



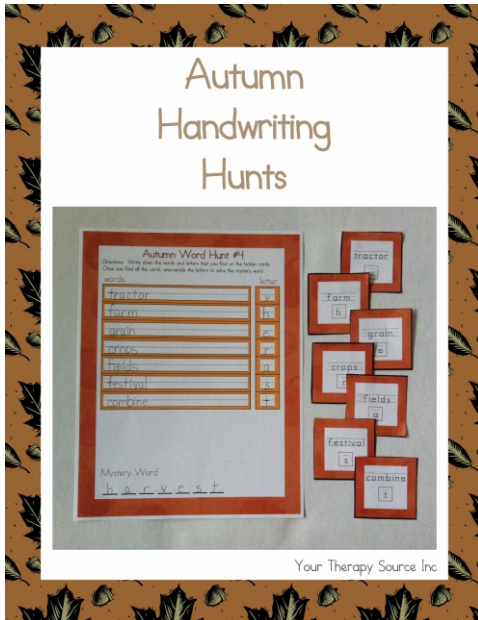
# **Your Therapy Source News**

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

**Issue 42 - September 2012**

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

## New and Popular Products



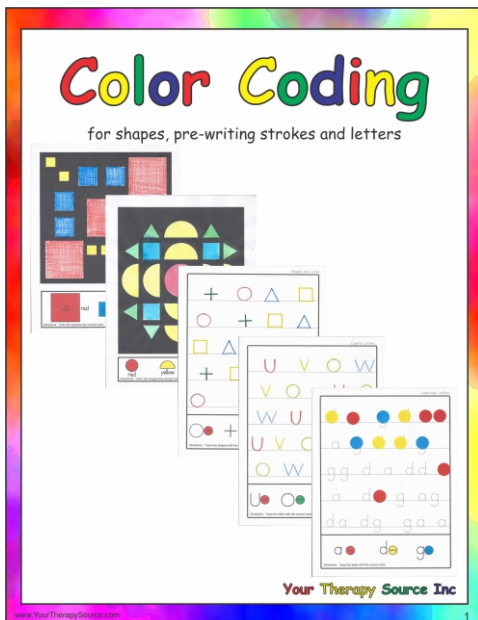
## Autumn Handwriting Hunts

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

Retail Price: \$2.99

**Sale Price until 9/24/12: \$0.99**

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



## Color Coding

Download of 40+ pages to encourage visual discrimination and visual motor skills using color coding activities

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

# New School Year, New Goals, New Opportunities



As many of you return to work or have started already, here are some tips for the upcoming school year:

**1. Support your students** - Whether the student's goal is a lofty one or a easy goal support the student 100% to achieve the goal. Maybe it is something the student really wants to achieve. Or perhaps a teacher feels it will benefit the student. Whatever it may be, if you do not believe that the student can achieve it he/she probably will not. Make it your goal to help them achieve their goals.

**2. Be patient** - Students learn at different paces. Make sure you give them time to respond. Whether it be to complete a functional task like dressing or to take a step allow them to initiate all movements or steps possible before you provide verbal or physical cues.

**3. Model Appropriately** - If you want students to perform a certain task a certain way try to model that task for them. If you can not model the skill see if you can get a peer or a video to demonstrate for the student.

**4. Remember the goals** - It can be hard to stay focused on a few goals when a student exhibits many needs. But, by focusing on certain skills you can provide more assistance in areas that the student, teacher and parents have indicated to be important. Therapists frequently catch glimpses of a student's daily routine so we need to rely on others to help to set the proper goals.

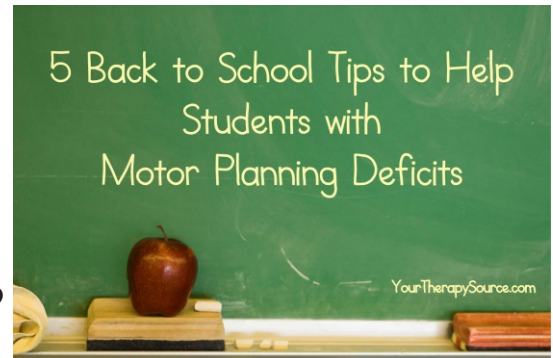
**5. Ask for help** - To repeat the sentiments in number 4, therapists catch a glimpse of a students day. Ask questions to the student, the teachers and the parents. The more informed you are regarding a student the more you can offer your expertise.

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

# Back to School Tips for Students with Motor Planning Deficits

Here are 5 suggestions to help students with motor planning deficits:

**1. Take a room tour:** It can be difficult for children with motor planning issues to adapt to a new classroom, new hallways and new obstacles. Make sure the student feels comfortable in the new environment by allowing him/her ample time to explore the room by moving through the room. Walk around the desks and chairs, sit down and stand up in the classroom chair and walk to the teacher's desk or exit. By practicing these activities, preferably with no one in the classroom to start, it helps the student to develop a motor map of the area. Try to do the same with walking to the cafeteria, gym and other rooms.



**2. Use the same supplies to start:** Many classrooms share supplies but it may help the student to generate automatic motor plans quicker by using the same school supplies every time. For example, if you change the pencil (ie short, long, sharp, dull, etc) you need a different motor plan. If you change the brand of scissors you may need a new motor plan.

**3. Use signs and cues:** If the student needs visual cues to assist with motor planning, hang up signs to indicate different areas of the classroom or school. You could have the student follow red dots on the floor to the exit door. This will provide an extra visual cue to assist the student in formulating motor plans. Perhaps put a check list on the student's desk for what steps they need to take to pack up their things at the end of the day. These visual cues help the student to complete the skill independently without having to ask for help.

**4. Keep it the same:** Keep the set up of the classroom the same for the first few weeks so that the student is prepared for what objects they need to move around in order to negotiate the classroom.

**5. Break large tasks into small tasks:** Children with motor planning issues benefit from breaking down large tasks into smaller chunks. For example, instead of completing an entire project in one night spread it out across several nights to complete it. Due to new stressors during back to school time, even children who have made great progress in their abilities to formulate motor plans may need to use this technique at the start of the school year.

Check out Locomotor Games to practice motor planning skills.

## 3 Games to Play with a Hula Hoop



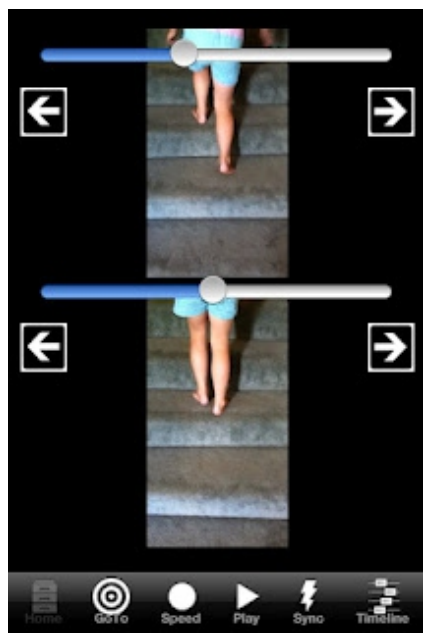
Here are three simple group games to play using a hula hoop:

- 1. Circle Hoop** - the group of children should stand in a circle all holding hands. Have one pair of children unclasp hands and place a hoop on one child's arm. They should all hold hands again. The goal is to move the hula hoop around the entire circle never breaking the chain of hands. Children will have to bend over, squat down and stand on one leg to get the hoop over the head to pass the hoop to the next child. This is a great activity to encourage balance practice and motor planning.
- 2. Through the Hoop** - Break up the group into several small teams (about 3 children in each group). Give each group one hula hoop. Establish a starting line and another line about 10-20 feet away. The first person in each group runs to the line that is 10-20 feet away and holds the hoop several inches off the ground. Then the next person runs down, climbs through the hoop and back to the starting line. The third person runs down, climbs through the hoop and back to the starting line. The first person climbs through the hoop while holding it and runs back to start. The first team with all three players through the hoop is the winner.
- 3. Hula Hoop Obstacle Course** - Divide the group into a few teams. Give each team one hula hoop. Place a few chairs, cones or obstacles in a line. On go, the first player on each team tries to roll the hula hoop around the chairs or cones back to the starting line. Then the next player goes until each player has gone. First team to complete the course is the winner.

Need more ideas for groups? Check out [25 Instant Sensory Motor Group Activities](#) or [Sensory Motor Group Activities from A to Z](#).



# App Review: Cricket Coach



Here is another great movement analysis app that provides various video editing tools - Cricket Coach Plus. I tested this app which I purchased for \$2.99 quite some time ago and they have since released other sports including swimming, baseball and tennis. This app packs a lot of punch for \$2.99.

Basically, you can compare videos at the same time. You can do this by watching both videos at the same time or by overlaying the videos on top of each other. You can slow down the videos by 50% or 75% to break down the skill even further.

In addition, you can measure angles and write directly on the screen. The angle measurements are not exact but you can certainly get a general idea.

I will not provide a tutorial for this app here - too long and detailed. You really need to test and play around with the app yourself to see what would suit your needs. The original intent of the app is for

movement analysis in different sports so the app is preloaded with various cricket skills. The purpose of the preloaded videos is to compare your form to the correct form.

I have not seen any of the other sport apps besides cricket. I would be interested to test out others to help children with learning various coordination skills for physical education class such as throwing, catching or shooting a basketball. A therapist who works with an aquatic program may find the video modeling helpful for the various swim strokes to be able to show the student different adjustments that are necessary.

Here are a few ideas for this app:

1. Document progress. This is an easy way to show parents and teachers progress over time. A picture says a thousand words, but a video shows even more.
2. Slow down the video for instruction. Video tape a student doing a task ie catching a ball. Now show the video to the student in slow motion pointing out where the student needs to initiate catching the ball.
3. Compare videos to proper form. Video tape a peer or adult performing the skill ie kicking a ball. Video the student performing the skill. Compare the videos watching them at the same time indicating to the student where they can improve parts of the skill.
4. Document speed. There is a speedometer on the app. If you put in the distance the child is walking and then hit start and stop you will get an average speed. The distance has to be at least 6 feet.

Would love to hear what others do with this app. I think this makes a great therapy tool at a super cheap price!

# Hot Topics

## **Stopping Walking**

Do you work with children who have difficulty stopping when they are walking? Have you ever compared motor responses between planned and unplanned stopping when walking? Recent research was published in *Gait and Posture* using kinematic and kinetic data to compare walking, planned and unplanned stopping with 15 healthy children ages 11-17 years old.

During unplanned stopping the following results were recorded:

- hip/knee extension or hip/knee flexion strategy was used
- the peak magnitudes of peak hip extension and peak knee flexion were significantly greater
- the peak plantar flexion moment was significantly smaller

The researchers concluded that the ability to create sufficient joint moments in a short period of time is essential to be able to stop quickly and safely. They suggested that possible treatments should focus on facilitating appropriate strength, power, and range of motion.

Reference: Sarah Trager Ridge, John Henley, Kurt Manal, Freeman Miller, et al. Kinematic and kinetic analysis of planned and unplanned gait termination in children. Article in press for *Gait and Posture*. DOI: 10.1016/j.gaitpost.2012.06.030

## **Sensory Processing, Behavior and Cognition in Preschoolers with Autism**

*The American Journal of Occupational Therapy* published a retrospective study on sensory processing, problem behavior, adaptive behavior and cognition in 42 preschoolers with autism. The results indicated the following:

- a significant relationship between degree of sensory processing impairment and level of problem behavior
- a weak relationship between sensory processing and adaptive behavior
- level of sensory impairments was not correlated with level of cognitive ability
- 26% of children who scored >1 standard deviation below the mean on the Vineland Adaptive Behavior Composite did not have sensory differences according to the Short Sensory Profile.

You can read the full text of this study at AJOT.

You can find additional resources for sensory processing disorder from Your Therapy Source Inc.

References: helley O'Donnell, Jean Deitz, Deborah Kartin, Theresa Nalty, and Geraldine Dawson. Sensory Processing, Problem Behavior, Adaptive Behavior, and Cognition in Preschool Children With Autism Spectrum Disorders. *Am J Occup Ther* September 2012 66:586-594; doi:10.5014/ajot.2012.004168

# On The Web...

## **Weight, Gender and Gross Motor Classification in Children with Cerebral Palsy**

*Pediatrics* has published clinical growth charts for children with cerebral palsy. Research was conducted using 102,163 measurements of weight from 25,545 children with cerebral palsy in California. The researchers established growth charts for children with cerebral palsy based on Gross Motor Function Classification System level and gender. Overall the research indicated that children with low weights are at greater risk for nutritional issues, major medical conditions and death.

You can download the full article at *Pediatrics*.

You can download the growth charts at [Life Expectancy.org](http://LifeExpectancy.org).

Reference: Jordan Brooks, Steven Day, Robert Shavelle, and David Strauss Low Weight, Morbidity, and Mortality in Children With Cerebral Palsy: New Clinical Growth Charts. *Pediatrics* 2011; 128:2 e299-e307; published ahead of print July 18, 2011, doi:10.1542/peds.2010-2801

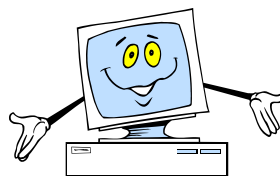
## **Lowe's Toolbox for Education Grant**

Lowe's Toolbox for Education Grant is currently accepting applications for \$2000 - \$5000 until October 12, 2012 or 1500 applicants (whichever comes first). Public schools or Parent Teacher Organizations are eligible to apply. The website states there is a "preference for funding requests that have a permanent impact such as facility enhancement (both indoor and outdoor) as well as landscaping/clean up type projects. Projects that encourage parent involvement and build stronger community spirit will be favored".

Maybe you would like to add a piece of equipment to your playground to include all children? You can get more information at Lowe's Toolbox for Education

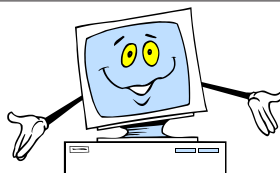
## **Free Math and Movement App**

Here is another app that combines physical activity and basic math skills from PBS Kids called Fetch Lunch Rush. This iPhone app is free and you will need to print off the pdf pages of the numbers online before you can use it. It is a simple, fun game that gets kids moving, doing addition and using technology. Read more about it [YourTherapySource.blogspot.com](http://YourTherapySource.blogspot.com).

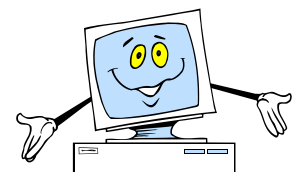


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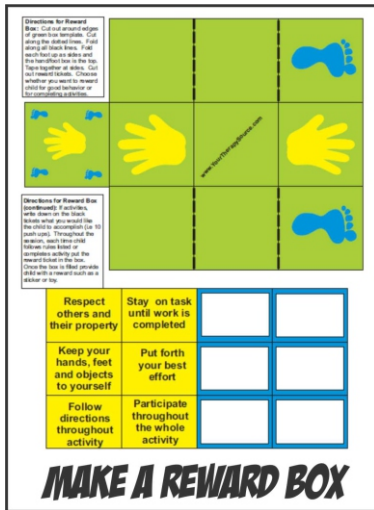


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# Activity Ideas



Create this box and use to encourage children to follow the rules or create your own activities for the child to complete to earn a reward.

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



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

# Movement in the Classroom

## What is it?

Movement in the classroom is incorporating movement into a lesson plan or allowing students to take physical activity breaks, whether short or long, to wake up the body and the brain.

## Why is it important?

The areas of the brain responsible for human movement are the same areas of the brain responsible for cognitive thought and attention span. Basically, humans need to move to learn.

## How can you help to bring movement in the classroom?

Instead of students answering questions sitting in a chair, have them stand up or walk to the front of the room. Hang worksheets on the wall and students can stand up to complete them.

For review activities try race in place - students run in place at their desks. Teachers asks a question. Students stop running in place and write answer down. Repeat.

Make chair or wall push ups a part of your school day. Have students perform these exercises before completing written assignments.

Add in short physical activity breaks. Here are a few suggestions: turn on music and dance around the room, try yoga poses, play Simon Says, do animal actions around the room, dance the Hokey Pokey, etc.

Plan indoor recess time to incorporate physical activity. Keep it super simple with exercise DVD's or action songs. Volley a beach ball or balloon around the room. Create an indoor obstacle course using items such as pencils and masking tape.

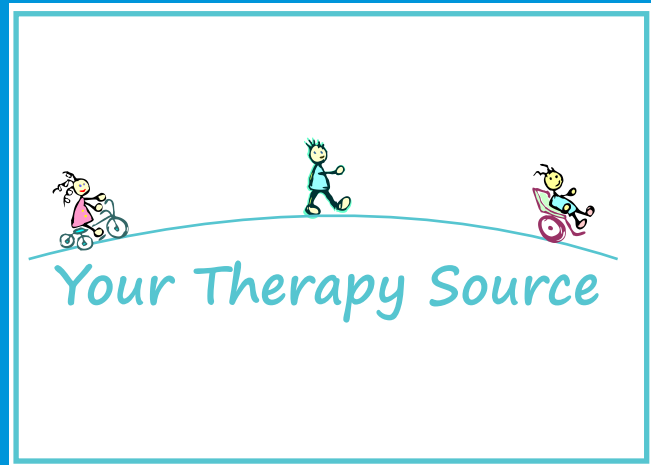


Once the movement breaks are over, here are some tips when returning to regular class work:

- Before you start, teach children to follow “stop” and “go” commands with ease.
- Provide a structured environment even though children are moving.
- Set up boundaries in the classroom.
- Establish a set of rules to follow during physical activity time.
- At the end of each movement breaks establish a routine to settle back down such as 10 deep breaths or some yoga poses.

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