



How can Fine Motor Activities Help?

The goal of fine motor activities are to help develop strength, coordination, and dexterity of the hand. Fine motor activities can help children improve hand-eye coordination, confidence, independence, and learn how to use new tools (ie. zippers, buttons).

Why are Fine Motor Skills Important?

We use fine motor skills to pick up, hold, and manipulate objects. Fine motor skills help children perform tasks important for activities such as feeding, self-care, schoolwork, and play. The ability for children to complete everyday tasks helps build a child's confidence and self-esteem.

Recommended Activities

- Play dough, putty, kinetic sand or clay
- Using tweezers to pick up or sort items
- Blocks or legos
- Q-tip painting
- Cooking or baking
- Jigsaw puzzles
- Games such as Connect 4, Jenga, Perfection, Operation, Uno
- Perler beads
- Origami





How can Gross Motor Activities Help?

The goal of gross motor activities is to increase strength, endurance, coordination, balance, and body awareness. This can help to safely move through the environment, be more independent in self-care activities, or confidently participate in sporting events.

Why are Gross Motor Skills Important?

Gross motor skills are used during large, whole-body movements such as crawling, walking, running, jumping, and throwing. In addition, gross motor skills play a role in maintaining our body's stability while participating in activities. For example, if your child's core is well supported (using their muscles or external support such as a wheelchair) they can focus on throwing a ball or playing with a toy.

Recommended Activities

- At-home obstacle course using couch cushions, chairs, painters tape
- Animal walks
- Simon says
- Balloon toss
- Yoga
- Throwing or kicking ball toward target
- Bouncing on trampoline





What is Sensory Processing?

Sensory processing is how we are able to make sense of the world around us. The body has 8 sensory systems that receive and organize information so that we can respond with appropriate behaviors. When we are effectively able to process sensory information, we can more easily master skills, demonstrate appropriate behaviors, maintain attention, and self-regulate.

What are Sensory Processing Challenges?

Sensory processing challenges can happen when a child has difficulty taking in and processing sensory information. This can result in many behaviors such as clumsiness, impulsivity, inability to calm self, or being overly sensitive to touch, smells, and sounds.

What is Sensory Over-Responsiveness?

Children who are over-responsive are more sensitive to sensory input. They may feel senses too intensely. For example, if you are over-responsive to light, you may need to put sunglasses on every time you go outside.

Common signs of over-responsiveness: avoidance, easily upset, anxiety, distractibility, defensiveness (pushing someone standing too close), avoids close proximity to others.

What is Sensory Under-Responsiveness?

Children who are under-responsive are more passive or non-responsive to sensory input. These children may feel like they need more amount of sensory input. For example, if your child is under-responsive to touch, they may often bump into their surroundings.

Common signs of under-responsiveness: slow processing of information, delayed or no response, challenges with completing work, appears lethargic, becomes more alert and engaged in more active tasks.



touch

The **tactile system** provides information about our environment or objects that we touch. This includes pressure, vibration, sharp, dull, texture, and pain.



smell

The **olfactory system** provides information about different smells such as musty, flowery, pungent. This system is closely connected to emotions and memories.



sight

The **visual system** provides information about objects, people, or the environment that we see. This includes colors, lighting, shapes, and letters. The visual system also helps us move through space.



taste

The **gustatory system** provides information about different types of taste such as bitter, sweet, salty, sour, spicy. Our olfactory (smell) and gustatory (taste) systems are closely related.



hearing

The **auditory system** provides information about sounds in the environment such as loud, quiet, near, and far noises. This system helps us process out the sounds we do not need.



interoception

The **interoception system** provides information about our internal body and emotional states. This includes sensing hunger, thirst, sadness, joy, or need to use the bathroom.



vestibular

The **vestibular system** provides information about our balance and movement. This system helps us distinguish speed and direction of movement. The vestibular and visual systems work closely together.



proprioceptive

The **proprioceptive system** provides information about where our body is in space and helps create smooth movement. This system also helps with body awareness and coordination.



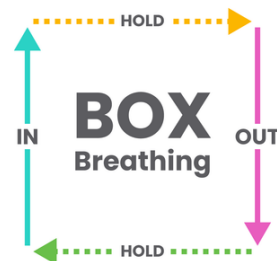
What is a Sensory Diet?

A sensory diet consists of different sensory activities, equipment, and strategies used to assist a child in feeling calm and alert throughout their day at home, school, and sporting events. Each sensory diet is personalized to the child's needs and integrated into his/her daily schedule.

Oral Tools	Vestibular	Proprioceptive	Touch Tools	Breathing Tools
Oral Chewy Crunchy Food Blowing Bubbles Reducing Sugar	<u>Swing</u> Log Rolling <u>Balance Beam</u> Bike Riding Go for a Walk	<u>Weighted Vest</u> <u>Trampoline</u> Wall Push-ups	<u>Play-dough</u> <u>Shaving Cream</u> <u>Finger painting</u> Sensory Bin <u>Vibrating Toys</u> Water Bin	<u>Box Breathing</u> <u>Candle/flower</u> <u>Breathing</u>

When to try these Strategies

<ul style="list-style-type: none"> • Chewing nails • Sucking/ chewing clothes 	<ul style="list-style-type: none"> • Can't sit still • Feeling mad • Lots of energy 	<ul style="list-style-type: none"> • Feeling mad • Can't focus • Can't sit still 	<ul style="list-style-type: none"> • Fidgeting • Restlessness • Tantrum behaviors 	<ul style="list-style-type: none"> • Can't focus • Annoyed • Tired
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Why Routines?

Routines provide your child with a sense of security and control over their environment. Children learn what to expect at different times of the day. They feel pride and satisfaction when they can participate in these routines.

Visual Schedule

This is a tool that provides your child the information about what is happening, the sequence of events, what changes may be occurring, or when it is time to stop an activity moving on to another.

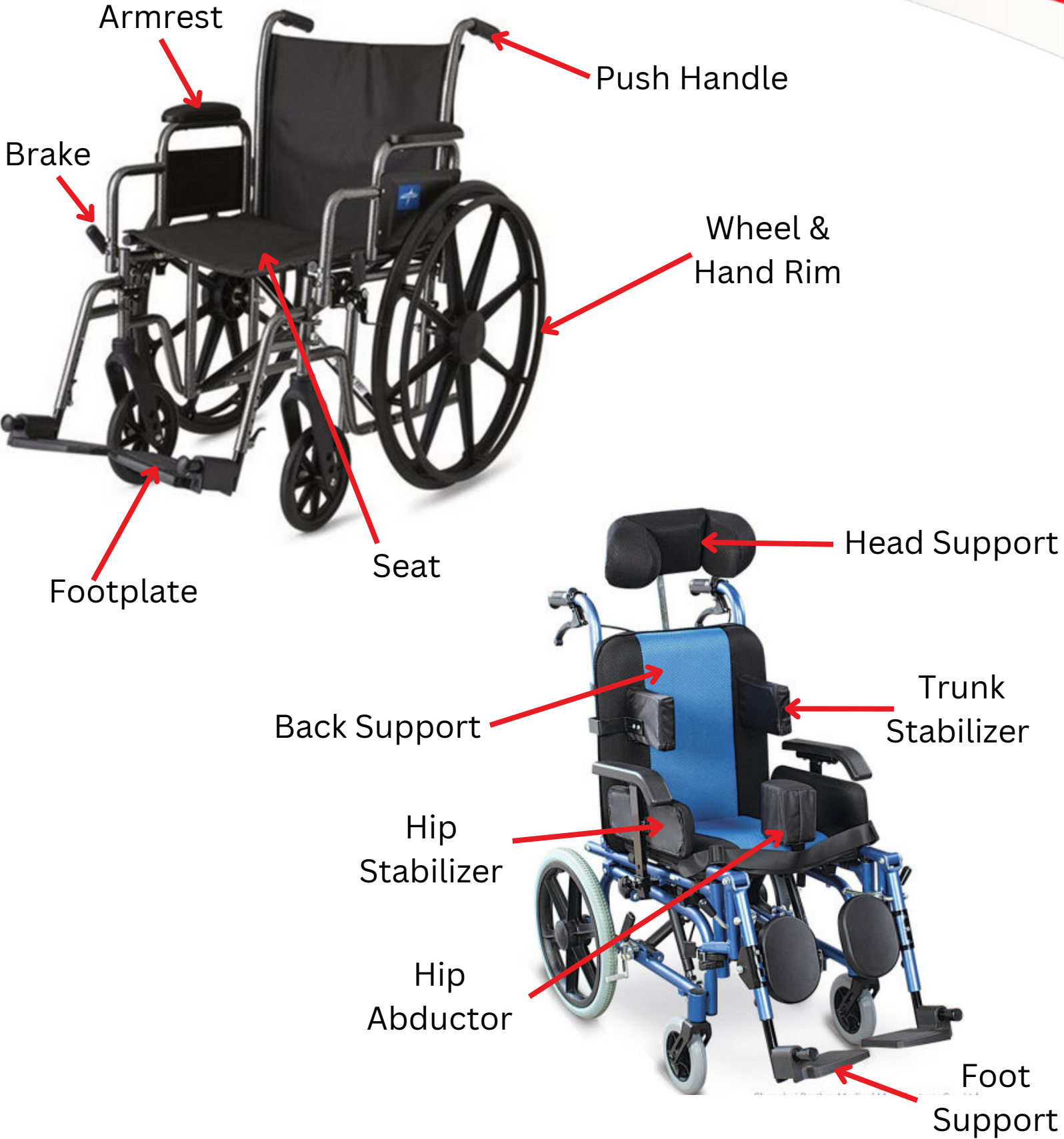
Things to Consider

- Does your child require frequent reminders to complete their routine independently?
- Does the child already respond to objects, pictures, or written words?

How to Use a Visual Schedule

1. Place the visual schedule somewhere that is easy for the child to refer to throughout his/her day.
2. Prior to the child starting the first activity on the schedule, review it with the child.
3. Draw attention to any unexpected changes that are on the schedule
4. Facilitate the completion of the activity or routine by providing assistance as necessary.
5. Provide positive reinforcement for following and completing routines independently.





Armrest

Push Handle

Brake

Wheel &
Hand Rim

Footplate

Seat

Head Support

Back Support

Trunk
Stabilizer

Hip
Stabilizer

Hip
Abductor

Foot
Support



Safety tips while pushing a wheelchair

- Plan your route and determine potential obstacles.
- When pushing, try to stay close to the wheelchair while keeping a straight back.
- When stopped, ensure breaks are on.

Special Considerations

- Before beginning, ask permission or notify athlete that you will be pushing them.
- Talk and interact with the athletes while pushing their wheelchair to help them feel comfortable and included.
- Be aware that some athletes may need extra supports if they have trouble controlling their head, neck, or trunk when navigating on uneven field surfaces.
- If participating in activities on a playground or field with uneven surfaces (ie. softball field), be mindful that the front wheels can get caught to avoid tipping the wheelchair. Always check that the athlete's seat belt is on.





Basketball

Basketball provides athletes with a great source of exercise and the opportunity to work as a team.

Assessment

The first step is to evaluate each child's present level of basketball skills. Assess their previous experience with the sport, fitness level, motor functioning, attitude toward his/her disability, and willingness to participate.

Strategies to adjust Basketball

- Lower the basketball hoop or enlarge the size of the hoop.
- Adjust size and weight of the ball.
- Modify the rules (i.e. taking multiple steps between dribbles)
- Half-court games versus full-court games.

Strategies to Adapt Basketball for Cognitive and Sensory Disabilities

- Provide students with a written or verbal outline of the day's events.
- Quick and simple instructions.
- Bright-colored equipment (rim, ball, net) and boundary lines,
- Call an athlete's name or signal to them before passing the ball.
- Bounce passes are easier to track and have slower pace.





Soccer

Soccer helps improve cardiorespiratory endurance, agility, hand-eye coordination, and the opportunity to have fun. Soccer can be adapted for individuals with all kinds of disabilities.

Assessment

The first step is to evaluate each child's present level of soccer skills. Assess their previous experience, fitness level, motor functioning, attitude toward his/her disability, and willingness to participate.

Strategies to Adapt Soccer

- Enhance successful experiences (i.e., larger ball, shorter distance to kick, the weight of the ball, larger goal)
- Allow athletes to work with a partner.
- Focus on smaller drills focusing on one skill only
- Practice drills with fewer players
- Allow the child to pass with his/her hands.
- Give brief directions and repeat them often.
- Use a larger soccer ball to allow the child the ability to kick the ball while in his/her wheelchair
- Allow the child to use the footrests to pass the ball.
- Brighter colored equipment (brighter soccer ball, colored boundary lines, colored net)





Track and Field

Track and field provide a combination of speed, endurance, jumping ability, throwing ability, teamwork, and skill/technique. Track and field can be modified for individuals with disabilities, and some may require adaptive equipment.

Assessment

The first step is to evaluate each child's present level of track and field events. Assess their previous experience, fitness level, motor functioning, attitude toward his/her disability, and willingness to participate.

Adaptive Javelin

- Throwing from a chair with a strap securing legs to the seat.
- Holding onto a stationary object to provide stability while throwing a spear-like instrument
- Throwing lighter/shorter objects and increasing as the athlete progresses.

Adaptive Discus

- Posture and position is a critical piece to a successful throw.
- Get athletes acclimated to the environment.
- Weather can affect a throw (i.e., the headwind is okay, tailwind is more challenging)

Adaptive Shot Put

- Begin with lighter weight and slowly increase as the athlete progresses.
- The athlete may be in a seated position.

Adaptive Long Jump

- Brightly colored marker identifying where the athlete needs to jump from landing in the sand pit.
- Have the coach yell/clap as a cue to direct the athlete where to run.
- Increase strengthening ankles and toes by practicing jump rope.

