speed and gross motor function in adolescents with cerebral palsy.

Reference: Chrysagis N, Skordilis EK, Stavrou N, Grammatopoulou E, Koutsouki D. The effect of treadmill training on gross motor function and walking speed in ambulatory adolescents with cerebral palsy: a randomized controlled trial. *Am J Phys Med Rehabil.* 2012 Sep;91(9):747-60.

Weight and Gross Motor Skills

Pediatric Physical Therapy published research on weight and gross motor skill development in young children. Body mass index and gross motor skill level was determined for 4650 kindergarteners. The results indicated that children with obesity exhibited decreased motor skills compared to their peers especially with respect to locomotor and balance skills.

Reference: Roberts, Dawn; Veneri, Diana; Decker, Robert; Gannotti, Mary. Weight Status and Gross Motor Skill in Kindergarten Children. *Pediatric Physical Therapy.* 24(4):353-360, Winter 2012. doi: 10.1097/PEP.0b013e3182680f19



WEIGHT AND GROSS MOTOR SKILL DEVELOPMENT IN CHILDREN

On The Web...

[More Great FREE Resources from CanChild](#)

If you are a therapist who works with children who have developmental coordination disorder, you should check out these new resources from CanChild. They are providing free "Lunch and Learn" training packages for school based occupational therapists. Basically, the pdf documents walk you through all the steps to create some in house professional development for your teachers on dressing skills, scissor skills, motor development and pre printing for the younger kids and motor development and printing for the older students. It also includes wonderful, brief hand outs for teachers and parents. Thanks CanChild! You can download the pdf documents [here](#).

[Nickelodeon Big Help Grant](#)

The NEA Foundation - Nickelodeon Big Help grants are available to develop and implement programs that address "four key concerns – environmental awareness, health and wellness, students' right to a quality public education, and active community involvement".

Find out more [here](#)

[CVS Caremark Grants - Deadline Oct 31st](#)

Here is the annual reminder about the CVS Caremark grants. They are due October 31, 2012.

This grant provides support for children with disabilities.

"CVS Caremark Community Grants Program awards funds to nonprofit organizations for the following programs:

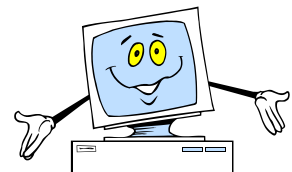
- * Programs targeting children with disabilities
- * Programs focusing on health and rehabilitation services
- * Public schools promoting a greater level of inclusion in student activities and extracurricular program
- * Initiatives that give greater access to physical movement and play
- * Organizations that provide uninsured individuals with needed care, in particular programs where the care received is of higher quality and delivered by providers who participate in accountable community health care programs"

If you are a pediatric therapist in a school based setting or other non profit organization this is definitely worth a look. Qualifying organizations are eligible for grants of up to \$5,000. Go to [CVS Caremark](#) for more information and to apply.

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www.Facebook.com/YourTherapySource

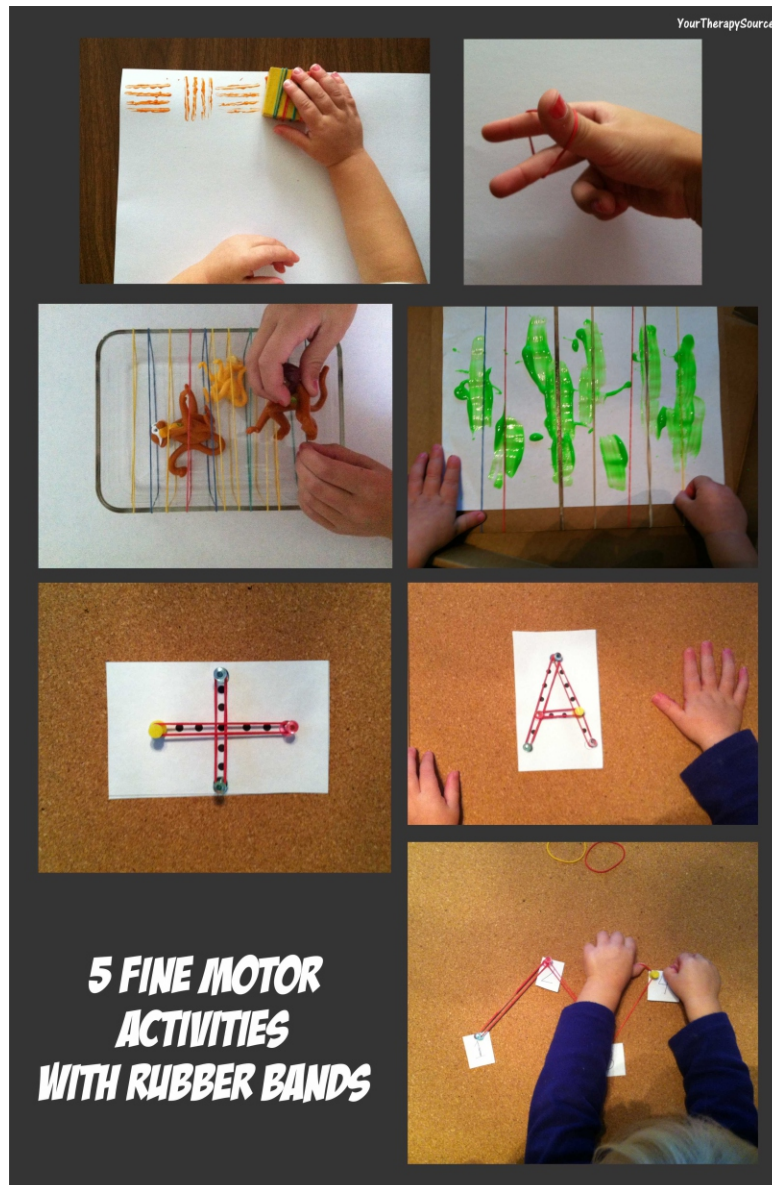


Follow our blog at
www.YourTherapySource.blogspot.com

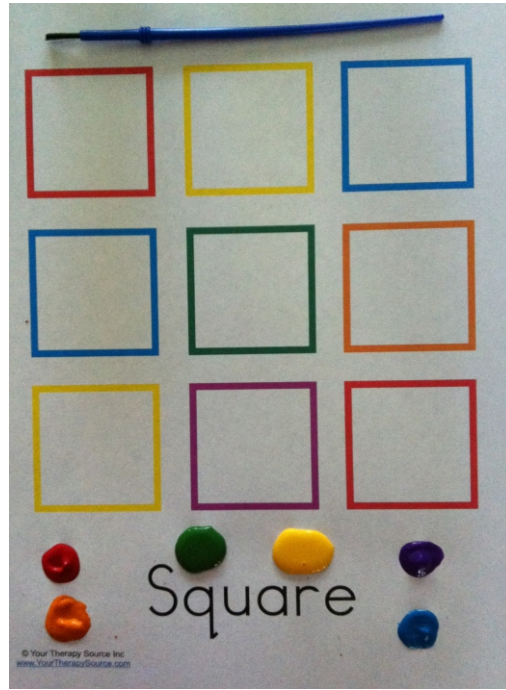


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www.Twitter.com/YTherapySource

Activity Ideas



Watch the video on 5 Fine Motor Activities with Rubber Bands
www.YourTherapySource.com/videorubberbands



PAINT BY COLOR SHAPES

Directions:

1. Print the next three pages using a color printer.
2. Give the child water colors, crayons or markers. The child should color in the shapes the same color as the outline.

Additional ideas:

Go on a shape hunt. Search throughout your house, school or room for objects that are all circles, squares or triangles depending upon what shape you are coloring.

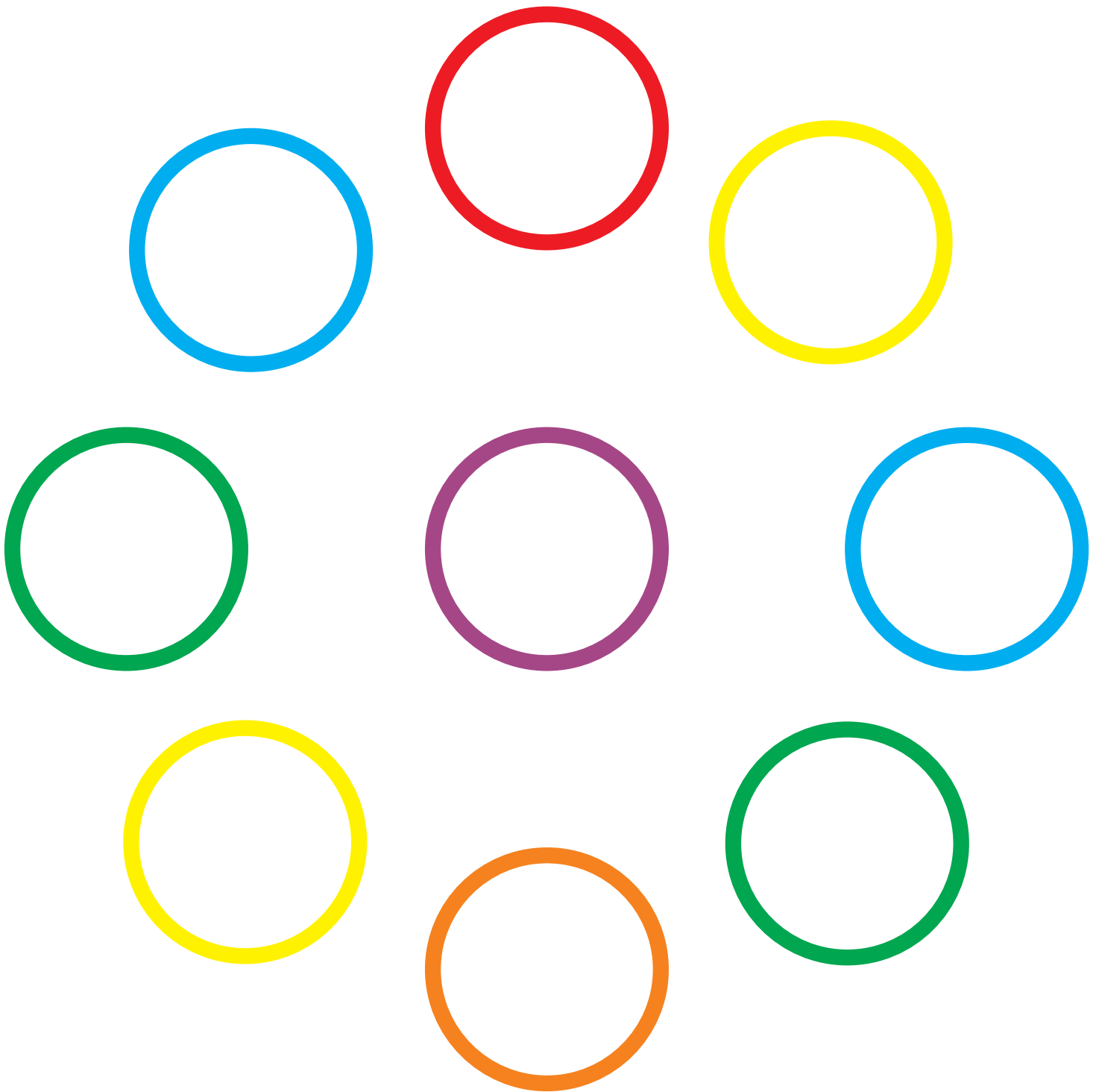
Put small globs of paint at the bottom of the paper. Let it dry for at least 24 hours. Now it is a paint with water activity. Take the paper on the go with a paint brush. All you need is a cup of water. Makes a great activity while waiting in a restaurant.

Other Shape and Color Projects:

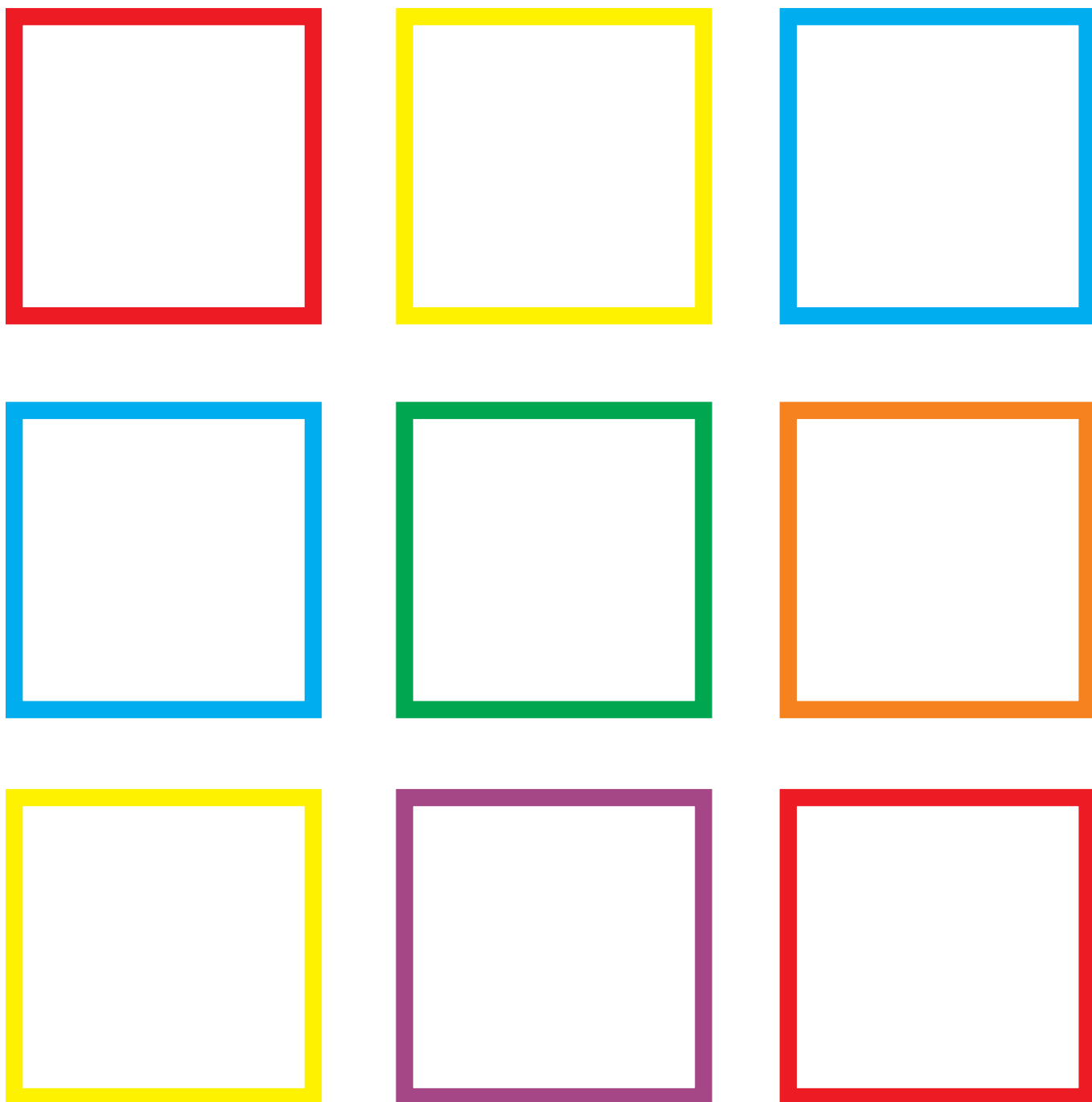
Color Coding - 40+ activities to encourage shape recognition, coloring in the lines, pre-writing skills and handwriting skills. Find out more at <http://yourtherapysource.com/colorcoding.html>

Step By Step Shape Projects - Download of electronic book of 10 shape projects with simple step by step directions for children to follow. Find out more at <http://yourtherapysource.com/stepbystepshapes.html>

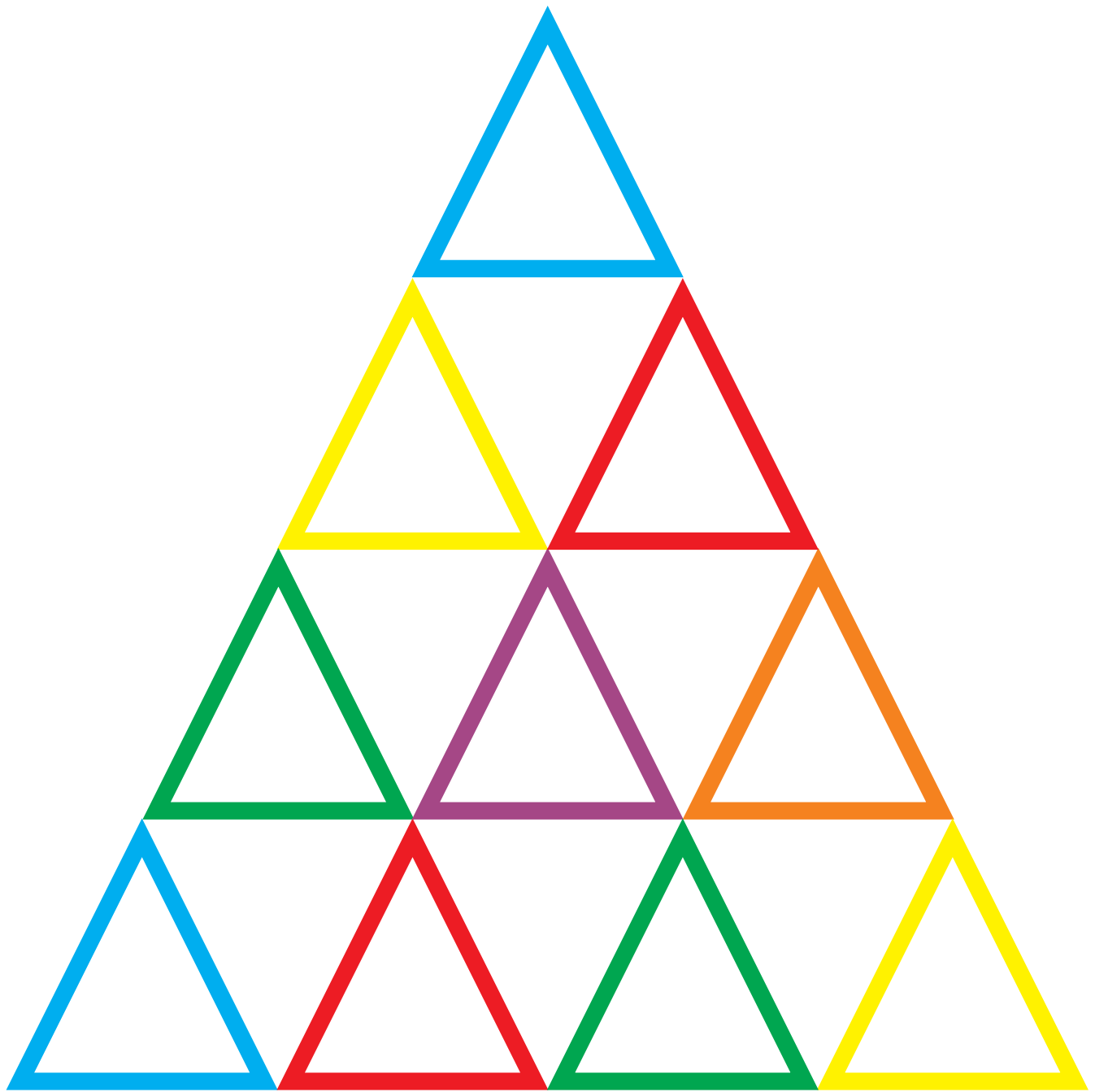
Lace and Learn Shapes + Colors - Download of an electronic book of color and shape cards to lace along with pattern cards. Find out more at <http://yourtherapysource.com/learnlaceshapes.html>



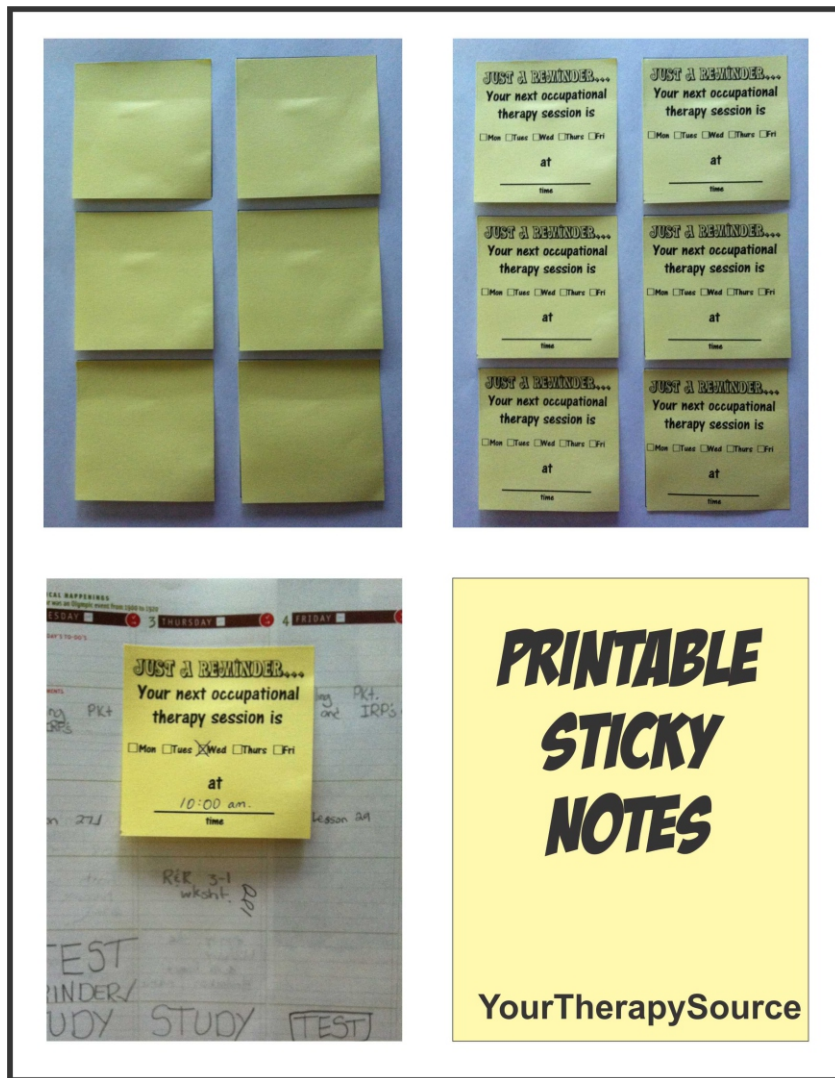
Circle



Square



Triangle

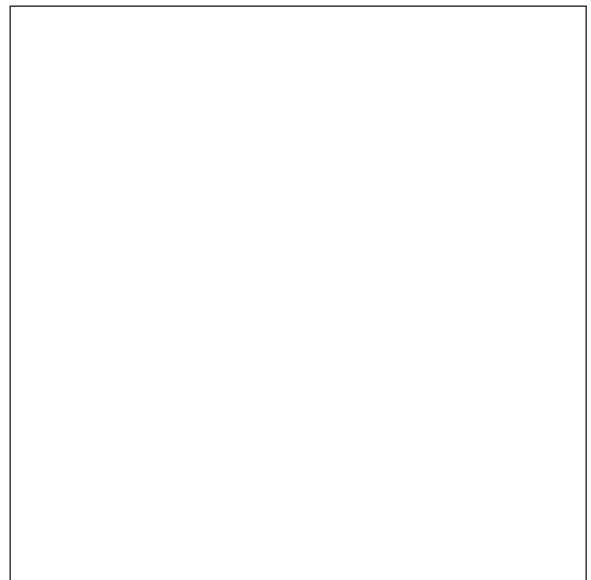
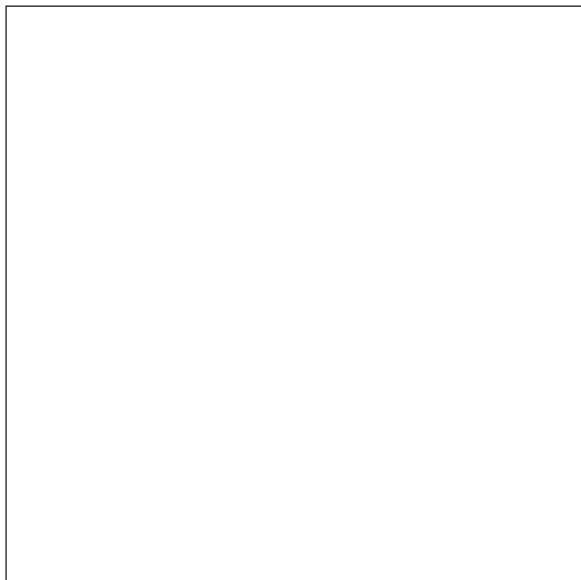
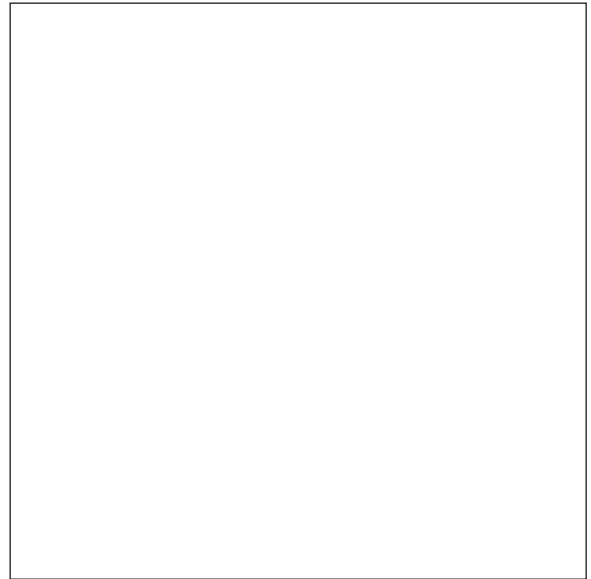
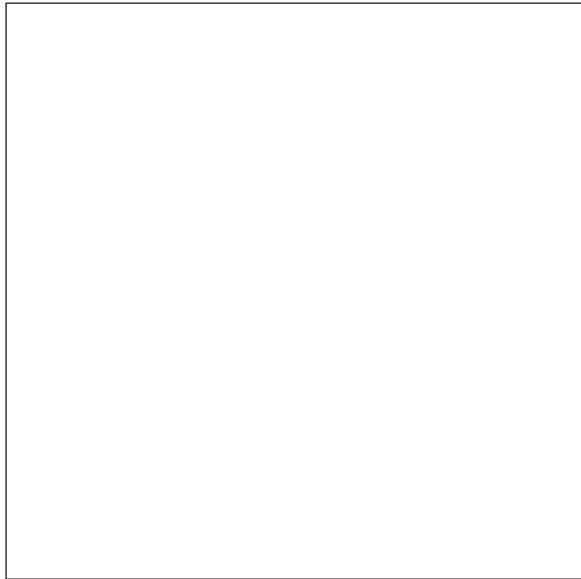
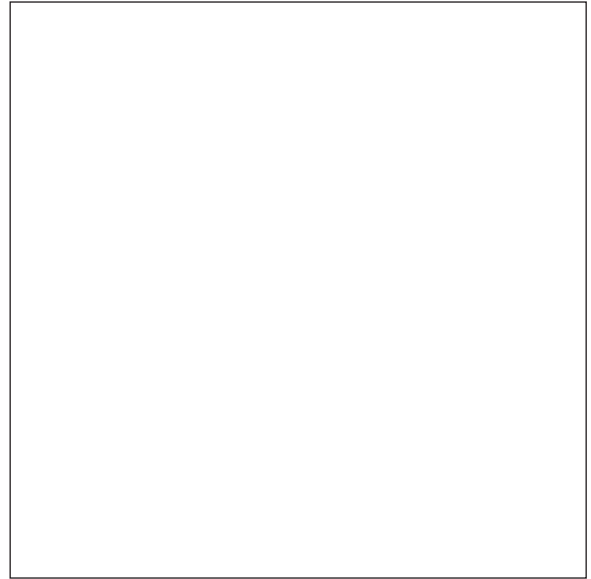
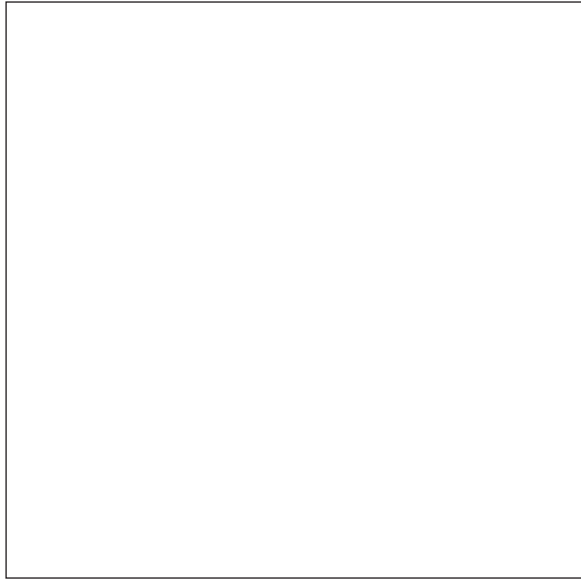


WARNING: Insert sticky notes into your printer at your own risk. It works in my printer and others but that does not guarantee it will work in yours.

Step 1: Print page 2 with the 6 squares.

Step 2: Put the blank sticky notes inside the 6 squares.

Step 3: Place face down in your printer where the paper usually goes. Now print page 3 if you want OT reminders or page 4 if you want PT reminders. The reminders will print on the sticky notes.



JUST A REMINDER...

**Your next occupational
therapy session is**

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri

at

time

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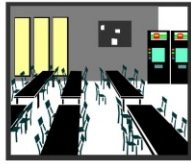
Your next physical
therapy session is

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri

at

time

When I have to:



go to the lunch room

I can do these activities:

before



heavy work
activities

during



listen to
quiet music

after



deep breaths

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Directions: Assist the child as needed to determine sensory strategies for different situations.

Step 1: Write, draw or place a picture symbol in the top box to describe the situation.

Step 2: Help the child to recognize activities that will address the child's sensory needs. Write, draw or place a picture symbol in each of the three boxes, if applicable.

If you need picture symbols for sensory diets check out:

1. *Cut and Paste Sensory Diet*: www.YourTherapySource.com/sensorydiet
2. *Mini Sensory Books*: www.YourTherapySource.com/minisensory
3. *Sensational Brain Membership*: www.YourTherapySource.com/brainworks

If you need suggestions for a sensory diet check out *Typical Classroom Sensory-Based Problem Behaviors & Suggested Therapeutic Interventions* at www.YourTherapySource.com/mccaigue

Want to see if the sensory diet is effective? Check out *The Scale of Sensory Strategies (S.O.S.S.) Tool Kit™*: www.YourTherapySource.com/soos

When I have to:

I can do these activities:



before

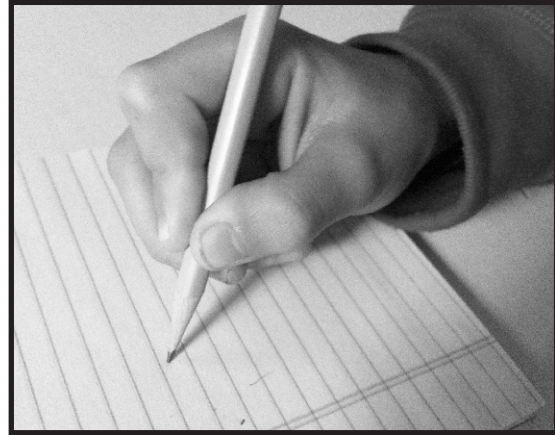
during

after

Dynamic Tripod Grip

What is the dynamic tripod grip?

The dynamic tripod grip is holding a writing utensil resting against the middle finger while the thumb and index finger control the pencil, pen, marker or crayon. There are a variety of other functional ways to grip a writing utensil but the dynamic tripod grip has traditionally been considered the preferred grip for writing speed, control and form.



Why is it important?

The dynamic tripod grip is considered an efficient way to hold the writing utensil for legibility and writing endurance. Inefficient or immature grasp patterns can result in writer's cramp, improper letter formation, decreased writing speed or too much or too little pencil pressure on the paper.

How can you help a child develop the dynamic tripod grip?

The most beneficial way to develop the dynamic tripod grip is to encourage it in young children. Once a grip pattern has been established it can be difficult to modify. Check to see that young children are keeping the ring and pinky fingers tucked into the palm. The pencil (eraser pointing towards body rather than the ceiling) should rest on the middle finger with the index finger and thumb controlling the pencil movements. The thumb and index finger should form a circle.

Here are some tips on encouraging a dynamic tripod grip:

- make sure the child is sitting with proper posture for writing practice - hips, knees at 90 degrees and feet on the floor, elbows should be bent at least 90 degrees
- use small pencils ie golf pencils, broken crayons or broken chalk
- provide verbal cues for the child to use the proper fingers
- put a rubber band or draw dots on the pencil where the fingers should be gripping the pencil
- write on vertical surfaces ie easels, hang paper on wall or put on a slant board on desk
- try different pencil grips to encourage the dynamic tripod grip (ask your occupational therapist for pencil grip recommendations)
- practice daily using the proper grasp by keeping writing interesting and motivating. Write letters to people or shopping lists. Practice simple drawing skills.
- try holding a few cotton balls or pom poms under the ring and pinky fingers to encourage stabilization on that side of the hand
- practice activities that utilize a pincer grasp - tweezers, tongs, picking up small objects, toothpicks, thumbtacks, etc.

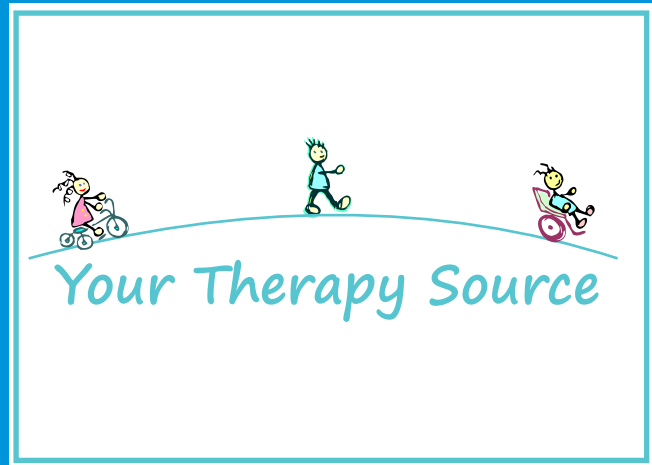
References:

Case-Smith, Jane (2005). *Occupational Therapy for Children* Fifth Edition. St Louis, MO: Elsevier Mosby.
Your Therapy Source Inc (2006). *Therapeutic Activities for Home and School*. Schaghticoke, NY: Your Therapy Source Inc

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