



Your Therapy Source News

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

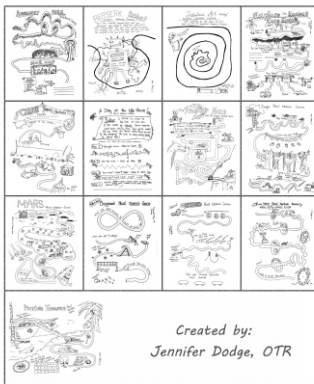
www.YourTherapySource.com



**September 2015
Issue 75**

New and Sale Products

Pencil Obstacle Courses Packet #1



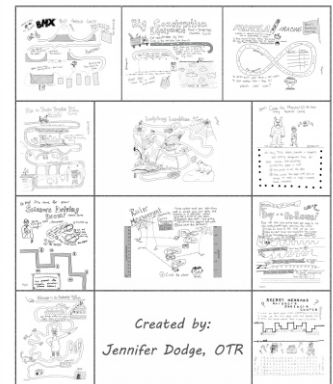
Pencil Obstacle Courses Packet #1 and #2

By: Jennifer Dodge OTR

Summary: Pencil Obstacle Courses Packet #1 download includes 13 hand drawn, creative activities to practice pencil and scissor control. Pencil (etc.) Obstacle Courses Packet #2 download includes 11 hand- drawn, creative activities to practice pencil and scissor control.

Price: \$7.50/ each packet

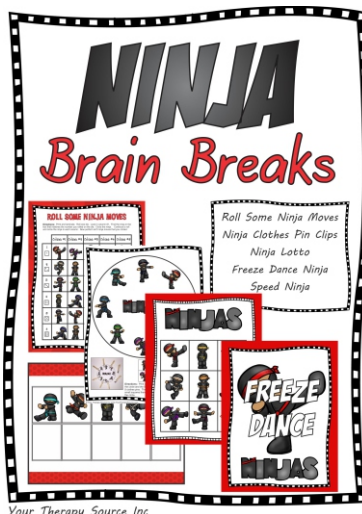
Pencil (etc) Obstacle Courses Packet #2



FIND OUT MORE AT

<http://yourtherapysource.com/pencilobstacle.html>
and

<http://yourtherapysource.com/pencilobstacle2.html>



Your Therapy Source Inc

Ninja Brain Breaks

By: Your Therapy Source, Inc

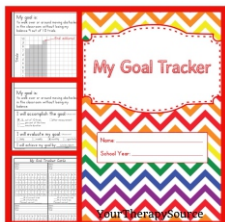
Summary: Download of 5 print and play games Ninja style that encourage motor planning, body awareness, visual motor, fine motor and sensory motor skills.

List Price: \$3.99

SALE PRICE UNTIL 9/30/15: \$1.99

FIND OUT MORE AT

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

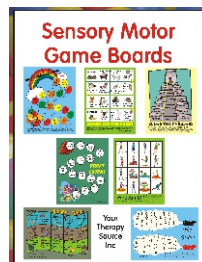


My Goal Tracker

25% off until 9/30/15.
Only \$2.99

FIND OUT MORE AT

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



Sensory Motor Game Boards

50% off until 9/30/15
Only \$5.00

FIND OUT MORE AT

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

Is the Developmental Visual-Motor Integration Test an Effective Measure of Handwriting Progress?

The *American Journal of Occupational Therapy* published pretest-posttest research with 207 kindergarten, first-grade, and second-grade students. The intervention group participated in the Size Matters Handwriting program for 40 sessions and the control group received standard instruction. All the groups were evaluated with two handwriting measures and the Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) were administered at baseline and after the intervention.

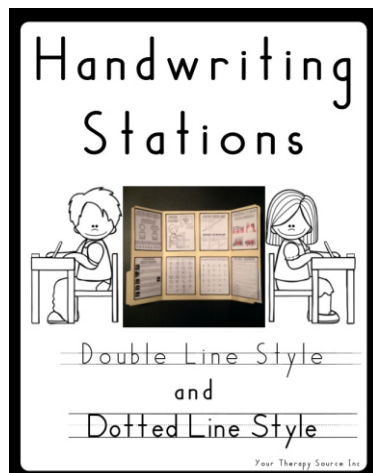
The results indicated the following:

- the intervention group demonstrated significant improvements on the handwriting measures
- there was no significant difference in change scores on the VMI,

The researchers concluded that the VMI may not detect changes in handwriting related to occupational therapy intervention.

Read the full study here <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4482580/>

Reference: Beth Pfeiffer, corresponding author Beverly Moskowitz, Andrew Paoletti, Eugene Brusilovskiy, Sheryl Eckberg Zylstra, and Tammy Murray. Developmental Test of Visual-Motor Integration (VMI): An Effective Outcome Measure for Handwriting Interventions for Kindergarten, First-Grade, and Second-Grade Students? *Am J Occup Ther*. 2015 Jul-Aug; 69(4): 6904350010p1–6904350010p7. Published online 2015 Jun 23. doi: 10.5014/ajot.2015.015826



Handwriting Stations include the materials to create a handwriting station on a tri-fold or in a folder. The station includes proper letter formation for capital and lower case letters, correct posture, pencil grip, warm up exercises, letter reversals tips and self check sheet. In addition, there are 27 worksheets for the alphabet and number practice (Handwriting without Tears® style and Zaner-Bloser® style). This download is great for classroom use, therapy sessions or to send home with a student.

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

Emergency Activities



As school based therapists we juggle high caseloads, many schools and tight schedules. It can be difficult to find a few minutes to discuss a student's needs. Interruptions occur at times when you are working with a student such as a phone call from a doctor about a student, a teacher pops into the therapy room to ask you a quick question or an aide needs to borrow a piece of equipment. When those interruptions occur, it would be beneficial have an emergency plan of action with some items in a "bag of tricks". Prepare a few activities that you can grab super quick to have the student work on while you deal with the interruption.

Here are a few freebies you can print and throw in your bag of tricks for those emergency moments during a therapy session. I tried to pick ideas that address fine motor, gross motor and sensory processing therefore the activities address many goals:

1. Motor Minute Challenge Freebie – fine motor and gross motor activities on a page to complete in under 1-2 minutes <http://yourtherapysource.com/motorminutefree.html>
2. Visual Discrimination Puzzles – <http://yourtherapysource.com/visualdfree.html>
3. Superhero Action Training – locomotor skills
<http://yourtherapysource.com/superherofreebie.html>
4. All About Staying Calm Glyph <http://yourtherapysource.com/glyphsmefreebie.html>
5. Creepy Caterpillar and Wiggly Worm: <http://yourtherapysource.com/fmspringfree.html>
6. Roll, Move and Cover activity: <http://yourtherapysource.com/animalactionsazfreebie.html>
7. Spinning Exercises <http://yourtherapysource.com/freespinningtop.html>
8. Football game: <http://yourtherapysource.com/freefootball.html>
9. Falling Leaves: <http://yourtherapysource.com/fallingleaves.html>
10. Roll Some Free Brain Breaks: <http://yourtherapysource.com/rollsomefunfree.html>

Writing SMART Goals for OT and PT

Are you familiar with SMART goals? SMART is an acronym for guiding someone how to write a goal. It stands for:

- S – SPECIFIC: what, why and how are you going to do it
- M – MEASURABLE: evidence that the goal will be achieved ie data collection
- A – ATTAINABLE: goal needs to be challenging but reachable
- R – RELEVANT: goal should measure outcomes not activities
- T – TIME BOUND: deadline that the goal needs to be achieved by



Here is an example of a SMART goal using the Common Core Standards for a kindergarten student (CCSS.ELA-Literacy.SL.K.5). GOAL: By June 2016, during speaking and listening tasks the student will independently be able to open/close containers that hold ELA supplies 9 out of 10 trials to create drawings or visual displays when presenting knowledge and ideas.

S – Specific: WHAT ARE YOU GOING TO DO IT? student will independently be able to open/close containers that hold ELA supplies

WHY ARE YOU GOING TO DO IT? so student can create drawings or visual displays when presenting knowledge and ideas.

HOW ARE YOU GOING TO DO IT? independently 9 out of 10 trials by June 2016

M – Measurable: independently 9 out of 10 trials. This can be measured using observation skills and data collection when the student is opening and closing materials that hold ELA supplies

A – Attainable: Make sure the student has the skill set to accomplish the goal.

R – Relevant: According to the Common Core Standards, kindergartens should be able to create drawings or visual displays when presenting knowledge and ideas for english language arts. In order to create drawings, some materials may be inside containers ie pencil pouch, plastic bins with lids, etc.

T – Time Bound: Student will achieve the goal by June 2016.

CONTINUED ON NEXT PAGE

Need ideas based on the Common Core Standards?

Check out **IEP Goals Related to the Common Core for OT/PT Grades K-2** at <http://yourtherapysource.com/commoncorek2.html> or **IEP Goals Related to the Common Core for OT/PT Grades 3-5** at <http://yourtherapysource.com/commoncore35.htm>

Writing SMART Goals for OT and PT (continued)



Here is another example of a SMART goal using the Common Core Standards for Kindergarten ELA CCSS.ELA-Literacy.SL.K.1: GOAL: By June 2016, the student will independently exhibit age appropriate body awareness (i.e. maintaining personal space, keeping hands to self, etc.) 90% of the time when actively engaged in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

S – Specific:

WHAT ARE YOU GOING TO DO? student will exhibit age appropriate body awareness (i.e. maintaining personal space, keeping hands to self, etc.)

WHY ARE YOU GOING TO DO IT? so student can participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

HOW ARE YOU GOING TO DO IT? independently 90% of the time

M – Measurable: through observation and data collection student will independently maintain body awareness 90% of the time

A – Attainable: Make sure the student has the skill set to accomplish the goal.

R – Relevant: According to the Common Core Standards, during speaking and listening tasks, kindergartens should be able to participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

T – Time Bound: Student will achieve the goal by June 2016.

CONTINUED ON NEXT PAGE

Writing SMART Goals for OT and PT (continued)

Here is one more example of a SMART goal using the common core standard CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. GOAL: By June 2016, the student will be able to move fluidly between different actions (walk, march, strut and prance) with similar meanings with verbal cues 8 of 10 trials for vocabulary acquisition and use.

S – Specific:

WHAT ARE YOU GOING TO DO? student will move fluidly between different actions (walk, march, strut and prance) with similar meanings

WHY ARE YOU GOING TO DO IT? so student can distinguish shades of meaning among verbs describing the same general action

HOW ARE YOU GOING TO DO IT? with verbal cues 8 out of 10 trials

M – Measurable: through observation and data collection the student will move fluidly between actions with verbal cueing 8 out of 10 trials

A – Attainable: Make sure the student has the skill set to accomplish the goal.

R – Relevant: According to the Common Core Standards, for vocabulary acquisition and use, kindergartens should be able to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

T – Time Bound: Student will achieve the goal by June 2016.

Hopefully, this help to explain how to write SMART goals.

Need ideas based on the Common Core Standards?

Check out **IEP Goals Related to the Common Core for OT/PT Grades K-2** at <http://yourtherapysource.com/commoncorek2.html> or **IEP Goals Related to the Common Core for OT/PT Grades 3-5** at <http://yourtherapysource.com/commoncore35.htm>

10 Back to School Tips for Therapists

It is that time of year again – back to school. Here are 10 tips to help you get started on the right “foot” (for the PTs) or “write path” (for the Ots). Get it hahahaha! Ok, I know lame joke but I couldn’t resist. Here we go:



#1: Get organized. Here are a few specific tips to help –

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. Check out the Therapy Planner for 2015-2016 to organize your binder at <http://yourtherapysource.com/therapyplanner.html>
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.

#2: Set up your therapy space. This can mean so many different things to different therapists. Perhaps you are lucky enough to actually have a therapy room. Design your space with universal design principles to set a good example and help all children that come to the therapy room. Want to make it look nice? Check out some of our motivational posters for pediatric OTs and PTs at <http://yourtherapysource.com/motivational.html> If your therapy space is a hallway or small closet start setting up your car. Clean it and organize it so that you have space for all your equipment as your travel.

#3: Learn about the students’ curriculum. This may sound like a huge undertaking but at least start out by understanding what is expected of the students on your caseload. Things have changed so much over the last several years about what is expected of children to learn. As school based therapists our job is to help students achieve their educational goals. That job is impossible if we do not fully understand what they need to learn. If your school is using the common core standards you can get an idea of what is expected for each grade in IEP Goals Related to the Common Core for OT/PT Grades K-2 at <http://yourtherapysource.com/commoncorek2.html> or IEP Goals Related to the Common Core for OT/PT Grades 3-5 at <http://yourtherapysource.com/commoncore35.html>

10 Back to School Tips for Therapists (Continued)

#4: Check current goals. Learn about each of your students. It can be hard to get a clear picture of a student's skill based on what you read on paper. If you had the student previously, have any skills changed over the summer? If a decline is observed, be sure to collect some data to help justify services over the next summer if needed. If the student has improved, check if goals need to be adjusted.



#5: Observe your students in the educational environment. Observe the student in the classroom, on the bus, in the cafeteria, etc. Can the student physically access all the materials? Are there certain modifications that need to be made to the environment to make it easier for the student? Sometimes as therapists, we focus on what we can do to help with specific therapeutic interventions to help a student improve his/her skills. We need to remember the quick fixes that can be done to the environment around the student to help achieve goals.

#6: Collaborate with teachers, parents, students and other school staff. Introduce yourself to all of the team members, Explain how you can offer help in certain areas for students and encourage the team members to contact you if they have any questions. Don't forget to collaborate with the most important team member – the student!

#7: Communicate. Communication is different than collaboration. Inform students, parents and school staff what you are working on with the student and offer suggestions of how they can help. Want more suggestions? Check out this article Let's Talk – How to Communicate Effectively with the Special Education Team at <http://yourtherapysource.com/communicate.html>.

#8: Establish goals for yourself. Keep it nice and simple and try filling out this worksheet on how you can improve this school year – <http://yourtherapysource.com/blog1/2014/06/03/self-improvement/>

#9: Don't judge. If you have new students on your caseload, do not judge them solely on what you read on paper especially their motor skills. Don't assume that a child can not achieve a certain skill. Take the time to get to know each student (see tip #5).

#10: Be prepared. Children tend to exhibit inappropriate behavior when they become complacent during unstructured times. It is critical to plan out in advance exactly what goals you will be addressing during the session and design an activity keeping those goals as the focus. Always have in mind a few extra activities. Some activities that you may think will take 20 minutes may take 5 minutes leaving you with a chunk of unstructured time. Make sure that students can complete the tasks you will be using while being challenged. You can find thousands of activity ideas at <http://www.YourTherapySource.com>.

ADHD, Fidgeting and Improved Performance

The *Journal of Abnormal Psychology* published research to determine if hyperactivity with ADHD is a deficit or a compensatory behavior. The researchers compared the working memory (WM) performance and attention in boys aged 8–12 years with ADHD (n = 29) and typically developing children (TD; n = 23). Each child's phonological WM and attentive behavior was evaluated during four counterbalanced WM tasks during four separate sessions. The data was then sequenced hierarchically based on behavioral observations of each child's gross motor activity during each task.

The results indicated the following:

1. higher rates of activity level predicted significantly better, but not normalized WM performance for children with ADHD.

2. higher rates of activity level predicted somewhat lower WM performance for TD children.

3. variations in movement did not predict changes in attention for either group.

4. children with ADHD were more likely to be classified as reliably improved in their WM performance at their highest versus lowest activity level.

5. the typically developing children were more likely to be classified as deteriorated in their WM performance at their highest versus lowest observed activity level.

The researchers concluded that there is a functional role to hyperactivity in ADHD and recommend avoiding overcorrection of gross motor activity during academic tasks that rely on phonological WM.

The lead author of the study, Dustin Sarver, discusses with National Public Radio that “We think that part of the reason is that when they’re moving more they’re increasing their alertness”. He goes on to explain that a level of alertness functions on a “rainbow curve.” “You want to maintain a “Goldilocks” level of alertness — not too much, not too little. That’s why moving around didn’t help the typically developing kids; it might even have distracted them”.

Need ideas to incorporate more movement into the classroom? Check out all these Brain Breaks at <http://www.yourtherapysource.com/brainbreaks.html>

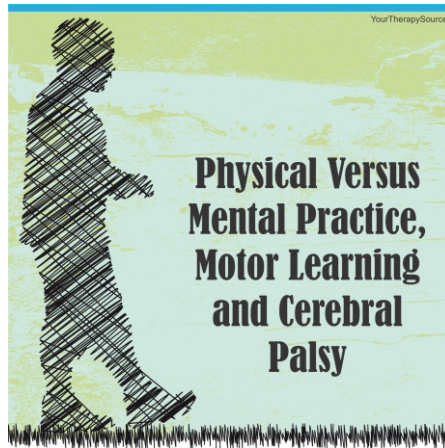
References:

Dustin E. Sarver, Mark D. Rapport, Michael J. Kofler, Joseph S. Raiker, Lauren M. Friedman. Hyperactivity in Attention-Deficit/Hyperactivity Disorder (ADHD): Impairing Deficit or Compensatory Behavior? *Journal of Abnormal Child Psychology*. April 2015. DOI 10.1007/s10802-015-0011-1.

Kamenetz, A. Vindication For Fidgeters: Movement May Help Students With ADHD Concentrate. Retrieved from the web on 8/19/15 from <http://www.npr.org/sections/ed/2015/05/14/404959284/fidgeting-may-help-concentration-for-students-with-adhd>.



Physical Versus Mental Practice, Motor Learning and Cerebral Palsy



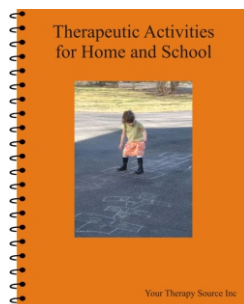
The *Journal of Developmental and Physical Disabilities* published research on the effects of physical and mental practice in acquisition, retention, and transfer of a motor skill in 29 males with cerebral palsy. The participants were assigned to three homogenous groups; physical practice (n = 10), mental practice (n = 10), and control (n = 9). The experimental groups (physical and mental practice) performed 5 sessions (6 blocks of 5 trials in each session). The acquisition test was run immediately at the end of each practice session and the retention and transfer tests were run approximately 48 hours after the acquisition phase.

The results indicated that:

individuals with CP have the ability to acquire and retain a new motor skill with either physical or mental practice.

The researchers concluded that this study confirms previous studies involving typically developing individuals and indicates the benefits of mental practice for people with CP.

Reference: Mohammad Reza Sharif et al. Effects of Physical and Mental Practice on Motor Learning in Individuals with Cerebral Palsy. *Journal of Developmental and Physical Disabilities* August 2015, Volume 27, Issue 4, pp 479-487



Therapeutic Activities for Home and School provides pediatric therapists with over forty, uncomplicated, reproducible activity sheets and tips that can be given to parents and teachers. Each activity sheet is written in a simple format with no medical terminology. The therapist is able to simply mark the recommended activities for each child. By providing parents and teachers with these handy check lists, therapists will be encouraging therapeutic activities throughout the entire day rather than time set aside for traditional home exercise programs. This book is an essential tool for all school based therapists to facilitate carry over of therapeutic activities in the home and classroom.

FIND OUT MORE AT <http://yourtherapysource.com/therexbook.html>

4 Tips to Avoid Negativity



A study from Indiana University revealed that women who were reminded of the negative stereotypes about math and visual processing for females did not display actual learning of the material presented to them. The researchers stated that the women who were under threat of the stereotype appeared to try too hard in a non focused and unproductive manner.

Now consider children with learning disabilities, developmental disabilities or any type of disability. Does the negative stereotypes of the labels effect their learning in addition to their self esteem? Unfortunately there are definitely teachers who never forget a child's label and it affects a child's ability to learn. Do children work too hard at times ultimately ignoring the strategies they were taught to learn in the first place? What differences do you notice when children are reminded of negative stereotypes?

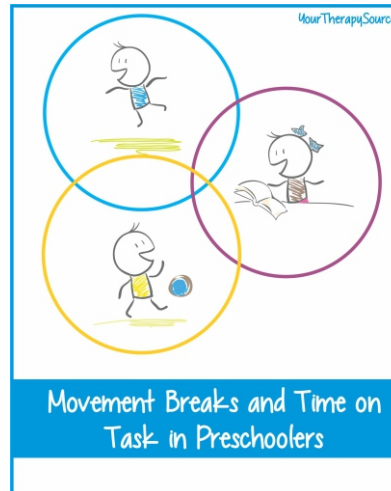
As therapists, do we predict motor behaviors based on negative stereotypes? Here are several ways to avoid negativity:

1. Always be positive. Instead of stating this might be difficult or challenging, assure the child that they can complete the skill or task.
2. Create goals that are attainable. Make sure that during every therapy session a child achieves at least one goal.
3. Reinforce positive qualities. Capitalize on a child's strengths to achieve other goals.
4. Review simple learning strategies. If you notice a child is trying too hard, review the task in simple steps to reinforce that they know how to accomplish the task.

Reference: Negative stereotypes shown to affect learning, not just performance. Retrieved from web on 8/10/2010 from <http://www.physorg.com/news199370906.html>

Need ideas for staying positive? Check out **Positive Affirmation Posters and Cards** for Children: Find out more at <http://yourtherapysource.com/positiveaffirmation.html>

Movement Breaks and Time on Task in Preschoolers



Pediatric Exercise Science published research on 118 preschool students who participated in a 10 minute teacher implemented classroom based activity break for 2 days (study was over 4 days – 2 days the activity break was conducted and the other 2 days was regular instruction). Physical activity was monitored via accelerometry. Time on-task was measured by direct observation.

The results indicated the following:

1. the 10 minute activity breaks resulted in a higher percent of moderate-to-vigorous physical activity (MVPA).
2. activity breaks also encouraged more on-task behavior after the activity break.
3. the students who were the most off-task before the break improved on-task behavior by 30 percentage points.

The researchers concluded that teachers may improve time on-task after an activity break for preschoolers, especially in children who are the most off-task.

Reference: E. Kipling Webster, Danielle D. Wadsworth, Leah E. Robinson. Preschoolers' Time On-Task and Physical Activity During a Classroom Activity Break. PES Volume 27, Issue 1, February. doi.org/10.1123/pes.2014-0006

Needs ideas for quick movement breaks? Check out **Mini Movement Breaks** -Download of 60+ quick sensory motor activity cards for school, home or therapy clinic.

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

10 Free Visual Motor Printables



10 Visual Motor Freebies from www.YourTherapySource.com Here are 10 free visual motor printables – just print, grab a pencil and you are all set!!!

1. Visual Motor Exercise – <http://yourtherapysource.com/vmefree.html>
2. 2 Pages from Visual Motor Workbook – http://yourtherapysource.com/files/visual_motor_free_sample.pdf
3. Follow the Path – <http://yourtherapysource.com/followfree.html>
4. Letter and Shape Maze – <http://yourtherapysource.com/lsmazefree.html>
5. Connect Puzzle – <http://yourtherapysource.com/connectfree.html>
6. Graph Paper Drawing – <http://yourtherapysource.com/graphdrawfree.html>
7. Crossing Path Puzzle – <http://yourtherapysource.com/crossingpathsfree.html>
8. Frog Grid Drawing – <http://yourtherapysource.com/griddrawingfreebie.html>
9. Patterns Freebies – <http://yourtherapysource.com/patternsfree.html>
10. Lines, Lines and More Lines Freebie – <http://yourtherapysource.com/linesfreebie.html>

Visit Your Therapy Source for more visual perceptual activities at <http://yourtherapysource.com/visualdownloads.html>

Social Red Rover Group Activity



Social Red Rover Group Activity

Purpose: Promote motor skill development, cooperation and social skills.

Materials: none

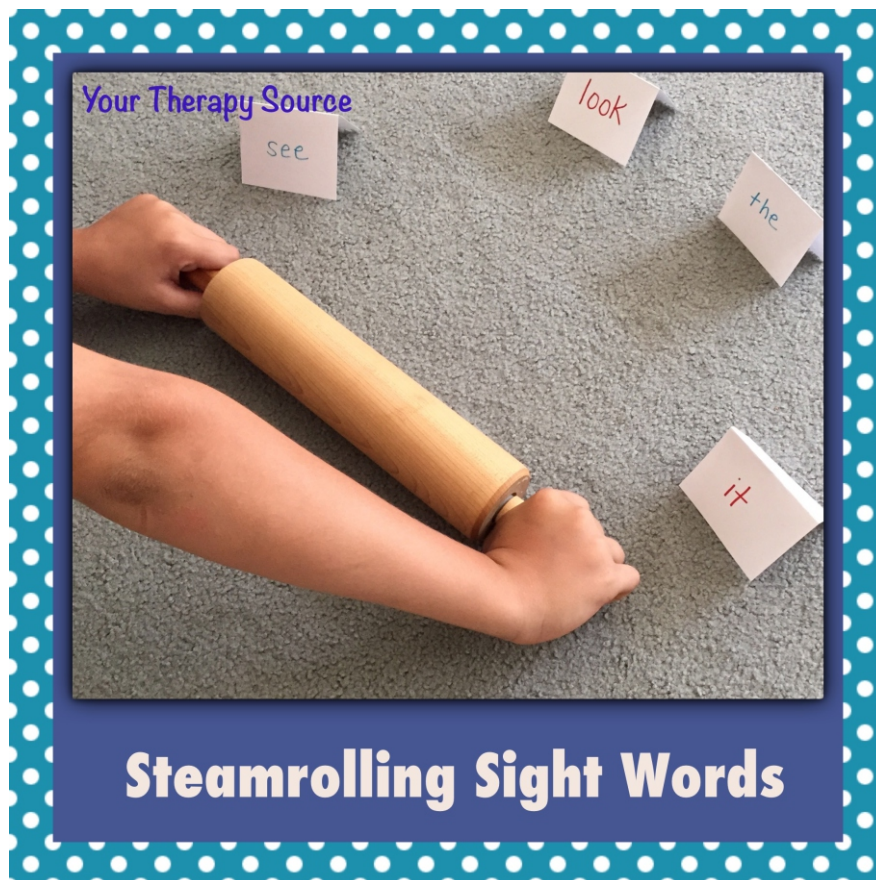
Activity: Divide the group up into two teams. Place one team on one side of the room and one team on the other side of the room. Just like Red Rover the teams call friends over – i.e. “Red Rover, Red Rover send John right over”. John then walks, hops, jumps, crawls or runs over to the other team. Instead of trying to break through the other team’s line create an activity that John must perform. Try Hi-5’s to each player, shaking hands with each player or hugs to each player.

Continue playing allowing all the children to take turns switching teams. See if the children can think of other ways to greet each other. If you have equipment available, you could set up an obstacle course in between the teams for the children to negotiate as they change teams.

Change it up for a getting to know you activity. Ask questions such as “if you are the oldest child in your family come on over” or “if your favorite color is pink come on over”.

Looking for more group activities??? Check out our
Sensory Motor Group Activities A to Z or 25 Instant Sensory Motor Group Activities.

Steam Rolling Sight Words



Here is an activity idea similar to one from our electronic book *Play Strong – Activities to Promote Muscle Strengthening in Children Through Play*. This is a four year old boy working on bilateral coordination, upper extremity and trunk muscle strengthening. The equipment needed is a regular size rolling pin and index cards. There are several index cards folded in half with sight words written on each card. The adult or friend calls out a word. The boy rolls the rolling pin over the correct word to steam roll the card.

Watch the video here <http://yourtherapysource.com/blog1/2015/08/12/play-strong-and-review-academic-material-too/>

Play Strong: Activities to Promote Muscle Strengthening in Children Through Play

FIND OUT MORE AT <http://www.yourtherapysource.com/playstrong>

Listen for the Code Game

Purpose: Encourage listening skills, following motor commands, self regulation skills and left right directions.

Materials: small object i.e. toy car, small doll, etc.

Activity:

Before you start establish what the movement pattern will be. Try to write it down so the children can refer to it if necessary. For example a pattern could be the following:

clap one time to move forward

clap two times to turn to the right

clap three times to turn to the left

slap knee one time to move backwards

Pick one child to be “it”. This child will have to listen to a pattern to determine where to go to find a missing object. The child needs to close his/her eyes while someone in the group hides the object away from the child who is “it”.

Make sure all the children keep calm during the game since it does take some concentration.

Once the object is hidden, the child who is “it” can open his/her eyes. Now the group must direct the child to the hidden object only using the established code. No talking allowed. You can have them take turns to clap out commands or agree to the code and then all clap together. Once the child finds the hidden object take turns letting the other children be “it”. Try changing the code every few rounds.

Want to make it harder?: Play music in the background so the child has to filter out the background noise and concentrate only on the established code. Blindfold the child and they have to feel for the hidden object.

Want to make it easier? Limit the code to very simple directions – clap once to move forward and clap twice to move backwards. Use verbal directions for right and left.

Need more activities that do not require any equipment? Check out 25 Instant Sensory Motor Group Activities – Find out more at <http://www.yourtherapysource.com/instant.html>



Who Are You In September?

Who Are You in September?

Name: _____

My favorite thing to do in September is: _____


My favorite subject is: _____

I am reading this book: _____

My teacher's name is: _____

Date: _____

Here is my self portrait.



© Your Therapy Source Inc

Here is a cute freebie from **Who Are You?** – a new owl themed handwriting and drawing activity packet. Use it to track student's progress throughout the year and create an adorable keepsake while you are at it. Download the sample page, Who Are You in September? here <http://yourtherapysource.com/whoareyoufreebie.html> and find out more about the complete packet here <http://yourtherapysource.com/whoareyou.html>.



YourTherapySource

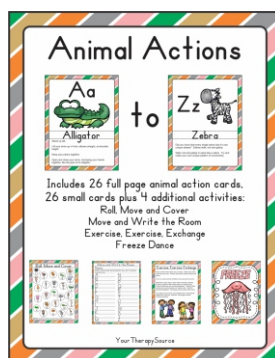
Animal Action A to Z



Here is a fun game, Roll, Move and Cover that incorporates movement, visual perceptual skills, fine motor skills and math skills. It is a freebie game from Animal Actions A to Z. Basically, the student rolls two dice, adds up the numbers, finds the number, performs an animal action and then colors in the circle to cover it up. Another option is to cover up each circle with a small ball of clay.

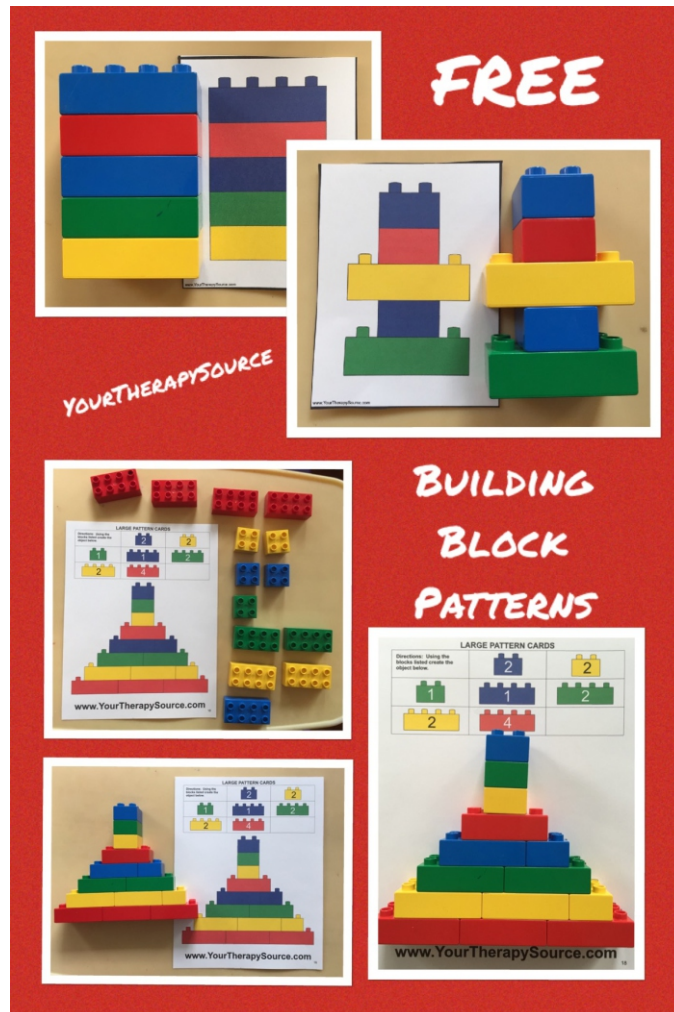
You can download the free activity here

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



Get more information on Animal Actions A to Z at
<http://yourtherapysource.com/animalactionsaz.html>

Building Block Patterns Freebie



Here are a several free printables from Building Blocks Patterns and Games. These free sample patterns are full size, ranging from simple to more complex patterns. The full size patterns make it easier for children to match up the blocks exactly if they need a little extra help to complete the cards. You will need DUPLO size blocks to use the cards. Check out these free sample pattern cards to challenge fine motor skills, visual perceptual skills and motor planning skills.

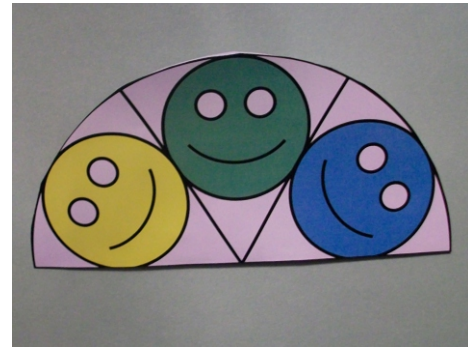
Get more information at
<http://yourtherapysource.com/blog1/2015/08/17/building-block-pattern-freebie/>

Directions for Circle Cut Outs

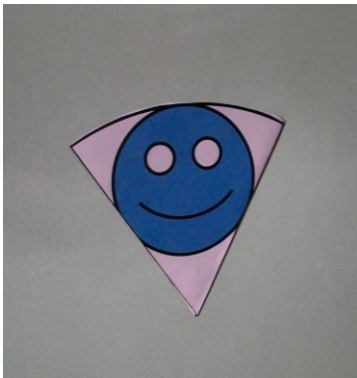
Step 1: Cut out the large circle.



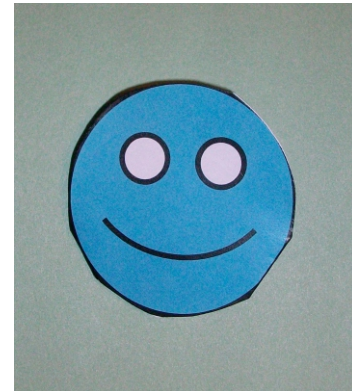
Step 2: Fold the circle in half exactly.



Step 3: Fold the half circle into thirds along the lines.



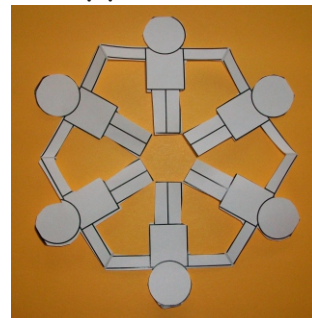
Step 4: Cut out around the object.



Step 5: Unfold the paper.



Step 6: Repeat with other pictures or create your own on the blank template included in the full version of from Kirigami for Kids at www.yourtherapysource.com/kirigami.





Doodle Lunch Boxes



Directions: Copy each doodle on the lunch boxes.





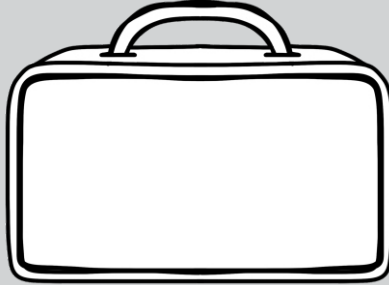
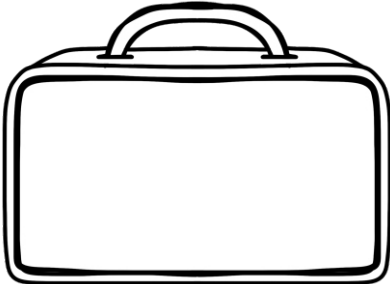
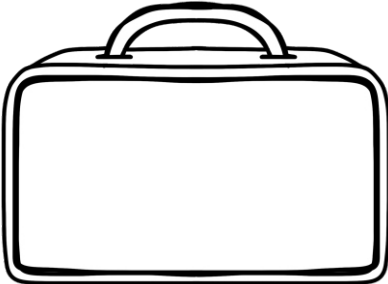
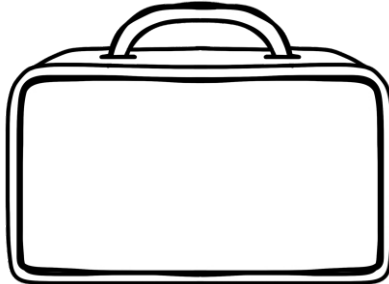
Go to www.YourTherapySource.com/vpschool for the complete download.



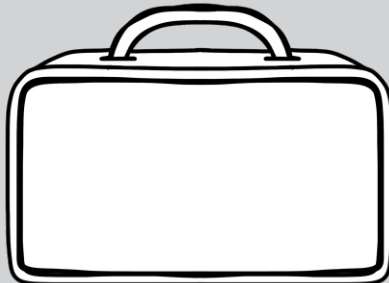
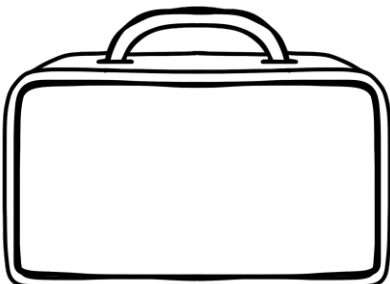
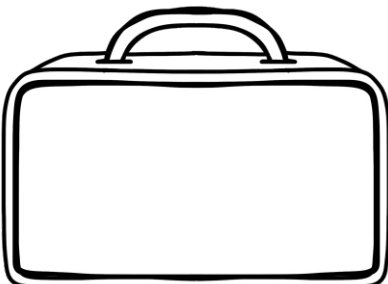
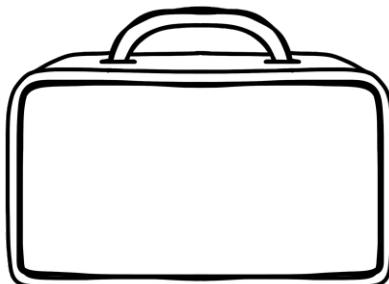
Doodle Lunch Boxes



Directions: Draw a simple design on the lunch boxes in the gray rows. Pass the paper to a friend. Can your friend copy your designs on the lunch boxes in the bottom rows?



Go to www.YourTherapySource.com/vpschool for the complete download.

Your Therapy Source Inc.

www.YourTherapySource.com



**Visit
www.YourTherapySource.com**

for a full list of our products including:

- **documentation forms**
- **sensory motor activity ideas**
- **sensory processing resources**
- **visual perceptual activities**
- **music downloads**

We ship digital items worldwide for FREE!

Visit our website for FREE hand-outs, articles, free newsletter, recent pediatric research and more!

www.YourTherapySource.com