

Jordan School District

Occupational Therapy

Pre-referral Intervention Packet

This packet has been compiled from a variety of resources by the Jordan School District Motor Development Team for teachers and other staff working with children in the district. The intention of this packet is to identify why the child is struggling with a particular activity and to provide some strategies on how to address the area of difficulty.

The packet is separated into different areas (e.g. handwriting, dressing, sensory, etc). If you go to the area of difficulty (e.g. handwriting) and find the most relevant statement (e.g. difficulty with spacing) it will direct you to a page of strategies for that area of difficulty.

This packet should be used for a child prior to an occupational therapy referral. Included in the packet is a pre-referral intervention data form. Strategies should be attempted and documented on a daily basis for 6 weeks. If the child continues to struggle after using the strategies provided in the packet it may be appropriate to refer the child for an occupational therapy evaluation. **It is important to consider a child's cognitive, behavioral, or physical ability prior to completing a referral for evaluation.** Please feel free to contact your schools Occupational Therapist to discuss a referral if you have questions.

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Pre-referral Intervention Data Collection Form

Student: _____ Completed by: _____

Area of difficulty:

Date	Attempted Strategy	Observations/ Strategy Successful? (Y/N)	# of minutes

Area of difficulty:

Date	Attempted Strategy	Observations/ Strategy Successful? (Y/N)	# of minutes

Area of difficulty:

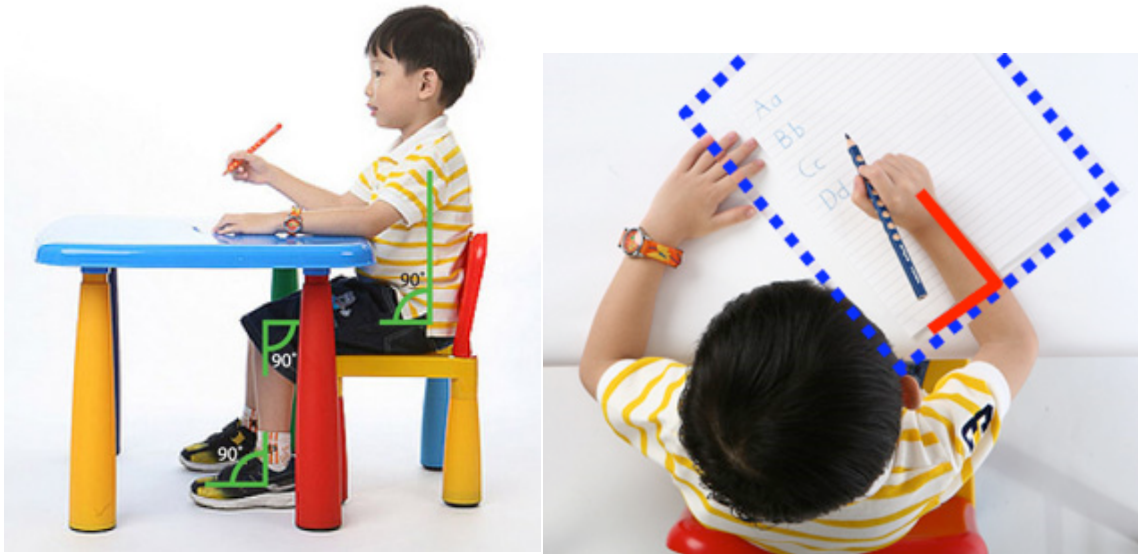
Date	Attempted Strategy	Observations/ Strategy Successful? (Y/N)	# of minutes

Positioning at the Table

A good sitting position is necessary for the child to be stable when writing. This stability will allow him to use his hands more effectively.

When seated at a desk:

- Feet should be placed flat on the floor, if necessary a foot block or phone book may be placed under the child's feet.
- Child should sit with back supported.
- Child should have appropriate posture with a 90° angle at the hips, knee's and ankles.
- The table should be approximately 2 inches taller than the child's elbows so his arms rest on the table.
- Paper should be turned approximately 45 ° counter clockwise for a right handed student and clockwise for a left handed student.



http://www.lyra-groove.com/htmldocs/how_paper.asp

Difficulty with Handwriting

Problem	Intervention Strategies	Page
Unable to hold the pencil correctly	Finger isolation	7
	Pincer grasp	8
	Pencil grasp	9
Unable to draw prewriting shapes	Pre-writing skills	13
	Pencil control and fluency	10
Letter/number reversals	Reversals	18
	Letter formation	14
Letters are not the right size	Letter size	16
Letters formed incorrectly	Letter formation	14
Does not write on the line	Pencil control and fluency	10
	Writing on the line	15
Difficulty with spacing	Word spacing	17
Difficulty copying	Attention	25
	Near point copying	19
	Far point copying	19
Too much pencil pressure	Reducing pressure	20
Too little pencil pressure	Increasing pressure	20
Switches hands when writing	Hand dominance	11-12
Handwriting looks jerky	Pencil control and fluency	10

Difficulty using Scissors

Problem	Intervention Strategies	Page
Difficulty holding the scissors	Scissor grip	21
Difficulty opening and closing scissors	Scissor skills	21
Difficulty rotating the paper	Hand dominance	11
	Scissor skills	21

Difficulty with Dressing

Problem	Intervention Strategies	Page
Difficulty taking clothes on/off	Dressing: Backward chaining	23
Difficulty with fasteners	Buttons	23
	Zippers	24
	Finger isolation	7
	Pincer grasp	8

Difficulty with Attention/Sensory

Problem	Intervention Strategies	Page
Difficulty attending	Attention	25
	Sensory	26-27

Finger Isolation

This is the ability to move each finger one at a time. This skill contributes to the development of an efficient pencil grasp, typing on a keyboard, tying shoelaces and countless other daily living skills.

- Use finger to point to objects while reading books.
- Play with finger puppets.
- Pop bubbles with pointed finger.
- Count fingers putting a single finger up at a time.
- Use pointer finger to trace shapes and numbers in sand, shaving cream, on paper, gel bags.
- Pick up small, light items on dampened fingertips of each finger (e.g., hole puncher cut-outs, sequins, glitter, beans, small beads).
- Use thumb and pointer finger to pick up small objects such as cotton, pasta pieces, beads, pegs, Lite Brite pieces, etc.
- Place tape around each fingertip, sticky side out, to pick up small, light items (e.g., hole puncher cut-outs, sequins, glitter, beans, small beads).
- Have the child play with keypad gadgets: calculator, adding machine, telephone, toy cash register, keyboard.
- Finger painting-encourage the child to use one finger at a time.
- Place clothespins along the top of a container, have the child pinch the clothes pin with thumb and pointer finger to remove.
- Pick up small objects with a clothespin: cotton balls, pompoms, crumbled paper, beads, pegs, etc.

Pincer Grasp

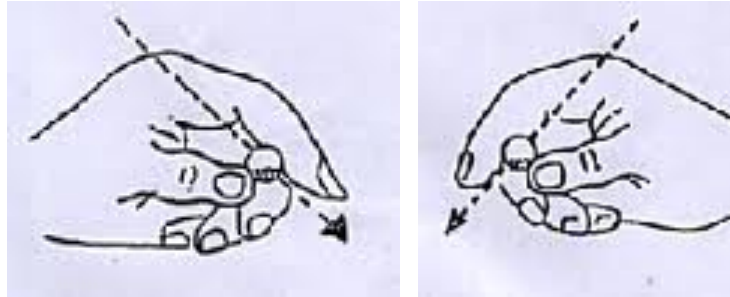
This is the ability to grasp a small object between the tips of the thumb and index finger. This skill is necessary for holding and manipulating a pencil.

*If the child is having difficulty pinching with just the index and middle fingers opposite the thumb, have him/her hold a small object (coin, pompom, marble) against the palm with the ring and pinky fingers.

- Place clothespins along the top of a container, have the child pinch the clothes pin with thumb and pointer finger to remove.
- Pick up small objects with a clothespin: cotton balls, pompoms, crumbled paper, beads, pegs, etc.
- Use tongs, tweezers, connected chop sticks, strawberry hullers to pick up small objects for sorting, such as beads, marbles, beans, pompoms and cotton balls.
- Pin poke pictures: use corn cob holders, toothpicks or large push pins (thumb tacks) to punch holes along the lines of a picture. Hold it up to let the light shine through.
- Place coins or bingo chips in narrow slots; a piggy bank is perfect, Connect Four.
- Use eye droppers to make colorful art by placing drops of colored water on a paper towel or coffee filter.
- Play with spinning tops, pick-up sticks, wind up toys, pegboard activities, Lite Brite, Ker-Plunk.
- Play tong games: Operation, Crocodile Dentist, Bedbugs.
- Pull apart and put together small pop beads.
- String small beads.
- Crumple small pieces of paper using fingertips, dip in glue and paste onto a paper plate or paper to make a flower bouquet.
- Tear small pieces of paper with finger tips and paste them onto a sheet of paper to make a picture.
- Pop bubble wrap with thumb and index finger.
- Push a toothpick point into a styrofoam tray or plate, or in aluminum foil placed over craft foam or cork board to make a picture.
- Break off small pieces of clay or putty, have the child try rolling the putty or clay between the pads of the thumb and index finger to make small balls. Flatten small balls by pinching them between the pads of the thumb and index finger.
- Have the child play with small Lego's.
- Have the child play with small squirt toys; encourage pinching with 1 or 2 fingers opposite the thumb.
- Pick small objects such as pegs, buttons, or beads out of play dough or putty.
- Have the child squeeze a small foam ball: alternate each finger pinching toward the thumb using the ball as resistance.
- Hungry Guy: Cut a slit in a tennis ball, when you squeeze the ball the mouth will open. Hide pennies, pegs, beads and other small things inside.

Pencil Grasp

A dynamic tripod grasp is the most effective grasp for most people. With a dynamic tripod grasp, the pencil is held between the thumb and index finger, the pencil should rest on the middle finger. The forearm should rest on the table with little to no movement in the hand and arm.

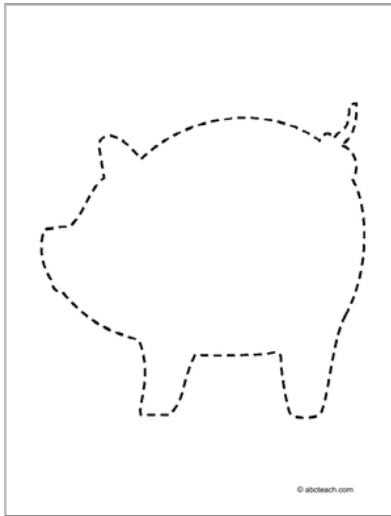


<http://www.otplan.com/articles/pencil-grasp-patterns.aspx>

- Have the child color or write with short (1") crayons or chalk. This will encourage the child to hold a pencil correctly.
- Put a rubber band near the tip of the pencil and tell the child to place fingers on the rubber band.
- Place a grip on the pencil to encourage a tripod grasp. (see page 28). For a right handed child, place the grip $\frac{1}{2}$ " to 1" from the tip of the pencil and for a left handed child, place the grip 1" to $1\frac{1}{2}$ " from the tip of the pencil.
- Have the child use a triangular pencil to encourage a tripod grasp (see page 29).
- Have the child work on pincer grasp activities (see page 8).

Pencil Control and Fluency

- When completing writing activities, the child's hand should rest on table with little movement in the hand and arm. Fingers should do most of the work when writing.
- Have the child complete activities such as:
 - Dot to Dots
 - Mazes
 - Matching one object to another
 - Drawing along roads
- Have the child trace dotted line designs:



http://abcteach.com/directory/fun_activities/coloring_pages/trace_and_color/

- Have the child form straight lines down, continuous loops, zig-zags, bumps up (like a continuous letter /m/), bumps down (like a continuous letter /u/) on lined paper.
- Also good for fluency are trying to make a snail or tornado designs– going round and round but keeping wrist on the table and moving only the fingers.

Hand Dominance

Children develop hand dominance at around 3 – 5 years (but some times later).

Having hand dominance allows one hand to become the stabilizer and one to be active, which is required to complete many tasks e.g. handwriting or using scissors.

To work out which hand is dominant ask them to pick up a pencil (from the middle of a desk), ask them to open a jar or ask which hand they brush their teeth with.

- Encourage the child to use one hand to stabilize and the other hand to lead (e.g. the left hand would stabilize if you're right handed).
- If the child doesn't hold the paper still with one hand when writing cut out a picture of a hand and place it on the desk as a reminder for them.
- Opening jars and containers, remind your child to hold the jar/container very still with one hand while turning with the other hand.
- Use stencils or rubbings, which the child has to hold very still with one hand.
- When using scissors encourage your child to rotate the paper with one hand while cutting with the other hand.
- Have the child complete tasks that involve mixing (e.g. paint and glue or cooking) so the child has to use one hand to stabilize the bowl and the other to mix/beat.
- Musical activities – e.g. hold a drum with one hand and beating with the other.
- Have the child collect items (e.g. pencils, brushes) from around the classroom – hold the pot in one hand and pick up with the other.
- Have the child string beads – hold the string with one hand and pick up and string the beads with the other.

Activities to Determine Hand Dominance

Make a check in the appropriate row to indicate which hand the child chose to use for the activity. If an object is used, ensure it is placed in the center of the child's body. Please note if the child switches hands during the activity.

Student: _____ **Completed by:** _____

Date: _____

Activity	Right Hand	Left Hand	Comments
Holding pencil/crayon			
Holding scissors			
Unzipping backpack			
Brushing teeth			
Turning on/off faucet			
Flushing toilet			
Eating with a spoon			
Opening the door			
Holding a cup			
Turning pages in a book			
Waving goodbye			
Pointing to an object			
Brushing hair			

Pre-writing Skills

Children need to be able to draw pre-writing shapes prior to forming letters correctly. We first learn to go up and down, then side-to-side, then circles, and lastly diagonals. If a child is unable to form these basic shapes, it is likely they will struggle to form letters and numbers.

| -- O + □ / \ X

- Start by having the child imitate your movement so they learn how to make the movement.
- Have the child make large shapes e.g. in the air, on the white boards, floor or large piece of paper. Once they learn to form the shapes correctly, it will be easier for them to make the shapes smaller.
- Pre-writing shapes are often best learned through a multisensory approach. Sensory media can be used in a variety of pre-writing activities in many different combinations.
 - **Visual:**
 - Write or scribble on different kinds of paper e.g. - regular, sugar, greaseproof, foil, and brown.
 - Use different tools e.g. paintbrush, chalk, crayons, markers, and changeable markers or light up pen.
 - Use special coloring books in which the color appears when children paint with water.
 - **Tactile:**
 - Finger painting.
 - Place a piece of paper on sand paper, carpet or other textured surfaces and have the child practice shapes.
 - Write in sand, salt, foam, mud, flour, etc.
 - Trace finger around shapes made of yarn, wiki sticks, sand paper, pipe cleaner, etc.
 - **Auditory:**
 - Attach bells to paintbrush.
 - Use a musical toothbrush to paint.
 - **Proprioception:**

Proprioceptive media are those that stimulate joint muscle feedback. They include activities in which there is increased weight or resistance to two-handed involvement with the pre-writing tool.

 - Weighted pen or paint with weighted toothbrush.
 - Vibrating pen.
 - Write on a child's back or hand and get them to guess what letter you have drawn.
 - Use rolled up paper as a wand to write in the air with both hands.
 - Use a scarf as a streamer to make lines or circles in the air.
 - **Vestibular**

Activities in which the child has to move and change positions also affect the vestibular or balancing system:

 - Walk, run, skip, jump, knee walk - shapes on the floor, over string or rope, with or without shoes.
 - Follow the leader to form letters, shapes.
 - Imitate shapes with the body or blindfolded.

Letter Formation

- Use a multi-sensory approach when learning letter shapes (see pre-writing shapes sheet) and try getting the child to draw the letter with their eyes closed.
- Children often find it easier to learn letters shapes in similar groups such as line down letters, circle letters, diagonal letters, etc.
- Give visual and verbal cues. Have the child verbally describe how the letter is formed prior to writing it.
- Have the child correct a piece of work that you have written e.g. with letters formed incorrectly, not on the line or with incorrect use of capitals.
- Use arrows to show the student directionality when tracing or using dot-to-dot to form letters.
- Have the child practice tracing progressively reducing cues. Write the complete letter and have the child trace it. As the child demonstrates success, gradually provide less of the letter for them to trace (e.g. dashes, dots, half of the letter).
- Help the child identify the letters formed incorrectly. Have the child practice each letter 5 times each day.

Writing on the Line

- Use visual and verbal cues e.g. colored lines to encourage the child to place the letter in the correct place (see attached example):



- The blue line symbolizes the sky, green for grass, and brown for earth. E.g. to writing a letter /p/ start at the grass, go down to the earth and back up to the grass. This should give the idea alignment and size of letters.
 - As the child improves you can just put colored dots at the start of the lines.
- As the child continues to improve eliminate one line at a time until only one has a highlight.
- If this is difficult use wood or clear glue to make a line as a guide. The glue will provide a raised surface to give sensory feedback and help to write on a line.
- Use a black marker to darken the lines on the paper.
- Allow the child to highlight their own lines.
- If the child is having problems with forming the letters correctly it may be hard for them also to think about where the letter should be placed.

Letter Size

- Have the child use paper size appropriate to their writing.
- Have the child used paper with a dotted midline.
- Have the child copy work with correct letter size.
- See highlighter strategies in the writing on the line strategies to help the child with sizing.
- Have the child fit letters into squares of graph paper.
- Draw appropriate sized boxes on lined paper for letters to fit into (e.g. a box for the letter /l/ would be tall and skinny, the box for a letter /o/ would be short and wide).
- Provide student with number line or letter strip for reference of where letters fit within the line.

Word Spacing

- Encourage the child to use a finger for spacing.
- Have the child put a small sticker in between words.
- Have the child use a popsicle stick in between each word. Have the child decorate the stick to encourage use.
- Have the child correct a sentence you have written with no spaces. Have the child place a highlighter mark where the spaces should be.
- Have the child write on graph paper leaving one box empty in between words.
- Have the child review completed work and mark where they should have used a larger space between words.

Reversals

- Ensure the child's vision has been checked.
- Have the child imitate letters/numbers formed correctly, move to copying and then to writing without a model with verbal cues.
- Guide the student's hand as they copy or write the letters/numbers in which they form incorrectly.
- Help the child identify the letters/numbers often reversed and have them practice writing each one 5 times each day.
- After identifying letters/numbers in which the child often reverses, have the child highlight or circle those letters/numbers in a magazine, newspaper or worksheet.
- Provide the student with visual cues such as arrows to aid in forming the letters/numbers correctly.
- Give the student letters and numbers on separate cards, have the student match the letters and numbers that are the same.
- Do the same activity listed above except form one letter/number correct and one incorrect. Have the child identify the incorrect letter/number.
- Provide the child with a number line and alphabet strip for reference during writing assignments.
- Require the child to proofread all written work for reversals. Reward the child for good work.
- Provide the child with an alphabet strip on their desk for self correction.
- Identify common reversals and provide verbal cues for student to repeat when making letters.
- Focus on b or d formation only and provide a verbal cue for only one. It may confuse the child to have a verbal cue for both.

Near Point Copying

- Prior to writing, have the child count the words/ letters/spaces in the material to be copied. After the material has been copied have the child count their work to ensure they number is the same.
- Encourage the child to slow down and remind them that their work should look just like the model.
- Reduce the amount of writing distractions on the page.
- Have the child start copying short words. Progress to longer words and then to sentences.
- Have the child spell/read the word/sentence before starting to copy.
- Highlight or underline the information the child needs to copy.
- Ensure the material to be copied has a sharp contrast with the background to maximize visibility (e.g. black on white).
- Have the child proofread all written work prior to turning it in.
- Ensure the child is working in an appropriate setting with minimal distractions.
- Remind the child that work not done accurately will need to be redone.
- Use a frame or window to cover all material except that which the child is to copy.

Far Point Copying

- Refer to the Near Point Copying strategies for copying basics.
- Enlarge the print in which the child is to copy.
- Seat the child closer to the material being copied.
- Ensure there is no glare on the material to be copied.
- Place the child close to the material to be copied. As the child demonstrates success, gradually move the material away from him/her.
- Ensure distractions are reduced between the child and the material to be copied.

Reducing Pressure

- Flatten play dough on a desk or table and use a pencil to write in it. For those that press too hard, the letters and lines come out all torn up so they get immediate feedback to lighten their pressure.
- Have the child write on corrugated cardboard, encourage the child not to flatten the bumps on the cardboard.
- Have the child write on aluminum foil backed with cardboard – encourage the child not to rip the foil when they write.
- Have the child use a soft bristled brush to paint lines of various colors from left to right across paper. Encourage the child to use consistent pressure so that each line is the same width across the page (may need lines to ‘stay between’ drawn on paper). Also encourage child to only use the tip of the brush.
- Crayon rubbings: use a template under paper (card stock die cuts work great), remove paper wrapper from crayon and lay crayon flat on paper. Rub the crayon over the paper, if pressure is too great, paper will often rip or design will not stand out well.
- Have the child write with a mechanical pencil.

Increasing Pressure

- Use crayon rubbings (as explained in decreasing pressure) - If too little pressure is used, the image does not come through clearly onto paper. After achieving the ‘perfect’ pressure when watching, ask the child to maintain the same pressure with eyes closed.
- Have the child rub wax over a square of paper and then turn it over onto another piece of paper. Get the child to press hard onto the paper and draw shapes so the wax leaves marks on the other piece of paper.
- Have the child use tracing paper or carbon paper
- Have the child make pin poke pictures: use corn cob holders, toothpicks or large push pins (thumb tacks) to punch holes along the lines of a picture. Hold it up to let the light shine through.

Scissor Grip

- Practice grasp and release patterns using kitchen tongs or tweezers to sort small objects.
- Have the child use a squirt gun or spray bottle to knock something over or make a design on paper.
- Have the child roll out a snake with play dough and cut it into small segments.
- When cutting the thumb should always be up. Place a marker dot or sticker on the child's thumb to encourage them to keep it up.
- Have the child support both arms on the table while cutting.
- Scissors should point away from the child with the paper moving rather than the scissors.
- Encourage the child to fully open the scissors and close them completely while progressing the scissors forward.
- Try different scissors: (see page 29)
 - Self opening/Spring scissors automatically open when pressure is released. (See page 22 for directions on how to make your own spring loaded scissors).
 - Loop scissors do not have finger holes and allow greater control for students with less coordination. Loop scissors also spring open.
 - Dual control scissors are used for training and can be held by the child and instructor at the same time.

Scissor Skills

- Start with small pieces of cardstock as this is easier to manipulate.
- Have the child snip at the paper to make a comb or fringe.
- Punch a hole or cluster of holes at the top and bottom of a sheet of paper have the child cut from one hole to the next.
- If a child has difficulty understanding the concept of cutting in the middle of the line, put a line of glitter glue or fabric paint on either side of the line and have the child cut in between the glue.
- Start with wide straight lines and progress to squares, circles and more complex shapes.
- A right handed cutter should cut in a counter clockwise fashion, while a left handed cutter should cut in a clockwise fashion. This allows the child to see the shape or picture they are cutting out.

How to Make Spring Loaded Scissors

***For these scissors you need to use Fiskars or another brand in which the two pieces of the scissor are held together by a screw.

- Remove the screw from the scissors.
- Cut ends off of a large safety pin and bend ends downward.



- Using a #6 (3/8") sheet metal screw, place looped end of safety pin on the screw and thread into the scissors leaving it loose.
- Heat the bent ends of the safety pin (one end at a time) and press down into the plastic part of the scissors. The pin should be hot enough to melt the plastic as it goes in. Be careful not to burn your fingers!
- Let cool and tighten the screw.
- Add hot glue to the tips of the safety pin to secure.



Dressing- Backward Chaining

Backward chaining allows the child to complete a small portion of the task while giving them a sense of achievement. You perform the majority of the task and the child completes the final step. As the child progresses and they are able to complete the last step, the instructor introduces the second to last step then the third to last step and so on.

Putting on/Taking of Jacket:

- Loose fitting clothing is easier when practicing dressing.
- When putting on a jacket, help the child place the first hand in the hole. Hold the jacket up and encourage the child to place the second hand in independently. Progressively give the child less assistance until he is able to do all steps independently.
- When taking a jacket off, pull the jacket off of the first hand and encourage the child to finish by pulling the second hand out independently. Progressively give the child less assistance until he is able to do all steps independently.

Buttons

- Use a shirt with big buttons and buttonholes about the size of a quarter.
- Have the child practice the skill while the shirt is placed on a table in front of them.
- Give the child verbal cues to help talk them through the steps: **Buttoning**- “find the button”, “open the hole”, “push it through”, “grab it”, “lay it flat”.
Unbuttoning- “stand it up”, “push it out”.
- Backward chaining: (completing the entire process, but leaving the last part for the child to do).
 - Do all the buttons up for the child, leaving the very top one.
 - You may need to assist him/her by breaking the task down further.
 - Put the button half way through the hole and have the child pinch the button and pull it through. Progressively decrease the amount you place the button through the hole until the child is able to complete the task independently.
 - After the child has demonstrated the skill of pulling the button through the hole, just help him/her bring the two sides of the shirt together and have them button independently.

Zippers

- Start by using a large zipper which is easy to engage.
- Backward chaining: (completing the entire process, but leaving the last part for the child to do).
 - Start with the shank already inserted into the slide bottom, and then introduce the insertion procedure:
 - Have the child zip zipper when three-fourths zipper.
 - Have the child zip zipper when one-fourth zipped.
 - Have the child zip zipper from bottom, with shank and slide bottom already engaged (child may need guidance to grasp the pull tab).
 - The child holds slide bottom with one hand, and is guided to insert shank into slide bottom, and zips.
 - The child zips and unzips separating zipper independently.

Attention

- Reduce distractions:
 - Visual: remove items not required off the desk, things hanging down from the ceiling or extra writing on the board. If the child is getting distracted by other things on the page try using ruler to guide what line they are reading from or block out other things with a frame made out of cardstock.
 - Noise: Is the radio on or the doors/windows open with noise coming in.
 - Location in classroom: look at where the child is sitting, are they next a wall with lots of posters, or next to a window or door with people walking past. Could they be at the front of the class so they are facing forward and not looking at what other children are doing?
- Provide the child feedback as to whether the child has / hasn't been concentrating to help them be able to monitor themselves e.g. a star chart.
- Increase independence in attending to tasks e.g.:
 - Get the child to work on simpler tasks on their own.
 - Set time limits.
 - Gradually increase the complexity of tasks, for example start with ones that can be completed in a short time or break up larger tasks.
 - Increase the length of time the child works on tasks (e.g. by having shorter breaks or changing tasks less frequently or using an egg timer).
- Ensure you the child is attending to you and give short and clear instructions. Have the child to repeat back instructions so you know they understood what you said.
- Allow the child to have regular breaks e.g. handing out textbooks or collecting work.
- Provide the child with a separate work station with limited distractions (e.g. desk against a wall with nothing on it).
- Tape 2 file folders together to create a "cubicle" for the child during independent work time.

Sensory

A child's environment and day-to day activities can have a major impact on their ability to attend to an activity and learn. Modifying a child's environment and schedule in addition to allowing them to participate in calming/alerting activities may enable them to be more effective learners.

It is important to note sensory activities should **NOT** be used as a reward. It is helpful to track when a child has negative behaviors and allow sensory breaks **prior** to these times.

This list is a brief overview of accommodations that can be helpful for most children. Each child responds differently to specific sensory intervention therefore it is not appropriate to provide a detailed sensory routine that will work for all kids. If you have a child with specific sensory needs, please speak with you school's OT to discuss strategies that may work for them.

Environmental Modifications:

- Limit the amount of visual material on the walls or hanging from the ceiling.
- Store fine motor/math manipulative and other colorful activities in plastic boxes or cubbies out of the child sight.
- Organize the classroom and have a specific place for books, activities, and other items to be put away. It may be helpful to take pictures of items and tape the picture where the item belongs.
- Limit the amount of auditory input by closing doors and windows in the classroom. If a child is distractible or has a sensitivity toward auditory input, locate their desk away from doors, windows, fans, or the loud speaker in your classroom.
- When possible, prepare a child who is sensitive to auditory input for fire drills, morning announcements, or recess bells.

Schedule Modifications:

Most children, especially those with sensory integration difficulties, benefit from a predictable schedule.

- Each morning, review the schedule for the day. If there are changes from the typical routine, discuss these with the class. It may be helpful to use a picture schedule on the board or on a child's desk.
- If possible, discuss unexpected events before they happen (e.g. fire drills, assemblies) to allow the child time to prepare. It may be helpful to come up with a story about how the child should act in each situation.
- It may help with transitions to come up with a "clean-up" song or "new activity" song to help the child prepare for the end of one activity and the start of another.

Organizing Sensory Activities:

- During independent work times, play classical music in the background.
- Have a quiet corner in the classroom where a child can read or listen to music if they are feeling overwhelmed.

- Instruct the child to take deep breaths prior to transitioning.
- Have children perform heavy work activities such as pushing the wall over, chair push ups, carry books to the library or carry “cold lunch bin” to the cafeteria.
- Allow the class frequent movement breaks. These breaks can be short and include stretching, deep breathing, oral motor “snack”, heavy work, etc.

Lap Weight Directions

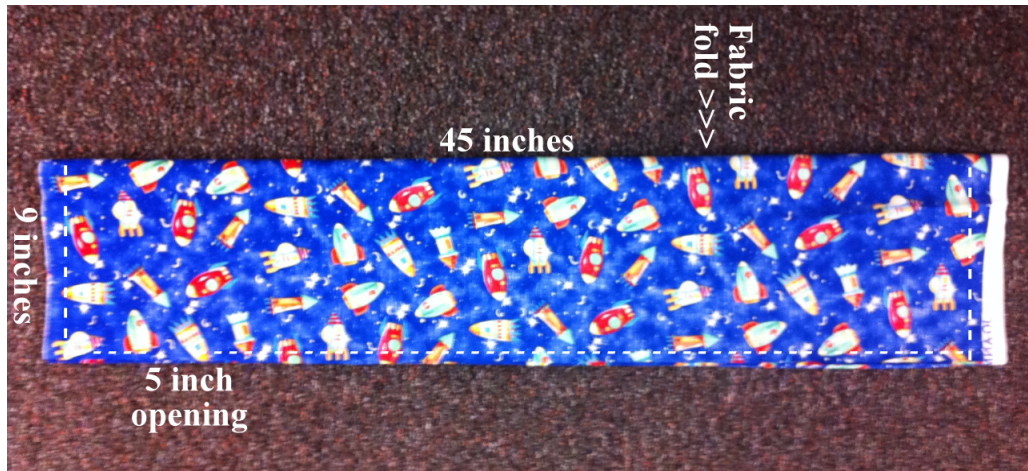
Supplies:

- ½ yard of fabric
- 14” hook and loop Velcro
- Sewing machine and thread
- 4- quart size zip lock bags
- 5 pounds of sand
- Book tape or duct tape



To make the lap weight:

1. Fold fabric in half with wrong sides together lengthwise (fabric will measure approx. 9” X 45”)
2. Stitch all 3 sides ½” from edge leaving a 5” opening at one end of the long side.



3. Turn fabric right side out through the 5” opening, press fabric flat.



4. Sew 7" of loop (smooth) Velcro on each end.



5. Fold each end up 8" to create a pocket.
6. Using the loop (smooth) Velcro as a guide, mark where the hook (rough) Velcro should be attached. Pin and sew hook (rough) Velcro in place.
7. Fold up to create a pocket.
8. With hook (rough) and loop (smooth) Velcro attached, sew along edges to create a pocket.

To make the sand bags:

1. Fill 2 quart baggies with 2 ½ pounds of sand. Zip shut, pressing air out of each bag. Place filled sand bag inside of another quart bag. Seal edges with book tape or duct tape.
2. Insert sand bags into pockets.



Slant Board

<http://www.therapro.com>



Pencil Grips

www.amazon.com- search pencil grips

Utah Idaho-Map World also has a variety of pencil grips.



“The Pencil Grip”



Stetro Grip



Crossover Grip

Triangular Pencils

<http://www.peterson-handwriting.com/special.htm>



Scissors

Training and Loop scissors: <http://www.discountschoolsupply.com>



Self opening scissors: <http://www.enasco.com/product/9718132CQ>



Move 'N' Sit

<http://www.amazon.com/> -search move and sit or seating disc

