



Office of Exceptional Student Education

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detroitk12.org

Office of Exceptional Student Education

DISTANCE LEARNING PACKET

OCCUPATIONAL THERAPY

Weeks 1- 9: April 14 – June 12, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or detroitk12.org/admin/compliance.

APRIL 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10 Good Friday	11
12 Easter Sunday	13 Resources for Parents of Students with Autism: https://www.missiontolearn.com/autistic-student-resources-games/	14 Have your student trace/copy/ write their name, birthday and age	15 Use cheerios, fruit loops, pasta, beads, or even toilet paper rolls to thread onto string/ pipe cleaners / straws. Have your child sort the beads into colors or patterns on different strings.	16 Have student crawl on all fours, crab walk, do some yoga poses	17 Have student trace their hands with pencil	18
19	20 Have student color and cut out shapes, & letters of their name	21 Have student kneel at couch while writing name/ coloring on clipboard or hard surface	22 Have student use a dull pencil, or eraser end to write name on aluminum foil	23 Have student lace/tie shoes, button shirt/snap jacket	24 Have student trace/copy/ Write numbers as high as they can count, at least to 20	25

OCCUPATIONAL & PHYSICAL THERAPY MONTHLY THERAPY CALENDAR OF ACTIVITY 2020

26	<p>27 Have student use blocks, Legos, etc. to build whatever the student dreams up</p>	<p>28 Have student string beads or macaroni</p>	<p>29 Teach your child about chores. Have your child help you wash or dry non-breakable dishes, sweep, put laundry in the washing machine, wipe down a table or other activities.</p>	<p>30 Have student tie ribbon/ string/ shoelaces into knots and bows, then undo</p>		

MAY 2020

OCCUPATIONAL & PHYSICAL THERAPY MONTHLY THERAPY CALENDAR OF ACTIVITY 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Play "Simon says". Actions can include: jumping, touching head/ shoulder, knees, toes, turning around, clapping, etc.	2
3	4 Play ball: Have the student catch/throw ball	5 Have student squeeze water out of sponges	6 Have student trace/copy/ write alphabet upper & lower	7 Have student Roll dice, stack coins	8 Freeze dance: Play music, and dance. Pause the music to have children freeze and hold their position for 5-10 seconds.	9
10 Mother's Day	11 Have student trace/copy/ Write days of week & date	12 Go on YouTube and search for Lunch Doodles with Mo Williams! To have a little coloring fun	13 Play a game of "hot potato"	14 Have student lace/tie shoes, button shirt/snap jacket	15 Play Uno: Match colors or numbers, have student hold cards in spread fashion which will develop hand strength, flip cards with thumb on top	16
17	18 Play checkers, chess or board game with moveable pieces	19 Have student trace/copy/ Write 12 months of year	20 Scissor practice: Have your child use scissors to practice cutting different materials. Supervise and be creative! Children can cut paper, ribbons, coupons, yarn, cardboard, construction paper, index cards or newspaper.	21 Have student trace/copy/ Write address, home # & mom's cell #	22 Peel off labels/price tags/stickers using fingers or tweezers	23

OCCUPATIONAL & PHYSICAL THERAPY MONTHLY THERAPY CALENDAR OF ACTIVITY 2020

24	25 Memorial Day	26 Have your student trace/copy/ write the names of everyone in the house	27 Have student color and cut out shapes, & letters of their name	28 Tear junk mail/newspaper and wadding into balls, play mini basketball throwing or flick it with finger to get it into a container	29 Have student use Playdoh to make spaghetti & meatballs by rolling Playdoh into long, thin strips, and rolling small balls for meatballs	30
31						

JUNE 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

OCCUPATIONAL & PHYSICAL THERAPY MONTHLY THERAPY CALENDAR OF ACTIVITY 2020

	1 Play Uno: While sitting on the floor	2 Have student Color in coloring book or simple shapes, circle, square, triangles. Encourage student to color within lines	3 Have your student trace/copy/ write their name, birthday and age	4 Scissor practice: Have your child use scissors to practice cutting different materials. Supervise and be creative! Children can cut paper, ribbons, coupons, yarn, cardboard, construction paper, index cards or newspaper.	5 Play "Simon says". Actions can include: jumping, touching head/ shoulder, knees, toes, turning around, clapping, etc.	6
7	8 Have student lace/tie shoes, button shirt/snap jacket	9 Use playdoh to make faces with Practice rolling playdough into a long snake to make. a mouth, and small balls to make eyes.	10 Have student tie ribbon/ string/ shoelaces into knots and bows, then undo	11 Do finger plays, itsy bitsy spider, shadow puppets	12 Have student trace/copy/ write their name, alphabet, #s, date of birth, age, address & phone #s	13
14	15	16	17	18	19	20
21 Father's Day	22	23	24	25	26	27

OCCUPATIONAL & PHYSICAL THERAPY MONTHLY THERAPY CALENDAR OF ACTIVITY 2020

28	29	30				
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*A therapist will be following up with you for any questions on the information.

Daily Fine Motor & Visual Motor Activity Chart for SCHOOL CLOSING



Daily Fine Motor and Visual Motor Calendar				
Complete one activity a day with your child. If you don't have the items at home, skip the activity or repeat a different activity. Cross off each activity once you complete the activity.				
<p>Play paper basketball Crumple up scrap paper (ie: newspaper, construction paper, wrapping paper) to make balls. Set up a "basketball hoop" by using empty non-breakable bowls, empty boxes or bins.</p>	<p>Beads Use cheerios, fruit loops, pasta, beads, or even toilet paper rolls to bead onto string/ pipe cleaners / straws. Have your child sort the beads into colors or patterns on different strings to make a rainbow.</p>	<p>Scissor practice Have your child use scissors to practice cutting different materials. Supervise and be creative! Children can cut paper, ribbons, coupons, yarn, cardboard, construction paper, index cards or newspaper.</p>	<p>Playdough faces Use playdough to make faces with different emotions (happy, sad, mad etc). Practice rolling playdough into a long snake to make a mouth, and small balls to make eyes.</p>	<p>Q-tip painting Use q-tips to paint! Model for your child different shapes / objects (ie: circle, square, smiley face, lines, house) and have your child imitate. Let your child make their own picture, too! If you don't have q-tips, use markers or crayons.</p>
<p>Freeze dance Play music, and dance. Pause the music to have children freeze and hold their position for 5-10 seconds.</p>	<p>Rescue stuff animals Tie a long string around a stuff animal, make the string long enough so that it goes the length of a table and animal lays on the floor. Children will sit on the other side of the table and use the rope to pull the stuff animal up onto the table and into their hands.</p>	<p>Household help Teach your child about chores. Have your child help you wash or dry non-breakable dishes, sweep, put laundry in the washing machine, wipe down a table or other activities.</p>	<p>Rip paper Have your child rip paper (ie: construction paper, coupons, magazines, etc). Once the paper is ripped, children can glue down these pieces to make their own artwork.</p>	<p>Recycled painting fun Find different recycled things your child can paint with: empty toilet paper tube, dried pasta, yarn, water bottle, twist caps off of a water bottle, plastic silverware or other recycled materials. Have your child paint with these items. If you do not have paint, have your child draw or color with markers or crayons on different types of paper.</p>
<p>Recycled building fun Have children build buildings or anything they can imagine! Have your child use anything you have laying around such as cardboard, empty boxes or containers (cereal, packing boxes), toilet or paper towel rolls, paper etc. If you want, have your child use tape to try to keep their building together.</p>	<p>Simon says Play "Simon says". The parent will call out an action, example: "Simon says: put your hands on your head". The child does it. When you give an example that doesn't begin with "Simon Says", example "Stand on one foot", your child must not do it. Switch and have your child be the caller. Actions can include: jumping, touching head/ shoulder, knees, toes, turning around, clapping, etc.</p>	<p>Tiny tray fun Find a clean empty muffin tin, cupcake tin, or ice cube tray. (If you don't have this, you can line up small cups or egg cartons) Have children use tweezers or spoon to place small objects (ie: mini erasers, pom poms, beads, pasta, beans) into each of the parts of the pan. If this is too difficult, have children use their fingers to grasp the small objects.</p>	<p>Sticker name and shapes Write your child's name on a piece of paper (or have them write their name). Have your child use stickers to cover each letter to "write" their name with stickers. You can also make shapes and lines for your child to cover. If you don't have stickers, your child can use use buttons, pom poms, beans or pasta.</p>	<p>Rubber band games Have your child place rubber bands around a water bottle or canned food item. Your child can also take off the rubber bands. You can also place rubber bands around plastic toys (ie: animals) and have children take off the rubber bands to "rescue" the animals.</p>

Elizabeth Rizki Kasat, OTD, OTR/L © 2020 Empowering OT <https://www.teacherspayteachers.com/Store/EmpoweringOT&D=R>

FREEBIE!

Directions

Many parents, therapists, and teachers are feeling overwhelmed with school closings. I wanted to give back by making you a fine motor / visual motor chart for daily activities that use common household items. You can print and give to parents to use with their students while they are on school closing. This is primarily aimed at younger children (preschool / early elementary) or children who are at this developmental level.

What's included:

Page 3: Cover page (print or do not print)

Page 4: Chart with directions to cross off each activity after completion

Page 5: SAME Chart but with directions to have your child circle that they liked the activity 😊 or did not like the activity ☹️

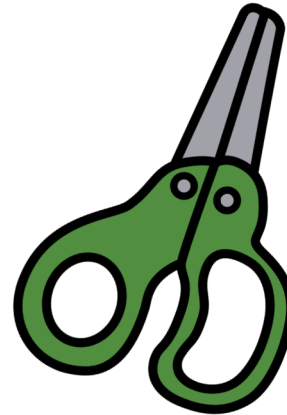
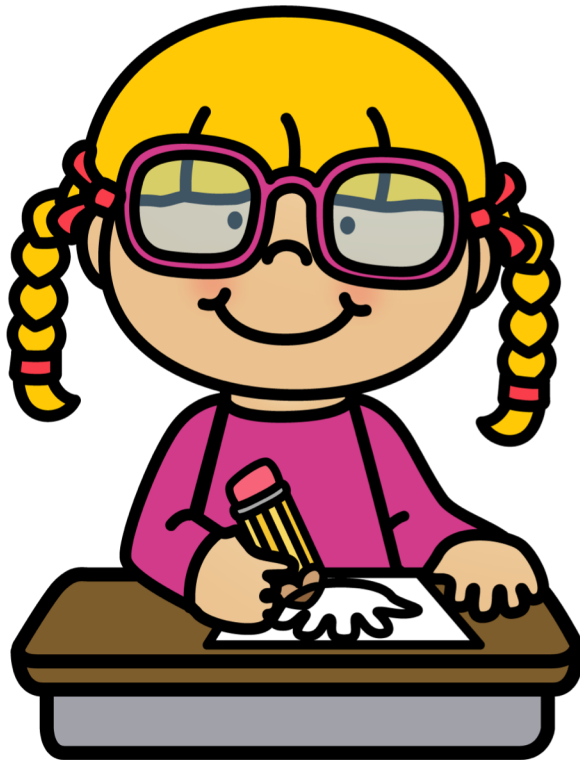
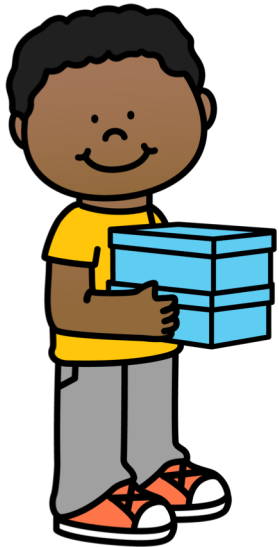
If you love this product, please leave me feedback. If you find an error, or have a suggestion, please email me: EmpoweringOT@gmail.com I am happy to work with buyers to make them happy 😊

PLEASE SHARE THIS WITH EVERYONE WHO NEEDS IT! However, please direct them to my website to download to their own account. This resource cannot be posted on websites or other areas where multiple people can access this resource. All rights reserved.

Check out my teacher pay teacher store for more resources:

<https://www.teacherspayteachers.com/Store/Empowering-OT-By-Dr-R>

Daily Fine Motor & Visual Motor Activity Chart for SCHOOL CLOSING



Daily Fine Motor and Visual Motor Calendar

Complete one activity a day with your child. If you don't have the items at home, skip the activity or repeat a different activity.
Cross off each activity when complete.

Play paper basketball

Crumple up scrap paper (ie: newspaper, construction paper, wrapping paper) to make balls. Set up a "basketball hoop" by using empty non-breakable bowls, empty boxes or bins.

Beads

Use cheerios, fruit loops, pasta, beads, or even toilet paper rolls to bead onto string/ pipe cleaners / straws. Have your child sort the beads into colors or patterns on different strings.

Scissor practice

Have your child use scissors to practice cutting different materials. Supervise and be creative! Children can cut paper, ribbons, coupons, yarn, cardboard, construction paper, index cards or newspaper.

Playdough faces

Use playdough to make faces with different emotions (happy, sad, mad etc). Practice rolling playdough into a long snake to make a mouth, and small balls to make eyes.

Q-tip painting

Use q-tips to paint! Model for your child different shapes / objects (ie: circle, square, smiley face, lines, house) and have your child imitate. Let your child make their own picture, too! If you don't have q-tips, use markers or crayons.

Freeze dance

Play music, and dance. Pause the music to have children freeze and hold their position for 5-10 seconds.

Rescue stuff animals

Tie a long string around a stuff animal, make the string long enough so that it goes the length of a table and animal lays on the floor. Children will sit on the other side of the table and use the rope to pull the stuff animal up onto the table and into their hands.

Household help

Teach your child about chores. Have your child help you wash or dry non-breakable dishes, sweep, put laundry in the washing machine, wipe down a table or other activities.

Rip paper

Have your child rip paper (ie: construction paper, coupons, magazines, etc). Once the paper is ripped, children can glue down these pieces to make their own artwork.

Recycled painting fun

Find different recycled things your child can paint with: empty toilet paper tube, dried pasta, yarn, water bottle, twist caps off of a water bottle, plastic silverware or other recycled materials. Have your child paint with these items. If you do not have paint, have your child draw or color with markers or crayons on different types of paper.

Recycled building fun

Have children build buildings or anything they can imagine! Have your child use anything you have laying around such as cardboard, empty boxes or containers (cereal, packing boxes), toilet or paper towel rolls, paper etc. If you want, have your child use tape to try to keep their building together.

Simon says

Play "Simon says". The parent will call out an action, example: "Simon says: put your hands on your head". The child does it. When you give an example that doesn't begin with "Simon Says", example "Stand on one foot", your child must not do it. Switch and have your child be the caller. Actions can include: jumping, touching head/ shoulder, knees, toes, turning around, clapping, etc.

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Sticker name and shapes

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Rubber band games

Have your child place rubber bands around a water bottle or canned food item. Your child can also take off the rubber bands. You can also place rubber bands around plastic toys (ie: animals) and have children take off the rubber bands to "rescue" the animals.

Daily Fine Motor and Visual Motor Calendar

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Thank you

The Itty Bitty Teacher



Whimsy Clips



Zip-A-Dee-Doo-Dah
Designs



Teacher's Toolkit Design



THE 8 SENSORY SYSTEMS

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<https://www.growinghandsonkids.com/what-is-sensory-processing.html>

Heather Greutman is a Certified Occupational Therapy Assistant. This product is for educational use only. The advice and tips given are not a replacement for medical advice from a physician or pediatrician. Please consult their advice if you suspect any medical or developmental delay with your child. This book and tips do not replace the relationship between therapist and client in a one-on-one treatment session with an individualized treatment plan based on their professional evaluation. Please seek out your local Occupational Therapist for an evaluation if you suspect any delays in fine motor skills or other skills with your child.

All activities are designed to be completed with adult supervision. Please use your judgment when setting up these activities for your child and do not provide items that could pose a choking hazard for young children. Never leave a child unattended when completing any of these activities. Please also be aware of all age recommendations on the products you are using with your child. The author is not liable for any injury caused to your child while completing any of these activities.



THE SENSORY SYSTEMS



The Gustatory System

You may recognize the gustatory system more by the word taste or oral sensory system. Taste and smell or the olfactory system are very closely related.

Sensitivity Symptoms

- Sensitive to brushing teeth (hypersensitive)
- Sensitive to food textures (hypersensitive)
- Mouthing non-food objects and exploring textures such as chewing on pencils, clothing etc. (Seeking)
- Frequent Drooling
- Loves or has a strong fear of going to the dentist

Activity Suggestions

- Chewing gum
- Chewable jewelry or chewies
- Vibrating toothbrush
- Drinking from a straw (sucking can be focusing and help with attention)
- Creating tasting bottles with various safe items with different scents or flavors
- Blowing bubbles
- Explore textures through sensory bins or messy sensory play
- Blowing out candles
- Drinking through a sports bottle

THE SENSORY SYSTEMS



The Auditory System

This includes hearing, listening, interpreting, localizing sounds, and being able to filter and selectively attend to auditory stimuli.

Sensitivity Symptoms

- Sensitive to loud, sudden sounds
- Distracted by background noises
- Does not speak as well as others their age
- Has a significant history of ear infections
- Covers their ears often to block sound
- Asks others to repeat what they said
- Has trouble with phonics and learning to read
- Unusually high volume or low volume in their voice
- Often seems to ignore parents or teachers

Activity Suggestions

- Use headphones or ear plugs to block out background noises
- Simplify language when giving instructions to your child or in the classroom
- Give a verbal or visual warning before loud sounds (like fire drills) to cover ears.
- Try Therapeutic Listening programs
- Include a rain stick in your sensory space or room
- Musical instruments such as shakers or learning to play an instrument
- Calming, soft music to encourage regulation and self-calming
- Use a white noise machine, fan, etc.
- Play clapping games

THE SENSORY SYSTEMS



The Visual System

Using our eyes to see what is far or close to us. A typical person is able to use smooth and precise eye movements to scan and visually assess their environment.

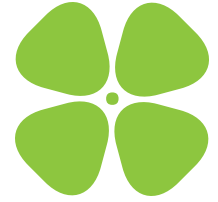
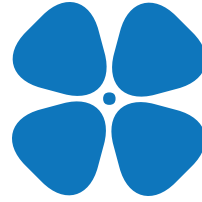
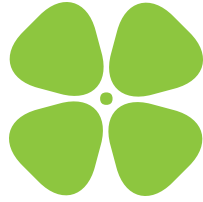
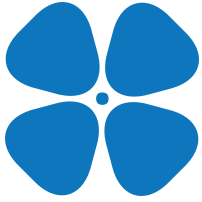
Sensitivity Symptoms

- Sensitive to sunlight or fluorescent lights
- Overly distracted by classroom or home wall decorations
- Poor hand-eye coordination
- Difficulty tracking across a page while reading
- Difficulty copying from chalkboard
- Often complains of headaches
- Skips words or lines or loses their place while reading
- Poor handwriting and drawing skills

Activity Suggestions

- Decrease wall decorations
- Adjust lighting in classroom or home
- Use a table easel to bring working surface in a more upright position
- Use a window guide and/or colored overlays for reading
- Copy from page or book at close range instead of a chalkboard
- Make sure screen and monitors at a proper height
- Focus on eye-hand coordination activities such as playing catch

THE SENSORY SYSTEMS



The Olfactory System

When we eat, we smell something first. If it smells good we are more likely to try it. If it smells bad that sends a warning that we may not like it OR that it is dangerous for us to eat. Smell travels through chemical receptors with direct neuronal connections to limbic system (responsible for emotional memory). This is often why our emotions are tied to smells and food.

Sensitivity Symptoms

- Overly sensitive to certain smells and avoids them
- Limited diet (gagging or avoiding)
- Explores objects by smelling
- Craves certain smells or textures
- Holds their nose to avoid smells, even if you don't smell anything
- Avoids foods most children their age enjoy

Activity Suggestions

- Scented play dough, finger paints, or sensory doughs
- Use scented markers or stickers
- Create smelling bottles with various spices or items to introduce new smells
- Use scented bubbles
- Scented chewable items
- Avoid scented soaps, lotions, perfumes and oils
- Visit a herb garden

THE SENSORY SYSTEMS



The Tactile System

The tactile system is often the most commonly recognized sensory system of the body. It is also the one most people notice most often if a child has an overactive or under-active tactile system. Anything you touch or feel is part of this system.

Sensitivity Symptoms

- Avoids messy hands, face, or just mess in general
- Has difficulty with certain clothing items such as tags
- Needs to touch everything (brushing along walls while walking, picking up everything)
- The need to fidget in order to focus or when bored
- Avoids hugs or physical contact with others
- Unaware of pain or if hands or face are messy

Activity Suggestions

- Sensory bins with various textures
- Weighted blankets or lap pads
- Use fidget items in the classroom or at home to help focus
- Sensory play dough or finger painting
- Deep pressure either by rolling a therapy ball across the back or squeezing the hands
- Using a stress ball for hand squeezes
- Tag-less clothing options

THE SENSORY SYSTEMS



The Proprioceptive System

The proprioceptive system or proprioception is one of the internal senses of the body that comes from the joints, muscles, ligaments, and other connective tissue. The proprioception system allows you to know where your body parts are and what they are doing without necessarily looking at them. The receptors are in the joints, muscles, and tendons and perceive contraction, stretching, and compression.

Sensitivity Symptoms

- Poor body awareness - knowing where their body or body parts are in space
- Poor coordination - they move awkwardly or stiffly
- Difficulty grading amount of pressure - using excessive force on an object (such as breaking a pencil or crayon when writing or coloring or not enough pressure)
- May push, hit, bite, or bang into other children
- Avoid or crave jumping, crashing, pushing, pulling, bouncing or hanging
- Chew on clothing or objects more than other children
- Have to look at what they are doing (staring at their feet while walking or running)

Activity Suggestions

- Weighted lap pads or vests
- Bean bag chair to sit in
- Heavy work activities
- Swimming
- Karate
- Climbing
- Playing in a sandbox
- Carry groceries
- Wearing lycra
- Chair push-ups
- Dancing
- Washing the car
- Rolling a ball
- Yoga Stretches
- Pillow fights
- Chewing bubble gum
- Using the monkey bars at the playground

THE SENSORY SYSTEMS



The Vestibular System

The vestibular system is located in the inner ear and helps you to detect changes in regards to gravity. Are you sitting, standing, lying down, upside down, spinning, standing still etc? It is often referred to as the internal GPS system of your body.

Sensitivity Symptoms

- Gravitational insecurities - will become very upset when movement is forced on them
- Movement intolerance - uncomfortable with fast movement or spinning
- Craves spinning or swinging
- Does not like feet off the ground - fearful of heights, fear of falling
- Has difficulty standing still - is constantly moving (fidgets)
- Prone to being carsick or motion sick - this can also manifest as falling asleep immediately in a car, bus, boat, or airplane)
- Becomes dizzy easily, or never becomes dizzy

Activity Suggestions

- Using a ball chair or wiggle cushion for seated activities
- Use movement breaks
- Jumping on a trampoline
- Swinging
- Riding a bike
- Yoga poses
- Using a scooter board
- Sit and spin chairs
- Rolling down a hill
- Balance beams or lines
- Jumping rope

THE SENSORY SYSTEMS



The Interoception System

The interoception system is the internal sensory system of the body. The receptors for this system are located in the organs, muscles, and skin. Interoception is responsible for the sensations of hunger, thirst, temperature changes, bathroom needs, and any other internal body sensation.

Sensitivity Symptoms

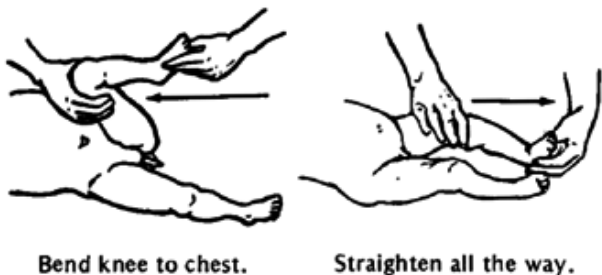
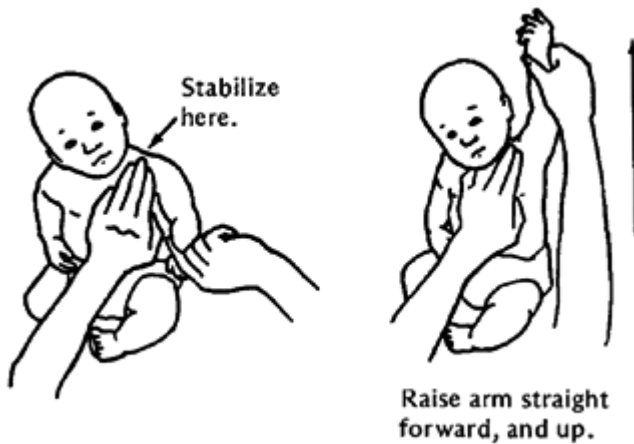
- Difficulty with toileting (bed wetting and accidents).
- Unable to track hydration or food intake (never feel thirsty or hungry. Or may always feel thirsty or hungry).
- Difficulty in recognizing and communicating internal body states or sensations (feeling hot/cold, pain etc).
- Difficulty regulating emotions and feelings (not feeling they are angry before they verbally or physically lash out).
- Distracted by internal sensory input such as hearing their heartbeat.
- Unable to tell how loud their voice is in an environment. May use sound to cover up unwanted sensory stimuli.

Activity Suggestions

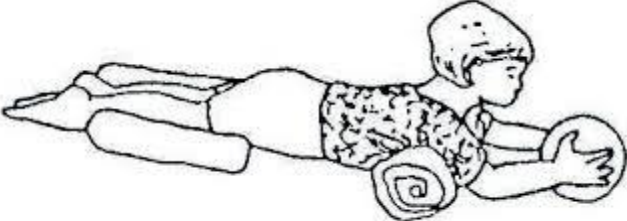
- Mindfulness activities
- Yoga
- Heavy work activities
- Alerting activities
- Repetitive and rhythmic vestibular input
- Visual prompts and cues to identify and communicate emotions
- Social stories

MOTOR DEVELOPMENT - 1 Tips for Motor Development Incorporate exercises into everyday activities. Pick a time when child is not tired, hungry or sick. Get child to participate by using toys to encourage movement or to distract. Child may use one hand for play but do not lose position to be practiced. Limit amount of stimulation given at one time, also not too loud or fast. All hand holds should be gentle but supportive. Spend about 3-5 minutes with each activity to give child time to respond, longer if child remains interested. Stop or change activity if child begins to fuss.

- 1) Gently grasp the child's body part and gently move into each position. Don't move quickly and refrain from using "jerking" motions to avoid injury to your child's body,
- 2) For stretches, Hold each position for 10-15 seconds, 3 repetitions
- 3) For range of motion exercises, gently move each body part 10 times, 2 repetitions



Positioning Skills: Hold the child in the below positions to enhance trunk control, stability, weight bearing for 1-2 minutes or as long as the child can tolerate the position

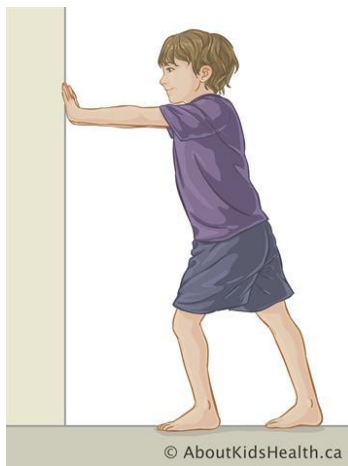


Advanced Mobility Skills: Perform 10 times, 2 repetitions

A) Squats



Hold the stretch for 10-15 secs, 3 repetitions



Postural Control and Mealtime

