

# Therapeutic Activities for Home and School



Your Therapy Source

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**Publisher's Note:** The publisher and author has made every attempt to make sure that the information in this book is correct and up to date. The ideas, activities and suggestions in this book are meant to be a supplement to the advice and recommendations of a professional therapist or pediatrician. All physical activities require approval from a child's pediatrician. The author or the publisher shall not be liable for any impairment, damage, accident or loss that may occur from any of the suggested activities in this book.

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# Table of Contents

<b>Activity Sheet or Form</b>	<b>Page #</b>
Introduction	6
Direction Letter for Home	7
Direction Letter for School	8
Hand and Wrist Skills - Morning Activities	9
Hand and Wrist Skills - Morning Activities	10
Hand and Wrist Skills - Evening Activities	11
Hand and Wrist Skills - Evening Activities	12
Bath Time	13
Bath Time	14
Cooking Time	15
Cooking Time	16
Dressing Time	17
Dressing Time	18
Dressing Time	19
Chore Time	20
Chore Time	21
Arts and Crafts Time	22
Arts and Crafts Time	23
Play Time	24
Homework Time	25
Homework Time	26
Auditory/ Listening Skills	27
Visual Skills	28
Proprioceptive Activities/ Heavy Work	29
Proprioceptive Activities/ Heavy Work	30
Vestibular Activities/ Movement	31
Vestibular Activities/ Movement	32

## Table of Contents (continued)

<b>Activity Sheet or Form</b>	<b>Page #</b>
Tactile Activities/ Touch	33
Tactile Activities/ Touch	34
Shoulder Strengthening	35
Strengthening Activities for the Legs and Feet	36
Posture/ Trunk Strengthening	37
Posture/ Trunk Strengthening	38
Balance Skills	39
Balance Skills	40
Ramps, Curbs and Stairs	41
Activities Using Both Sides of the Body	42
Eye Hand Coordination Activities	43
Eye Hand/ Foot Coordination Activities	44
Gross Motor Skills	45
Classroom Activities - Functional Skills/ Fine Motor	46
Classroom Activities - Visual Skills	47
Classroom Activities - Auditory/ Listening Skills	48
Classroom Activities - Sensory	49
Classroom Activities - Sensory	50
Classroom Activities - Light Touch	51
Classroom Chores	52
Classroom Activities - Organization and Posture	53
Additional Activities	54
Resources	55

## Introduction

With caseloads increasing, school budgets being cut and limited space, occupational and physical therapists need to focus on giving teachers and parents the tools necessary to carry over therapeutic activities in the home and the classroom. Parents and teachers work with the children all day, everyday unlike related service providers. *Therapeutic Activities for Home and School* provides therapists with 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 determines which activities a child needs to work on, marks the appropriate activities for that child and sends the activity sheet home. By providing parents and teachers with these handy check lists, you will be encouraging therapeutic activities throughout the entire day.

## How to Use this Book:

The reproducible hand outs in this book are meant to provide therapeutic carry over activities for the home and classroom. Most of the activities can be carried out during the course of a regular day.

This book is not meant to be a list of activities that are appropriate for every child. Therefore, **it is important that an occupational or physical therapist determine the appropriate activities for the client.** For each child, the therapist should photocopy the introductory letter and the activity sheets that are deemed necessary for that child. Simply check off the activities to be practiced at home or in the classroom. Staple the packet together and send it with the child.

### TIPS:

- Remember to include the direction sheet with each packet.
- Include your contact information so that the parent or teacher can contact you with any questions.
- Keep it simple - send only one or a few activity sheets home at a time.
- When a child makes progress send home new activities with the direction sheet as the cover.

## *Therapeutic Activities for Home*

Student:	Therapist/Title:
Date:	Phone # or email:
<p><b>DIRECTIONS:</b></p> <p>Attached you will find a list of recommended activities for your child to practice at home. These activities are meant to further promote your child's fine motor skills, gross motor skills and/or sensory processing. Each list has specific items checked off for your child to practice throughout the day or when you have time. Most of the activities can be carried out during the course of a regular day without special equipment or toys. Try to incorporate the activities into your child's regular routine so that they may become a part of your child's normal schedule rather than time set aside to do "therapy homework." Only carry out the activities that are checked off by the therapist. Every activity is not appropriate for each child.</p> <p>For all activities, <b>supervision by an adult is important at all times.</b> If you have any questions or concerns regarding any activities discuss them with your child's therapist. Remember, only perform the activities that are checked off by your child's therapist.</p>	

## *Therapeutic Activities for School*

Student:	Therapist/Title:
Date:	Phone # or email:
<p><b>DIRECTIONS:</b></p> <p>Attached you will find a list of recommended activities for your student to practice in school. These activities are meant to further promote your student's fine motor skills, gross motor skills and/or sensory processing. Each list has specific items checked off for your student to practice throughout the day or when time is available. Most of the activities can be carried out during the course of a regular school day without special equipment or toys. Try to incorporate the activities into the student's regular routine so that they may become a part of the student's normal schedule rather than time set aside to do "therapy work." Only carry out the activities that are checked off by the therapist. Every activity is not appropriate for each child.</p> <p>For all activities, <b>supervision by an adult is important at all times.</b> If you have any questions or concerns regarding any activities discuss them with the student's therapist. Remember, only perform the activities that are checked off by the student's therapist.</p>	

## Hand and Wrist Skills

### *Morning Activities*

- Pick up small pieces of food such as Cheerios, raisins, etc. using thumb and index finger
- Open and close twist ties on bread and bakery bags
- Using a dull knife, have child try spreading softened butter and jelly on toast using one hand to spread and one hand to stabilize the bread and plate
- When eating breakfast foods such as a bagel, muffin or hard roll, pull off small pieces using thumb, index and middle fingertips
- Practice opening milk or juice carton using one hand to stabilize the carton and one hand to open the carton
- Use a regular cup, without handles, to drink from wrapping the thumb around the cup
- Pour cereal milk into creamer pitcher allowing child to practice pouring milk over cereal
- Place vitamin, hand soap, etc. in child's hand in palm up position
- Other:

Student: _____	Comments: _____
Therapist: _____	_____
Date: _____	_____

## Hand and Wrist Skills

### *Morning Activities*

- Use a toothbrush with a fat handle wrapping thumb around the handle
- Practice screwing toothpaste cap on and off.
- Holding toothbrush in one hand and toothpaste in the other hand, try to squeeze the proper amount of toothpaste on the toothbrush
- Place lunch money (in coins) on table and have child pick coins up, using thumb, index and middle fingers, without sliding money to the edge of the table
- Place lunch money in plastic bag with slide zip top and have child seal the bag
- Allow extra time for child to practice shoe tying
- Allow extra time to practice fasteners
  - buttons
  - snaps
  - zippers
- Use gloves instead of mittens
- Other:

Student: \_\_\_\_\_

Comments: \_\_\_\_\_

Therapist: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

## Hand and Wrist Skills

### *Evening Activities*

- Place an unbreakable dinner plate and cup on a tray and carry it to table keeping it level
- Try to unscrew/screw any lids necessary for dinner
- Wash dishes: have child wash and dry unbreakable dishes
- Table washing: using spray bottle with water in it, squeeze the trigger with index and middle fingers while ring and pinky finger hold the bottle neck then wipe off with towel
- Push buttons on television remote
- Allow extra time for fasteners on pajamas such as:
  - snaps
  - buttons
  - zippers
- Wring out washcloth and wash face
- Hold one hand in palm up position and use other hand to pump liquid soap
- Use a toothbrush with a fat handle wrapping thumb around the handle

<b>Student:</b>	<b>Comments:</b> _____ _____ _____
<b>Therapist:</b>	
<b>Date:</b>	

# Hand and Wrist Skills

## *Evening Activities*

- Practice screwing toothpaste cap on and off.
- Holding toothbrush in one hand and toothpaste in the other hand, try to squeeze the proper amount of toothpaste on the toothbrush
- Squeeze lotion into child's hand in palm up position. Have child spread lotion on his/her or your legs, arms, etc. naming body parts as they go
- When reading, use one hand to hold the book and the other hand to turn the pages
- Practice turning doorknobs to open/close closets and bedroom doors
- Turn on/off the lights
- Other:
- Other:

Student:	Comments: _____
Therapist:	_____
Date:	_____

# Bath Time

Always supervise your child during bath time

- Hide small toys in a bubble bath for child to find
- Play with cups in tub: hold cup with thumb around cup and pour water into another container
- Wring out wash clothes or sponges.
  - Use different textured wash clothes
- Squeeze water out of small sponges using only one hand
- Squeeze water up a turkey baster or eye dropper for playtime in the bath
- Squirt shampoo or soap into child's hand in palm up position
- Have child hold one hand in palm up position and use his/her other hand to pump liquid soap or shampoo
- For playtime, have child wash doll with wash cloth naming each body part on the doll
- Other:

Student: \_\_\_\_\_

Comments: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

# Bath Time

Always supervise your child during bath time

- Instead of using bar soap try using:
  - liquid body soap
  - foamy soap
- Play with foam soap or shaving cream on the shower wall or doors. **Careful not to get into eyes!**
- Try using different textured wash clothes
- To rinse the soap off of child's body, use firm pressure and a washcloth instead of splashing or sprinkling water.
- Have child wear a waterproof visor when rinsing shampoo out of hair to avoid getting water on his/her face
- Tell your child what you are going to do next so they know what is coming. For example: "I am going to pour water on your head to rinse the shampoo out."
- After you rinse out the shampoo have your child dry his/her face off with a dry washcloth right away
- When drying off provide:
  - soft towels
  - rough textured towels
  - heat the towel up in dryer for several minutes before using
- Towel dry off your child using deep strokes, rubbing in a downward direction, naming body parts as you go.

Student:	Comments: _____ _____ _____
Therapist:	
Date:	

# Cooking Time

Always supervise you child when performing any cooking tasks.

- Pour the ingredients into bowl turning wrist over as you pour
- Hold the bowl with one hand and stir ingredients with the other hand
- Using a dull knife, practice spreading peanut butter, jelly, butter, etc. on bread. Try cutting the sandwich in half.
- Sprinkle a little flour on counter and draw letters, shapes, etc. with fingers in the flour
- Practice opening all lids (if child has difficulty opening lid independently start opening it and then have child finish opening it)
- Use an egg beater to scramble eggs or liquid ingredients. Try using the egg beater in cake or pancake mix.
- When making bread, pretzel or pizza dough:
  - knead the dough using the heel of the hand with fingers up
  - roll the dough flat with a rolling pin
  - toss the dough from one hand to the other hand
  - pull off small pieces of the dough at a time using only the thumb, index and middle fingers

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Cooking Time

Always supervise your child when performing cooking tasks.

- Help with food preparation such as:
  - crush garlic in garlic press
  - using thumb and index finger snap ends off green beans
  - rip lettuce up for salad
  - dry lettuce off in salad spinner
  - use tongs to dish out salad, rolls, ice, etc.
  - holding toothpick with thumb and index finger, push toothpicks into snacks
- Make cookies and try to:
  - roll cookie dough into balls using only one hand
  - practice spreading icing on cookies
  - put sprinkles on cookies by picking up sprinkles one at a time
- Make fresh squeezed drinks and try to:
  - crush ice in a plastic bag using a mallet
  - squeeze fruit over manual juicer by twisting wrist with arm straight
  - pour juice into cup by turning wrist over
  - practice carrying cups (empty at first) on tray keeping it level
- Other:

<b>Student:</b>	<b>Comments:</b> _____ _____ _____
<b>Therapist:</b>	
<b>Date:</b>	

# Dressing Time

- Talk to your child while you are dressing him/her naming body parts as you go. For example - “put your arm in the sleeve”
- Start dressing your child but then have child finish the task
- Place all clothes within reach of your child
- Lay out your child’s clothes in the order that they should be put on
- Encourage your child to reach across his/her body to cross midline to pull on sleeves
- Have child get dressed:
  - sitting on floor
  - lying on floor
  - sitting on a small stool with feet on the floor
  - standing up:  with hand support     without hand support
- Provide verbal cues for your child to look at what he/she is doing. For example - “look at your feet when you put on your socks”
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Dressing Time

- Provide clothes with:
  - only a few closures
  - large buttons and buttonholes
  - large tabs on zippers
  - large neck and armholes
  - elasticized waists
- Practice getting coat on and off including zipping
- Practice getting backpack on and off
- Try to put pants on while standing up without falling down or stumbling
  - have child place hand on adult's shoulder for balance
  - hold child's hand for balance
- Lying on back have child lift hips up to slide pants on and off
- Mark shoes with left and right arrows inside the shoe so that when the shoes are lined up correctly the arrows point to each other
- Provide extra time for shoe tying
- Other:

Student:	Comments: _____ _____ _____
Therapist:	
Date:	

# Dressing Time

- Try to dress your child in clothes that are most comfortable for him/her. Experiment with different types of clothing such as:
  - 100% cotton clothing
  - fleece
  - terry cloth
  - clothes without labels
- Avoid scratchy fabrics or fabrics that pill
- Wash new clothes several times before wearing
- Underneath regular clothes, try having child wear a set of tighter clothes such as tights, spandex shorts, leggings, tight t-shirt, etc.
- Use socks without seams
- Whenever possible, allow your child to pick out his/her own clothes
- Keep clothing choices to a minimum
- Other:

Student:	Comments: _____ _____ _____
Therapist:	
Date:	

# Chore Time

- Laundry tasks (with adult supervision!):**
  - carry, push or pull laundry baskets to washing machine
  - lift dirty laundry into washing machine
  - transfer the heavy, wet clothes to the dryer
  - fold the laundry
  - hang the laundry on clothesline using clothespins
- Take out the trash
- Change sheets on the bed
- Push and steer grocery cart in store
- Carry or drag full grocery bags
- Sweep or mop the floor
- Wring out wet cloth and wash the floor on hands and knees
- Push and pull the furniture to clean under it
- Wash the windows
- Wash outdoor toys and bicycles
- Rake leaves or shovel snow

Student: _____	Comments: _____
Therapist: _____	_____
Date: _____	_____

# Chore Time

- Water plants with a full watering can or spray bottle
- Dig with shovel and get on hands and knees to plant
- Push wheelbarrow with dirt or sticks in it
- Clean up large toys holding with two hands and place on shelf or bed
- Wash unbreakable dishes and dry off
- Table washing: using spray bottle with water in it, squeeze the trigger with index and middle fingers while ring and pinky finger hold the bottle neck. Wipe off.
- Arrange containers in cabinets such as spice jars, small canned goods, etc. while:
  - squatting
  - kneeling
  - reaching overhead
- Cut coupons out
- Rip up junk mail
- Put loose change into piggy bank using thumb, index and middle fingers.
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Arts and Crafts Time

Precautions/ Reminders: \_\_\_\_\_

- Encourage child to stabilize paper with one hand while coloring with the other hand
- Encourage child to keep paper in the same position rather than turning it to write on other sections of paper.
- For coloring or writing use:
  - markers rather than crayons
  - wider, thicker pencils
  - shorter pencil, chalk or crayon
- Try using a vibrating pen
- Work on an easel, slant board or tape paper to wall
- Practice taking marker tops on and off using fingertips and thumb rather than the whole hand
- Encourage painting or drawing continuous lines using the entire paper
  - horizontal lines     vertical lines     diagonal lines
- When coloring pictures, trace an outline of the objects before coloring in.
- Practice using stencils

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Arts and Crafts Time

Precautions/ Reminders: \_\_\_\_\_

- Practice using stampers. Stamp letters of the alphabet, numbers or pictures.
- Practice squeezing glue out with:
  - one hand       two hands
- Practice stringing beads, dried pasta or cereal with holes in the middle (i.e. Fruit Loops) on:
  - yarn       shoelace       pipe cleaners
- Hang up a clothesline along a wall where a child can reach it. Have child hang artwork up on clothesline squeezing clothespins to attach artwork.
- Provide verbal and physical reminders to keep scissors in thumb up position
- Practice using scissors:  on cardboard     on sponges  
 on heavy weight paper     on plastic straws     on Playdoh or clay
- Practice snipping the edges of paper.
- Practice cutting:
  - straight lines     curved lines     angles
- Practice using tape and stickers
  - getting it from dispenser or paper     using on paper
  - repositioning on page

Student: \_\_\_\_\_

Comments: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

## Play Time

Precautions/ Reminders:

**The following games and toys are recommended for your child or student to play with:**

<input type="checkbox"/> small building blocks	<input type="checkbox"/> wind up toys
<input type="checkbox"/> dominoes	<input type="checkbox"/> card games
<input type="checkbox"/> marble games	<input type="checkbox"/> Checkers and Connect Four™
<input type="checkbox"/> interlocking blocks - i.e. legos™ or duplo™ blocks	<input type="checkbox"/> Balls - <input type="checkbox"/> 8" ball <input type="checkbox"/> tennis <input type="checkbox"/> wiffle™ <input type="checkbox"/> foam
<input type="checkbox"/> building sets - i.e. tinkertoys™, lincoln log™	<input type="checkbox"/> Eye hand games - <input type="checkbox"/> golf <input type="checkbox"/> baseball <input type="checkbox"/> basketball
<input type="checkbox"/> games that involve shaking dice	<input type="checkbox"/> Velcro toss and catch game with ball
<input type="checkbox"/> Play-doh™, modeling clay and silly putty™	<input type="checkbox"/> Running games - i.e. tag, “red light, green light”, etc.
<input type="checkbox"/> Peg games - i.e. Lite Brite™, Battleship™, etc.	<input type="checkbox"/> Jumping games - i.e. jump rope, hopscotch, etc.
<input type="checkbox"/> Games with small parts - i.e. travel sized games, Hi-Ho Cherryo™, etc.	<input type="checkbox"/> Motor planning games - i.e. Twister™, Hullabaloo™, Simon Says, etc.
<input type="checkbox"/> Other:	

Student: _____	Comments: _____ _____ _____
Therapist: _____	
Date: _____	

# Homework Time

- Sharpen pencils with a manual sharpener
- Practice using tape: hold dispenser with one hand and break tape off with the other hand
- Use paper clips: affix paper clips to mark important pages
- When using stapler, stand up and press down on stapler with arms straight
- Use a pencil grip as recommended by the therapist
- Use a slant board or easel
- Sit in a quiet area with little or no distractions
  - eliminate background noise such as TV, radio, etc.
- Wear headsets while doing homework
- Keep work space organized
- On desktop, mark off a rectangle with tape to indicate where books should go
- Other:

**Student:** \_\_\_\_\_

**Therapist:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Homework Time

- Break down long projects or tasks into smaller parts
- Set aside a specific time of day to do homework
- Keep all homework requirements on one list or in one folder
- Sit in a position of 90-90-90: hips at 90 degrees, knees at 90 degrees and ankles at 90 degrees. Make sure feet are touching the floor - use a footstool if necessary
- Sit on therapy ball at desk
- Sit on therapy ball, placed inside a box, at desk
- Before doing work at desk do push-ups:
  - standing up with hands on wall
  - in chair (place hands on chair seat, straighten elbows lifting bottom up off of chair)
  - on floorRepeat \_\_\_\_ times.
- Take frequent breaks for physical activity
- Chew gum while doing homework, eat crunchy foods or drink through a straw
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Auditory/ Listening Skills

- Try to use concise, one or two step verbal directions
- Break down complex directions into simpler steps
- Make eye contact with child when giving directions
- Keep your voice at a quiet level when giving directions
- Allow the child extra time to respond
- Eliminate background noises such as TV, radio, etc.
- Have child repeat directions back to you to check if he/she fully understands what is asked of them
- Provide child with ample notice about upcoming transitions or changes in his/her normal, daily routine
- Encourage child to use headphones or earplugs in loud or overwhelming situations
- Allow child time to listen to calming, rhythmic music
- Try to go to the store or mall when it is not crowded
- Start off slow with new situations. Slowly increase the time required for the child to participate.
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Proprioceptive Activities/ Heavy Work

When should activities be done? \_\_\_\_\_

Precautions/ Reminders: \_\_\_\_\_

- Carry grocery bags
- Carry, push or pull full laundry baskets
- Carry heavy books and place on shelves
- Push and steer grocery cart at store
- Push and steer a child in a stroller
- Push/pull furniture to clean under or rearrange room
- Push wheelbarrow full of dirt, leaves, or sticks, etc.
- Pull a loaded wagon
- Pull full backpack on wheels, suitcase on wheels or trash can on wheels
- Push/pull doors and push revolving doors
- Other:

**Student:** \_\_\_\_\_

**Therapist:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Proprioceptive Activities/ Heavy Work

When should activities be done? \_\_\_\_\_

Precautions/ Reminders: \_\_\_\_\_

- Jump onto couch pillows piled on floor or bed sheets/ pillows after changing the bed (**Supervise closely!**)
- Jump on trampoline
- Play tug of war
- Hang from monkey bars
- Wear a backpack (with padded straps) with heavy books or dried beans in it for 15-20 minute intervals. Do not repeat again for 1-2 hours.
- As recommended by therapist use weighted:  
 lap pad     blanket     vest
- For a fun game practice doing animal walks - bear walk, gallop like a horse, crab walk, slither like a snake, etc.
- Participate in any sport activities that require jumping or resistance such as swimming, running, martial arts, etc.
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Vestibular Activities/Movement

When should activities be done? \_\_\_\_\_

Precautions: \_\_\_\_\_

- Remember to listen and watch the child's responses. If the child asks to stop make sure to stop the activity.
- Use a rocking chair
- Use a sit-n-spin or dizzy disc
- Use swings where the child can touch the ground with his/her own feet and control the speed and direction of the swing
- Push child on swing
  - slowly                       fast
  - forward and back         side to side
- Have child spin on tire swing themselves - twisting it and unwinding it
- Push child on tire swing, twist it and let it unwind
- Roller skate or ice skate
  - forward and backward     in large circles
- Other:

Student: \_\_\_\_\_

Comments: \_\_\_\_\_

Therapist: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

# Vestibular Activities/Movement

When should activities be done? \_\_\_\_\_

Precautions: \_\_\_\_\_

- Remember to listen and watch the child's responses. If the child asks to stop make sure to stop the activity.
- For calming activities try having the child:
  - get into an upside down position
  - swing with the same speed and direction
  - read book in a rocking chair
  - give a firm, bear hug
- For wake up activities try having the child:
  - do jumping activities
  - swing with different speeds and directions
- Ride scooter and bicycles (always wear helmet)
  - around in a large circle    up and down hills
- Run in large circles
- Log roll down hills
- Go up and down on see saw
- Go on merry ground

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Tactile Activities/ Touch

When should activities be done? \_\_\_\_\_

Precautions/ Reminders: \_\_\_\_\_

- Provide child with firm bear hugs
- Fill a large container with beans or rice for child to play with.
  - hide small toys in the rice
  - scoop and pour rice into different sized cups
- If a child refuses to touch certain items or objects try using a spoon, shovel, paintbrush, stick, etc. to touch the items instead of his/her hands.
- Encourage child to play with:
  - fingerpaints       water
  - sand                       foam soap or shaving cream
  - dirt and mud       Other: \_\_\_\_\_
- Encourage your child to play with Playdoh or modeling clay
  - hide small objects in clay and have child find them
  - pull apart the clay in small pieces and roll into small balls with one hand
  - roll the clay into snakes
  - Other: \_\_\_\_\_
- Other:

**Student:** \_\_\_\_\_

**Therapist:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Tactile Activities/ Touch

When should activities be done? \_\_\_\_\_

Precautions/ Reminders: \_\_\_\_\_

- Use different textured wash clothes or sponges in the bath
- After a bath or swimming, towel off your child using deep strokes rubbing downward.
- Give child a massage with firm, deep pressure in a downward direction (direction of body hair)
- Rub lotion on your child with firm deep pressure in a downward direction (direction of body hair)
- Have your child rub lotion on themselves or someone else
- With child laying on their stomach, roll a large ball or therapy ball with firm pressure up and down your child's body (excluding the head and neck)
- Lay out sleeping bag or exercise mat on floor. Have child lie on mat with head off of mat. Gently and firmly wrap child up in the mat. Provide gentle but firm pressure to the outside of the mat. Slowly unroll child.
- Other:

**Student:** \_\_\_\_\_

**Therapist:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Shoulder Strengthening Activities

Precautions/ Reminders: \_\_\_\_\_

- Practice coloring or writing on easel or hang paper on wall
- Play games while on all hands and knees and reach for the game pieces
- Pretend to be an airplane or superman.  
Lie on stomach on floor. Hold arms straight out to the side and legs straight. Lift arms and legs off of ground and pretend to fly.
- Do push ups. Repeat \_\_\_\_ times.
  - standing up with hands on wall
  - in chair (place hands on chair seat, straighten elbows lifting bottom up off of chair)
  - on floor
- Practice wheelbarrow walking
  - hold child at hips     hold child at thighs     hold child at ankles
- Practice reaching overhead with both hands to put dishes away, get towels, etc.
- Practice the monkey bars at the playground.
- Wash windows, bicycles, cars, etc. using both hands on the sponge or towel.
- Perform outdoor chores such as:
  - shoveling snow     raking leaves     sweeping     digging
- Other:

<b>Student:</b> _____	<b>Comments:</b> _____
<b>Therapist:</b> _____	_____
<b>Date:</b> _____	_____



# Posture / Trunk Strengthening

Precautions/ Reminders: \_\_\_\_\_

- Play games or puzzles, lying on belly propped on elbows (do not use hands to hold head up). Keep chin tucked.
- Do puzzles or games lying on belly, propped on elbows, and reach for puzzle or game pieces with one hand.
- Pretend to be an airplane or superman.  
Lie on stomach on floor. Hold arms straight out to the side and legs straight. Lift arms and legs off of ground and pretend to fly. Hold position for \_\_\_ seconds.
- Practice wheelbarrow walking
  - hold child at ankles
  - hold child at thighs
  - hold child at hips
- Write on an easel or paper taped to wall while:
  - sitting
  - standing
  - lying on belly
- Give your child horseback rides - with adult on hands and knees on floor child rides on adult's back wrapping arms and legs around adult (**Supervise closely!**)
- Give piggyback rides: have child wrap arms and legs around adult's back
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Posture / Trunk Strengthening

Precautions/ Reminders: \_\_\_\_\_

- Child should sit in a position of 90-90-90 meaning 90 degrees at the hips, knees and ankles.
- Child's feet should be touching the floor when sitting - if necessary provide foot stool.
- Write using a slant board placed on desk
- Provide verbal reminders to sit up straight
- Touch your child's back with gentle, firm downward pressure to provide a tactile cue to sit up straight
  - touch lower back
  - touch upper back
- If doing homework or using the computer for long periods of time take 2 minute stretch breaks every thirty minutes.
- When using computer, keep forearms only slightly above keyboard. The top of the monitor screen should be at eye level.
- For tasks that require precision with fingers allow child to sit or lie down on the floor to complete activity.
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

## Balance Skills

Precautions/ Reminders: \_\_\_\_\_

- Practice different types of walking
  - walk heel to toe       walk sideways
  - walk backwards       walk fast
  - walk on toes       walk on heels
- Practice walking on logs and rocks. **Supervise closely!**
- Practice walking on uneven terrain such as hiking trails
- Practice walking on different surfaces with shoes on and off.
  - grass       wet sand
  - dry sand       wood chips
  - gravel       uneven sidewalks
- Try walking from one surface to another i.e. grass to driveway or sand to sidewalk. Provide verbal cues as necessary to prevent stumbling or falling.
- At the playground, practice using balance beams:
  - forward       sideways
  - backwards       heel to toeProvide a hand hold if necessary.

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Balance Skills

Precautions/ Reminders: \_\_\_\_\_

- At the playground, practice walking on suspended bridges that move as you walk on them.
- Try putting on pants while in standing position
  - without holding child's hand
  - hold child's hand
  - have child place hand on adult's shoulder
- Try putting shoes on standing up.
  - without holding child's hand
  - hold child's hand
  - have child place hand on adult's shoulder
- Step up or down at curbs without assistance
- Practice going up or down the stairs
  - without using the handrail       two feet on each step
  - using the wall for support       one foot on each step
  - holding child's hand
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Ramps, Curbs and Stairs

Precautions/ Reminders: \_\_\_\_\_

- Walk up and down ramps
  - slow     fast
- Go up and down small curbs
  - with hand hold     without hand hold
- Go up and down large curbs
  - with hand hold     without hand hold
- When going up and down stairs
  - hold child's hand
  - use spindles on bannister for support
  - use railing for support
  - no hand support
- When going up stairs place two feet on each step
- When going up stairs place one foot on each step
- When going down stairs place two feet on each step
- When going down stairs place one foot on each step
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Activities Using Both Sides of the Body

Precautions/ Reminders: \_\_\_\_\_

- Encourage your child to use his/her:  
 right                       left  
hand for writing, throwing, etc.
- Encourage your child to hold the paper steady with one hand while he/she writes with the dominant hand.
- Practice using a rolling pin to roll out dough.
- Fold laundry
- Play clapping games such as pat-a-cake or Mary Mack.
- Wash dishes (holding dish with one hand and sponge with the other) and dry off.
- Using a spray bottle in one hand, squirt table with water and wipe clean with the other hand
- Practice jumping jacks
- Practice jumping rope
- Other:

Student: _____	Comments: _____ _____ _____
Therapist: _____	
Date: _____	

## Eye Hand Coordination Activities

Precautions/ Reminders: \_\_\_\_\_

- Encourage your child to use his/her:
  - right     left    hand for writing, throwing objects, etc
- Place laundry basket several feet away and practice throwing dirty laundry into basket. Move laundry basket further away, roll up socks and throw socks into basket.
- When recycling paper, crumple paper up and throw into recycle bin.
  - try crumpling paper up with only one hand
- Practice catching balls of various sizes
  - beach ball                       balloons
  - beanbags                          foam ball
  - playground ball     tennis ball
- Practice catching a ball in a baseball glove
- Practice throwing a ball with
  - one hand     two hands
- Other:

Student: _____	Comments: _____
Therapist: _____	_____
Date: _____	_____

# Eye Hand and Eye Foot Coordination Activities

Precautions/ Reminders: \_\_\_\_\_

- Practice throwing balls of various sizes
  - beanbags     foam balls
  - playground ball     tennis ball
- Practice throwing a ball outdoors at various size targets (trees, bushes, rocks, etc) from varying distances
  - 5 feet     10 feet     15 feet
- Practice hitting:
  - stationary ball (on a tee, golf ball on ground, etc.)
  - moving ball (pitch a ball, hit a tennis ball, etc.)
- Use a large racket or bat to hit ball to improve accuracy
- Practice kicking a playground sized ball:
  - stationary ball
  - moving ball (roll the ball)
- Practice kicking a ball into a goal or between two objects (trees, bushes) from varying distances
  - 5 feet     10 feet     15 feet
- Other:

Student: _____	Comments: _____ _____ _____
Therapist: _____	
Date: _____	

# Large Motor Skills

Precautions/ Reminders: \_\_\_\_\_

- When walking, provide verbal reminders for child to “keep his/her heels down” to encourage a heel to toe walking pattern of the feet
- Jump off curbs
  - without hand hold       with hand hold
- Jump off bottom steps
  - without hand hold       with hand hold
- Practice jumping over all the cracks in the sidewalk or different colored tiles in the mall.
- Practice running
  - fast     backwards     on uneven surfaces (i.e. grass)
  - up and down ramps     up and down hills
- Squat down, slowly, to clean up toys and stand on tip toes to place toys on higher shelf
- Pass your child items (toys, bubbles, etc) that are slightly out of his/her reach so that he/she has to stand on tip toes or jump up to get item.
- Whenever possible practice the following skills:
  - hopping     hopscotch
  - skipping     tricycle or bicycle
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Classroom Activities

## Functional Skills/ Fine Motor

- Practice getting backpack on/off each day making sure backpack straps are on both shoulders
- Practice getting coat on/off each day including
  - zipping
  - velcro
  - buttons
  - snaps
- Encourage practice time for manipulating small objects such as paper clips, beads, counters, etc.
- For writing tasks:
  - use pencil grip provided by therapist
  - use a shorter pencil, chalk or crayon
  - use a fat pencil or marker
  - use a mechanical pencil
  - use a weighted pencil as recommended by therapist
- Encourage use of dominant hand in student
  - right
  - left
- Encourage student to keep paper in the same position rather than turning paper to write on other sections of paper
- Encourage student to use one hand to stabilize the paper and the other hand to write with
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Classroom Activities

## Visual Skills

- Try using natural sunlight or lamps instead of fluorescent lighting.
- For writing tasks student may be more successful with lined paper.
- For math problems student may be more successful with graph paper.
- Reduce visual distractions in classroom such as pictures on walls, mobiles or hanging objects.
- Modify worksheets by reducing non-essential visual stimuli
- When using the computer, student may be more successful using a touch screen instead of a mouse.
- When using computer, keep forearms only slightly above keyboard. The top of the monitor screen should be at eye level.
- Seat student close to the blackboard
- Provide a written copy of board activities at the student's desk
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Classroom Activities

## Auditory/Listening Skills

- Make eye contact with student when giving directions.
- Try to keep your voice at a low level when giving directions.
- Have student repeat directions back to you to check if he/she fully understands what is asked of them.
- Allow extra time for the student to respond.
- Try to limit background noise in classroom by:
  - closing classroom door
  - closing windows
  - seat student by quiet peers
- Try to seat the student:
  - close to the teacher
  - away from the windows or doors
- Provide student with ample notice about upcoming transitions or activities that are not in his/her normal routine.
- Start off slow with new situations. Slowly increase the time required for the child to participate.
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Classroom Activities

## Sensory

Precautions/ Reminders: \_\_\_\_\_

- Allow student to use fidget toys recommended by therapist
- Before writing tasks, remind student to warm up hands by squeezing fingers and pressing hands together
- During floor time mark a 'X' with tape or use carpet square for student to sit on
- For floor time or group activities try to seat the student at the back of the group allowing the student a good view of who is approaching him/her.
- Have student sit in the front of the classroom
- Whenever possible, have student be at the back of the line
- Have student do chair push ups before writing tasks
- Minimize the quantity of time spent on seat work or take frequent breaks of physical activity (walking, stretching)
- If possible, have student chew gum, eat crunchy foods or sip drink through a straw while doing desk work
- Other:

Student: _____	Comments: _____ _____ _____
Therapist: _____	
Date: _____	

# Classroom Activities

## Sensory

- This student is overly sensitive to movement.
  - encourage the student to change positions slowly especially when making large movements such as going from sitting on the floor to standing.
  - when demonstrating activities to the student slow down your own physical movements
- This student craves physical movement.
  - allow the student to sit on a therapy ball at his/her desk
  - allow student to sit on inflatable disc or wedge provided by therapist
  - allow frequent breaks for physical activity
  - whenever possible assign messenger duties to student
  - encourage physical activities during recess time or physical education
- Other:

Student:

Therapist:

Date:

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Classroom Activities

**This student is hypersensitive to light touch. The student may be more successful in class if the following modifications are made.**

- Use a firm touch or pressure on the student's shoulders or back when in contact with the student
- Make sure that the student is visually aware that you are coming to touch him/her on the arm, shoulder, etc.
- If a student reports that a touch is painful, hurts or physically draws back stop touching to validate his/her response. It actually feels painful to him/her.
- Seat the student in an area where he/she has a good view of who is approaching him/her.
- For floor time or group activities try to seat the student at the back of the group allowing the student a good view of who is approaching him/her.
- Whenever possible, have the student be at the back of the line.
- Provide a small, safe space for the student to calm down such as:
  - box with pillows in it
  - small tent
  - bean bag chair
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Classroom Chores

Reminders: \_\_\_\_\_

**Whenever possible, please assign the following chores to the student:**

- send student on errands to increase physical activity
- push classroom chairs in
- wash blackboard
- clap erasers
- carry heavy books
- push and pull open doors
- Clean desks off (use spray bottle - squirt water with one hand and wipe clean with the other hand)
- place paper clips on packets
- staple packets together (have student stand up, lean over stapler with elbows straight and staple paper)
- Other:

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Classroom Activities

## Organization and Posture

- Break down long projects or tasks into smaller parts
- Keep all homework requirements for student in one folder or on one list
- Use a highlighter to mark important information
- Using colored tape, mark off a rectangle on desktop to indicate where books should go
- Encourage student to sit in a position of 90-90-90: hips at 90 degrees, knees at 90 degrees and ankles at 90 degrees. Make sure feet are touching the floor - use a footstool if necessary.
- Provide verbal reminders for student to sit up straight.
- Use a slant board on desk for table top work.
- If student is slouching, give gentle, firm downward pressure to provide a tactile cue for student to sit up straight.     touch upper back     touch lower back
- When doing seat work or the computer for long periods of time, remind the student to take 2 minute stretch breaks every thirty minutes.
- For seat work have student sit on:  
 therapy ball     inflatable disc     wedge seat

Student: \_\_\_\_\_

Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Additional Activities

Precautions/ Reminders: \_\_\_\_\_

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<input type="checkbox"/>	

Student: _____	Comments: _____ _____ _____
Therapist: _____	
Date: _____	

## **Resources-**

***Therapeutic Activities for Home and School* is a combination of years of experience in pediatric therapy and information compiled from the following resources:**

Auditory Processing Disorders: Top Ten Tips for Teachers of Children with Auditory Processing Disorders. Retrieved May 19, 2006 from [www.helpforkidspeech.org/articles/index.cfm](http://www.helpforkidspeech.org/articles/index.cfm)

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	<i>School Based Physical Therapy Forms</i>	\$19.95	
	<i>Therapeutic Activities for Home and School</i>	\$24.95	
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<b>SUBTOTAL</b>			
NY state residents add state and county tax to subtotal			
<b>TOTAL</b>			

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