



Your Therapy Source News

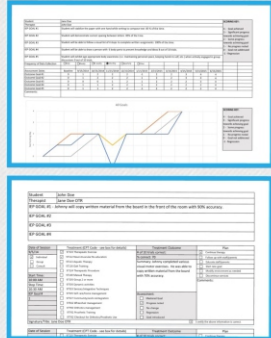
**Digital magazine for pediatric
occupational and physical therapists.**

Issue 66 - September 2014

www.YourTherapySource.com

New and Sale Products

Data Tracking Forms for Pediatric Occupational and Physical Therapists



Your Therapy Source Inc

Title: Data Tracking Forms for School Based OTs and PTs

Summary: Download of 7 data collection forms for monitoring progress in occupational and physical therapy in the school setting

List Price: \$6.99 SALE PRICE: \$3.99 until 9/30/14

Find out more at:

www.YourTherapySource.com/datatracking

Back to School Brain Breaks

Includes 36 brain break cards, 6 brain break spinners, Roll Some School Brain Breaks and calm down poem.



Your Therapy Source Inc

Title: Back to School Brain Breaks

Summary: Download includes 36 School themed Brain Breaks, 6 brain break spinners, Roll Some School Brain Breaks and calm down poem.

List Price for ebook: \$2.99

Find out more at:

www.YourTherapySource.com/schoolbrainbreaks



Title: Move with Me

Summary: Video series and activity cards combining stories + creative movement + Yoga + Brain Gym®

Find out more at:

www.YourTherapySource.com/yoga



Title: Cooperative Activities for Kids

Summary: Download of an electronic book of 12 playful activities to get kids working and moving together.

List Price for ebook: \$2.99

Find out more at:

www.YourTherapySource.com/treehouse1

Observation of Play Skills

Play for young children is crucial to healthy development. Pediatric therapists who work in early childhood education know the importance of play and how to use it to reach IEP goals that are set for specific children. When a child is evaluated for therapy services, the therapist observes the child in the classroom setting. Therapists will then often consult with teachers and school staff on using different toys, activities and centers to encourage practice of motor skills and sensory development. Here are several tips to fine tune your observation skills and to guide children's play in the classroom.



1. Observe the environment.

Can the child access all the toys and activities? Are activities practiced in different environments to encourage generalization of skills?

2. Observe what the child does during free play.

What toys does the child like to play with the most? During free play what centers does the child spend the most time in?

3. Observe what toys or activities the child prefers.

Just like learning styles in older children, you can assess learning styles in little ones by what toys they prefer. Does a child prefer visual, auditory, tactile or kinesthetic activities?

Once these questions are answered use the gathered information to create a plan of action. Make sure that if possible all of the toys are accessible for the children. Provide the classroom staff with specific ways to generalize skills across different centers. After determining a child's toy preferences use that knowledge to make suggestions regarding toy placement. If a child dislikes a certain center, try adding favorite toys into that center to initially engage the child. After these ideas have been tried and a child is still not engaging in certain centers, provide prompting by adults in the classroom. Make sure that the adults provide the least amount of prompting that is necessary. Prompting can be done along a continuum such as:

1. Present the activity to the child
2. Provide a verbal request to play.
3. The adult can model how to play.
4. The adult uses hand over hand to assist with play.

At each stage of prompting the adult should wait several seconds for the child to interact following the prompt before moving on to the next level of prompting.

Each time that you observe a child in a natural setting, remember to observe closely to ensure that the environment is suitable for developmentally appropriate play. What do you find works best to engage children in play? Do you have any other observation tips? Would love to hear what works for you...

Reference: DiCarlo, C., Vagianos, L. (2009) Using Child Preferences to Increase Play Across Interest Centers in Inclusive Early Childhood Classrooms. *Young Exceptional Children* 12:4 (31-39).

Get Organized this School Year



School based therapists have a tough job in terms of keeping all the paperwork requirements in an organized fashion. With large caseloads and different schools it can be a daunting task to keep it all in order. Here are few ideas to help your stay organized during the school year:

1. Try using one color folder per school. For example, for every student at school XYZ use a red folder. For each student at school ABC use a blue folder.
2. In each student's file, keep an general information page including goals. There are several free versions of this from TeachersPayTeachers such as <http://www.teacherspayteachers.com/Product/IEP-at-a-Glance-1392781>

3. Keep a binder for all your daily notes. Using file folder dividers with tabs, write the student's name on the file folder tab. Try to keep it in alphabetical order to quickly find a student's name.

4. Keep a file folder with your most popular hand outs in your bag. When teachers or parents need extra information on a popular topic you will have it all at your fingertips. Check out all of our hand outs for ideas at <http://yourtherapysource.com/handouts.html>

5. Keep a pack of sticky notes ready to jot down a note or reminders. At the end of the day transfer any information on the sticky note to the proper location.

6. Schedule a meeting with yourself at the end of the week to stay organized. Create a time slot in your schedule at the end of the day (or at home) to sit down go through all the important papers from the week and re-organize to get ready for the upcoming week. It will be a time saver in the long run.

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Inclusive Play for Children with Disabilities



Physical and Occupational Therapy in Pediatrics published research on including children with physical disabilities during play. A comprehensive review of the research was completed to determine what factors help children with physical disabilities participate in play in childcare centers.

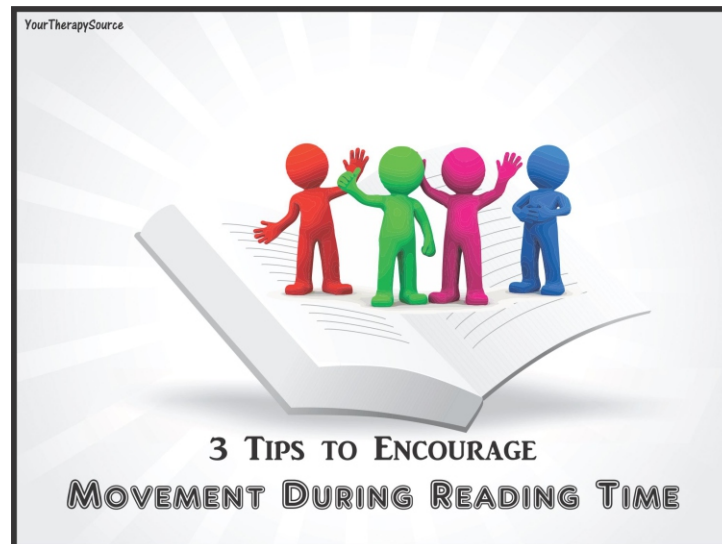
The following results were reported:

1. Strategies were grouped into role of the adult facilitator and environmental factors.
2. The role of the adult facilitator included customizing approaches to a specific child's needs, being self aware of their (meaning adult facilitator) presence, prompting and praise and promoting fairness, equity and play interaction.
3. The environmental factors included physical setting types of toys and types of play.

The researchers concluded that therapists should employ inclusion strategies to encourage play in children with physical disabilities.

Reference: Sara K. Crawford, Karen N. Stafford, Sarah M. Phillips, Kathleen J. Scott and Patricia Tucker. Strategies for Inclusion in Play among Children with Physical Disabilities in Childcare Centers: An Integrative Review. *Physical & Occupational Therapy in Pediatrics*. Posted online on 8 Apr 2014. doi:10.3109/01942638.2014.904470

3 Tips to Encourage Movement During Reading



In early childhood classrooms it can be easier to provide push in therapy treatment sessions. One easy way to incorporate movement in the classroom is during reading time. Physical and occupational therapists can help to educate teachers on looking for books that encourage physical activity. Here are a few tips to encourage movement during reading time in the classroom.

1. Find books that include animals, sports, transportation, or other movement type activities in the story. It will make it easier to incorporate actions while reading
2. Try reading the book through the first time. Then the second time you read it the children can act out the motions to go along with the story.
3. Make some cards with the action verbs on it from the story. Use those cards during other times during the day for movement break activities.

Here are a three suggested titles to get you started that encourage movement:

Going on a Bear Hunt by Michael Rosen

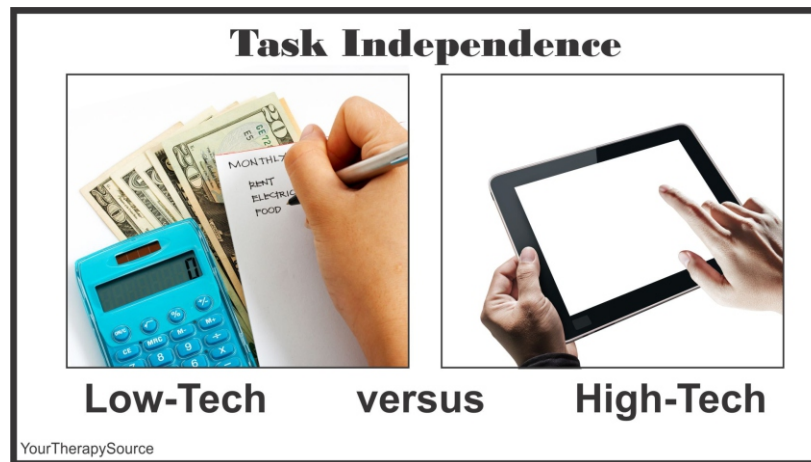
From Head to Toe by Eric Carle

Barnyard Dance by Sandra Boyton



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>

Task Independence - Low Tech versus High Tech?

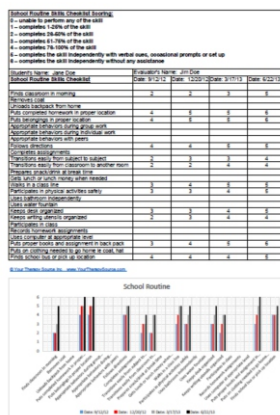


Focus on Autism and Other Developmental Disabilities published research on whether a difference existed in levels of task independence when three students with autism completed food preparation tasks while self-monitoring using a low-tech treatment (paper/pencil) and high-tech treatment (iPad). The results indicated:

1. both interventions decreased the need for prompting which increases independence
2. Students needed less assistance when using the iPad
3. students maintained their levels of independence in food preparation over the summer
4. social validity interviews indicated the students preferred self monitoring with the iPad over paper/pencil.

Reference:

Emily C. Bouck, Melissa Savage, Nancy K. Meyer, Teresa Taber-Doughty, and Megan Hunley
High-Tech or Low-Tech? Comparing Self-Monitoring Systems to Increase Task Independence for Students With Autism *Focus on Autism and Other Developmental Disabilities* September 2014 29: 156-167, first published on April 11, 2014 doi:10.1177/1088357614528797



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 at

<http://www.yourtherapysource.com/lifeskillchecklists.html>

Tummy Time Isn't Just for Babies



It is recommended that babies spend supervised play time on their tummies to help decrease the risk of plagiocephaly, encourage reaching and increase muscle strengthening in the shoulders and arms. Prone positioning also increase core stability. Try laying in your belly in prone with both arms extended (aka cobra pose). Let me tell you not only will you get an excellent stretch, upper extremity weight bearing and strengthening but you will also be tightening your core muscles to maintain the position. Tummy time isn't just for babies.

Here are 5 tips to encourage tummy time for all ages:

1. Since it easier to prevent problems before they occur, it is very important for babies to spend supervised time on the bellies each day. Get down on the floor and play with baby. Talk, smile and model how to use toys. Hold your baby when ever possible instead if leaving the baby in a container. Have the baby sit on your lap, lay on your chest, or lay on his/her belly over your lap. Try holding your baby in different positions instead of just in a cradle hold such as up on your shoulder or in a football hold. All of these positions and interactions will benefit baby to increase muscle strength, emotional bonds, socialization and overall motor skill development.
2. During the toddler years, encourage the child play simple games on his/her belly or even on all fours. Set up obstacles courses where the child has to crawl from station to station.
3. For preschoolers, introduce some simple yoga poses. The cobra, downward dog, plank, cat/camel and crab pose are a few to start with that will encourage upper extremity and core strengthening. Perhaps the prek teacher can have the children listen to a story laying on their bellies on the floor.
4. For school aged children, try reading in prone on elbows. Watch a television show leaning on your forearms on your belly instead of slumped on the couch. Do wheelbarrow walking over a big ball.
5. Adults need belly time too! Trust me, if you lay on the floor in prone on extended arms you will feel an amazing stretch. Try reading on your belly. Take a break from the phone or tablet in sitting and lay on your belly on the floor to use it. (I am convinced we are going to change the human structure of the spine if we all continue to stay so hunched over our phones or computers – but that is another topic and certainly job security for therapists haha).

Tummy time isn't just for babies!

This post was part of a Therapy Blogger Blog Hop - read all the other posts on tummy time at <http://yourtherapysource.com/blog1/2014/08/page/2/>

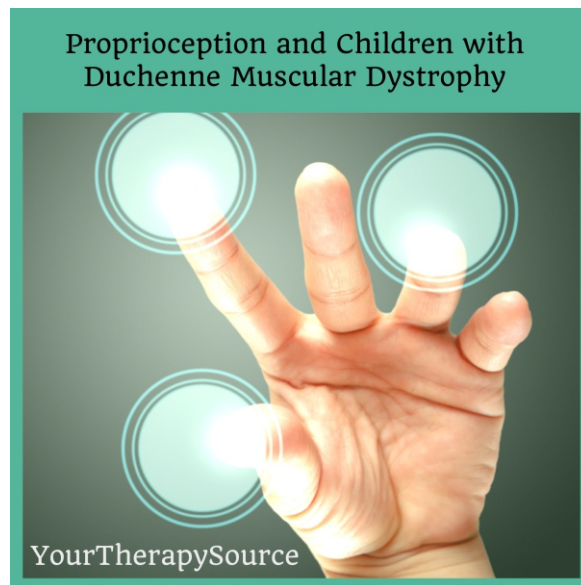
5 Back to School Tips



Perhaps you have already started back to school or will be shortly. Here are a few tips to make sure you are ready for those first few days back at school providing therapy:

1. Stay calm during scheduling. If you work as a school based therapist you know how stressful scheduling can be. Just try and remain calm and remember that it will get better. Sooner or later you schedule will fall into place and you will be able to get started with treatment sessions. First and foremost, respect the student and teachers schedule. Remember students are at school to be educated and learn – related services sometimes is not the top priority. When all else fails, practice your deep breathing exercises.
2. Keep your equipment organized and clean. When we start the school year off, the therapy rooms or therapy travel bags are organized, toys are clean and paperwork is fresh. Somehow that usually derailed for me rather rapidly and I was unorganized and spread out. Try to maintain that initial organization – it will make it much easier in the long run.
3. Be prepared. Have your lesson plans set and ready to go. If you don't use formal lesson planning, jot a note down for what you will do during each treatment session.
4. Have a few ideas in your back pocket. Ever notice sometimes what you think will take 30 minutes takes 5 minutes? Or perhaps a student is not motivated at all by your activity suggestion. Make sure you have a few ideas ready to go when the initial idea does not work out. Toss some Mini Movement Break ideas (<http://yourtherapysource.com/minimove.html>) or Motor Minute Challenges (<http://yourtherapysource.com/motorminute.html>) in your bag just in case.
5. Review IEPs and background information on your students. If possible, before school starts, review important IEP info such as goals, present levels of educational performance, modifications in place, etc.

Proprioception and Duchenne MD



Child Development and Neurology published research on 40 males with Duchenne muscular dystrophy (DMD) to examine tactile perception and manual dexterity, with or without visual feedback.

The participants were assessed for tactile perception using two-point discrimination and stereognosis tests, and manual dexterity using the Pick-Up test with the eyes either open or closed.

The results indicated the following:

1. males with DMD exhibited no impairment in tactile perception, as measured by the two-point discrimination test and the number of objects correctly named in the stereognosis test.
2. manipulation during stereognosis was statistically slower with both hands
3. manual dexterity was much worse in males with DMD when there was no visual feedback

The researchers concluded that males with DMD exhibited difficulties with manipulation during stereognosis and dexterity tests. Hand control was highly dependent on visual information rather than on tactile perception.

The researchers hypothesize that motor dysfunction in males with DMD, therefore, might be related to altered neural control.

Reference: Troise, D et al. The influence of visual and tactile perception on hand control in children with Duchenne muscular dystrophy. *Developmental Medicine & Child Neurology* Volume 56, Issue 9, pages 882–887, September 2014

5 Everyday Outdoor Activities to Practice Self Regulation

Self regulation is the ability of a person to tolerate sensations, situations and distress and form appropriate responses to that sensory input. Simply stated, it is the ability to control behavior. The ability to self regulate in children is a predictor for academic abilities.

Here are 5 everyday outdoor activities to practice self-regulation skills in children:

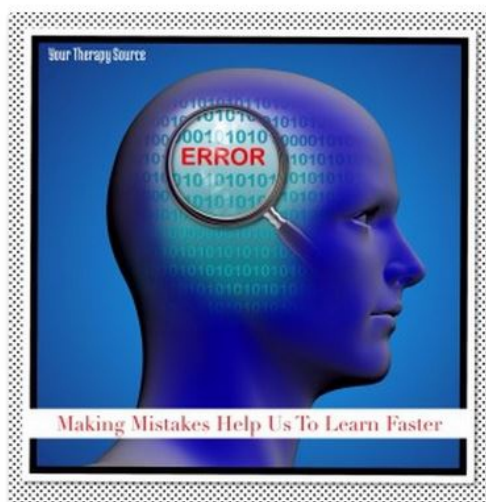


1. Outdoor free play with a group of children without much adult interaction is an excellent self regulation activity. A game of tag, kick ball or hide and go seek will certainly require self regulation. Kids will argue and fight and try to work it out. Many children may tend to lose it in situations where adults don't intervene to keep it "cordial". But in the end it is these situations where children really gain the self-regulation skills because they've used their own coping mechanisms to problem solve.
2. Recess also requires self regulation. Children may come out of school bursting with energy and need to control it outdoors to remain safe.
3. Walking to school requires self-control. For younger children, the child needs to stay with an adult when walking and must control the desire to run ahead. For older children, they must exhibit self control to avoid other pedestrians and traffic. Waiting for the school bus requires a significant amount of self-regulation especially when children have to wait for long periods of time.
4. Be mindful of the beauty of the outdoors. Teach children to slow down and appreciate the outdoors. Practice deep breathing and just relax. This models a calm body for children. In order to remain in control in difficult situations children need to have calming experiences.
5. On the playground, children need to exhibit self regulation to follow the rules, wait on line to use different equipment and to exhibit safety awareness. Without self regulation, the child and others are at risk for injury.

The more practice children have to develop self regulation skills, the more children will be better able to think before they act. Need more ideas? Check out the **Adventure Skill Self Regulation Flash cards**. This 16 Flash Card Set in printable PDF format – includes health lessons and self-regulation techniques that combine creative movement, yoga and Brain Gym®.

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

Go Ahead, Make a Mistake, Your Brain Will Learn Faster



We all know that we learn from our mistakes. But new research specifically indicates that our brains learn faster from our mistakes.

Researchers at Johns Hopkins university determined that people learn an identical or similar task faster the second, third and subsequent time around because they are helped by memories of how to perform the task and by memories of the errors made the first time.

Motor learning theorists know that when learning a new motor skill the brain notes their brains notes small differences in the environment during motor skill practice and uses this information to perform the motor skill task more smoothly next time. Those small differences are called prediction errors and the process of learning from them is mostly automatic.

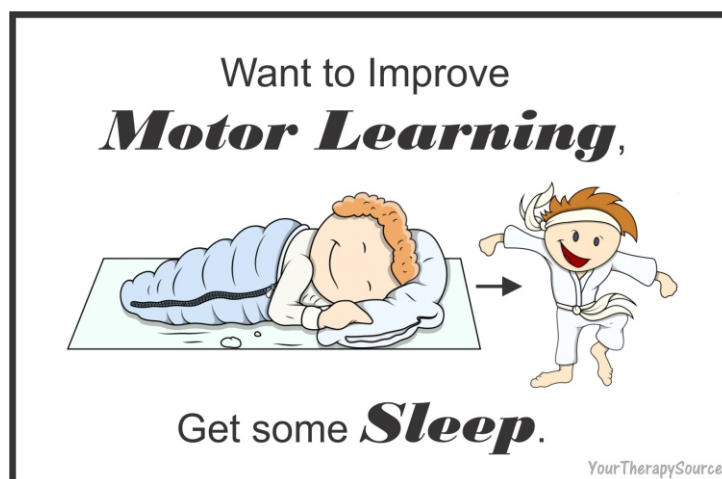
This experiment where participants manipulated a joystick that they could not see helped the researchers determine that prediction errors also teach the brain how to learn faster from errors, even when those errors are encountered in a completely different task. Therefore, the brain can generalize from one motor skill task to another by keeping a memory of the errors. The participants learned to give frequent errors more value as learning cues while not paying as much attention to errors that appeared as by chance.

To summarize, the researchers determined that the brain is giving weight to different types of errors to provide feedback when learning a motor skill task. This “coaching” that the brain is doing helps a person to learn similar future motor tasks quicker because the brain remembers what errors it should pay closer attention to.

Reference: “A memory of errors in sensorimotor learning,” by D.J. Herzfeld; P.A. Vaswani; M. Marko; R. Shadmehr, Science, 2014.

www.sciencemag.org/lookup/doi/10.1126/science.1253138

Improve Motor Learning By Getting Some Sleep



Researchers from the University of Montreal taught a group of subjects a new sequence of piano-type finger movements on a box. Using functional MRIs, the subject's brains were analyzed during their performance of the task before and after a period of sleep. In addition, the same test was performed by a control group at the beginning and end of the day, without a period of sleep.

Previously, the researchers had shown that the putamen, a central part of the brain, was more active in subjects who had slept and they had observed improved performance of a task after a night of sleep and not just the passage of daytime.

Using brain connectivity analysis the results of this study indicated that one brain network emerged from the others—the cortico-striatal network—composed of cortical and subcortical areas, including the putamen and associated cortical regions. In other words, after a night of sleep, the cortico-striatal network was more integration among these regions when consolidation had occurred. A night of sleep appeared to provide active protection of the cortico-striatal network, but the passage of daytime did not provide. Only a night of sleep resulted in better performance of the task.

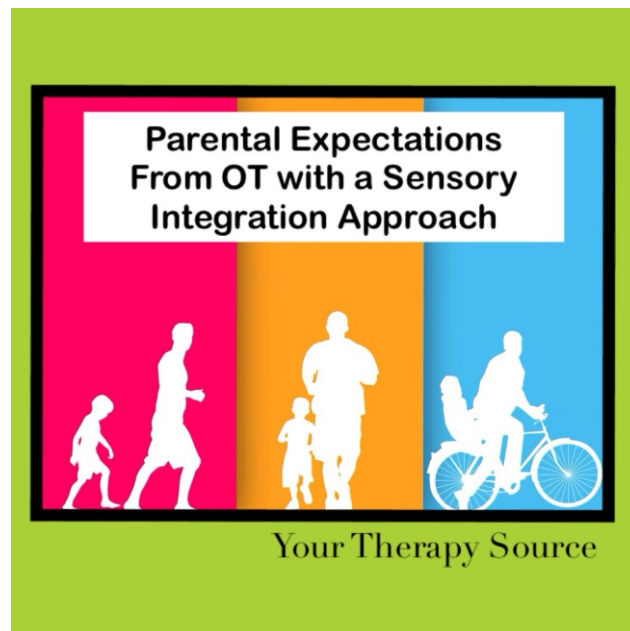
Reference: Medical Express. Learning to play the piano? Sleep on it! Retrieved from the web on 8/22/14 at <http://medicalxpress.com/news/2014-08-piano.html#nwlt>



Autism Sleeps: This book is an easy-to-read manual to help people with sensory processing difficulties, Autism Spectrum Disorders or a restless mind, achieve an overall healthy sleep experience.

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

Parental Expectations from OT



The *American Journal of Occupational Therapy* published research analyzing 275 parental responses to 3 questions on history intake forms regarding concerns and hopes for their children's outcomes in OT with a sensory integration approach. The results indicated that parents had four types of concerns for their children:

1. self-regulation
2. interacting with peers
3. participating in skilled motor activities
4. self-confidence

In addition, parents were hoping that occupational therapy would help their children develop self-understanding and frustration tolerance to self-regulate their behavior in socially acceptable way.

The researchers concluded that assessment and intervention should focus on some aspects of self-regulation, social participation, skills, and self confidence.

Reference: Parents' Explanatory Models and Hopes for Outcomes of Occupational Therapy Using a Sensory Integration Approach *American Journal of Occupational Therapy*, July/August 2014, Vol. 68, 454-462. doi:10.5014/ajot.2014.010843

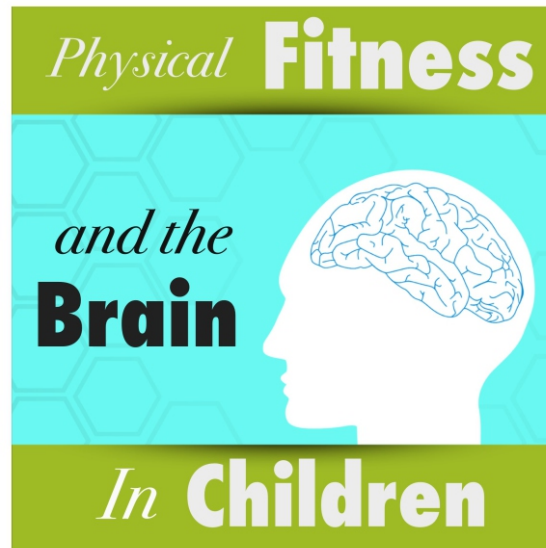
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Physical Fitness and the Brain in Children



Frontiers in Neuroscience published research looking at the diffusion MRIs of 24 nine and 10-year-old children to determine an association between aerobic fitness and the brain. The study showed that children who are more aerobically fit have more fibrous and compact white-matter tracts in their brains than children who are less fit.

More specifically, the researchers found that significant fitness-related differences in the integrity of several white-matter tracts in the brain, including the corpus callosum (connects the brain's left and right hemispheres), the superior longitudinal fasciculus (pair of structures that connect the frontal and parietal lobes) and the superior corona radiata (connect the cerebral cortex to the brain stem). These white matters tracts all play a role in attention and memory.

Reference: Chaddock-Haymen, L. Et al. Aerobic fitness is associated with greater white matter integrity in children. *Front. Hum. Neurosci.*, 19 August 2014 | doi: 10.3389/fnhum.2014.00584

Check out yoga for children to increase physical fitness in children at <http://yourtherapysource.com/yoga.html>

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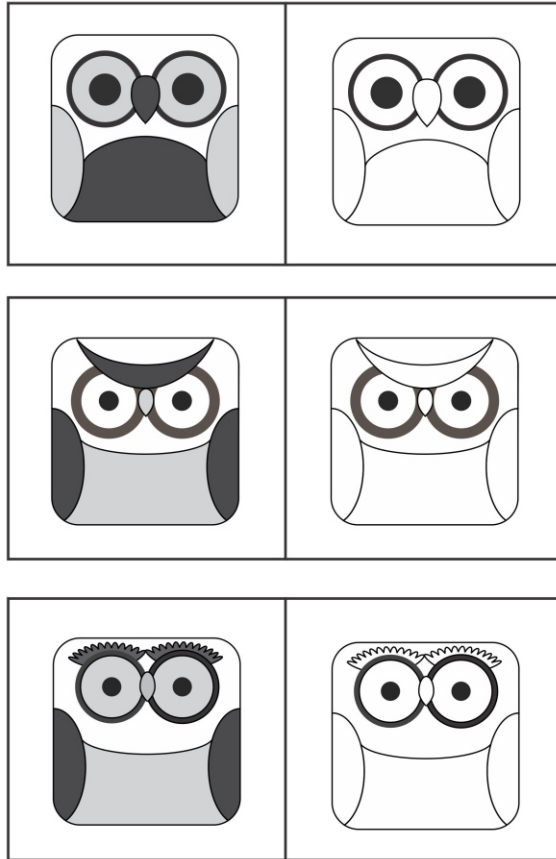
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Shade Wisely

Shade Wisely

Directions: Practice proper pencil pressure by coloring in the owl on the right exactly the same shades as the owl on the left.



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Students can practice pressing light versus hard to shade the owl pictures.

You can download it at
<http://yourtherapysource.com/freeshade.html>

Free Schedule Cards for OT, PT and Speech

Free Schedule Cards for OT and PT

Occupational Therapy										
										
						Therapist: _____				
						Email: _____				
						Phone #: _____				
Student: _____										
OT Schedule Day/Time										
Mon	Tue	Wed	Thur	Fri						

Physical Therapy										
										
						Therapist: _____				
						Email: _____				
						Phone #: _____				
Student: _____										
PT Schedule Day/Time										
Mon	Tue	Wed	Thur	Fri						

YourTherapySource

These are ready just in time for the start of the school year (or use them anytime you change your schedule to update everyone). These scheduling cards are the size of business cards. Use them to inform teachers, students and parents what day and time a student has therapy and to provide your contact information.

You can even type right on them and then print them out (you only have to type in one card and it will repeat on all 10 on the page). Then manually fill in student's name, day and time when ready to hand out the card. Or you can just print them and hand write each card.

You can download the scheduling cards for school based occupational and physical therapy at <http://www.yourtherapysource.com/freeschedulecards>

Survey Results on Using Social Media



For the last several months, we asked if you used social media for professional use. Out of the 110 responses, 75% of you said yes.

View the rest of the results at <http://www.YourTherapySource.com/surveysocialmedia>.

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