



Your Therapy Source News

Digital magazine for pediatric
occupational and physical therapists.

Issue 8 -
December 2009

www.YourTherapySource.com

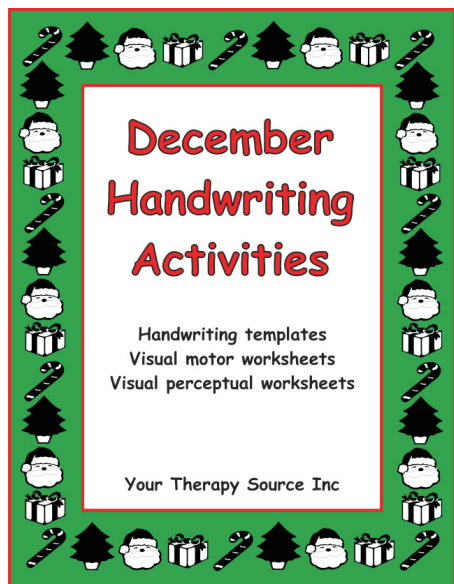
In This Issue



Your Therapy Source Inc

<u>New Products</u>	3
<u>Ways to Motivate Children</u>	4
<u>Children with Autism and Handwriting</u>	5
<u>Multisensory Lessons - Spelling</u>	6
<u>Multisensory Lessons - Math</u>	7
<u>Hot Topics</u>	8
<u>Survey Results - Push In or Pull Out</u>	9
<u>December Handwriting Sample Pages</u>	10

New and Popular Products



December Handwriting Activities -

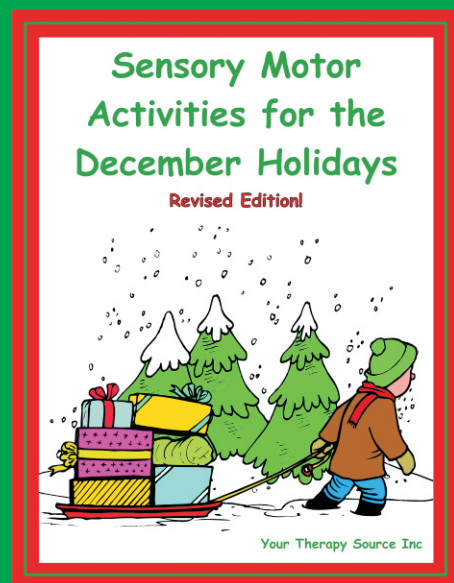
This download includes over 40 pages of December Handwriting templates, visual motor and visual perceptual worksheets.

LIST PRICE: \$4.99

SALE PRICE:

\$0.99 until 12/08/09

www.YourTherapySource.com/december



Sensory Motor Activities for the December Holidays -

Download of electronic book with 30 sensory motor activities for Christmas, Hannakuh and Kwanzaa.

LIST PRICE: \$4.99

Shipping: FREE - once payment is made you will receive an e-mail with a link to download the book.

www.YourTherapySource.com/decemberactivities

www.YourTherapySource.com

Ways to Motivate Children

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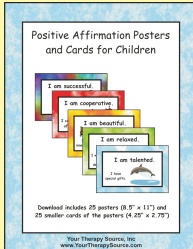
ediatric therapists know quite well that motivating a young child is sometimes the key to successful outcomes. If a child is not interested or motivated in a task, he will not want to practice the task. Therapists try various ways to motivate children through the use of toys and reward systems. Here are several creative ways to reward children for completing whatever goal has been set.

- 1. Charm bracelets** - buy some cheap charms and jewelry supplies. Each time a child completes a goal add a charm to the bracelet. Order charms that relate to the goal if possible - i.e. foot charms for gait training.
- 2. Free play** - if you have an exciting therapy room full of toys, reward the child with a certain amount of free time in the room to play with whatever toy or piece of equipment that the child wants.
- 3. Earn play money** - purchase a variety of inexpensive prizes and create prices for each item. When the child achieves the goal, give the child a fake one dollar bill. When the child accumulates enough to earn a prize, you can open your shop of prizes. The child can choose to spend all the money at one time or save up for higher priced prizes.
- 4. Lunch** - if you work in a school setting, perhaps reward a child with a lunch date. The child gets to eat lunch in the therapy room, maybe bring a friend, and the therapist can provide dessert. Play a game together after you eat.
- 5. Music** - reward your older clients with a download for the mp3 player or put the song on a CD.
- 6. Reward box** - Print and create this reward box to use at www.yourtherapysource.com/files/reward_box.pdf
- 7. Therapy Bingo** - Print and play Therapy Bingo at www.yourtherapysource.com/files/reward_bingo.pdf
- 8. Award Cards** - Print and create these free awards for OT and PT at www.yourtherapysource.com/files/foot_and_hand_awards.pdf .



Awards, Signs and
Certificates
for Pediatric
Occupational and
Physical
Therapists

www.YourTherapySource.com/awards



Positive Affirmation Posters
and Cards for Children

**Positive Affirmation
Cards and Posters for
Children**

www.YourTherapySource.com/positiveaffirmation

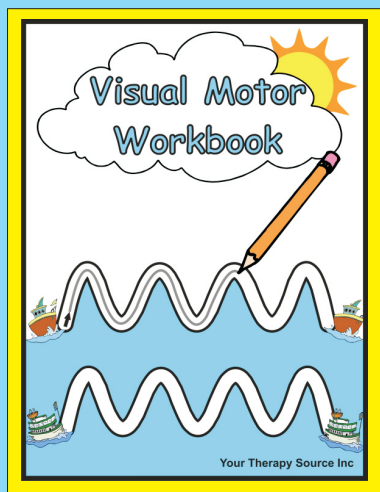
Children with Autism and Handwriting

The current issue of *Neurology* published research on handwriting abilities in children with autism (14 children with autism and 14 children without autism). The research indicated that children with autism displayed poorer quality in forming letters. Size, alignment and spacing of handwriting were similar to their peers without autism. In the study, motor skill level was predictive of handwriting performance but age, IQ, gender and visual spatial abilities were not predictive of handwriting performance. The researchers recommend training in letter formation and fine motor skills.



Reference: Fuentes, Christina T., Mostofsky, Stewart H., Bastian, Amy J.

Children with autism show specific handwriting impairments *Neurology* 2009 73: 1532-1537



Visual Motor Workbook - Download of 20 different visual motor exercises with varying degrees of difficulty for a total of 54 worksheets.

LIST PRICE: \$7.99

www.YourTherapySource.com/visualmotorworkbook

Multisensory Lessons - Spelling

Traditionally, a classroom lesson is delivered as verbal or written material. The student relies on auditory and/or visual input to understand the concepts. The student is expected to sit for extended periods of time and remain on task. For many of the students who receive related services, this can be a frustrating method of comprehending academic material. If a student exhibits deficits in auditory or visual input, failure may ensue. On the other hand, if a teacher uses a multi-sensory approach to teaching material they may succeed. A multi-sensory lesson allows for a student to learn using the various senses of the body instead of just auditory or visual. School based therapists can play a large role in helping teachers to incorporate additional sensory input such as tactile, proprioceptive, vestibular and motor skills when presenting academic material.

Occupational and physical therapists have a strong understanding of the large role that sensory input and sensory output plays in a student's life. By offering that expertise to teachers when planning lessons, all students receive the benefits of multi-sensory learning. In addition, the students who receive related services will be able to experience improved carry over of therapeutic interventions.

By employing multi-sensory strategies in the classroom, information is delivered to the brain from several sensory systems. This spreads the load on the brain over several systems which may result in improved memory. Students can improve problem solving skills and retain more information by touching, feeling and moving to learn new concept. When physical activity is included in the lesson plan, students are able to release energy, reduce stress, increase level of alertness and practice motor and coordination skills.

For elementary school children spelling is an integral part of the curriculum. Here are some simple multisensory lessons to practice spelling:

1. Spell the words in the air using different body parts - hands, elbows and feet.
2. Use magnetic letters to spell the words.
3. Using your finger, write the spelling words on a partners back. Can the person guess what you spelled out?
4. Write the words in shaving cream, sand or flour on a tray.
5. March around the room and spell out loud.
6. Write letters on small objects (i.e. small ceramic tiles from home store, white beans, letter dice from Boggle game, Scrabble tiles) to manipulate to spell words
7. Put paper over bumpy material such as rough sandpaper or plastic needlepoint canvas. Write spelling words on paper and you will have tactile feedback.
8. Hide magnetic letters in sensory table (i.e. rice, beans, sand). Find letters and spell words.

Need more activities? Check out [Get Up and Learn!](http://www.YourTherapySource.com/getuplearn) at www.YourTherapySource.com/getuplearn

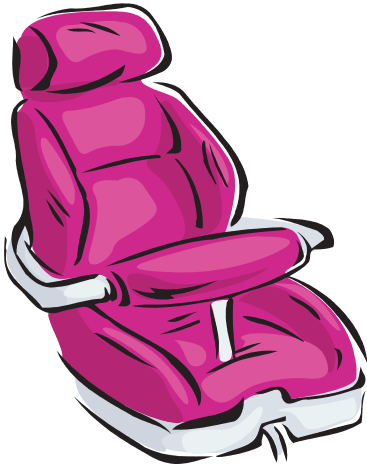
Multisensory Lessons - Math

Need ideas for multisensory math lessons? Try some of these simple activities.



1. Clapping: When counting, clap hands. Count by 2's, 5's, 10's and clap at each number. Clap at chest level or overhead.
2. Ball Math: Throw a beach ball to a student. Call out a math problem. The child solves the problem out loud then creates a new problem for a different child. The child throws the beach ball to the next kid to solve the problem.
3. Ball Math #2: Beach balls are very cheap at the end of the summer. Use a permanent marker and write math problems all over the ball. Perhaps do all of one family of problems (i.e. all 9 addition problems). Throw the ball to the child. Whatever problem the child has their thumb on must be solved.
4. March around room while doing math facts.
5. Write large numbers outdoors with sidewalk chalk. Create math problems and children run to the correct answer. Try running to only even numbers, odd numbers, multiples of 2, etc.
6. Manipulatives - the use of manipulatives give meaning to math and encourage fine motor skills.
7. Clothes Pin Line - children can hang math problems written on index or flash cards in numerical order.
8. Jump Rope: Jump rope while counting or doing math problems.
9. Large Number Line: Draw a large number line with sidewalk chalk outdoors to learn about positive and negative numbers.
10. Movement and Math activities for the whole class: On our website are several suggested activities for group instruction at www.YourTherapySource.com/movemath

Hot Topics



Transporting Children with Special Needs

Pediatrics just published a study indicating that children ages 4 to 8 who use belt positioning booster seats are 45% less likely to sustain injuries in a car accident compared to children not in booster seats.

For children with special needs finding the right car seat can be difficult and expensive. There are several informative websites to help guide the decision making process on picking out the proper system in a car or on a bus. Pediatric occupational and physical therapists can help to determine what seating systems may work the best for a specific child. In addition, therapists may want to remind parents to evaluate the car seats when there is an upcoming surgical or medical procedure scheduled. Casts or new braces may restrict the use of a current car seat.

The American Academy of Pediatrics has published a document entitled Special Needs Car Safety Seats/Restraints Product Information at www.aap.org/family/specialcarseatschart.pdf

To read more on this topic or to find a safety seat technician in your area, you can check out the Automotive Safety Program website section on children with special needs at www.preventinjury.org/specNeeds.asp.

Reference: Arbogast, Kristy B., Jermakian, Jessica S., Kallan, Michael J., Durbin, Dennis R. Effectiveness of Belt Positioning Booster Seats: An Updated Assessment *Pediatrics* 2009 124: 1281-1286

Can't Forget that Smell - Good or Bad

A recent study published in *Current Biology* reports on the sense of smell and memory. In the study the researchers noted that people remembered unpleasant smells the best. Associations of objects and good or bad smells made an imprint on the brain. This only occurred with smells and not sounds.

In addition, functional MRI scans were done to determine how people associated new objects with smell and sound. The amygdala and hippocampus lit up on the MRI's for associations with smell and not sound.

Now let's think about children with sensory processing disorder and/or autism. Research indicates that children with autism exhibit certain sensory sensitivities one of them being smell. Some children have aversions to certain smells, some find certain smells calming and yet others find smells distracting. If certain associations are made between objects and smells can these be changed for children? Try probing further as to why a child has certain smell dislikes or preferences. Are there negative or positive objects or memories associated with the smells? Answers to these questions could help to formulate a plan of action regarding the smells.



Reference: Reuters **Study Explains How Strong Smells Conjure Strong Memories** Retrieved from the web on 11/6/09 at <http://www.reuters.com/article/healthNews/idUSTRE5A46JQ20091105?feedType=RSS&feedName=healthNews>

Survey Results - Push In or Pull Out

Fall 2009 Survey Questions:

Question #1: Are you a OT/COTA or PT/PTA?

Question #2: Do you provide the majority of your therapy as push in or pull out sessions?

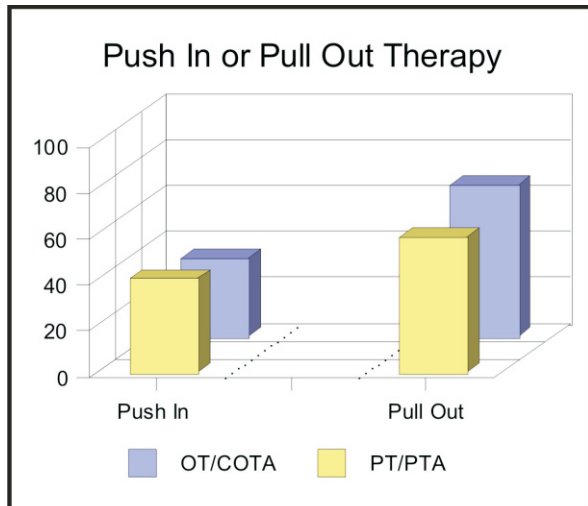
* Pull out: provide therapy in a separate location. Push in: provide therapy session directly in the classroom, gym, cafeteria, etc.

Fall 2009 Survey Results:

Question #1:

212 OT/COTAs responded

73 PT/PTAs responded



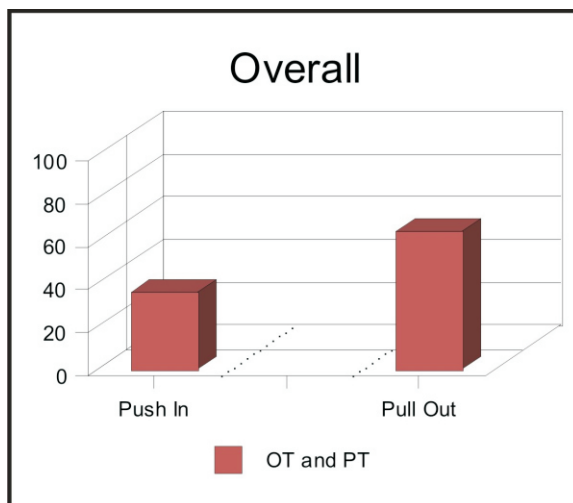
TOTAL RESPONDENTS: 285

OT/COTA's -

34% Push In for therapy
66% Pull Out for therapy

PT/PTA's -

41% Push In for therapy
59% Pull Out for therapy



TOTAL RESPONDENTS: 285

OT and PT -

36% Push In for therapy
64% Pull Out for therapy

Answer the current survey on evaluation tools at

www.YourTherapySource.com/survey

www.YourTherapySource.com

Directions: Trace over each letter.



Tree



Santa



Elf



Stocking



Directions: Practice writing the words below next to the picture.



Hanukkah



dreidel



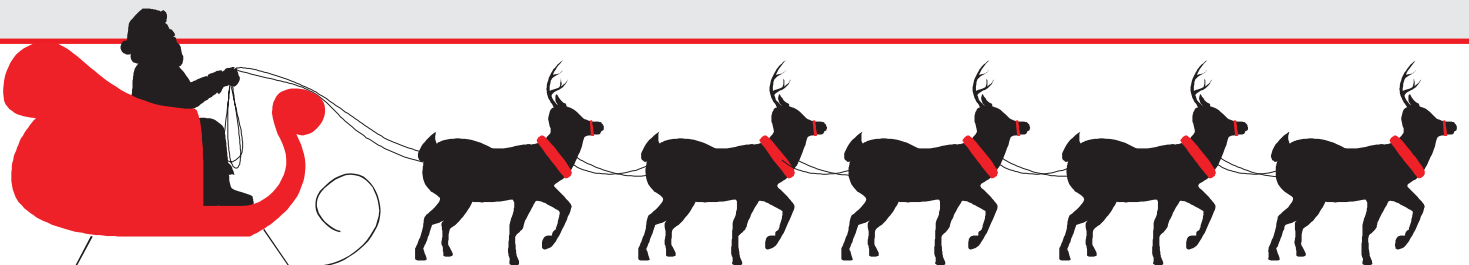
menorah



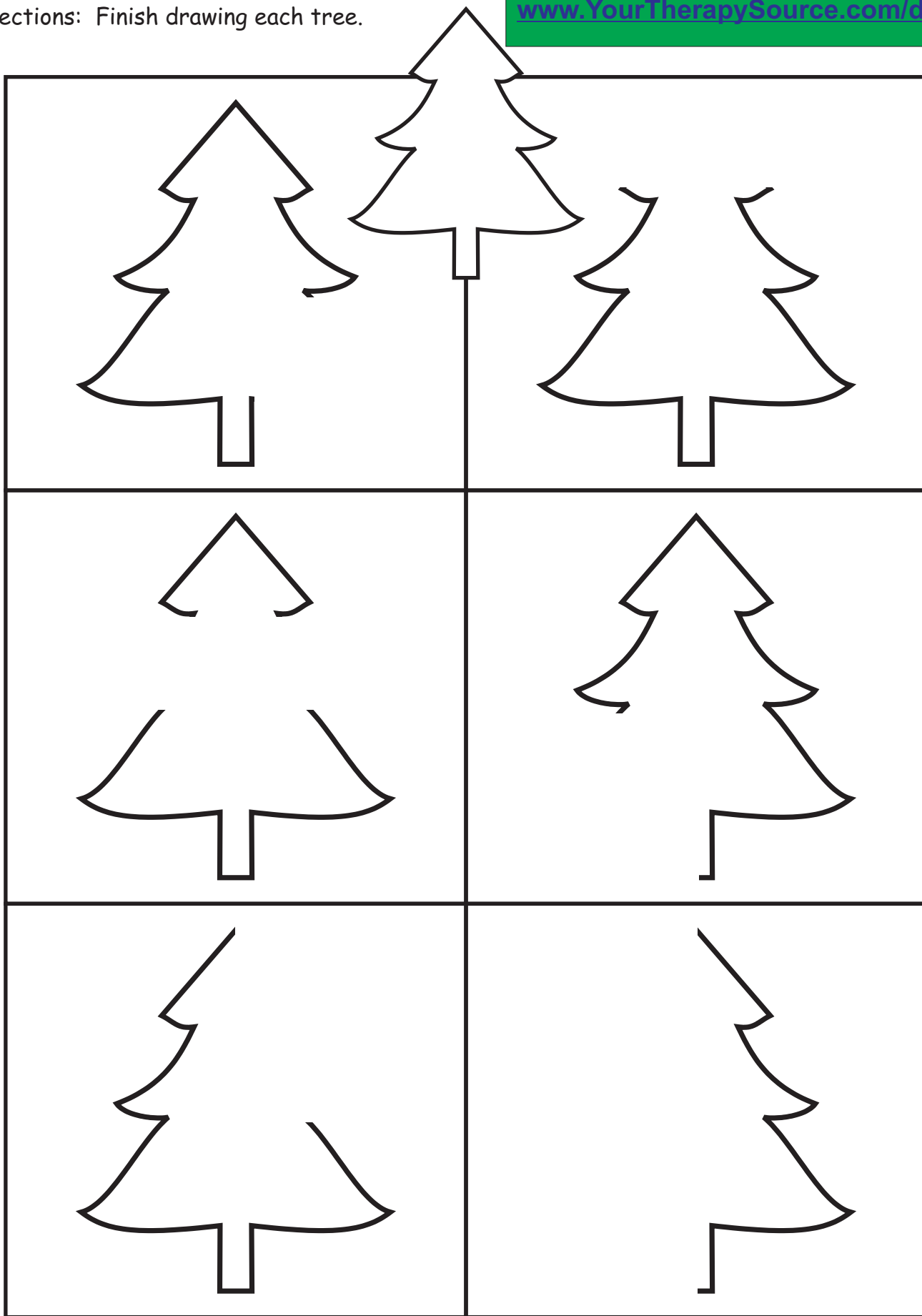
coins



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[illegible]

Directions: Finish drawing each tree.



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