



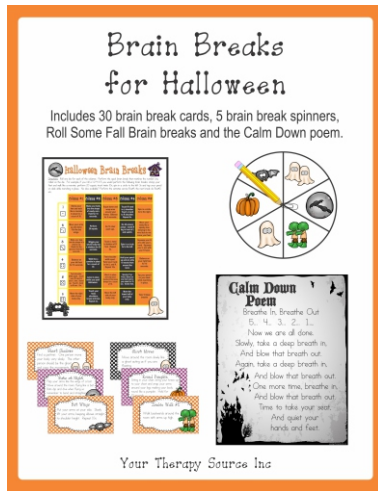
# Your Therapy Source News

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

**Issue 67 - October 2014**

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

# New and Sale Products



**Title:** Brain Breaks for Halloween

**Summary:** Download includes 30 Halloween themed Brain Breaks, 5 brain break spinners, Roll Some Halloween Brain Breaks and Calm Down poem

**Download:** \$2.99

Find out more at:

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



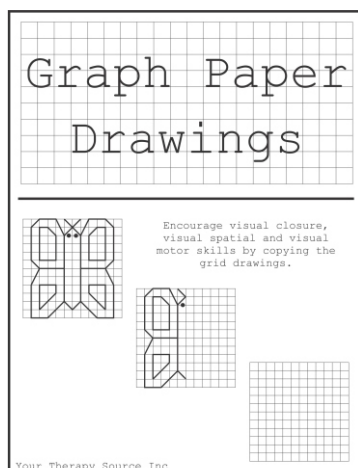
**Title:** Halloween Multisensory Handwriting Activities

**Summary:** Download of Fall multisensory handwriting worksheets that include movement, scissor skills, gluing, "rainbow" writing and handwriting practice. Also includes a scoring rubric to track progress.

**Download Sale Price until 10/31/14:** \$2.49

Find out more at:

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



**Title:** Graph Paper Drawings

**Summary:** Download of 40 pages of graph paper drawings to copy and 5 blank grids to create you own drawings.

**Download Sale Price until 10/31/14:** \$1.99

Find out more at:

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

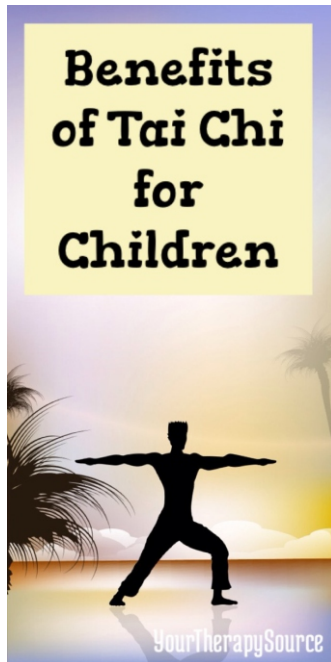
# Tips for Scheduling Team Meetings



With the school year in full swing, sometimes problems come to a forefront where the entire team needs to meet on a certain student. Or perhaps, to prevent problems from arising team meetings are needed to make sure all the key players are on the same page when supporting a student. Now in theory team meetings are wonderful. Based on my experience, I always benefited when all of the related service providers, teachers, parents, student and sometimes administrators were all in the room at the same time. I gained wonderful insight about the student especially from the parents. But, and this is a big BUT, it was very hard to schedule. Therapists schedules are jammed packed, teachers need a sub to cover the classroom and parents may work full time. Here are five suggestions for team meeting times that may help to bring everyone "together" to discuss a student:

1. After school in person: when all of the students have left this can be a great time to meet. Granted it may be off the time clock, but everyone is usually available.
2. Via email: Depending upon the privacy of your email accounts, you could discuss issues via email. Just make sure you check with your technology department and administrator regarding privacy.
3. During lunch schedule with different teachers: Perhaps you can not get the entire team together but could at least meet with teachers during a lunch period. Schedule different teachers on different days.
4. Communication notebook: Keep a notebook available that travels with the student from home to school so all providers can keep up to date. Check out My School Journal at <http://yourtherapysource.com/services.html> or make a binder with some forms from School and Home Communication Forms.
5. Skype after hours: If all else fails, try Skype for after hours team meetings.

# Benefits of Tai Chi for Children



Tai Chi is an ancient Chinese type of exercise program with its roots coming from martial arts. It emphasizes a mind body connection using slow, gentle movements, meditation and deep breathing.

Tai chi requires all the major muscle groups and joints to complete the slow, gentle movements. Tai chi has been shown to improve balance, agility, strength, flexibility, stamina, muscle tone, and coordination.

The mediation component of tai chi can help to calm the mind, improve concentration, reduce anxiety, and lower blood pressure and heart rate.

Finally, the deep breathing component of tai chi stretches the muscles involved in breathing, and releases tension. In addition, it can help to increase blood circulation to the brain, which may help increase mental alertness.

So, how will children benefit from tai chi?

Since tai chi is low impact with gentle motions it is easily adapted for all types of children including those with physical disabilities. Many of the movements can be performed in a seated position. The movement patterns can be adapted so that all can participate at their own level. Children with sensory processing difficulties will be challenged to grade their movements and maintain focus on the activity. Children who have ADHD can benefit also from the grading of movements, the concentration of deep breathing and the meditation component to calm the mind. Children who have motor planning deficits can work on following the motions at a slow and controlled pace. Anxious children will benefit from the stress reduction effects of tai chi.

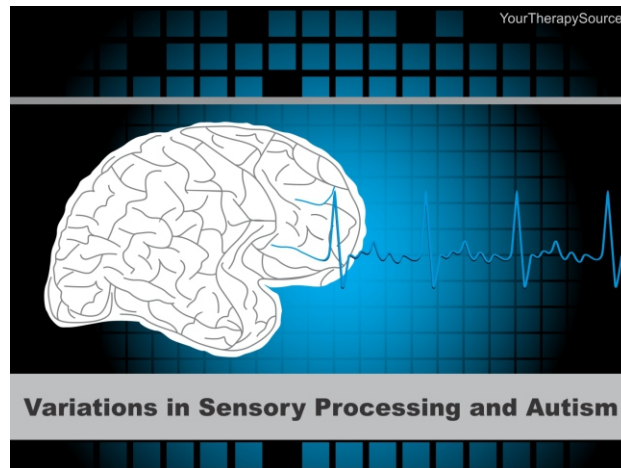
To summarize, adding tai chi to your OT/PT toolbox will benefit many children.

Source: Tai chi | University of Maryland Medical Center  
<http://umm.edu/health/medical/altmed/treatment/tai-chi#ixzz3Dkrt9M9m>  
University of Maryland Medical Center

***Tai Chi for Children:*** This excellent resource includes a delightfully illustrated story for children with all abilities: It describes the history of Tai Chi and some basic principles and movement patterns (from Tai Chi Fundamentals®) in a way that children can understand. It could be read to teens or adults with intellectual or other challenges as well. This story book is for every parent, teacher, child, therapist, physician, grandmother, or person who wants to learn more about Tai Chi or may want to inspire a child to try this form of physical activity.

Download the book at <http://yourtherapysource.com/taichi.html>

# Variations in Sensory Processing and Autism



The *Journal of Autism and Developmental Disabilities* published research to determine if sensory processing varies along the autism spectrum. Continuous EEG recordings were made to determine how fast the brains of 43 children with autism spectrum disorder (ASD) were processing either a simple auditory tone, a visual image (red circle), or a tone combined with an image, and instructed to press a button as soon as possible after hearing the tone, seeing the image or seeing and hearing the two stimuli together. The results revealed the following:

- “1. The speed with which the subjects processed auditory signals strongly correlated with the severity of their symptoms: the more time required for an ASD individual to process the auditory signals, the more severe that person’s autistic symptoms.
2. The study also found a significant though weaker correlation between the speed of processing combined audio-visual signals and ASD severity.
3. No link was observed between visual processing and ASD severity.”

The researchers hope that using EEG recordings may help to diagnosis ASD earlier.

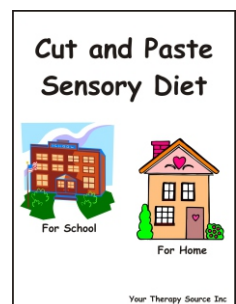
Reference: Albert Einstein College of Medicine. Brainwave Test Could Improve Autism Diagnosis and Classification. Retrieved on 9/23/14 at [www.einstein.yu.edu/news/releases/1041/brainwave-test-could-improve-autism-diagnosis-and-classification/#sthash.c9F4QgUr.dpuf](http://www.einstein.yu.edu/news/releases/1041/brainwave-test-could-improve-autism-diagnosis-and-classification/#sthash.c9F4QgUr.dpuf)

## **Cut and Paste Sensory Diet**

By: Your Therapy Source

Summary: Download of the materials to create 2 sensory diet books, one for home and one for school with over 150 picture word cards.

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



# Academic Benefits of Recess

A study was recently published on 186 Finnish children in grades 1-3 looking at the relationships between: different types of physical activity/sedentary behavior and reading/arithmetical skills. The results indicated the following:

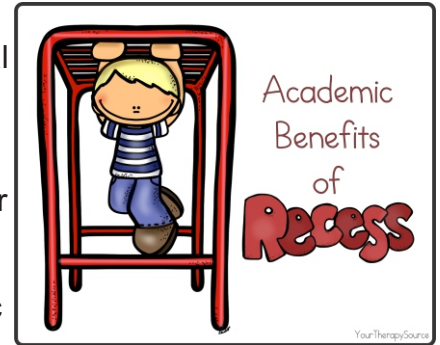
1. higher levels of physical activity at recess were related to better reading skills
2. participation in organized sports was linked to higher arithmetic test scores
3. boys with higher levels of physical activity, especially walking and bicycling to and from school, had better reading skills than less active boys.
4. boys who spent more time doing activities involving reading and writing on their leisure time had better reading skills compared to boys who spent less time doing those activities.
5. for girls, there were only few associations of physical activity and sedentary behavior with academic achievement when various confounding factors were controlled for.

The researchers concluded that higher levels of physical activity during recess, before school and in organized sports may help to improve academic achievement, especially in boys.

Reference: Medical Express. High levels of physical activity linked to better academic performance in boys. Retrieved from the web on 9/11/14 at <http://medicalxpress.com/news/2014-09-high-physical-linked-academic-boys.html#nwlt>

Read more about the benefits of recess:

1. **5 Reasons Why Recess Is Important for Child Development** - <http://yourtherapysource.com/blog1/2014/01/31/5-reasons-why-recess-is-important-for-child-development/>
2. **Give Recess Some Respect** at <http://yourtherapysource.com/blog1/2010/06/15/giving-recess-some-respect/>
3. **Recess Then Lunch** at <http://yourtherapysource.com/blog1/2010/01/29/recess-then-lunch/>
4. **Recess Time and Behaviors** at <http://yourtherapysource.com/blog1/2009/02/24/recess-time-and-behaviors/>
5. **10 Easy Physical Activities to Get the Brain Ready for Testing** at <http://yourtherapysource.com/blog1/2014/03/30/10-easy-physical-activities-to-get-the-brain-ready-for-testing/>



**Monster Movement Transition Cards:** Check out 56 different ways for children to move during transitions in the classroom, school and at home with these Monster Movement Transition Cards. Only \$2.99. Find out more at <http://yourtherapysource.com/monstermovements.html>

# Responsibility and Independence with Life Skills

Schools today are under an extreme amount of pressure to get students to improve test scores, follow the Common Core and get those kids on the path to college. Reading, writing and math are crucial skills to have when going out to face the world but what about everyday life skills. Who is teaching these kids to cook a meal, clean up their rooms and do laundry? In 2012, a survey of 934 parents of 18-25 years indicated that college students are lacking in the life skills department. Here are the "highlights":

1. 30% knew how to boil an egg
2. 18% knew how to make toast
3. 23% did not know how to make their bed
4. 35% knew how to pay a bill
5. 35% had never touched a vacuum cleaner!

Of course, more than 50% were able to set up a laptop computer with broadband.

Parents and teachers need to focus on everyday life skills to build responsibility and independence in children. Download the inspiration poster above at <http://www.YourTherapySource.com/freelifeskillsposter>

Why not try focusing on one life skill per month this school year? **Life Skills of the Month** at <http://yourtherapysource.com/lifeskills.html> includes 12 hand outs and posters to encourage practicing life skills throughout the year provided in Word and pdf format.

Reference: Daily Mail. One in three university students 'can't even boil an egg' (but can quite happily set up their computer with broadband). Retrieved from <http://www.dailymail.co.uk/news/article-2208795/One-university-students-boil-egg-quite-happily-set-broadband.html> on 9/3/2014.

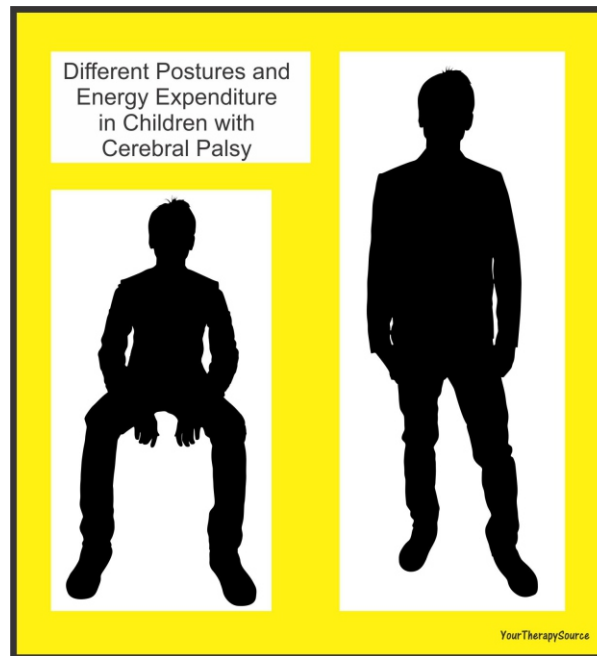


The greatest gifts you can give  
your children are  
the roots of  
*responsibility*  
and the wings of  
*independence.*

- Denis Waitley

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

## Different Posture and Energy Expenditure with CP



Research was published comparing the muscle activation and energy expenditure of different postures in children and adolescents with cerebral palsy. Energy-expenditure and muscle activity were measured during lying supine, sitting with support, sitting without support, and standing in 19 subjects with cerebral palsy (GMFCS- E&R Levels I-V). Using indirect calorimetry and surface electromyography, the following results were recorded:

1. mean energy expenditure was  $>1.5$  METs (sedentary behavior is 1.5 METs or less) during standing for all GMFCS-E&R levels
2. a nonsignificant trend for greater muscle activation was recorded for all postures with less support
3. a standing posture resulted in significantly greater muscle activation compared to resting but only in the children classified at GMFCS-E&R level III.

The researchers concluded that across all GMFCS-E&R levels, children and adolescents with cerebral palsy had elevated energy expenditure during standing that exceeded the sedentary threshold of 1.5 METs. The researchers findings suggest that changing a child's position to standing may help to increase light activity time and decrease long periods of sedentary behavior.

Reference: Verschuren O, Peterson MD, Leferink S, Darrah J. Muscle Activation and Energy-Requirements for Varying Postures in Children and Adolescents with Cerebral Palsy. J Pediatr. 2014 Aug 20. pii: S0022-3476(14)00651-9. doi: 10.1016/j.jpeds.2014.07.027. [Epub ahead of print]

# Postural Control in Very Preterm Children



Recent research assessed the postural control of 90 very preterm (VPT) children (<30 weeks gestation) and 36 full term children (>37 weeks gestation) at four years old. Using a Wii Balance Board, various tasks were assessed including static two-limbed standing with eyes open, eyes closed, eyes open on a foam mat, eyes closed on a foam mat, single leg standing on each limb and a cognitive dual task (involved showing the participants a series of pictures that appeared on screen at 2-second intervals). Functional performance was assessed during dynamic jumping and hopping tasks using the outcome measure of flight time, with shorter time indicating worse performance.

The results indicated the following: 1

1. VPT children had impaired static and dynamic balance, with increased postural sway under all conditions.
2. VPT children had reduced flight times compared with children born at term.
3. When adjustments were made for body weight the only group differences in postural control were in the cognitive dual task and flight times (jumping and left leg hopping).

The researchers concluded that: “VPT children demonstrated reduced postural control at 4 years of age compared with term-born children when presented with a cognitive dual task. They also performed worse during jumping and hopping tasks”.

Reference: Lorefice, L. E., Galea, M. P., Clark, R. A., Doyle, L. W., Anderson, P. J. and Spittle, A. J. (2014), Postural control at 4 years in very preterm children compared with term-born peers. *Developmental Medicine & Child Neurology*. doi: 10.1111/dmcn.12550

## Need postural control activities?

Check out some yoga for kids videos and resources at <http://yourtherapysource.com/yoga.html>

# Kinesio Taping and Cerebral Palsy



*Developmental Neurology and Child Development* published research on the effects of Kinesio Taping (KT) on the body functions and activity of children with unilateral spastic cerebral palsy (CP). The participants included 30 children with unilateral spastic CP randomly assigned to a KT experimental group or a control group. Evaluations were conducted using the Functional Independence Measure for Children (WeeFIM), the Bruininks–Oseretsky Test of Motor Proficiency (BOTMP), the Gross Motor Function Measure (GMFM), short-term muscle power, agility and functional muscle strength tests.

Significant differences between the KT group and the control group were found in:

1. Muscle power sprint
2. Lateral step up test right
3. Sit to stand
4. Attain stand through half kneel right
5. BOTMP gross scores
6. WeeFim total scores
7. WeeFim self care scores

The researchers concluded that “Kinesio Taping is a promising additional approach to increase proprioceptive feedback and improve physical fitness, gross motor function, and activities of daily living in children with CP”.

Reference: Ozgun Kaya Kara, Songul Atasavun Uysal, Duygu Turker, Sedef Karayazgan, Mintaze Kerem Gunel and Gul Baltaci. The effects of Kinesio Taping on body functions and activity in unilateral spastic cerebral palsy: a single-blind randomized controlled trial. *Developmental Neurology and Child Development*. Article first published online: 12 SEP 2014 | DOI: 10.1111/dmcn.12583

# Strength and Body Weight in Children



*Pediatrics* published research on strength and body weight in 1224 US children and adolescents in order to provide reference values on 4 core, upper, and lower body measures of muscle strength and to determine the association between these measures of strength and weight status. The 4 measures of muscle strength were plank, modified pull-up, knee extension, and grip strength.

The following results were reported:

1. mean and median estimates are provided by gender, age, and weight status.
2. there were significant positive trends with age for each of the strength tests except the modified pull-up among girls.
3. the length of time the plank was held decreased as weight status increased for both girls and boys
4. as weight status increased the number of modified pull-ups decreased for boys and girls
5. scores on the knee extension increased as weight status increased
6. grip strength increased as weight status increased

The researchers concluded that “increasing weight status had a negative association with measures of strength that involved lifting the body, but was associated with improved performances on tests that did not involve lifting the body”.

Reference: Ervrn, RB et al. Strength and Body Weight in US Children and Adolescents. Published online August 25, 2014 *Pediatrics* Vol. 134 No. 3 September 1, 2014. pp. e782 - e789 (doi: 10.1542/peds.2014-0794)

## **Play Strong: Activities to Promote Muscle Strengthening in Children through Play**

This is a collection of 40+ activities that promote muscle strengthening in children. The activities are great for your pediatric occupational and physical therapy sessions for children with varying abilities. This is an excellent resource for pediatric therapists.

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

## Best Type of Exercises for Overweight Teens



*JAMA Pediatrics* published a research study on The Healthy Eating Aerobic and Resistance Training in Youth (HEARTY) that included 304 overweight teens between the ages of 14 to 18. All were given the same four weeks of diet counseling to promote healthy eating and weight loss before being randomly placed into four groups: 1) resistance training involving weight machines and some free weights; 2) only aerobic exercise on treadmills, elliptical machines and stationary bikes; 3) combined aerobic and resistance training; and 4) no exercise training.

The following results were recorded:

1. each type of exercise reduced body fat significantly and similarly.
2. all three exercise programs caused significantly more fat loss than in the diet-only control group.
3. the teens who completed at least 70 per cent of the study's exercise sessions (4x/week for 22 weeks), the percentage of body fat decreased significantly more in those who did combined aerobic and resistance exercise than in those who only did aerobic exercise. In addition, waist circumference decreased close to seven centimeters in the combined aerobic plus resistance exercise group, versus about four centimeters in the groups with only one type of exercise, with no change in those randomized to diet only.

Reference: University of Calgary. Research study analyzes best exercise for obese youths. Retrieved from the web on 9/27/14 at <http://www.ucalgary.ca/utoday/issue/2014-09-23/research-study-analyzes-best-exercise-obese-youths>

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# Hot Topics

## Early Predictors of Autism - Self Regulation and Sleep Patterns

### Early Predictors of Autism

The Journal of Early Intervention published research on identifying early predictors prior to a diagnosis of Autism Spectrum Disorders (ASD) at 4 years of age. Data was analyzed on 100 children comparing children with ASD to children with other disabilities and children who were typically developing.

The results indicated the following:

1. limited unique characteristics (e.g., self-regulation and sleep patterns) at the 9-month time point were identified.
2. a majority of the differences in communication and language, mental/cognitive function, motor function, social interaction, and self-regulation were identified at the 2-year time point.

Reference: Jeans LM et al. Early Predictors of ASD in Young Children Using a Nationally Representative Data Set. Published online before print February 19, 2014, doi: 10.1177/1053815114523319 Journal of Early Intervention December 2013 vol. 35 no. 4 303-331

### Different Pens, Different Handwriting Results

The *Wall Street Journal* had an interesting article entitled Pens for Better Penmanship: Don't Forget (How) to Write! by Chris Kornelis. Over time using a keyboard effects our handwriting. The author offers some tips to help get handwriting back on track – pick the correct writing implement, choose appropriate paper and practice. The different types of writing utensils are discussed:

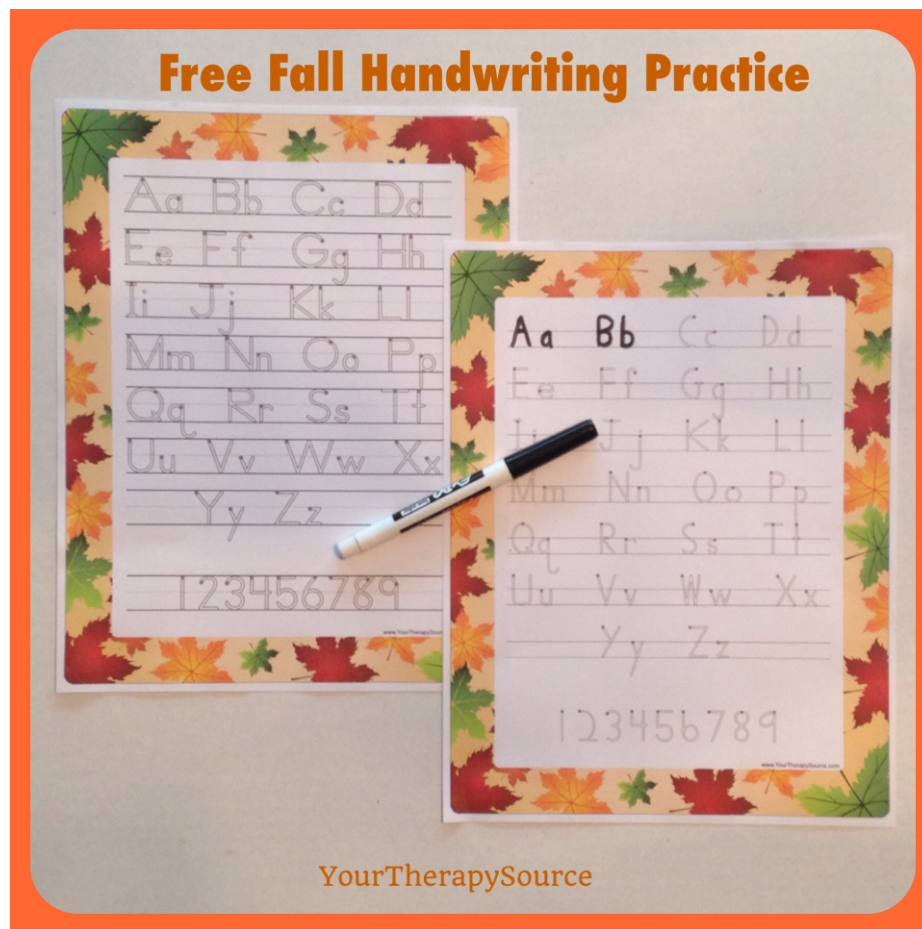
1. Avoid rollerball pens – the ink flows to quickly.
2. Ball point pens may require excessive pressure.
3. Best choice – fountain pen. It forces you to slow down as you write.
4. Try a pencil if you don't want to use a fountain pen because they do not require a considerable amount of pressure.

Reference: Kornelis, C. Pens for Better Penmanship: Don't Forget (How) to Write! Retrieved from the web on 9/9/14 at <http://online.wsj.com/articles/pens-for-better-penmanship-dont-forget-how-to-write-1409934039>

Have you ever tried using a fountain pen with your students? How about rollerball pens for children who do not apply enough pressure? Or perhaps a ball point pen to force a child to apply more pressure when writing?



# Fall Handwriting Pages



Free Fall Handwriting Practice pages in  
double lined style and dotted line style.

Download your copy at  
<http://yourtherapysource.com/freefallhw.html>

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# Giant Balloon Toss

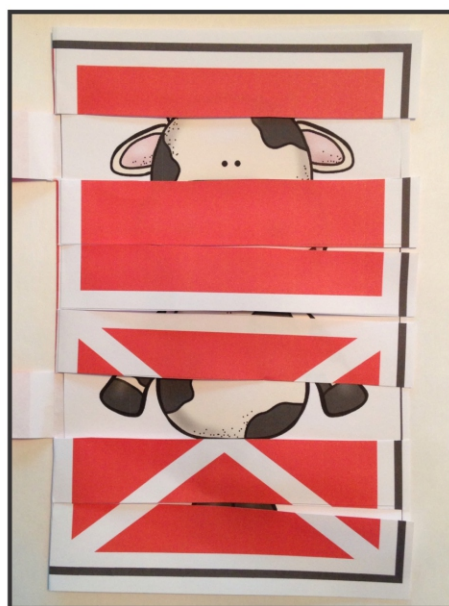
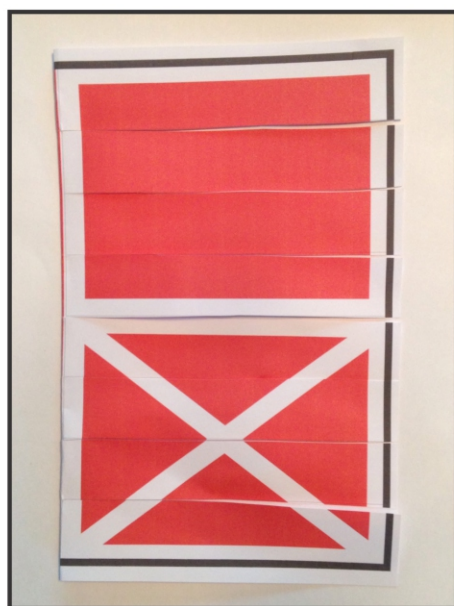


Here is a simple, new way to play balloon volleyball. Just blow up a bunch of balloons and put them in a clear, plastic bag. Starting tossing the giant bag of balloons. The balloon bag allows for a large, very slow moving target to help children who may be just learning how to catch.

Try playing a game of balloon volleyball. Try laying on your back and hitting the giant balloon bag with your feet to add in some core strengthening. See what games your child can create with the big bag of balloons.

Watch a video of giant balloon toss in action at <http://yourtherapysource.com/videogiantballoon.html>

# Farm Animal Detectives



## Farm Animal Detectives

*visual perceptual and sensory motor activity*

YourTherapySource

Print and play this fun visual perceptual and sensory motor activity for children to guess and move like the animal. Print your free copy at

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

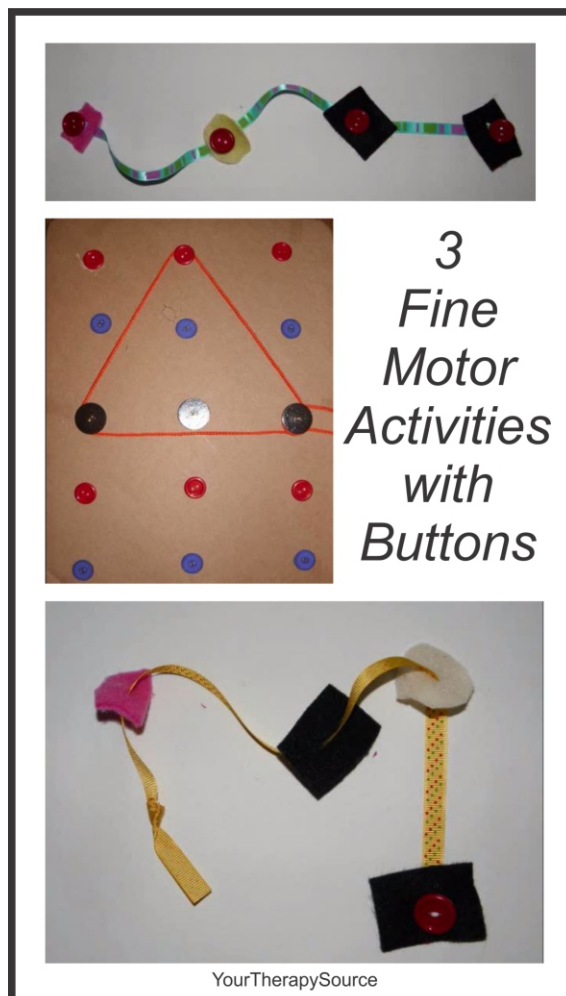
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# Fine Motor Activities with Buttons



Here are three fine motor activities to do with buttons – button “geoboard”, button snake and button matching snake. Watch the video for how to make these items at <http://yourtherapysource.com/videobutton.html>

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# Deep Breathing Printable Freebie



Here is a free self calming deep breathing activity. Print and cut out the deep breathing cards. The child can take 4 deep breaths trying to breath in through the nose (smelling the flowers) and out through the mouth (blowing out the candles). You can print the activity at <http://yourtherapysource.com/freecalmbreath.html>

<p><b>Follow us on Pinterest</b>  <a href="http://www.Pinterest.com/ytherapysource">www.Pinterest.com/ytherapysource</a></p>	<p>Follow our blog at  <a href="http://www.YourTherapySource.com/blog1">www.YourTherapySource.com/blog1</a></p>
<p>Follow us on Facebook  <a href="http://www.Facebook.com/YourTherapySource">www.Facebook.com/YourTherapySource</a></p>	<p><b>Follow us on Twitter</b>  <a href="http://www.Twitter.com/YTherapySource">www.Twitter.com/YTherapySource</a></p>

Name: \_\_\_\_\_



pumpkin

Trace the word using three different colors.

pumpkin

Write the word:

Example:

pumpkin

1.

2.

3.

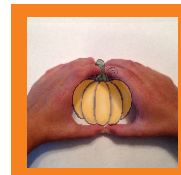
Move with the word.

1. Air write the word "pumpkin" using your arms.

2. Walk your index and middle finger along the desk like you are walking through some leaves with your fingers.



3. Touch your fingertips together to make your hands into the shape of a pumpkin. Hold for 5 seconds.



Find and circle the word "pumpkin".

pumpkin

pumped

pumpkin

pumpkin

pumpkin

pumpkins

pumper

pumpkin

pummel



Cut the words out below. Create the sentence. Glue the sentence.

\_\_\_\_\_

Write the sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Go to [www.YourTherapySource.com/msfall](http://www.YourTherapySource.com/msfall) for the complete download.

Cut the words out.

Please me pumpkin. give the

Name: \_\_\_\_\_



treats

Trace the words using three different colors.

treats

Write the words:

Example:

treats

1.

2.

3.

Move with the words.

1. Air write the word "treats" using your arms.

2. Make your two hands into the shape of a jack-o'-lantern. Hold for 5 seconds.



3. Put your thumb, middle and index finger together and pretend to pick up 5 treats.



Find and circle the word "treats".

treats

feats

tracks

**treat**

threats

*treats*

**TREADS**

treats

treats

treats



Cut the words out below. Create the sentence. Glue the sentence.

\_\_\_\_\_

Write the sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut the words out.

eat to I treats. love



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