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4-26-2021

Culminating Project in Clinical Work and Home Programs: Nova Southeastern University

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Final Culminating Project

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Abstract

In order to meet the requirements of the Entry-Level Doctor of Occupational Therapy
Program at Nova Southeastern University, I completed my capstone experience with an
occupational therapist at Florida Elks Children's Therapy Services. My ACOTE focus areas
were clinical skills and program development in home health. The outcome of my capstone
experience included the development of various home program documents, parent education
on various topics, and local resources for the counties served by mymentor.

Introduction

My doctoral capstone experience has been with Florida Elks Children's Therapy Services (FECTS). This is a non-profit organization that provides free therapy services to children across the state of Florida in the home, day care, and school settings. Children qualify for these services if they do not have access to outside or school-based therapy services, cannot afford therapy services with private insurance, or have other extenuating circumstances that interfere with a child's ability to receive outpatient services. Therapists for FECTS work in various designated areas of Florida. My supervisor for the capstone experience was Pearl Johnson, a registered occupational therapist for FECTS with prior occupational therapy assistant experience. With mysupervisor, I treated patients in Marion, Citrus, Lake, and Sumter counties. My focus areas included clinical practice skills and program development. Through this capstone experience, Igained the experience of providing occupational therapy services to the pediatric population in the home and school settings as well as learning the administrative components of working for anon-profit organization with no clinic base. For the program development component, my culminating project consists of home program worksheets for parents of the patients to complete with their children in the home environment during the week when therapy is not provided as well as after cessation of therapy service. It also includes parent education forms for various aspects of pediatric occupational therapy.

Literature Review

The focus of my capstone project is parent education, support resources, and home exercise programs for the pediatric therapy population with limited access to therapy services. The literature was examined to support the need for such resources within this population. Parent

education and home programs work hand in hand with the purpose of increasing the likelihood freaching therapeutic goals and increasing the client's independence.

Home Programs

According to Novak (2011), home programs involve trained health professionals providing advice to parents in order to "maximize their child's potential" and gain the confidence required to better assist their children at home and in their daily lives (p. 209). Bazyk (1989) described parents as "therapists at home"; this statement highlights the importance of a parent or caregiver's role in the outcomes of therapeutic interventions with children. The aim of home programs and parent education is to give parents the tools they need in order to successfully implement therapeutic techniques within daily routines. This is supported by the claim made by Jaffe and Cosper (2015) that learning in the natural environment of the child is optimal, and skills learned during therapeutic intervention sessions should be able to be implemented in the child's daily routines and activities to increase functional performance. Occupational therapists see their patients for small portions of their days and weeks, so carryover at home can increase the chance that a child will continue to make strides towards his or her goals. One article studying the impact of home programs for children with cerebral palsy included the professional opinions of various occupational therapy practitioners on the use and importance of home programs within this field (Novak, Cusick, and Lowe, 2004). For example, Howison (1988) claimed that the use of home programs is essential within any therapeutic process in any setting, and others reported that involving parents in the therapeutic process improves the chance of success with therapy (Hinojosa et al., 2002).

Caregiver Education

There is not much to be found in the literature regarding parent education within the pediatric population of occupational therapy. Mahoney et al. describe parent education with the following goals: teaching caregivers the strategies to assist children in attaining developmental skills, helping parents manage children's behavior in the course of daily routines, and enhancing parents' skills in engaging their children in play and social interaction (Mahoney, et al., 1999, p.131)." In any setting, occupational therapists must consider family dynamics, home situations, and routines in order to plan more effective treatments for each client. Research has shown that increasing the knowledge that parents or caregivers have about development can increase the support they provide to their children, and in turn better prepare them to promote optimal development (Stewart et al., 2006; Wacharasin, Bernard, & Spieker, 2003).

Summary of Evidence

The use of caregiver education in conjunction with home programing can help to reinforce the skills being addressed in interventions with the occupational therapy practitioner. "Coaching" of parents or caregivers has been found to be more effective than just direct therapeutic services alone when implemented in an individualized manner (Graham, Rodger, & Ziviani, 2013). Occupational therapists work to analyze all occupations and contexts to improvefunctional performance and independence in the daily lives of their clients. As supported by theresearch available, addressing the home environment and the family dynamics involved by providing parent education and home programs allows therapists to better address this importantgoal of the occupational therapy profession.

Needs Assessment

In collaboration with my mentor, I identified various needs that could be addressed bymy culminating capstone project. As shown in the literature, home programs and parent education are vital components of creating success in pediatric occupational therapy practice (Bazyk, 1989; Mahoney, et al., 1999, p. 131). Given that the patients at my capstone site receive therapy one hour per week, follow through at home by the parents and in school time is essential for optimal progress toward therapy goals and increased overallindependence in a variety of occupations. Parents are often not equipped with the knowledge for activities that could be specifically beneficial for their children. Due to the nature of the site in that there is no clinic and limited contact with other therapists in the organization, each therapistis responsible for the parent education methods and home program documents that they use with patients and families. Therapists are given 26 visits for each patient, which equals approximately 6 months of services. After the 26 visits, patients are discharged and can reapply in order to be added back to the waitlist for services. The reason for this is so therapists can provide free therapy services to as many patients as possible. Because of this, it is important to provide home programs and parent education in order to equip the parents as best as possible to continue to work toward increased independence and improve occupational performance. My mentor had a lack of resources due to limited time to research and develop materials outside of her regular work hours. The aim of my capstone project was to create and compile information, research, and activity handouts for a variety of skills and areas of therapeutic intervention in order to meet these needs and fill the previously identified gaps. Projects included information on the senses, sensory processing disorder, the Therapeutic Listening program, resources available in their area, as well as exercises/activities for visual motor and perceptual skills, upper body strengthening, balance, core strengthening, sensory diets, and more. This project aimed to help individuals, the organization, and the community. At the community level, teachers at the schools where clients are treated will be better equipped with information and recommendations to be used for the clients

of my supervisor as well as other students who might benefit from the resources in that setting.

The documents and information can also be dispersed within the organization for use by other therapists with clients in various regions.

Goals and Objectives

For my capstone project, my mentor and I identified three goals and 11 objectives. The first goal was to gain experience and become proficient in providing pediatric occupational therapy services within the home/daycare setting for a non-profit organization. The five short-term objectives for this goal included completing an orientation to the site to gain an understanding of the policies and procedures involved, becoming familiar with the documentation system used for various forms of documentation (i.e., initial evaluations, daily documentation, and discharge notes), learning about common equipment used as well as the process for ordering needed equipment, becoming familiar with assessments and evaluation processes used, and becoming proficient in the intervention process.

The second overarching goal was to create parent education forms for various components of pediatric therapy. This goal initially was specific to sensory processing/sensory integration and Therapeutic Listening but was expanded to include community resources, recommended materials, and so on. Four objectives were identified for this goal: searching the literature for evidence-based practice for the importance of parent education in pediatric occupational therapy, compiling a list of resources for each county (i.e., books, support groups, community activities for special needs children/families, funding sources, etc.), discussing with my mentor the programs and information most needed for the population served, and conducting a search of the literature for the use of Therapeutic Listening.

The third and final goal involved creating home exercise programs/handouts for the pediatric population for completion upon discharge and during days of the week in which the occupational therapy sessions do not occur. Two short-term objectives were identified: conducting a search of the literature surrounding the use of home exercise programs in the pediatric populationand determining various home exercises and recommendations most relevant for this setting and population.

Results and Additional Learning

All goals and objectives were met throughout the course of the 16-week capstone experience. Achieving these goals and objectives helped to fill the need created by the fact that each therapist has their own region to serve and is responsible for obtaining their own home program/parent education documents to provide to their clients. The first three days of the week were spent completing clinical work through evaluation and treatment session with patients. The last two days of the week were spent working on program development and the creation of various resources for parents, patients, and families. In addition to the planned goals and objectives, I also got to experience some of the administrative side of therapist responsibilities. For example, therapists within this organization are given funds to purchase needed equipment for general use as well as for individual patients in mind. Certain procedures must be followed when ordering equipment. Therapists are required to fill out expense reports and must explain the need for equipment if the cost totals more than a given amount. Each therapist is also responsible for creating their own schedules for the week based of the patients on their caseload. All of these learning experiences contributed to the overall capstone experience and provided a well-rounded rotation.

Summary

Throughout the course of my capstone experience, comprehensive documents were created in order to achieve the set goals and objectives and fill the need identified prior to starting the experience. Appendix A includes the results of completing goal 3 and objectives 3a and 3b. These documents include the home exercise/activity documents for areas of therapy determined to be most relevant for the population being seen: visual motor and perceptual skills, balance, bilateral integration and motor skills, fine motor skills, upper body strengthening, motor planning and coordination, core strengthening, sensory diet activities, regulatory activities with the Zones of Regulation, handwriting tips and activities, oral sensory and motor skills, and yoga positions for children to address various skills. Appendix B contains the results of the goal and objectives pertaining to parent education resources. Parent education resources were created for the Therapeutic Listening program and music options, the sensory systems of the body, sensoryprocessing, and various forms of sensory processing difficulties, as these were identified to be the biggest areas of concern for most of the families of the patients seen. Appendix C contains the documents created in response to goal 2 and objective 2b and the identified need for information regarding local resources for funding, outreach programs, support groups, activities for special needs children, and medical/equipment resources for each county served, as well as books and websites providing information on various treatments and conditions.

Lessons Learned

This capstone experience and project taught me lessons in testing my creativity to provide the best resources, equipment, materials, and treatment to my clients without the restrictions typically created by the rules and regulations of insurance companies.

Opportunities became available to learn more about administrative roles and advocacy side of things within the organization due to typical roles of the therapist. This gave me a well-rounded and extremely rewarding experience overall.

Recommendations and Sustainability

Recommendations for future students would be to complete their fieldwork rotation or capstone experience within the organization in a different region of Florida to produce documents pertaining specifically to that region to continue the work completed within this capstone project. Future students could also complete projects within the areas of community outings and job/higher education preparedness for older children receiving therapy services through this organization. The project created during this capstone experience will be sustained by my mentor through continued use and distribution with current and future clients for increased education, carryover at home, and awareness of community resources.

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Appendix A



What is a Sensory Diet?

A sensory diet is a treatment method used with the purpose of providing regulatory activities throughout the day in order to manage difficulties with sensory processing. A sensory diet should be individualized to meet the child's specific sensory processing needs. Sensory diets can help with attention and behavior difficulties and increase opportunities for progressing developmentally and with educational activities.

Sensory Diet Activities

Proprioceptive Input/Heavy Work

- Wheelbarrow walks
- ♦ Marching or running in place
- Wrestling (unless child may become overexcited)
- Playing Twister
- ♦ Swimming
- ♦ Playing Hopscotch
- ♦ Riding a bicycle
- Monkey bars
- ♦ Exploring playground equipment
- Playing catch (can use a lightly weighted ball)



- ♦ Jumping rope
- ♦ Jumping on a trampoline
- ♦ Tug-of-war
- Propelling self on scooter (seated or on stomach
- Crawling through tunnels to retrieve items
- Use of weighted items (i.e., lap pads, vests, blankets)
- ♦ Bear hugs
- ♦ Yoga poses
- ♦ Animal walks (elephant stomps, bear walks, crab walks, frog jumps, etc.)
- ♦ Jumping and crashing into couch/crash pillows
- ♦ Household chores:
 - Carrying groceries
 - o Pushing a full and heavy laundry basket
 - Can fill a laundry basket with heavy books or items to have your child push and pull around as an alternative
 - Taking out the trash
 - Mopping/sweeping
 - o Pushing heavy shopping carts at the grocery store

Tactile Input/Touch

Play with textured items such as shaving cream, play doh, water play, etc.
 (can be used for handwriting tasks to add a sensory component to learning)



- Sensory bins with rice, beans, macaroni, etc. (Can be used for hands and/or feet)
- ♦ Messy play with finger paints or other similar substances
- ♦ Walking barefoot in grass/sand

Oral Sensory/Motor Input

- ♦ Blowing bubbles
- ♦ Chewing crunchy or chewy foods (chips, gummy snacks, pretzels, gum, etc.)
- ♦ Blowing whistles
- Using a straw to make bubbles in water
- ♦ Blowing cotton balls across table with straw
- ♦ Blowing yogurt through paper maze with straw or veggie straws
- ♦ Blowing up balloons
- ♦ Drinking thick drinks (such as smoothies) through a straw

Auditory

- ♦ Listening to calming music or music programs such as Therapeutic Listening
- ♦ Play "guess the sound" games
- ♦ Listen to various sounds in nature

Olfactory/Sense of Smell

- Use of essential oils during activities
- ♦ Play "guess the smell" games

Visual

♦ Dot-to-dots



- Mazes
- ♦ Flashlight play
- ♦ Light up toys
- ♦ Toys with moving parts

Vestibular Input/Movement

- ♦ Swinging (listen to the child for any signs of distress or discomfort)
- ♦ Log rolling
- **♦** Somersaults
- Scooter board
- ♦ Therapy ball exercises
- Use of songs that require changes in head position (i.e., "head, shoulders, knees, and toes"
- ♦ Riding a bike

Alerting Activities

Can be used for children who appear to be falling asleep, lethargic, have decreased attention, or are slow moving.

- Drinking cold water through water bottle
- ♦ Running quickly in place
- ♦ Jumping
- ♦ Loud, fast music
- ♦ Being in an area with bright lighting
- Wiping face with cool/cold wash cloth



Sample Sensory Diet

Morning

- ♦ Jump on a mini trampoline
- ◆ Listen to Therapeutic Listening program as directed by occupational therapist
- ♦ Eat crunchy cereal for breakfast
- ♦ Use vibrating toothbrush

After School

- ♦ Play outside on playground equipment for 30 minutes
- ♦ Play catch while jumping on mini trampoline
- ♦ Swimming in pool
- Massage feet
- ♦ Use therapy putty
- ♦ Drink a thick smoothie through a straw

At Dinnertime

- Help with cooking process, mixing materials
- ♦ Eat crunchy carrots with dinner

At Night

- Sensory play with paint or shaving cream
- ♦ Take a warm bath with essential oil soap
- Massage during bedtime story

Occupational Therapy Home and Class Activities

Student Name:	Date:	
Therapist:	School:	

Sensory Diet

Every child is different in their sensory needs. Some children crave more sensory input, and others need to have their sensory input reduced. A "Sensory Diet" is designed to give your child the sensory input that he or she needs regularly through-out the day in order to make it easier for them to participate fully in class. Children need their sensory needs met all day long, so it is important for you as a parent to give your child some of their sensory input at home before school so that they will be ready for school.

Good **proprioceptive activities** include:

Jumping —could use a mini trampoline, or just jump on the ground

Deep hugs and massage

Crawling on hand and knees

Running -playing tag

Playing tug-of-war

Pulling and pushing –can use a weighed wagon, cart, box, or laundry basket

Catching and throwing –heavy ball or beanbags

Kicking a soccer ball or big exercise ball

Bouncing on exercise ball

Carrying heavy items - groceries, boxes, books

Swimming

Scooterboard activities, or lay on stomach on a skateboard and pull self with arms

Crab walk

Wheelbarrow walk

Pulling apart resistant toys –legos, snap beads, stretchy toys, exercize bands

Pounding and rolling –play-doh, clay

Hitting tetherball, volleyball

Squishing between pillows

Hanging from monkey bars

Vibration

Good vestibular activities are:

Bouncing

Swinging

Spinning –swivel chair, sit-n-spin,

Rocking –rocking horse or rocking chair

Climbing

Riding toys –trike, bike, scooter

Walking, running, hiking, swimming

Upside down -hanging off couch, off lap, on monkey bars

Outdoor play equipment -slides, teeter totter,

Recess games -hopscotch, catch, soccer, tag, etc.

Calming activities:

Warm bath

Deep pressure massage

Joint compression

Stretches

Snuggling in beanbag chair or pillows

Blanket wrap

Firm pressure

Slow swinging

Slow rocking

Tight vest

Weight

Soothing smells

Fidget toys

Quiet music or white noise

Bear hugs (child facing away from you)

Hugging a teddy bear

Finger hugs and tugs

Low light

Tactile/Touch Activities:

Fidget (small toy that can be touched and played with without disturbing the class).

Texture or fabric in desk to touch and feel

Playing in sand

Koosh ball or similar squishy ball Balloon filled with play doh or sand Zip lock bag filled with pudding Rice box to find things in

Sensory Diet

Before school	
Midmorning	
Before writing activities	
During writing	
Afternoon	

MY SENSORY DIET

Dqly Activity	Chqlenges	Sensory Activity	Helpfy?

Sensory Regulation Strategies



MOVEMENT

Stretch or do yoga

Go for a walk

Carry something heavy

Rock in a chair

Jump on a trampoline

Doodle or scribble



LISTENING

Enjoy the silence

Hum

Wear ear plugs

Use noise cancelling headphones

Listen to a cat purring

Talk to someone with a calm voice

Do a meditation or relaxation exercise

Listen to the rain or ocean sounds

Listen to calm or classical music

Go outside, notice the sounds



SMELL

Burn a scented candle

Smell a flower

Smell your pet

Enjoy the smell of your shampoo

Burn incense or essential oils

Use a scented lotion or cream

Drink herbal tea

Lavender essential oil for calming

Peppermint essential oil for energy



TOUCH AND TEMPERATURE

Lie under a weighted blanket

Hold ice or put ice on your face

Take a warm shower or bath

Squeeze a stress ball or fidget toy

Twirl your hair

Rub a soft blanket

Wear tight leggings

Drink cold water

Get a hug

Pet a cat

Mindfully rub lotion into your

Hold a rock

Pop bubble wrap

Put peppermint oil on your skin



SIGHT

Observe the clouds or the sunset

Watch a visual timer or lava lamp

Look at the stars

Watch the rain or snow falling

Color

Sit in the dark

Wear sunglasses

Watch fish swimming in a tank



TASTE

Chew gum or sour candy

Blow bubbles

Bite into a lemon or lime

Drink warm tea

Suck a milkshake through a straw



Zones of Regulation

The Zones of Regulation is a tool with the purpose of equipping children with the ability to self-regulate by identifying and addressing difficulties in order to increase self-control and emotional regulation. In order for children to improve their self-regulation skills, they need to increase their overall self-awareness of their emotions, as well as what can cause these emotions to be elicited.

The following websites have fun options for regulatory and Zones of Regulation activities!

- Zones Uno
 - o From: Teachers Pay Teachers
 - o https://www.teacherspayteachers.com/Product/Emotions-Match-Up-3403661
- Feelings Identification Activity
 - o From: Teachers Pay Teachers
 - https://www.teacherspayteachers.com/Product/Feelings-Identification-Activities-3056209
- Emotions Sorting Game



o From: Mom Endeavors

https://www.momendeavors.com/printable-emotions-sorting-game-disney-pixar-inside-out/

• Feelings Thermometer

o From: Coping Skills for Kids

 https://copingskillsforkids.com/blog/2016/4/27/making-a-feelingsthermometer?utm_content=buffer849c3&utm_medium=social&utm_s
 ource=pinterest.com&utm_campaign=buffer



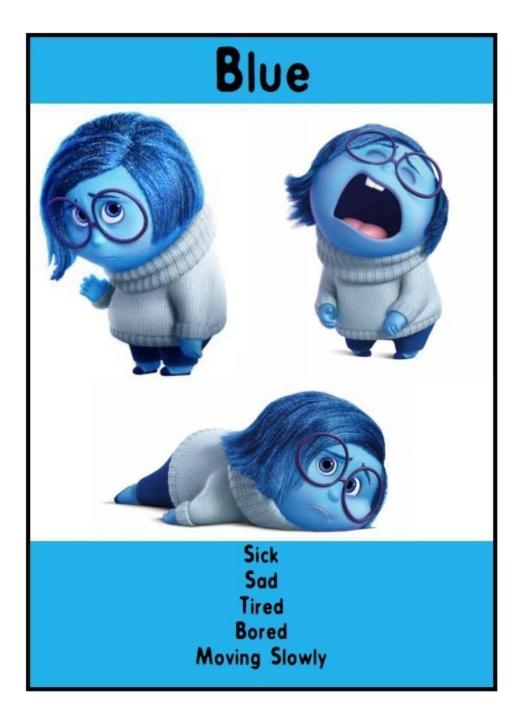
ZONES OF REGULATION!

Red	Mad/Angry Mean Yelling/Hitting Out of Control
Yellow	Frustrated Worried Silly/Wiggly Anxious Excited
Green	Happy Calm Good to Go Focused Ready to Learn
Blue	Sick Sad Tired Bored Moving Slowly

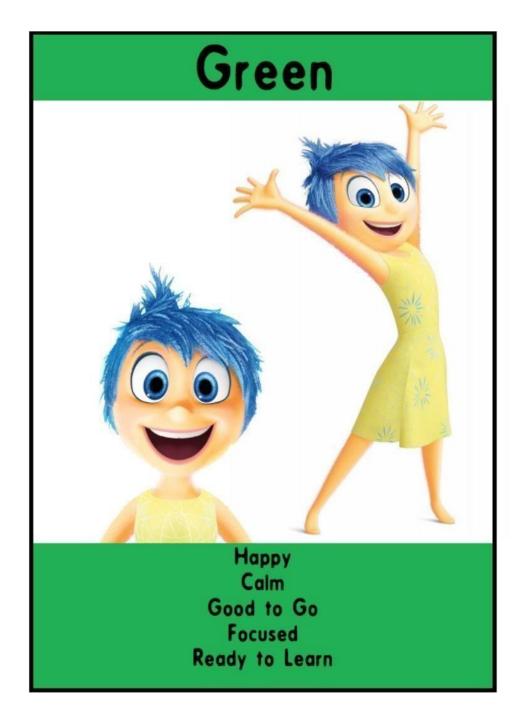


Red MY TOOLS! Yellow Green Blue

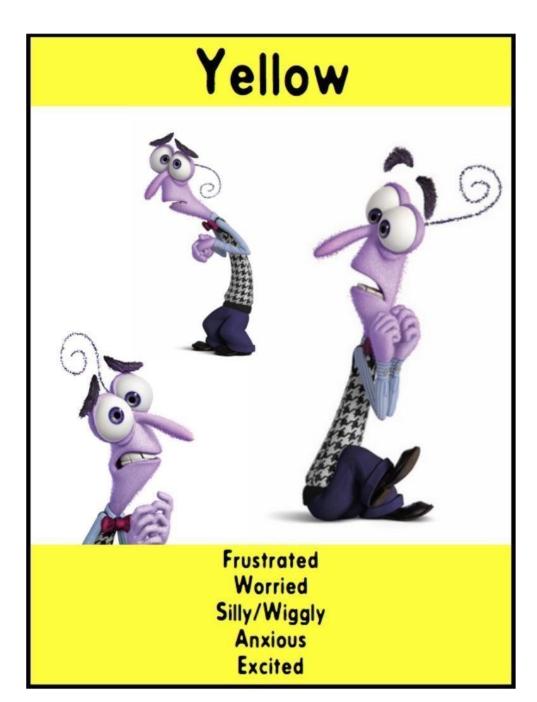




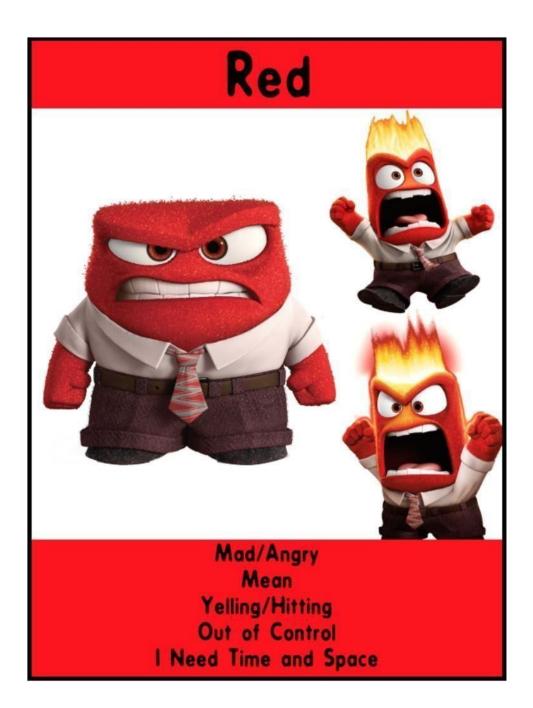








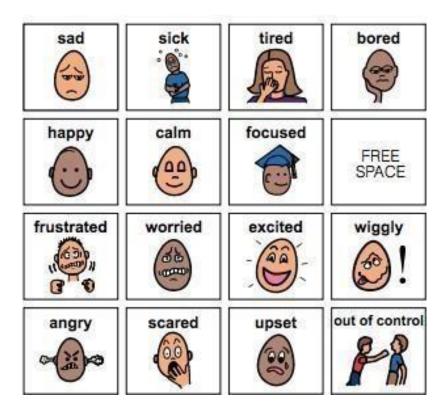




BLUE	GREEN	YELLOW	RED
Sad Tired Sick Exhausted Shy	Happy Calm Good listener Proud Focused Relaxed	Excited Silly Nervous Embarrassed Jealous	Mean Mad Out of control Terrified Elated



ZONES





Fine Motor Activities

Hand Strengthening

- ♦ Play with squirt guns
- ♦ Squeeze sponges for various activities
- ♦ Use turkey basters with water to engage the muscles of the hand
- ♦ Tear paper into small pieces and create a craft
- ♦ Ball paper up
- ♦ Use therapy putty, play dough, or clay
 - Roll into snakes or balls, squeeze the putty between the fingers, or find objects hidden in the putty
- ♦ Use tongs or tweezers to pick up small objects
- ♦ Pop bubble wrap
- ♦ Climbing on playground equipment

Hand Precision

♦ Use an eye dropper to drop water into containers



- Pick up fragile objects (crunchy cereal or mini marshmallows) with tweezers or tongs to work on grading strength
- Lay out a row of pennies all on heads, then go through and flip one by one over to tails
- ♦ Play tug-of-war with straws or string

In-Hand Manipulation

- ♦ M&Ms (or other similar objects)
 - Pick one up at a time using one hand and move it into the palm of your hand until you have a handful of M&Ms. Then move one at a time to your fingertips of the same hand
- ♦ Putting coins in a piggy bank
 - Pick up coins one at a time and move it into the palm of your hand until you have 5 coins in hand
 - Move the coins one at a time to your fingertips of the same hand and place the coin in the bank
- Moving small balls in hand
 - o Take two similar sized balls in the palm of your hand.



- Keep one in the palm while moving the other to your fingertips of the same hand
- Alternate these movements

Pinch Grasp and Other Fine Motor Activities

- ♦ Complete various puzzles
- ♦ Make 3D structures out of toothpicks and marshmallows
- ♦ String macaroni on yarn
- ♦ Play with interlocking blocks, such as Legos
- ♦ Build towers with blocks
- Make a paper chain after cutting out strips of paper
- ♦ Use small crayons to color a picture
- Paint a picture using finger or cotton swabs
- Transfer objects between containers using a spoon
- ♦ Play card games involving flipping over the cards
- Make paper airplanes
- ♦ Origami
- Practice tying shoelaces or complete a lacing card



Activities and Exercises with Therapy Putty

The following list includes activities that can be completed using therapy putty or play doh for hand strengthening, improving dexterity, finger isolation skills, bilateral hand skills, and pinch strength. All of these skills are important for overall fine motor skills and coordination.

- ♦ Finger taps
 - Using rolled ball of play doh or putty, squish a ball between thumb and each other finger on both hands
 - o Complete 2-3 times per finger
- Expanding circle with all fingers
 - o Create a donut/circle shape with putty
 - o Place all fingers of one hand in the opening
 - o Stretch out all fingers at the same time
 - o Complete 5 times per each hand
- ♦ Rolling out a snake
 - Using both hands/alternating hands, have the child roll out the putty into a long cylindrical "snake"
- ♦ Rolling into balls



- With small pieces of putty, use both hands to roll pieces into small balls
- ♦ Finding objects in putty
 - o Hide small gems or other objects in putty
 - Have your child pull apart and use fingers to search through putty and pull out all of the objects
- ♦ Pressing cookie cutters into putty
- ♦ Cutting putty with scissors
 - After rolling putty into a snake, use scissors to cut putty into small chunks
- ♦ Cutting putty with fork and knife
 - After rolling putty into a snake, use a fork to pierce the putty and then use the fork and knife to cut putty into pieces (similar to cutting up food)



UPPER BODY THERAPY BAND EXERCISES

Bicep Curls

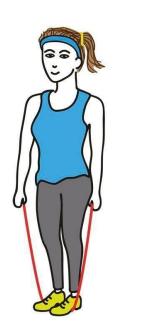
Place therapy band under feet and place one end of therapy band in each hand (can be completed while sitting or standing).

Keep your elbows close to your side.

Begin with arms straight by your side, then bend your elbows to bring your hands up to your shoulders.

Repeat____times.

Complete set(s).





Overhead Pulldowns

Begin with therapy band overhead.

Keep your head and neck straight.

Keep elbows straight.

Pull down in front of your body while stretching therapy band out to sides.

Repeat____times.





Complete____set(s).

Diagonals

Begin with both arms on one side of body.

Move one arm up and across body and one

arm down.

Complete on both sides.

Repeat times.

Complete____set(s).





Front Raise

Place therapy band under feet and place one end of therapy band in each hand.

Begin with arms straight down at your sides.

Raise both arms up in front of you while keeping them straight.

Lower your arms back to your sides.

Repeat____times.

Complete____set(s).







Side Raise

Place therapy band under feet and place one end of therapy band in each hand.

Begin with arms straight down at your sides.

Raise both arms up to the side while keeping them

straight.

Lower your arms back down.

Repeat____times.

Complete____set(s).



Rowing a Boat

Sit on floor with legs straight out in front.

Place therapy band against bottom of feet and hold one end in each

hand.

Pull both arms toward sides of body while keeping legs straight in front.

Repeat times.

Complete____set(s).





Handwriting Tips and Adaptations

Posture:

- ♦ Sit with both feet flat on the floor
- Hips should be all the way at the back of the chair
- ♦ Shoulders should be aligned over the hips
- ♦ Head should be upright
 - o All of these joints should be at approximately a 90-degree angle
- ♦ A footrest or stool can be used for proper positioning of the feet
- ♦ Alternative seating may be used if necessary (cushions, ball seats, etc.)
- The height of the desk should come up between the belly button and the middle of the chest

Fatigue:

- Proper pencil grasp can help to decrease fatigue of the hand muscles
 - o This can be addressed by using pencil grippers
- Modify or split up writing assignments into smaller sections
- ♦ Work for shorter intervals of time, followed by movement breaks
 - Slowly work up to increase intervals of time

Pressure of Writing:

- ◆ Try out different pencils and pencil grippers
- ♦ If handwriting pressure is too heavy/dark:



- Use mechanical pencils with lead that will break if too much pressure is applied
- o Provide textured paper for sensory feedback while writing
- ♦ If handwriting pressure is too light:
 - Use weighted pencils or grippers
 - Use thin lined markers

Formation of Letters:

- Ensure that proper head and paper alignment are being used
- ◆ All letters should begin at the top and move in a counterclockwise direction
 - o Exception is the letter "e"
 - "Smart Start paper can be used to indicate where letters should begin
- ♦ Handwriting Without Tears program
- Adding sensory components when teaching letter formation increases
 the likelihood that the child will remember
 - Shaving cream, forming letters with play doh or putty, finger paint, etc.

Copying from the Board:

 Sitting closer to the board will decrease the amount of visual motor work required to keep track of where the child left off on the board as well as where he/she left off on the paper



- Reduce the amount of work copied from the board
 - Copies of the work on the board can be handed out to be copied
 from a page side by side to the writing paper

Spacing and Alignment of Letters:

- When demonstrating proper word spacing, create large amounts of space between words to overexaggerate what is being asked
- Use a spacer as a physical cue for proper spacing between words
- Use paper with raised borders, highlighted lines, shaded lines, etc. to provide visual cues for proper line placement

General Tips:

- Using a slant board to angle the paper while writing can place the hand and wrist in a better position for functional use
 - A thick binder may also be used
- ◆ A variety of pencil grips are available for proper positioning of the hands and fingers during handwriting tasks based on the child's needs and preferences
- Shorter writing utensils are better able to elicit the proper, more functional pencil grasp
 - Fatter writing utensils can also be used
- Paper should be placed in the middle of the body and slanted to match the angle of the dominant forearm during writing



Visual Motor Skills/Activities

What are Visual Motor Skills?

Visual motor skills involve receiving and perceiving a visual image from the surrounding environment and being able to respond to that visual stimulus with an appropriate motor response. Difficulties with visual motor skills can lead to:

- Difficulty copying sentences from a board or another page
- Difficulty with puzzles
- Letter reversals during handwriting
- Poor control of pencil during handwriting
- Difficulty with perception and copying of shapes
- Difficulty with patterns
- Difficulty with hand-eye coordination tasks such as catching/throwing a ball
- Difficulty with line placement during handwriting
- Difficulty with sports-related tasks
- Clumsiness
- Etc.



Activities for Visual Motor Skills

- Puzzles
 - Tangram and jigsaw puzzles work on visual perceptual skills and eyehand coordination. The difficulty level can be increased as skills progress.
- I Spy/Hidden Picture activities
- Popping bubbles
- Playing toss/catch
- Balloon toss
- Completion of mazes
- Building blocks/construction toys
 - Finding block sets with visual pattern cards to follow encourages motor planning and eye-hand coordination and strengthens important visual motor skills.
- Beanbag toss games
 - o Use hula hoops or other objects as targets for the bean bag toss
- Sports (i.e., basketball, soccer)

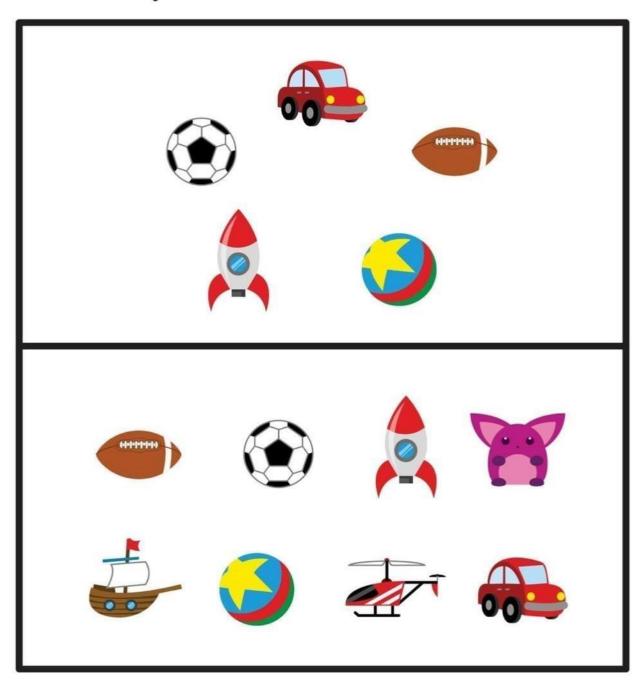


Websites such as www.eyecanlearn.com provide activities and exercises for kids to encourage important visual motor skills such as tracking, visual memory, visual discrimination and more.

Remember The Objects!

First, look at the objects located in the top box.

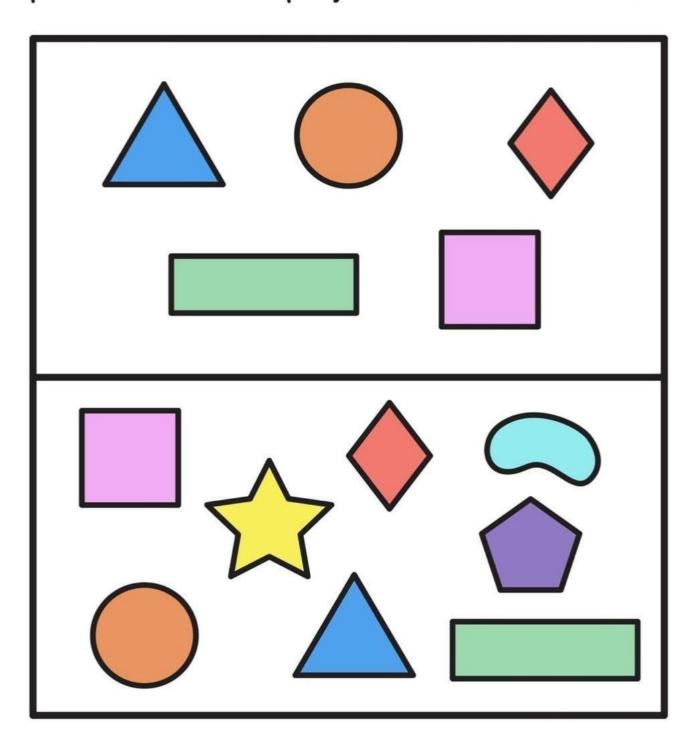
Then, cover up the top box and circle the objects you remember in the bottom box.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Remember The Shapes!

First, look at the shapes located in the top box. Then, cover up the top box and circle the shapes you remember in the bottom box.



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Find The Differences!

Circle the FIVE differences between the pictures below.



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Find The Differences!

Circle the FOUR differences between the pictures below.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

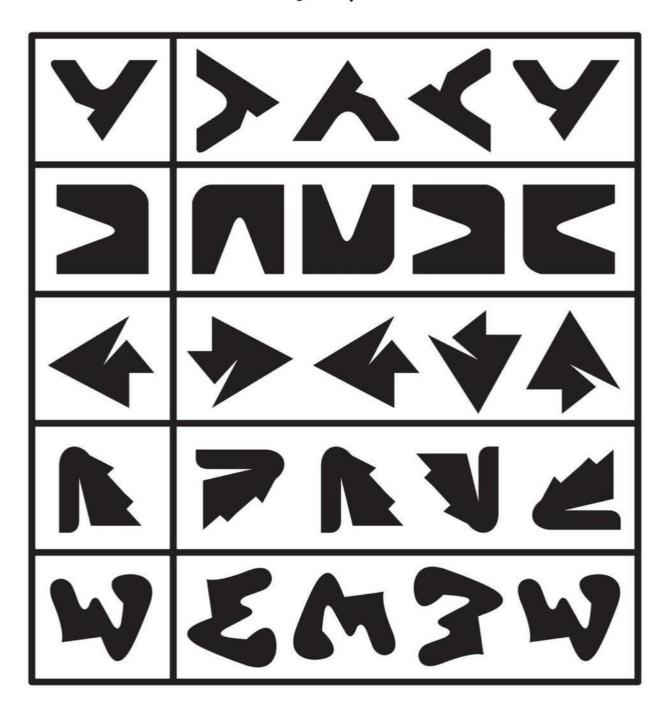
In each row, circle the letter that is the same as the first letter

A	> A A >
m	B
C	3
D	
Ε	шзпЕ
ш	FTLJ

^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

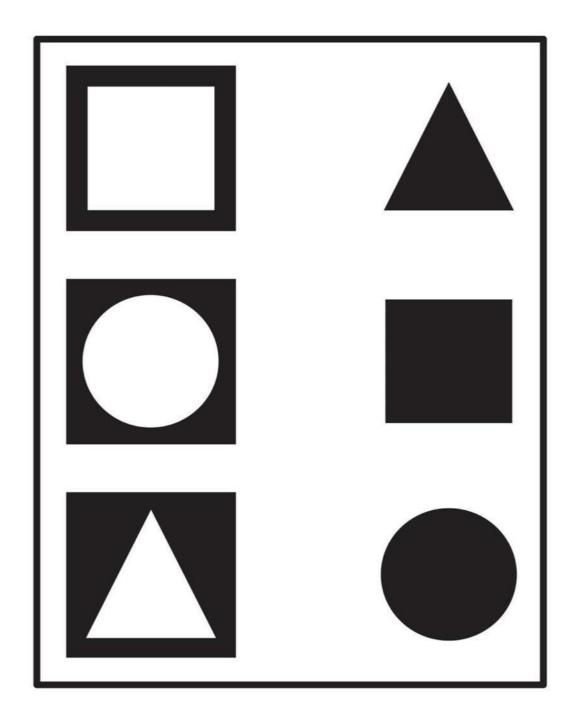
Match the directions!

Look at the first shape in each row and circle the matching shape in each row.



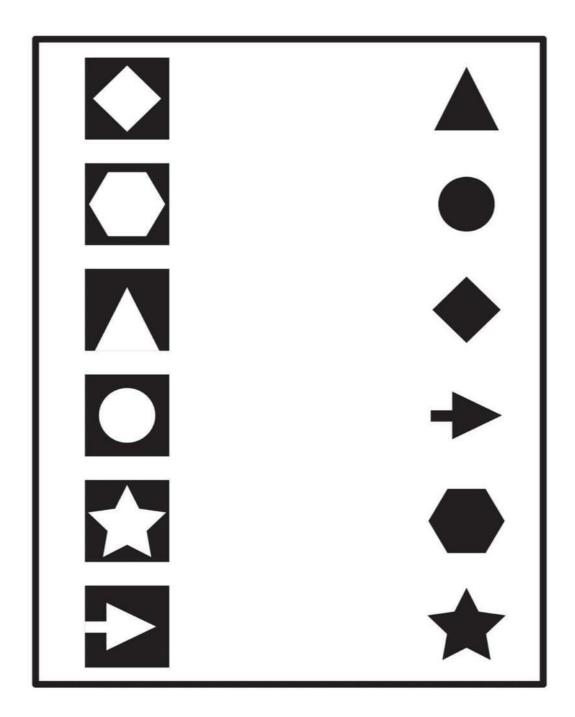
^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Draw a line from the square to its missing shape



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Draw a line from the square to its missing shape



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

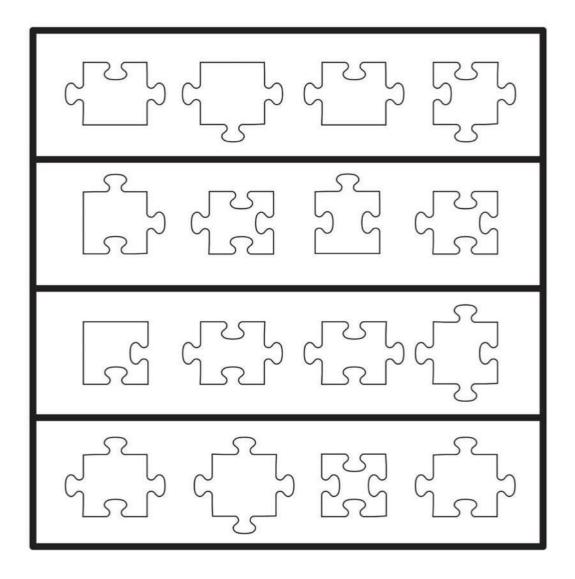
Find 10 letter combinations that look the same as the one in the top box and circle them



wnm mnw mwn mnw wnm mwn wnm nmw mnw mwn wnm nwm wnm mnw mnw nwm mwn nmw wnm nmw nwm wnm mwn mnw nmw wnm mnw mnw mwn nmw wnm wnm nwm mnw nwm nwm mnw

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Circle The Matching Puzzle Pieces On Each Line



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Match the Numbers!

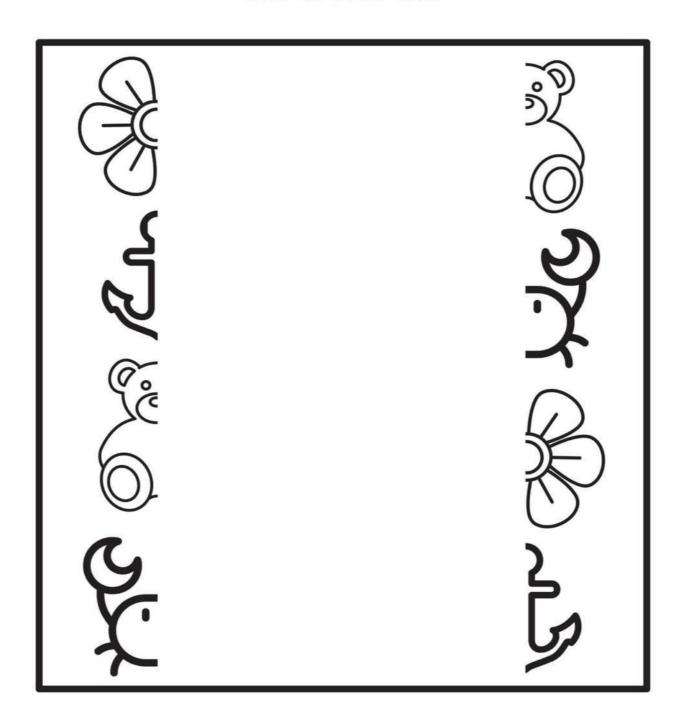
In each row, use the first number to complete the missing part to its match.

9	4	7	6	
5	3	7	5	
2	2	J	1	
4	F,	_	4	
3	3	7	3	

^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Complete the Images!

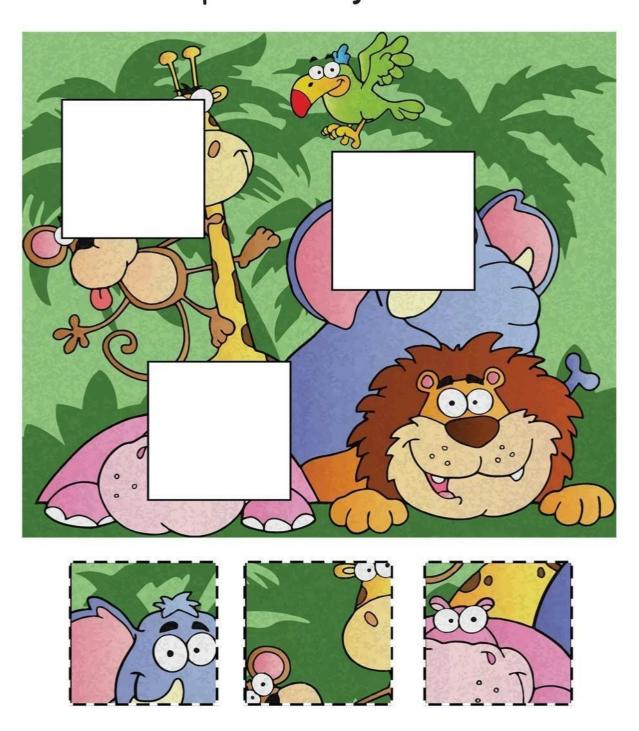
Draw a line to connect each picture with its other half.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Complete The Jungle Scene!

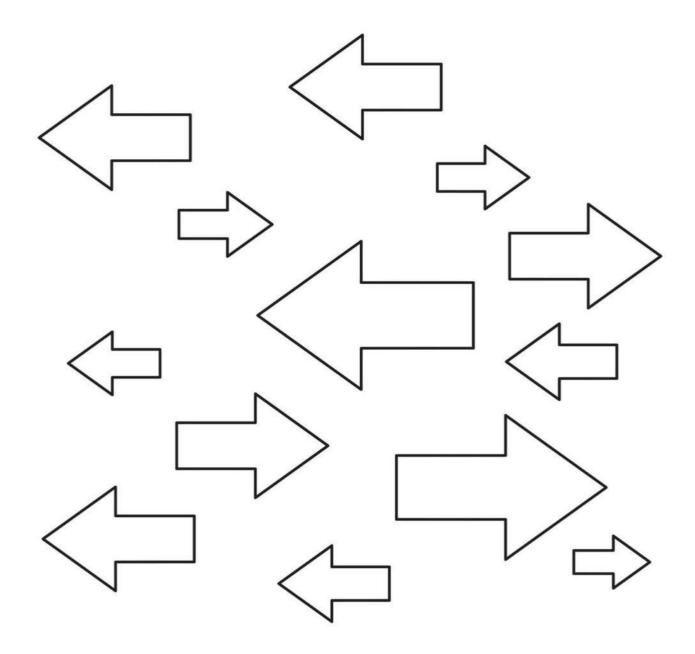
Cut each square from the bottom & place it in the correct spot in the image above.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Color The Arrows!

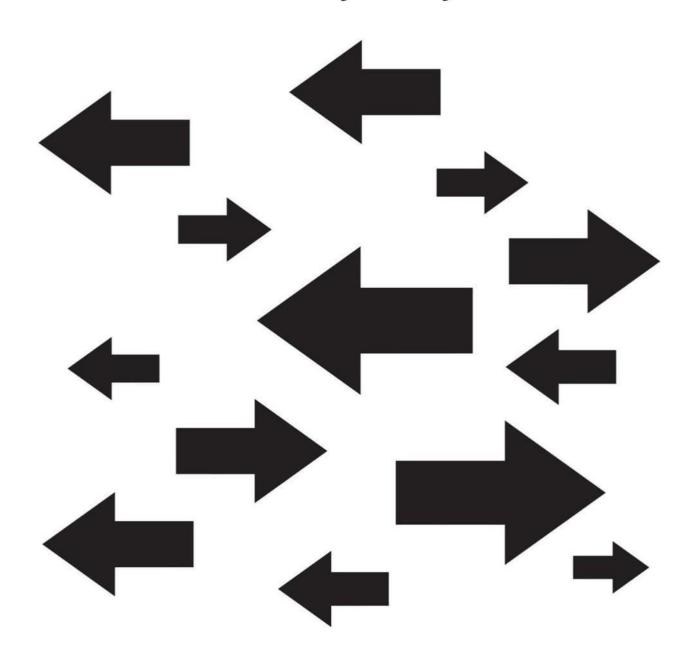
Color the left-facing arrows red & the right-facing arrows green.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Circle the Right The Arrows!

Circle all of the the right-facing arrows below.



^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Find the items!

Circle the images you can find from the list below:



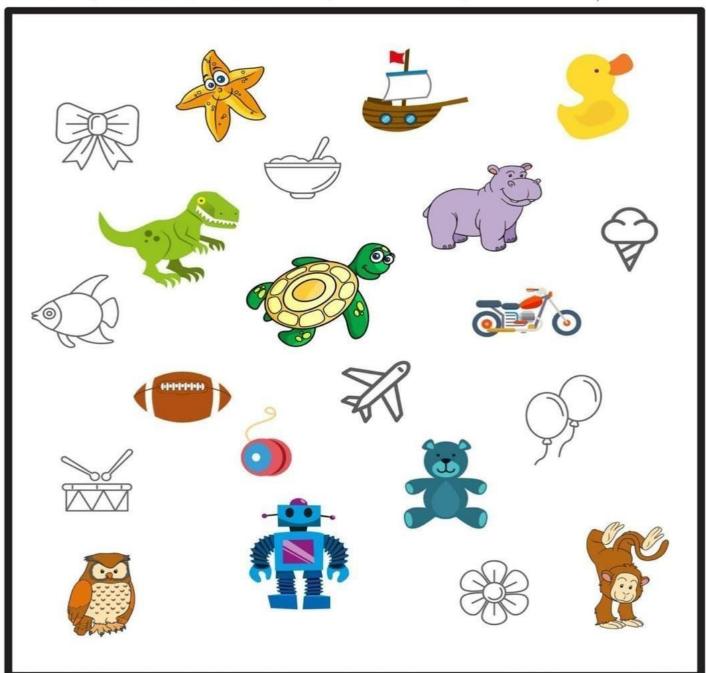








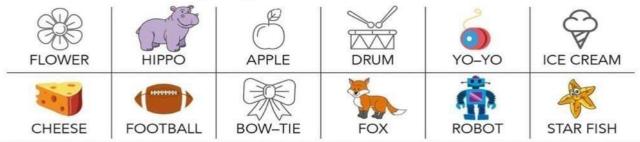




^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Find the items!

Circle the images you can find from the list below:

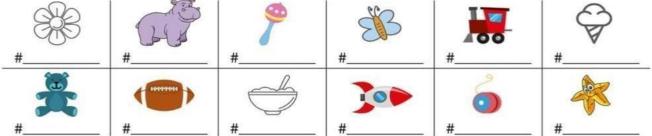




^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**

Find the items!

How many of each can you find in the box below?





^{**}This was used for the purpose of obtaining woksheets for my mentor to use in sessions and was not created by the student**



Core Strengthening

Why is Core Strength Important?

Core strength is critical for many other body movements and functions.

Core strength is a foundation for fine motor skills, balance, bilateral hand use, posture, spinal stability, and overall school skills. Core strength can increase the mobility of the shoulder, arms, and wrists which increases precision and dexterity of fine motor movements. Core strength allows a child to have good posture while sitting at a desk, which leads to better handwriting performance. The eyes are in a better position to process information from the environment such as the information and skills required to read and copy information from another page or the white board. This also helps with being able to follow along while reading without losing your place. Your child's gross motor body movements may be more coordinated, and endurance may be increased with stronger core muscles.

Core Strengthening Activities

- Propelling self while seated or lying on stomach on scooter board
- Animal walks
 - Crab walk



- While seated on the floor, lift your butt up and move around by using your hands and feet only.
- o Bear walk
- o Frog jumps
- ♦ Yoga positions
 - o Table
 - Bridge
 - Downward dog
 - o Cobra
- ♦ Swinging on a swing
- ♦ Pick up stuffed animals (or other objects such as beanbags) with feet
 - While seated on the floor, pick up items with feet only and place into containers of different heights
- Therapy ball/exercise ball activities
 - Lay on top of ball so it is at hips and hold yourself up with your hands, slowly walk yourself out with hands and see how far you can go
 - Complete puzzles (or other activities) on floor while laying on stomach over therapy ball
- ◆ Superman/airplane position
 - o Lay on stomach on floor with arms and legs straight out
 - Lift arms and legs off of floor and keep straight for as long as possible



- ♦ Bug-in-a-rugs
 - o Lay on back on floor
 - Lift head/shoulders and legs off floor
 - Hold legs with arms in a curled-up position and hold position for as long as possible
- ♦ Wheelbarrow walks/races
- ♦ Bridges
 - o Lay on back with knees bent and feet flat on floor
 - Push through knees and feet to lift bottom off the floor while keeping head and shoulders on the ground
 - o Hold position for as long as possible
- Tummy time (for babies)
- ♦ Playing tug-of-war



Bilateral Coordination/Integration

What is it?

Bilateral coordination involves being able to use both sides of the body together.

This can occur with both sides working at the same time or with alternating movements.

Why is it Important?

Many gross and fine motor skills require the ability to coordinate both sides of the body. Research suggests that the parts of the brain that are used for paying attention, thinking, and other important academic skills are activated during bilateral integration/coordination activities. Bilateral coordination allows us to perform functional, everyday activities. Some gross motor activities that require bilateral coordination include:

- ♦ Catching a ball
- ♦ Beating a drum
- ♦ Sports
- ♦ Swimming
- ♦ Riding a bike
- ♦ Jumping



♦ Skipping

Some fine motor activities that require bilateral coordination include:

- ♦ Tying shoelaces
- ♦ Threading beads
- ♦ Cutting with scissors
- **♦** Buttons
- ♦ Lacing activities
- ♦ Cutting food with a fork and a knife
- ♦ Using a ruler while drawing a straight line
- ♦ Pulling up a zipper
- ♦ Using "helping hand" to hold paper during handwriting

Children who have difficulty coordinating both sides of the body may have difficulty performing these activities as well as other gross motor, fine motor, visual motor, and daily living activities.

Bilateral Coordination/Integration Activities

- ♦ Using a rolling pin to roll out dough for cookies or pizza
- Use music shakers
 - One in each hand
 - o Begin with similar movement patterns with each hand
 - Progress to alternating movements (i.e., shake one hand first and then the other)



- Place a line on the floor and have your child jump over the line forward and backward with legs together
- ◆ Pulling hand over hand on a rope
 - Have your child sit on a towel on hardwood floor, or in a laundry basket, or on a scooter board (or similar item); have them hold one end of a rope and propel themselves by pulling hand over hand
 - Using a rope to climb up playground equipment
- Roll large balls of playdough or putty between both hands to create balls
- ♦ Beating a drum
- ♦ Marching to music and clapping hands simultaneously
- ♦ Cross crawl exercises
 - o Touch right hand (or elbow) to left knee and vice versa
 - Increase difficulty level by touching right hand (or elbow) to left foot and vice versa
- ♦ Jumping jacks
- ♦ Hopscotch
- ♦ Jumping rope
- ♦ Animal walks
 - Crab walks, bear walks, crawling
- Making a craft that requires tearing paper/tissue paper
- ♦ Frosting cookies or spreading peanut butter on bread



Balance Activities

A variety of conditions can cause children to experience difficulty with balance. Th following is a list of activities that can be done in order to work on overcoming these difficulties and improve overall balance.

- ♦ Walking on uneven terrain
 - o Grass, rocks, dirt, mud, beach sand
- ◆ "Walking on a tightrope"
 - Walking heel to toe along a line
 - o Flat feet, on heels, or on your toes
- ♦ Walking on balance beams
- ♦ Climbing on a suspended ladder or on jungle gyms
- Wheelbarrow walks
 - o Provides proprioceptive input and improves core strength
- **♦** Swimming
 - o Provides increased body awareness
- Walking along stepping stones of various textures, sizes, or heights
- ♦ Playing hopscotch
- Activities in kneeling
 - o Play catch without putting hands on the floor for balance
 - o Tapping a balloon back and forth with another person
 - Reach at various angles to pop bubbles



- ♦ Riding a bicycle or scooter
- Playing catch or completing activities while standing on a balance board or bosu ball
- Complete tabletop games or activities while sitting on a therapy/exercise ball
- ♦ Stand on one leg while on a trampoline
 - o Increase the difficulty by hopping on one leg
- ♦ Freeze Dance activity
 - Start music and have your kiddo copy your movements
 - o They must "freeze" in place when the music suddenly stops
- ♦ Tree Pose (yoga pose)
 - Stand with on knee bent
 - o Foot of bent leg rests on opposite leg for balance
 - o Bring arms straight up in the air



Motor Planning

What is it?

Motor planning is the ability to think about, plan, and execute coordinated movements to accomplish a task or set of tasks. Motor planning is complex and involves processing motor movements used in the past, receiving information from the environment, and being able to plan and execute appropriate motor responses given this information. Motor planning is involved in everything we do including running, getting dressed, eating, interacting with peers, and playing sports. Motor planning difficulties can cause problems with chewing and swallowing food, engaging in purposeful play activities, decreased independence in self-care tasks (manipulating buttons, getting dressed, bathing), handwriting skills, and more.

When working on motor planning skills, try to engage your child in activities that require him/her to come up with new ideas, make plans for their ideas, and then execute those plans. The list below provides some fun activity ideas to address motor planning difficulties.



Activities

- ♦ Simon says
 - o Helps with body awareness and planning of movements
- ♦ Climbing across large pillows or other uneven surfaces
- ♦ Stand with one foot on a box or ball while catching another ball
- ♦ Break activities into smaller steps
 - Gradually reduce the number of components and combine all together again
- Have your child help you plan and create in indoor/outdoor obstacle course
- Play charades
 - This causes your child to have to plan and carry out motor movements
- ♦ "The Floor is Lava" game
 - Pretend that the floor is lava and have your child plan out and execute a way to get from one side of the room to another area without touching the ground



- This could involve using pillows as stepping stones on the floor
- ◆ Take turns creating dance moves to fun music that the other person then has to copy

♦ Treasure hunt game

 Take turns with your child hiding "pirate treasure" in different areas, then draw a map to the treasure so the other person can follow the map to find it

♦ Ninja Training

- Have your child plan and create a ninja warrior course at home
 (another form of obstacle course)
- Have your child draw out the ninja training course first for added planning
- Have your child come up with different ninja warrior moves to use
 while completing the ninja training course



Yoga Poses for Kids

The Benefits

There are so many benefits that various yoga poses can provide for people of all ages. Yoga can provide both physical and mental benefits to children.

♦ Gross motor:

- Strength
- Endurance
- Coordination
- Motor planning
- o Core strength
- o Balance

♦ Fine motor:

- Developing the prerequisite skills required for precision and dexterity with fine motor activities
- Building strength and stability in the hands, arms, and shoulder required for performance of fine motor tasks

Poses

♦ Tree Pose

 Begin by standing on one leg. Bend your knee and place the sole of your foot on the other leg for additional balance and support.





♦ Child's Pose

 Start in a kneeling pose. Sit on heels and bring forehead down toward floor in front of you. Relax your arms at the side of your body and hold the pose



♦ Plank Pose

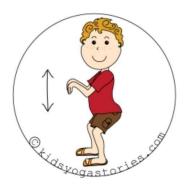
o Go into pushup position. Hold the pose while keeping spine straight





♦ Chair Pose

- Begin standing straight up. Bend knees as if you are sitting in an invisible chair
- o Make alterations to the pose by hopping like a kangaroo or bunny.



♦ Downward Dog

 Begin in plank position. Walk hands backward until body creates an upside-down V. Let head rest and look





♦ Cobra Pose

 $\circ\quad \mbox{Lie flat on stomach with hands in line with shoulders. Push hands into$

the ground to lift head and shoulders off the ground.

♦ Boat Pose

 $\circ\quad$ Start by lying flat on back. Lift head/chest and legs up in the air like a

V shape. Rock back and forth like a boat swaying in water.

Bridge Pose

 Lay flat on back on ground with knees bent. Lift butt off the ground by pushing feet firmly into ground. Hold this position





Easy Pose

o Sit cross-legged on the floor with hands resting on knees



Locust Pose

 While lying on stomach, clasp hands together behind back and lift head/cheat/shoulders up off the ground



♦ Reverse Tabletop Pose

 From sitting, lift butt off ground to create a flat torso while keeping hands and feet flat on the ground





Oral Motor/Sensory Activities

Oral motor/sensory difficulties can include sensitivity to certain sensation or textures in the mouth, muscle weakness of the face, drooling, difficulty coordinating movements of the mouth, and more. Children may be underresponsive or over-responsive to touch sensations of the mouth, face, lips, and tongue. Oral motor activities can also increase sustained attention during stationary or tabletop activities. The following are various oral-motor activities to work on potential difficulties in this area.

- ♦ Bubble blowing
 - Blowing bubble of a variety of shapes and sizes
- ♦ Playing musical instruments such as harmonicas or trumpets
- Mimicking silly faces
 - Good way to exercise the tongue, face, and mouth
- Using party blowers/horns
- Use of a straw to play "soccer" on the table by blowing cotton ball or other objects back and forth
- Chewing crunchy or chewy foods



- Carrots, peppers, apple slices, raisins, granola bars, crackers, dry cereal, cucumbers, etc.
- Use of vibration or a z-vibe to provide touch sensation to the lips,
 cheeks, tongue, and inside of the mouth
- Using food to facilitate strengthening and coordination, and to decrease sensitivity
 - o Lollipops ice cream, popsicles, etc.
- ♦ Having items to chew on (i.e., chewy tubes)



Appendix B



Sensory Systems

The Vestibular System

The vestibular sense is known as the movement sense. Information gathered from this sensory system provides our brain



with information about the movements we are performing, how fast we are moving, and which way we are moving. Changes in head position is a key component with this system. Dysfunction in the vestibular system may cause movement intolerance and gravitational insecurity, which is discomfort and lack of a feeling of security with movement and changes in positioning. Vestibular processing comes into play with activities such as swinging, bouncing on a ball, riding a bike, going down a slide, and hanging upside down.

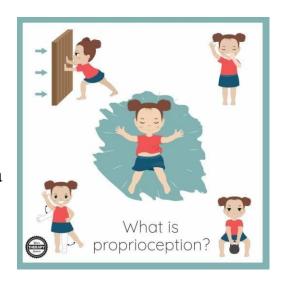


The Proprioceptive System

This system provides us with information from the environment received through our joints and muscles. It provides us with body

awareness of position in space as well as information on regulating our movements.

Proprioceptive input can be received through activities such as kicking a ball, jumping on a trampoline, climbing playground equipment, or playing sports.



The Tactile System



includes information about pain, temperature, light touch, and deep pressure touch. The tactile system also allows an individual to determine what he or she is touching without needing to visually see the object. Proper functioning of this system allows for improved body awareness and motor planning.

The tactile system is what gives us our sense of touch. This



The Visual System

The sense of vision is what provides the brain with information from the eyes about one's surroundings and environment. A properly functioning visual system is important for safety in maneuvering through the environment, visual perceptual and visual



motor skills, ability to scan and track objects, and overall control over the muscles of the eyes. These are all important components for



activities such as reading, copying sentences from a board in school, discriminating between various objects, and properly adjusting movements in response to visual stimuli.

The Auditory System

This sensory system is responsible for our sense of hearing and

how we receive and interpret pitch, loudness, and tones of sounds in our environment. Difficulty with sensory



processing in this system can make it harder for children to differentiate sounds that are alerting, calm, or dangerous. This is an important sensory system for communication and can impact the way children interact with their peers.

The Gustatory System



This system provides us with our sense of taste and allows us to discriminate between different flavors such as sweet, salty, sour, and

bitter. Difficulty with processing taste can cause problems with eating. Children may be picky eaters or may seek oral input to meet their sensory processing needs.

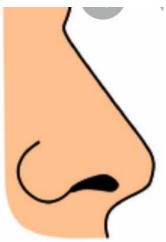


The Olfactory System

smell. This system allows us to process the smells of various objects within our environment, whether they are pleasant, sweet, foul, strong, or subtle smells. This sense is important for memories, mood, protecting against toxic substance, and for bonding experiences for newborns and infants. Children with sensory processing

difficulties within this sensory system may seek more

The Olfactory system is also known for giving us the sense of





olfactory input or may be unable to discriminate between safe and dangerous smells.



Sensory Processing/Integrative Dysfunction

What is Sensory Integration?

Sensory integration is the way the body processes the sensory information it receives from the environment, organizes it, and uses it through behavioral responses, reactions, or motor responses.

What is Sensory Integrative/Processing Dysfunction?

Dysfunction in sensory integration means that the brain is not successfully or properly organizing sensory input and is producing irregular responses. Sensory integrative dysfunction can occur within all sensory systems of the body. Sensory integrative dysfunction can cause problems with development and behavior.

Under-responsive to Proprioceptive Input

If a child is under-responsive to proprioceptive input, this means that they require more of this input in order for their bodies to feel regulated. This could result in children engaging in behaviors such as kicking, biting, hitting, or stomping, which may be perceived by others as "bad behavior". Activities such as climbing rock walls or playground equipment, playing on sports teams (i.e., basketball, soccer), deep pressure input (i.e., squeezes, weighted blankets/lap



pads), and animal walks can give the child the extra input they are seeking and be calming to the central nervous system.

Tactile Defensiveness

In this type of sensory integrative dysfunction, an individual is sensitive to certain touch sensations, such as light touch. Children with tactile defensiveness usually appear to be overactive and easily distracted by environmental stimuli. They may become easily emotionally upset. Clothing items of certain textures (i.e., tags), tickling, being touched from behind, or receiving hugs can all be particularly offensive to children with tactile defensiveness and can cause negative or emotional reactions.

- Shows signs of distress when having hair cut
- Shows signs of distress with having fingernails/toenails cut
- Extremely dislikes having hair or face washed
- Avoidance of touching materials like sand, paint, glue, shaving cream, or similar items
- Strongly dislikes walking barefoot in sand or grass
- Varies in reactions to touch at different times



- May pull away from certain forms of touch such as hugs or pats on the shoulder but enjoys engagement with friends in family without touch
- May crave or avoid certain textures such as soft blankets, stuffed animals, or carpet
- Avoids certain food textures or temperatures

Helpful tips:

- Try to use the palm of your hand for touch rather than fingertips to reduce touch that may be irritating to the child
- Use firm massage or deep pressure touch for calming
- Complete heavy work activities to help regulate the nervous system
 - Climbing playground equipment, jumping on a trampoline, carrying grocery or laundry bags/baskets
- Gradually incorporate tactile experiences into play
 - Demonstrate on yourself first
- Observe the types of activities, materials, or clothing that cause negative reactions from your child
 - Try to avoid these items or situations until the stress or responses are no longer occurring

Vestibular-Bilateral Integration Difficulties

This type of sensory integrative dysfunction is caused by an under-reactive vestibular system. Children will often have a hard time using both sides of the body for tasks and may have difficulty with reading. In these cases, children often have average or above-average intelligence but may struggle with academics.



Potential signs and symptoms:

- General development seems typical but may have difficulty with reading or math
- Appears to fall more frequently than kids of same age
- Is older than 6 years of age but still seems to switch hands during tasks such as handwriting rather than solely using one hand
- Does not appear to get dizzy during movement activities or may seek swinging, running, or jumping activities
- Tends to slouch while sitting at a table or desk
- May get confused between left and right or up and down
- Avoids crossing midline
 - o May turn whole body rather than reaching across midline
- Appears to be disorganized
- Has trouble with rhythm of movements
- Tends to reverse letters like "b" and "d"
- Has difficulty with tracking moving objects or keeping track of place on page when copying from a board
- Has trouble performing in certain areas of sports activities
- Has difficulty with activities like cutting with scissors, tying shoes, or jumping jacks which require use of both sides of body

Helpful tips:

• Encourage active rather than passive movements



- Include activities that require use of both sides of the body
 - Jump rope, swimming, playing a musical instrument
- Do not spin or twirl a child excessively
- Observe the child's responses to movement activities to determine which ones are calming and which ones are stimulating
- Activities with slow-rhythmic movements tend to be calming while those involving fast movement with changes in direction are activating
- Make time for swinging, sliding, jumping, and other active movement activities
- Include activities that incorporate coordination or eyes, head, and hands
 - Target games, catching, throwing, tennis

Gravitational Insecurity

In children with gravitational insecurity, there is an extreme fear of falling or movement activities even when falling is a highly unlikely occurrence. This is due to dysfunction in the way the brain processes vestibular (or movement) input. This fear is often intensified when others are in control of the movement of the child's body or when trying to assume a new position. The child may have a fear of or avoid swinging, climbing on playground equipment, going down slides, and more.

- Becomes anxious when off the ground
- Exaggerated fear of falling/heights



- Overly fearful of going on escalators/elevators
- Reacts to motion with signs of distress
- Reacts to change in head position with signs of distress
- Does not like having head upside down or titled backwards (i.e., somersaults, rolling on the floor, etc.)
- Avoids playing on playground equipment or on moving toys
- Avoids jumping from a higher surface to a lower surface/requires extra time or effort to do so
- Seems slow with new movements or movements on uneven surfaces Helpful tips:
 - Increase proprioceptive input (or pressure) to the joints and muscles)
 - Holding child at hips when walking up the stairs may cause him/her to feel more secure and grounded during the activity
 - Adding weight during climbing or movement activities can increase security
 - Ankle weights, backpack filled with rice
 - Allow time for exploration of the avoided activities
 - Have child close eyes during nonthreatening activities
 - Gradually introduce typically threatening activities
 - For swinging, begin with a swing in which the child's feet can be place on the ground
 - Start with slow movements and gradually increase
 - Starting closer to the ground increases the feeling of security



Motor Planning (Praxis) Difficulties

Motor planning is the process of planning how to perform certain movement patterns. Praxis is how we think about, motor plan, and execute novel, or new, activities. Children with difficulty in motor planning and praxis may be delayed in reaching developmental milestones, have difficulty with imaginative play, require more time to complete classwork, have difficulty with dressing, feeding, or shoe tying, and may be messy eaters.

- May appear awkward or clumsy
- Has difficulty with transitioning between activities
- Can be described as "accident prone"
- May bump into things or trip over objects
- Has difficulty initiating or completing activities
- Seems to want to take control of situations and activities with friends
- Avoids participating in sports
- Has difficulty finding new ways to play with toys
- Difficulty with organization of spaces
- Tends to choose the same play activities or items rather than new ones
- May take longer learning how to tie shoes, handwriting, or playing catch
 Helpful tips:
 - Play games with simple steps for planning actions
 - Simon Says



- Activities that involve imitation of motor movements
 - o Follow the Leader
 - Itsy Bitsy Spider
- Have your child identify and plan steps to complete simple sequences
 - Making a sandwich
 - Making a craft
- Encourage child to come up with new ways to play with a toy or game
- Increase input for senses of touch, position, and movement to increase body awareness
- Perform activities that involve climbing over, under, or through objects
 - Playground equipment
 - Obstacle course

Visual Perception Disorders

Visual perception refers to the way the brain receives and processes information from the environment through what we see. Visual perception is important for reading, completing puzzles, cutting, drawing, finding objects in the environment, navigating our environment, and more.

- Misjudges steps when climbing stairs
- Difficulty aligning fasteners such as buttons
- Seems to get lost easily
- Difficulty building with blocks



- Difficulty completing puzzles
- Trouble staying within the lines with coloring
- Difficulty with line placement during handwriting
- Difficulty cutting along straight or curved lines
- Can attend to parts of an assignment but not the big picture
- Difficulty picking up on similarities and differences between objects or images

Helpful tips:

- Limit visual distractions if possible
- Practice completing mazes or "staying within roads" by tracing paths
- Play games like "I Spy" or hidden picture activities
- Work on puzzles with the right difficulty level
- Encourage building with blocks
- Having your child create 3D structures or puzzles by following a visual image or model
- Create shapes or forms using clay, play dough, shaving cream, etc.
- Use a slant board to change the angle of the writing surface during handwriting or drawing activities
- Work on improving eye-hand coordination by engaging in activities such as catch, lacing, throwing a ball, etc.

Auditory Processing Disorders



- Misunderstands verbal instructions
- Struggles with listening and looking simultaneously
- Angles head when trying to listen
- May seem highly sensitive to noises
- Overwhelmed or overly distracted by noisy/crowded environments, laughter, or loud cheering
- Unable to determine the direction from which a sound is coming
- Has difficulty repeating back what is said to him/her
- Difficulty with differentiating similar sounding words or phrases
- Appears disinterested in group activities or discussions



Therapeutic Listening General Information

About Therapeutic Listening

Therapeutic Listening is a program that uses specifically modified music to positively impact the way the brain processes various auditory and other sensory information. This form of sound-based intervention is supported by research and can be used for individuals of varying ages who may experience difficulties in areas such as sensory processing, communication, attention, and listening. The music used in this program works to activate specific areas of the brain depending on the behavior being targeted. This unique program is not meant to replace occupational therapy intervention, but rather be incorporated into skilled occupational therapy treatment.

What it Helps With

Use of the Therapeutic Listening program has led to increased focus and attention, better moods, improved handwriting, greater tolerance to noise, fewer tantrums, less anxiety, and improved communication skills. Therapeutic Listening can be used by varying age groups and can address things such as:

- Poor timing and sequencing
- Challenges with transitions/changes in routine



- Poor attention
- Difficulties interacting with peers
- Limited play skills
- Difficulty with verbal/non-verbal communication
- Sleep, bowel/bladder control, and eating difficulties
- Difficulty following directions
- Challenges perceiving and navigating space
- Irritability
- Postural insecurity
- Sensory processing difficulties
- And more...

Time/Equipment Needed

The length of time for using the Therapeutic Listening program protocol can be adjusted to best suit the individual using it. The recommended time commitment involves two 30-minute sessions per day using the specific albums chosen by the therapist. Each album typically lasts for two weeks before being switched out for a new album.



There are specific headphones available through Vital Links when using the Therapeutic Listening program due to the specially modified versions of the music used.

**All of this information and more can be found on the Vital Links website:

https://vitallinks.com/therapeutic-listening/



Therapeutic Listening Music Information Sheet

Music

Modulated/Modified Music		
Album	Description	Clinical Applications/Relevance
Apricot Jamz-Modulated	 Familiar musical selections revolving around jungle themes Simple to complex melodies with subtle improvisation Rhythm is dominant feature Percussion and drums reinforce sound patterns 	 Sensory modulation Bilateral integration Timing Sequencing Auditory-motor integration Postural organization Core activation Supports higher level functions of attention, arousal, and expression
Bach for Modulation- Modulated	 Concertos Violin, cello, harpsichord, orchestra Harpsichord marks time and grounds listener Violin elicits precise focus Weaves between fast and slow tempos Used later in a listening program when sensory 	 Refinement of postural activation, core activation, and breath activation Refinement of connection Refinement of modulation Refinement of attention and receptive learning (i.e. spelling, vocabulary, facts)



	modulation issues have improved	
Baroque for Modulation-Modulated	 Chamber orchestra and flute Simple to complex melodies Fast-slow-fast tempo Fast rhythms capture attention Slow rhythms impact physiology (heart rate, respiration, suck/swallow/breather synchrony) Lower frequencies provide grounding and organization 	 Postural activation, core activation, and breath activation Subtle modulation issues Activation of body for engagement and interaction Refinement of attention
Early Mozart-Modulated	 Mozart's earlier work Compositions are lighter and less intense than later pieces Small orchestra used 	 Sensory modulation difficulties Effective for improving overall regulation of arousal and mood Increases social connectedness and reciprocity Encourages a calm, quietalert state
Grape Jamz-Modulated	• 2 percussionists, bass, guitar, piano, woodwinds	Postural organization and core activationBasic timing



Links to Modulation- Modulated	 Basic familiar melodies with improvisation Simple strong rhythms with strong bass line Low spectral predominance Clear, easy rhythms Simple, straightforward 	 Auditory-motor integration Sensory modulation Sensory modulation difficulties Hypersensitivity to sound,
	melodic lines Instrumentation ranges from electronic to simple and unlayered Little depth or spaciousness High contrast between high and low frequencies Creates the movement between ambient and focal space	 movement, and/or touch Disruptions in homeostatic functions (sleep/wake, bowel/bladder, appetite cycles) Stiffness in middle ear muscles due to ear infections Great beginning if uncertain on where to start
Links to Space-Modulated	 Generic synthesized music Nature sounds and acoustic instruments enhance spatial qualities and perception 	 Gentle introduction to the spatial surround Sensory modulation and over-responsive to low frequency sound sensitivities (vacuum, blender, lawn mower, etc.)



	 Simple melodic structure Easy rhythmic structure 	 Not focused or outwardly connected "Spatial insecurity" as a major feature of gravitational insecurity
Mozart for Modulation-Modulated	 Piano, flute, and orchestra Piano provides structure and grounding Flute invites attention outward Inherent dialogue within music with conversational call and response (arrhythmic symmetry) Simple melodies weaved together in storyline-type structure Instrumentation provides foreground (focal), while accompaniment provides background (ambient) 	 Sensory modulation Enhancement of language skills and social skills, especially in younger children Auditory-figure ground modulation Organization of motor skills
More Mozart for Modulation-Modulated	Concertos featuring piano, violin, flute, harp, and cello	 Refinement of modulation Refinement of connection and social turn-taking



	T	
	 Piano supports organized body movement Flute invites attention outwards Arrhythmic phrases in a rhythmic fashion Melodies weaved together in storyline-type structure More complex and more emotional tone than "Mozart for Modulation" Used later in a listening program when sensory modulation issues have improved 	 Refinement of attention and academics Difficulties with oral motor and respiratory function; Entrains suck/swallow/breathe rhythms Enhances auditory discrimination
Mozart Strings #1- Modulated	 Three Mozart string quartets Two violins, viola, and cello Short melodic phrases are interwoven with each member having a voice Complex rhythms with arrhythmic symmetry Overtones quality of strings are most 	 Refinement of attention Refinement of academics and pragmatics Refinement of modulation Enhances auditory discrimination in complex environments



Nature Classics-Modulated	similar to human voice and provide powerful emotion expression within music Used later in a listening program when sensory modulation issues have improved This music selection	 Refinement of spatial
	has classical pieces from Bach and Carulli This music lends itself to helping with organization, focus and structure Played by small groups of musicians, thus helping with following the melody (sequencing) and not overwhelming one with a full orchestra The combinations are: 1. Flute and Piano 2. Flute and Guitar 3. Violin, Flute and Guitar The rhythms, as well as, the tempos vary	awareness and spatial organization Difficulties with academic organization, motivation, and attention Refinement of postural organization and facilitating grounded attention outward due to the melodies that invite a focused attentiveness while keeping the space around you present



Nature Pop-Modulated Nature Winds-Modulated	 Several tracks feature a structural persistent beat, helping with task completion Offers a clear auditory space, while also providing richness in the textures contained within the matrix of benign nature surround Overall a very strong CD for organization and discrimination Familiar music selections interwoven with nature sounds Voice accompanied by strings, piano, flute, woodwinds, percussion, and nature sounds Simple melodic structure Very rhythmical Simple, innocent, flowing melodic 	 Poor spatial awareness and spatial organization Core activation Facilitation of auditory/motor integration and postural organization Sensory modulation Poor spatial awareness Refinement of breath with
Nature Winds-Modulated	 Simple, innocent, flowing, melodic structure Varied rhythm of slow and lively 	 Poor spatial awareness Refinement of breath with movement once core is established Sustains attention and focus



Peach Jamz-Modulated	interwoven with dance movements Displays Mozart's profound talent for composing and blending a vast range of sounds Utilizes thirteen wind instruments without loss of expression Instrumentation: clarinet, oboe, bassoon, double bass, basset horn Familiar children's songs Gentle voice accompanied by piano, guitar, and cello Piano provides structure Time is clearly marked by guitar Cello enhances body awareness and grounding for place in space	 Sensory modulation difficulties Opens windows for vocalizations, emotional tone, and connectedness Promotion of body-voice connection with expression of physical "me" Facilitation of core activation
	grounding for place in	



Peach Jamz Spanish- Modulated	Familiar children's songs in SpanishGentle voice	 Sensory modulation difficulties Opens windows for
	accompanied by piano, guitar, and cello Piano provides structure Time is clearly marked by guitar Cello enhances body awareness and grounding for place in space Simple melodic structure Simple rhythms	vocalizations, emotional tone, and connectedness • Promotion of body-voice connection with expression of physical "me" • Facilitation of core activation
Pop Tunes-Modulated	 Guitar, drums, bass, keyboard Electronic effects provide novelty to capture and retain attention Full spectrum of sound Familiarity through use of current popular music Powerful rhythms in techno, rock, and slow beats ignite and 	 Postural activation Energizing Increased affective expression Supports motor planning, bilateral integration and praxis Provides rhythmic ground for interaction



Razzberry Jamz-Modulated Rhythm & Rhyme- Modulated	support movement through variety Variety of vocal styles Classic children's songs that appeal to a wide age range Simple yet varied instrumentation Broad range of harmonics Shifting rhythms and jazzy improvisations Familiar children's songs Voice accompanied by piano, guitar, and flute Simple melodic structure Simple rhythms Captivating and generally well-accepted CD	 Encourages engagement and sensory modulation Elicits a wide array of social expression and interaction Supports core movement patterns necessary for motor planning Sensory modulation difficulties Pre-school child, especially when wearing headphones may be an issue Facilitation of core activation Promotion of vocalizations, singing, and phonological awareness
Strawberry Jamz-Modulated	 Classic and contemporary children's songs Voice accompanied by strings, piano, flute, woodwinds, 	 Core activation with emotional tone Connectedness Language/communication skills Sensory modulation



	percussion, and nature	
	sounds	
	 Strings (cello, guitar, 	
	banjo, bass) provide	
	organization for body	
	movement	
	 Piano offers structure 	
	for organization	
	 Flute and woodwinds 	
	capture attention and	
	foster connection and	
	communication	
	 Percussion captures 	
	and maintains	
	attention	
	Simple melodic	
	structure	
	Very rhythmical	
Surf Jamz-Modulated	Surf genre music with	Sensory modulation
	guitars (electric,	 Refinement of timing and
	rhythm, acoustic),	sequencing
	keyboard, drums	 Facilitation of postural
	 Guitar marks time 	organization and core
	 Simple, repetitive 	activation
	melodic structure	 Strong need for physical
	grounds listener	intensity
	 Strong varying 	 Good initial selection for
	rhythms are	teenager
	captivating	
	 Low spectral 	
	predominance	



Vivaldi for Modulation- Modulated	 Concerto and full orchestra Strings, lute, bassoon, recorder, piccolo, violin, harpsichord Fast-slow-fast tempo (60 beats/minute) Fast rhythms capture and maintain attention Slow rhythms entrain biological rhythms to support quiet, alert state Melodic structure ranges from simple to complex Mid-high spectral 	 Refinement of sensory modulation and postural activation Poor auditory processing in complex environments Difficulty discriminating background/foreground sounds Sensitivity to sounds in higher frequency range, including speech Refinement of attention, language, and academic skills
Modulated Library	All previously mentioned albums	See previous sections
Starter Series-Preschool 1- Engagement & Space	 Links to Modulation-Modified Links to Space-Modified Rhythm & Rhyme-Modified Peach Jamz-Modified Early Mozart-Modified 	See previous sections for each individual album



Startar Sarias Preschool 2	Links to Modulation	Saa pravious sactions for each
Starter Series-Preschool 2- Regulation & Engagement & Rhythmicity	 Links to Modulation-Modified Rhythm & Rhyme-Modified Peach Jamz-Modified Apricot Jamz-Modified Grape Jamz-Modified 	See previous sections for each individual album
Starter Series-School Age/Adult 1- Engagement & Space	 Links to Modulation-Modified Links to Space-Modified Mozart for Modulation-Modified Nature Pop-Modified Baroque for Modulation-Modified 	See previous sections for each individual album
Starter Series-School Age/Adult 2-Regulation & Engagement & Rhythmicity	 Mozart for Modulation-Modified Razzberry Jamz- Modified Apricot Jamz- Modified Surf Jamz-Modified Vivaldi for Modulation-Modified 	See previous sections for each individual album
TL Essentials-Profile 1/2	 Links to Modulation- Modified Links to Space- Modified 	See previous sections for each individual album



	 Rhythm & Rhyme-Modified Peach Jamz-Modified Mozart for Modulation-Modified Early Mozart-Modified Grape Jamz-Modified Apricot Jamz-Modified 	
TL Essentials-Profile 2/3	 Mozart for Modulation-Modified Bach for Modulation- Modified Baroque for Modulation-Modified Nature Pop-Modified Surf Jamz-Modified Vivaldi for Modulation-Modified More Mozart for Modulation-modified Pop Tunes-Modified 	See previous sections for each individual album



Appendix C



Resources in Citrus County

Support Groups:

- CASS-Citrus Autism Support Services
 - o Support group for Autism and other conditions
 - o Provides encouragement and information
 - Link: https://www.facebook.com/CASS-Citrus-Autism-Support-Services-226969340788460/

Activities for Special Needs Children:

AbilityTree events

- Monthly events
- Sensory friendly, accessible, and inclusive
- Movie screenings, bowling, art, and music classes
- Hernando, Pasco, and Citrus counties
- Parents Night Out
 - o Four hours of care and activities for special needs children and their siblings
- https://abilitytree.org/florida/
- Facebook.com/AbilityTreeFlorida

PediAquatics Swim School

- Trained to work with children with special needs
- Located in Homosassa, FL
- https://pediaquatics.com/



Mermaid Swim School

- Special Needs Program
- Tampa, North Pinellas, South Pinellas, Sarasota/Bradenton, Port Charlotte, Pasco,
 Citrus/Hernando
- 941-363-1083
- https://www.mymermaidswimschool.com/programs/special-needs-students

Funding:

- CARES Act funding
- Funds are available to income-eligible Citrus County residents for mortgage and rental
 assistance and re-housing due to eviction, through the Citrus County's Housing Services
 Division.
- Contact for Information: 352-527-7520

Equipment Resources:

Wheelchairs 4 Kids

- Nonprofit organization "dedicated to improving the lives of children with physical disabilities by providing wheelchairs, home and vehicle modifications as well as other assistive equipment at no charge to the families."
- Provide wheelchairs, AFO's, Hoyer lifts, bathing solutions. Vehicle modifications, and some home modifications (door widening, ramps, grab bars, etc.)
- Eligibility:
 - o Under the age of 21



- Verification of medical condition and mobility needs
- Anyone can refer a child

o Email: info@wheelchairs4kids.org

o Call: 727-946-0963

Other Resources:

- Outreach Autism Services Network
 - A non-profit organization providing no cost or low-cost services to families of children/individuals with Autism
 - Provides information for resources, activities, support groups, and more in the community
 - o https://outreachautismservicesnetwork.com
 - o Contact: 352-462-0168
 - o 7634 SW 60th Avenue, Ocala, Florida 34476
- CARD-UF/Gainesville
 - Center for Autism and Related Disabilities (CARD)
 - Services provided:
 - Training
 - Technical assistance (to schools)
 - Consultation (for parents and care providers)
 - Resource referral
 - Public education



- Counties served:
 - Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton,
 Hernando, Lafayette, Levy, Marion, Putnam, Suwannee, and Union
- o Contact: 352-273-0581
- o www.card.ufl.edu
- Early Learning Coalition of the Nature Coast
 - o Variety of programs to help children and youth
 - o 382 N Suncoast Blvd., Crystal River, FL 34429
 - o Contact: 352-563-9939
 - https://www.elc-naturecoast.org/parent-resources-early-learning-coalition-naturecoast.php



Resources in Marion County

Support Groups

- Marion County Autism Support Group
 - o Facebook support group for parents of children with Autism in Marion County
 - Link: https://www.facebook.com/Marion-County-Autism-Support-Group-983576161823767/?ref=page_internal
- Special Needs Children of Marion County, FL
 - Facebook support group for parents of special needs children (i.e., Autism, developmental delay, genetic disorders) in Marion County
 - o Link: https://www.facebook.com/groups/specialneedsocala/
- Parents of Special Needs Children
 - Open Facebook support group for family members of special needs children
 - Link: https://www.facebook.com/Parents-of-Special-Needs-Children-270355532984033/
- Special Needs Parents Support and Discussion Group
 - Open Facebook support group for those "touched by special needs children" for support and resources
 - o Link: https://www.facebook.com/groups/1855573214536750/
- Circle of Parents
 - Non-judgmental support group for parents and caregivers to discuss the challenges of raising children and provide helpful feedback.
 - Website link: https://www.ounce.org/circlegroups.html

Activities for Special Needs Children

- Champions for Champions
 - Non-profit organization providing inclusive programs and services for individuals of varying abilities



- o Educational, social, sports, life skill programs, music arts, job training, etc.
- o Contact: 352-800-6733
- o https://championsforchampions.org
- Tomorrow's Equestrian Center
 - Recreational and therapeutic riding
 - o For individuals with physical, mental, and emotional disabilities
 - O Children ages 5 and up
 - o 16510 W Hwy 326, Morriston, FL 32668
 - o Contact: 352-528-3445
 - o https://www.tomorrowsequestriancenter.org/index.html
- Stirrups 'n Strides
 - Therapeutic riding
 - o For individuals with physical, mental, and emotional disabilities
 - Private and group lessons
 - 4246 W Highway 318, Citra, Florida, 32113
 - o Contact: 352-427-3569
 - o http://www.stirrupsnstrides.com
- Tag Team Sports-Ocala Recreation and Sports
 - o Gives children with disabilities the chance to learn the basics of various sports
 - o Flag football
 - Basketball
 - Baseball
 - Ages 5 years and older
 - o 1510 NW 4th Street, Ocala, FL 34470
 - o Contact: 352-368-5517
 - o https://apm.activecommunities.com/ocalamarioncounty/Activity_Search

Funding

See additional resource form



Other Resources

- Outreach Autism Services Network
 - A non-profit organization providing no cost or low-cost services to families of children/individuals with Autism
 - Provides information for resources, activities, support groups, and more in the community
 - o https://outreachautismservicesnetwork.com
 - o Contact: 352-462-0168
 - o 7634 SW 60th Avenue, Ocala, Florida 34476
- Early Learning Coalition of Marion County
 - o Services:
 - Childcare resource referral
 - School readiness program
 - VPK
 - Child assessments
 - Child development and health screenings
 - o 2300 SW 17th Road, Ocala, FL 34471
 - o Contact: 352-369-2308
 - o https://www.elc-marion.org/about-us/
- CARD-UF/Gainesville
 - Center for Autism and Related Disabilities (CARD)
 - Services provided:
 - Training
 - Technical assistance (to schools)
 - Consultation (for parents and care providers)
 - Resource referral
 - Public education
 - Counties served:



Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton,
 Hernando, Lafayette, Levy, Marion, Putnam, Suwannee, and Union

o Contact: 352-273-0581

o www.card.ufl.edu



Resources in Hernando County

Programs:

Hernando Head Start/Early Start

- Early Head Start: Low-income infants and toddlers ages six weeks to three years
- Head Start: Children must be 3 years old

Early Learning Coalition

- School Readiness Program
 - Offers financial assistance to low-income families for early education
 - Services vary based on individual need

ABA Solutions

- Hernando county
- Functional assessments, workshops and parent training, in-home and clinic-based services, community-based consultations
- Private insurance, Florida Medicaid, and Florida Medicaid Waiver Program
- Individuals across the lifespan

Funding:

- CARES funding for families impacted by COVID-19
- Difficulty paying rent. Mortgage, utilities, temporary storage, etc.
- http://www.hernandocounty.us/housing
- Contact: Terri Beverly at 352-754-4160, extension 3

Support Groups:



- C.A.U.S.E. Autism Support Group Hernando County, Florida
 - Facebook group
 - o https://www.facebook.com/causeautismgroup/
- Medically Fragile & Special Needs Support
 - Spring Hill
 - o https://www.facebook.com/mfsnsupport/events/?ref=page_internal
- Moms for Special Needs in Hernando County
 - https://www.facebook.com/Mom-for-special-needs-in-Hernando-county-288292685441534/posts/

Activities:

AbilityTree events

- Monthly events
- Sensory friendly, accessible, and inclusive
- Movie screenings, bowling, art, and music classes
- Hernando, Pasco, and Citrus counties
- Parents Night Out
 - o Four hours of care and activities for special needs children and their siblings
- https://abilitytree.org/florida/
- Facebook.com/AbilityTreeFlorida

Chuck E. Cheese Sensory Sensitive Sundays

• WESLEY CHAPEL - 6170 WESLEY GROVE BLVD., WESLEY CHAPEL, FL 33544



- Reduced lighting and noise
- Food and games
- Trained staff
- Specifically for children with special needs

PediAquatics Swim School

- Trained to work with children with special needs
- Located in Homosassa, FL
- https://pediaquatics.com/

Mermaid Swim School

- Special Needs Program
- Tampa, North Pinellas, South Pinellas, Sarasota/Bradenton, Port Charlotte, Pasco,
 Citrus/Hernando
- 941-363-1083
- https://www.mymermaidswimschool.com/programs/special-needs-students

Beacon Brooksville Cinema

- Has done sensory friendly movies in the past
- COVID changes

AMC Lake Square 12

- AMC Lake Square 12 10401-015 Us Highway 441 South LEESBURG FL 34788
- Sensory Friendly Films
- Sound turned down-children can "get up, dance, walk, shout, or sing"



• Second and fourth Saturday and Wednesday evenings of every month (prior to COVID)

We Rock the Spectrum Kid's Gym

- Zip line, trampoline, therapy equipment (suspended equipment), sensory room, etc.
- 11076 E Brandon Blvd, Suite 102, Brandon, FL 33511
- 12505 Starkey Rd, Suite H, Largo, FL 33773
- https://www.werockthespectrumtampa.com/open-locations/

Family Counseling:

Pathways Counseling Center

- 1265 Kass Circle, Spring Hill, FL 34606
- Families, children, couples
- ASD, ADHD, anxiety

Dawn Weaver, LMHC

- 5327 Commercial Way suite c 115, Spring Hill, FL 34606
- Adults, children, families
- Cognitive behavioral, motivational interviewing, and communication

Other Resources:

- CARD-UF/Gainesville
 - Center for Autism and Related Disabilities (CARD)
 - Services provided:
 - Training
 - Technical assistance (to schools)



- Consultation (for parents and care providers)
- Resource referral
- Public education
- o Counties served:
 - Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton,
 Hernando, Lafayette, Levy, Marion, Putnam, Suwannee, and Union
- o Contact: 352-273-0581
- o www.card.ufl.edu



Resources in Lake/Sumter Counties

Activities:

- Nathaniel's Hope Buddy Break
 - Respite program for children with special needs to meet new friends while providing caregiver breaks
 - o 2-16 years of age
 - o 117 S. Center Street, Eustis, FL 32726
 - 0 352-357-2833
- Central Florida Dreamplex
 - o Programs and services for children with physical/intellectual disabilities
 - o Cheerleading, Tae Kwon Do, basketball, soccer, etc.
 - o All ages
 - o 2400 S Hwy 27, Clermont, FL 34711
 - 0 352-394-0212
 - o https://www.cfldreamplex.com
- Friday Night Friends
 - o Fellowship and fun social group for children with special needs
 - o 3rd Friday of each month
 - First Presbyterian Church of Eustis
 - o Free, but donations accepted
 - o 117 S. Center Street, Eustis, FL 32726



- o https://www.facebook.com/CCOTLUmatilla/
- Easter Seals-Camp Challenge
 - Overnight or day camps
 - o Fully accessible
 - Children and adults with disabilities or special needs
 - o Zip lining, dancing, sports, swimming, etc.
 - o 6 years and older
 - o 31600 Camp Challenge Road, Sorrento, FL 32776
 - 0 352-383 4711
 - https://www.easterseals.com/florida/our-programs/camping-recreation/campchallenge.html

Funding:

See general resources

Other Resources:

- CARD-UCF
 - o Center for Autism and Related Disabilities (CARD)
 - Services provided:
 - Training
 - Technical assistance (to schools)
 - Consultation (for parents and care providers)
 - Resource referral



- Public education
- o Counties served: Brevard, Lake, Orange, Osceola, Seminole, Sumter, Volusia
- o 12424 Research Parkway, Suite 365, Orlando, FL 32826
- o Contact: 407-823-6011
- Early Learning Coalition of the Nature Coast
 - o Variety of programs to help children and youth
 - o Contact: 352-793-5430
 - https://www.elc-naturecoast.org/parent-resources-early-learning-coalition-naturecoast.php
- Help Me Grow-Lake County, Fl
 - Early identification of developmental/behavioral concerns
 - o Community-based developmental and behavioral services/support
 - o 1300 Citizens Blvd., Leesburg, FL 34738
 - o Contact: 352-315-6670
- Link: https://www.elclc.org/help-me-grow/



General Resources

Scholarship	About	Eligibility	Amount	Contact Information
Step Up Gardiner Scholarship	Can be used for therapy services, instructional materials, tuition at eligible private schools, contributions to college prepaid accounts	 Resident of the state Eligible to enroll in K-12 in public school OR will be 3 or 4 years old before September 1st Has a diagnosis of Autism Spectrum Disorder, cerebral palsy, down syndrome, Prader-Willi syndrome, Phelan-McDermid syndrome, spina bifida, muscular dystrophy, Williams syndrome, rare diseases which affect fewer than 200,000 individuals in the US, anaphylaxis, deaf, visually impaired, traumatic brain injury, or identified as dual sensory impaired. Has a written IEP 	Average scholarship amount is dependent on factors such as county of residence, individual level of need, and grade level. Average full scholarship amount is \$10,000	A.A.A. Scholarship Foundation Phone: 888-707-2465 info@aaascholarships.org Step Up for Students Phone: 877-735-7837 info@stepupforstudents.org http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/gardiner/



McKay	 The student has 	The amount of	www.floridaschoolchoice.org
Scholarships	spent the prior	the scholarship	
Scholarships	school year in	is equal to the	
	attendance at a	amount the	
	Florida public	student would	
	school (the student	have received in	
	was enrolled and	the public	
	reported by a	school to which	
	Florida school	the student is	
	district for funding	assigned or the	
	during the	amount of the	
	preceding October	private school's	
	and February FTE	tuition and	
	surveys in Pre-K	fees, whichever	
	through grade	is less.	
	12), or		
	 The student was 		
	enrolled and		
	reported for		
	funding by the		
	Florida School for		
	the Deaf and the		
	Blind during the		
	preceding October		
	and February		
	student		
	membership		
	surveys in		
	kindergarten		
	through grade		
	12, or		
	o The student		
	received services		
	under the		
	Specialized		
	Instructional		
	Services (SIS)		



program during the previous school year and has a current IEP developed by the local school board in accordance with State Board Rule or a 504 accommodation plan, or o The student is a foster child or is a dependent child of a member of the **United States** Armed Forces who transfers to Florida from out of state due to a parent's permanent change of station orders, and o The parent has notified the school district in a manner that creates a written or electronic record of the notification (this is done by filing intent on the **School Choice** website) at least 60 days prior to the date of the first



scholarship	
payment, and	
The parent has	
obtained	
acceptance for	
admission of the	
student to a private	
school that is	
eligible for the	
program.	
program.	



Autism Care Today SOS Program O Applicant must have an immediate need for treatment/support and if treatment is not found, the applicant's physical safety is in jeopardy o Autism Care Today SOS Program will fund effective treatments and services to treat autism spectrum disorders and their full potential." O Applicant must have an immediate need for treatment support and if treatment is not found, the applicant's physical safety is in jeopardy o Autism Care Today SOS Program will fund effective treatments and services to treat autism spectrum disorders and cannot fund living expenses, travel, utilities or clothing o Income level of the applicant's family must be below. Application checklist: https://www.act-today.org/wp-content/uploads/2018/12/Grant-Application-Checklist.pdf Application checklist: https://www.act-today.org/wp-content/uploads/2018/12/Grant-Application-Checklist.pdf			
\$45,000/year O Applicant may not have received support from Autism Care Today within the past 12 months of applying	nonprofit organization Mission: "to raise awareness and provide treatment services and support to families to help their children with autism be able to achieve their full	an immediate need for treatment/support and if treatment is not found, the applicant's physical safety is in jeopardy Autism Care Today SOS Program will fund effective treatments and services to treat autism spectrum disorders and cannot fund living expenses, travel, utilities or clothing Income level of the applicant's family must be below \$45,000/year Applicant may not have received support from Autism Care Today within the past 12	https://www.act-today.org/wp-content/uploads/2018/12/Grant-



Specialists

Name	Specialty	Location	Services
Name Jacinto Sergio, M.D.	Neurology	Location 4507 N Armenia Ave, Tampa,FL 33603	Pediatric neurology; ADHD, epilepsy, learning disabilities, headaches, birth defects



Northeast Pediatrics	Neurology	431 Southwest Blvd N, Saint Petersburg, FL 33703	
Child Neurologyand Epilepsy Center-Dr. Arthur Nwaubani	Neurology	312 S LakeSt, Leesburg, FL 34748	



Opie Weems Hollowell, M.D.	Neurology	1044 Quality Dr, Spring Hill,FL 34609	



Ernesto Millan, M.D.	Pediatric neurology	5106 N Armenia Ave Ste 5, Tampa, FL33603	
A Sound Approach	Feeding/Swallowing	5327 CommercialWay	



Speech/Language Therapy Superior Therapy Services	Feeding/Swallowing	Suite A102 Spring Hill,FL 34606 20158 Cortez Blvd. Brooksville,FL 34601	
James M. Doyle, M.D.	Pediatric neurology	113 S Armenia Ave Tampa, FL33609	
		13904 N Dale MabryHwy, Suite 200 Tampa, FL33618	



Annette L Becklund, MSW,LCSW	Social work/counseling	11027 Spring Hill Drive, Spring Hill,FL 34608	Autism, ADHD, anxiety, Asperger's Syndrome, behavioral issues, coping skills, depression, developmental disorders, intellectual disability
Bridges Behavioral Wellness of Tampa Bay -Dr. Diana Ginns, Ph.D.,BCBA-D -Jennifer Hodnett, M.S.,	Pediatric psychology	5310 N Central Ave,Suite D, Tampa, FL 33603 727-767- 8035	ADHD, Self-injurious behaviors, anxiety, depression, OCD, general learning difficulties, social skill difficulties



Board Certified			associated
Behavior Analyst			with Autism
Johns HopkinsAll	Developmental	501 6 th Avenue	ASD, learningdisabilities,
Children's Hospital		South, St.	language based learning
Department of		Petersburg,FL	problems, motor delay,
Pediatric		33701	vision problems, hearing
Developmental			problems,
Medicine			birth defects
BayCare	Behavioral	15311	In-home and school-based
Behavioral		Cortez Blvd.	services, psychiatric
Health		Brooksville, FL	outpatient, parenting,
		34613	wellness, specialized
		Phone: (352)	services
		540-9335	

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ACADEMIC OPTIONS/ASSISTANCE

SCHOOLS/ ESCUELAS

All parent recommended schools listed <u>may</u> accept a student needing additional supports (it is the sole discretion of each school and their staff). Todas las escuelas recomendadas por los padres pueden aceptar un estudiante que necesite apoyos adicionales (es a discreción de cada escuela y su personal).

- CORNERSTONE SCHOOL K-8 (352) 351-8840
- MONTESSORI HOUSE OF OCALA (352) 282-0195
- MONTESSORI PREPARATORY ACADEMY (352) 351-3140
- OCALA PREPARATORY ACADEMY K-12 (352) 509-4085
- GRACEPOINT ACADEMY K-12 (352) 897-0822
- VICTORY ACADEMY PREK-6 (352) 622-4410

SCHOOLS-SPECIAL NEEDS/ ESCUELAS-NECESIDADES ESPECIALES

All special needs schools are parent recommended. It is the sole discretion of each school and their staff whether to accept a student that applies for admission./Todas las escuelas con necesidades especiales son recomendadas por los padres. Es a discreción de cada escuela y su personal aceptar a un estudiante que solicita admission.

- BETTER LIFE ACADEMY. Leesburg (352) 314-3760 ABA based K-12 school/Escuela K-12 basada en ABA.
- HILLCREST SCHOOL (SE OCALA) (352) 671-6800
- NEW HORIZON ACADEMY (SE OCALA) (352) 401-0980
- RIMES EARLY LEARNING CENTER (LAKE COUNTY) (352) 787-5757 Pre-K Learning Academy
- SONDER AUTISM CENTER (OCALA) (352) 512-9282

504 PLANS, IEPs, GIFTED, SPECIAL NEEDS, ETC/ASISTENCIA CON ESCUELAS PÚBLICAS PARA PLANES 504, IEP, SUPERDOTADOS, NECESIDADES ESPECIALES, ETC..

- CHILD-TESTING.COM (STATEWIDE) (813) 468-6528
- IEP ADVOCATE PAM LINDEMANN (407) 342-9836
- STACEY HOAGLAND (954) 252-8764

HOMESCHOOL-ONSITE

- CHAT HOMESCHOOL RESOURCE CENTER Vicki Leist 352-598-8393
- CLASICAL CONVERSATIONS www.classicalconversations.com
- OASN K-12 EDUCATION DIVISION Gardiner scholarship accepted / Se aceptan becas (352) 462-0168

HOME EDUCATION PROGRAMS

- INTERNATIONAL VIRTUAL LEARNING ACADEMY 877-878-6001
- EDGENUITY 877-202-0338

HOMESCHOOL EVALUATORS

- AnnMarie Sossong (352) 325-3442
- Jennifer Belknap (660) 441-7422

HYBRID-ONSITE & OFFSITE ACADEMIC HOMESCHOOL INSTRUCTION

OASN K-12 EDUCATION DIVISION Gardiner scholarship accepted /Se aceptan Gardiner (352) 462-0168

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PUBLIC SCHOOL-EXCEPTIONAL STUDENT EDUCATION/ESCUELA PÚBLICA-EDUCACIÓN DE ESTUDIANTES EXCEPCIONALES

Administration office that oversees students with IEPs and 504 plans for gifted students, students with learning disabilities, or special needs/ Oficina de administración que supervisa a los estudiantes con IEP y planes 504 para estudiantes superdotados, estudiantes con discapacidades de aprendizaje o necesidades especiales (352) 671-6832 (MARION COUNTY)

SCHOLARSHIPS/ BECAS

- AAA SCHOLARSHIP FOUNDATION (888) 707-2465 Tax Credit, Gardiner Scholarships https://www.aaascholarships.org/parents/florida/
- HOPE SCHOLARSHIP PROGRAM 1-800-447-1636
- JOHN MCKAY (800) 447-1636 http://www.fldoe.org/schools/school-choice/k-12-scholarship
- STEP UP FOR STUDENTS (877) 735-7837 Tax Credit, Gardiner Scholarships https://www.stepupforstudents.org

APPLIED BEHAVIOR ANALYSIS (ABA)/ ANÁLISIS DEL COMPORTAMIENTO (ABA)

- AMAZING GAINS BEHAVIOR THERAPY (ORLANDO AREA) (407) 674-7670
- BEHAVIORAL ANALYSIS SUPPORT SERVICES (STATEWIDE) (877) 823-4283
- FL AUTISM CENTER (STATEWIDE) (866) 610-0580
- FULL SPECTRUM (STATEWIDE) (813) 926-5454
- LEARNING LEAPS BEHAVIORAL SERVICES (TAVERES) (352) 508-5243
- LIFESPAN (BELLEVIEW) (352) 559-2539
- LISA RUBIN-HORTON, BCBA (305) 951-9021-Telehealth. Gardiner & cash pay/efectivo y Gardiner)
- OMEGA BEHAVIOR (OCALA) (352) 629-1940
- POSITIVE BEHAVIOR SUPPORTS CORP (855) 832-6727
- PRO THERAPY PLUS (813) 966-7064
- SONDER AUTISM CENTER (MARION COUNTY) Ages 2-14 aellers@thesonderacademy.com
- STRATEGIES (DAYTONA BEACH) (386) 767-3752

ATTORNEY-SPECIAL NEEDS TRUST/ ABOGADOS-FIDEICOMISO PARA PERSONAS CON DISCAPACIDADES.

- CJ HENRY LAW FIRM (352) 304-5300 Disability Attorney/Abogado especializado en discapacidades.
- MARTHA A. JOHNSTON, PA (352) 671-1776
- JOSEPH PIPPEN JR & ASSOCIATES Patrick Smith (352) 241-8760 ext. 306
- THE PITTMAN LAW OFFICE (352) 399-6944

AUTISM DIAGNOSIS/ DIAGNÓSTICO DE AUTISMO

- BAY AREA NEUROPSYCHOLOGY (TAMPA) (813) 381-5200
- CHILD-TESTING.COM (STATEWIDE) (813) 468-6528 Michelle Rexach
- FUNDAMENTAL THERAPY SOLUTIONS (GAINESVILLE) (352) 505-6363
- GROWING WELL FAMILY BEHAVIORAL SERVICE (DUNNELLON) (352)-465-2444
- UF CHILD AND ADOLESCENT PSYCHIATRY (352) 265-4357
- UF CHILD AND ADOLESCENT/ NEURODEVELOPMENTAL DISABILITIES (352) 265-8250

CHIROPRACTIC/MASSAGE - QUIROPRÁCTICA/MASAJE

- DOWNTOWN CHIROPRACTIC (352) 854-1112 Dr. Julie
- PITTS CHIROPRACTIC (352) 732-0200
- STANFIELD CHIROPRACTIC (352) 873-7563

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<u>DENTISTS/ORTHODONTISTS - DENTISTAS / ORTODONISTAS</u>

Please note all orthodontists listed except for UF Orthodontics do not accept Medicaid/ Tenga en cuenta que todos los ortodoncistas incluidos en la lista con la excepción de UF Ortodoncia no aceptan Medicaid.

- **DENTAL TEAM OF OCALA (352) 512-0733**
- PETCHE ORTHODONTICS (352) 732-6006
- LITTLE GATORS DENTAL-WINTER GARDEN (407) 347-5956 Dr. Sotto
- REED ORTHODONTICS (OCALA) (352) 732-5111
- DR. RON ROZANSKI (OCALA) (352) 732-6676
- MID-FLORIA PEDIATRIC DENTISTRY-EUSTIS (352) 483-9183 Dr. Teddy & Dr. Karen
- MAIN STREET DENTISTRY & ORTHODONTICS (CLERMONT) 352-678-6506
- UF HEALTH RESIDENT ORTHODONTICS -GAINESVILLE (352) 273-5651
- UF PEDIATRIC DENTISTRY-GAINESVILLE (352) 273-7643

DIAPERS/PULL UPS/NUTRITIONAL DRINKS - PAÑALES / PULL UPS / BEBIDAS NUTRICIONALES

WHEELER'S MEDICAL SUPPLY (844) 992-8186 Public & private insurance accepted.

DOCTORS-PEDIATRICIANS / DOCTORES -PEDIATRAS

Do research & choose a doctor that will respect your values./Investigue y elija un médico que respete sus valores.

- A+ PEDIATRICS (CLERMONT) (352) 557-4965 Dr. Melissa Valentin Jimenez
- DR. BAKER (MOUNT DORA) (352) 383-0624
- DR. BARRY YARKIN (OCOEE) (407) 290-9355
- CHARACTER CARE (CLERMONT) (407) 395-8230 Dr. Matthew Smith
- CLERMONT PEDIATRICS (352) 394-7125 Dr. Mona Patel
- KIDS HEALTH ALLIANCE-OCALA (352) 237-5400
- NEMOURS CHILDREN'S PRIMARY CARE-CLERMONT 352-708-4828
- OCALA PEDIATRICS (352) 732-8955
- PEDIATRIC ASSOCIATES OF OCALA (352) 369-8700 Dr Stephanie Harrell
- PEDIATRIC ASSOCIATES (ORLANDO) (407) 654-6506
- PREMIER PEDIATRICS (OCALA) (352) 671-6741
- SUNSHINE PEDIATRICS (OCALA) (352) 840-5437

DOCTORS-FUNCTIONAL/ DOCTORES- MEDICINA FUNCIONAL

A Functional Medicine doctor uses traditional medicine plus vitamins, herbs & supplements/El médico de medicina funcional utiliza medicina tradicional más vitaminas, hierbas y suplementos.

- ABSOLUTE HEALTH-OCALA (352) 854-5530
- CENTRAL FLORIDA FUNCTIONAL MEDICINE-MERRITT ISLAND (321) 529-7300
- LIGHTHOUSE COMPLEX CARE. TELEHEALTH (303) 219-0030
- DR. LITTELL, FAMILY PHYSICIAN (352) 414-5990
- THE INSTITUTE FOR FUNCTIONAL MEDICINE- FIND A PRACTICTIONER/ EL INSTITUTO DE MEDICINA FUNCIONAL: ENCUENTRE UN PROFESIONAL https://www.ifm.org/find-a-practitioner/
- ROSSIGNOL MEDICAL CENTER-MELBOURNE (321) 259-7111
- SYMPHONY HEALTHCARE-OCALA (352) 629-5939

DOCTORS-SPECIALISTS (EXCEPT BEHAVIORAL) DOCTORES ESPECIALIZADOS (EXCEPTO DE COMPORTAMIENTO)

- UF PEDIATRIC ASTHMA CENTER AT UF GAINESVILLE (352) 273-5625
- UF HEALTH EAR, NOSE & THROAT SHANDS HOSPITAL (352) 265-0920
- UF HEALTH ENT & ALLERGY (HAMPTON OAKS) (352) 265-9465
- ADVENT HEALTH (OCALA) (352) 351-7200

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- ALL CHILDREN'S HOSPITAL/JOHN HOPKINS MEDICINE (PINELLAS COUNTY) (727) 898-7451
- ARNOLD PALMER HOSPITAL ENDOCRINOLOGY & DIABETES CENTER (321) 841-3303 Dr. Desrosiers
- CAPERNAUM MEDICAL CENTER- LAKELAND Neurologist/Neurologo (863) 232-4323
- CENTRAL FLORIDA PULMONARY (407)-841-1100 Dr. Garcia
- CHILD NEUROLOGY SPECIALIST-TAMPA (813) 874-2000 Dr. Foradada
- CHILDREN'S EARS NOSE & THROAT (HIAWASSEE) (407) 253-1000 Dr. Smith Cotter & Dr. Jaryszak.
- FLORIDA CENTER FOR PEDIATRIC ORTHOPEDICS (HIAWASSEE) (407) 303-5687 Dr. Woo
- FLORIDA CHILD NEUROLOGY-ORLANDO (407)-897-3544 Dr. Barr or Dr. Kothawala
- HOPE VISION DEVELOPMENT CENTER (CLERMONT) (352) 243-4673 Dr. Toler
- INSTITUTE OF PEDIATRIC NEUROSCIENCES OF FL-OCALA (352) 512-9898 Dr. Andrade.
- KIDS NEURO CARE/NEUROLOGICOS PARA NINOS-ORLANDO (407)-218-4444 Dr. Rathinam
- NEMOURS CHILDREN'S HOSPITAL (ORLANDO) (407) 567-4000
- OCALA REGIONAL MEDICAL CENTER (OCALA) (352) 401-1000
- PEDIATRIC NEUROLOGY & EPILEPSY CENTER OF CENTRAL FLORID (407) 293-1122 Dr.Davis
- PODIATRIST-GAINESVILLE Dr. Giudice-Teller (352) 372-3474
- ST. JOSEPH'S CHILDREN'S HOSPITAL (TAMPA) (813) 554-8500
- UF HEALTH EYE CENTER- HAMPTON OAKS (SHANDS-GAINESVILLE) (352) 265-9470
- UF HEALTH PEDIACTRIC EMERGENCY ROOM/ UF SALA DE EMERGENCIAS PEDIACTRICAS DE LA SALUD (GAINESVILLE) (352) 265-5437
- UF HEALTH PEDIATRIC INFLAMMATORY BOWEL DISEASE CLINIC/ENFERMEDAD DEL INTESTINO INFLAMADO PEDIÁTRICA DE LA SALUD-GAINESVILLE (352) 273-9350
- UF DEPARTMENT OF PEDIATRICS-GAINESVILLE (352) 273-9001
- UF HEALTH PEDIATRICS/ UF PEDIATRÍA DE SALUD-GAINESVILLE (352) 334-0228
- UF PEDIATRIC PRIMARY CARE/ UF CUIDADO PRIMARIO PEDIÁTRICO -GAINESVILLE (352) 334-0206
- UF PEDIATRIC NEUROLOGY CLINIC/NEUROLOGÍA PEDIÁTRICA DE UF (352) 273-8920 Dr. Ghosh
- UF SHANDS DEPT. OF SPEECH, LANGUAGE, HEARING SERVICES/DEPARTMENTO DE LENGUAJE. LENGUA Y AUDICION DE UF SHANDS Audiology/Audiología (352) 273-5555 Speech/Language Pathology/Patología del habla y Lenguaje: (352) 273-5871

EDUCATIONAL/DEVELOPMENTAL RESOURCES - RECURSOS EDUCATIVOS / DE DESARROLLO

- AGENCY FOR PERSONS WITH DISABILITIES/ AGENCIA PARA PERSONAS CON DISCAPACIDAD (STATEWIDE) (850) 488-4257 or (866) 273-2273
- CHILDHOOD DEVELOPMENT SERVICES-MARION COUNTY (352) 629-0055
- CINDY EVANS (OCALA) (352) 694-1114 Helps with Guardian Advocacy paperwork for free/Ayuda con el papeleo de Guardian Advocacy de forma gratuita.
- DISABILITY RIGHTS FL/ DERECHOS PARA DISCAPACITADOS DE LA FLORIDA (800) 342-0823
- DIVISION OF BLIND SERVICES/ DIVISION DE SERVICIOS PARA CIEGOS (800) 443-0908
- EARLY LEARNING COALITION OF MARION COUNTY/COALICIÓN DE APRENDIZAJE TEMPRANO DEL CONDADO MARION. (352) 369-2315 Early learning vouchers for daycare/extended care/VPK/ Vouchers de aprendizaje temprano para guarderías / cuidados prolongados / VPK.
- EARLY STEPS (352) 273-8555 or (800) 334-1447 Ask for a referral if you suspect your child may be developmentally delayed or disabled. Birth to 3 years/Llame o solicite una referencia si sospecha que su hijo puede tener un retraso en el desarrollo o una discapacidad. Nacimiento a 3 años.
- FAMILY CARE COUNCIL AREA 13/ CONSEJO DE CUIDADO FAMILIAR ÁREA 13 (352) 330-2749

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EDUCATIONAL/DEVELOPMENTAL RESOURCES - RECURSOS EDUCATIVOS / DE DESARROLLO

- FAMILY NETWORK ON DISABILITIES/FAMILIAR DE DISCAPACIDADES (800) 825-5736
- FLORIDA DIAGNOSTIC & LEARNING RESOURCE SYSTEM (FDLRS) DIAGNÓSTICO DE LA FLORIDA Y SISTEMA DE RECURSOS DE APRENDIZAJE (352) 671-6051 (800) 533-0326 (STATEWIDE)
- FLORIDA CENTER FOR THE BLIND (MARION COUNTY) CENTRO DE LA FLORIDA PARA LOS CIEGOS (CONDADO DE MARION) (352) 873-4700
- KENNY'S PLACE (352) 867-1213 Volunteer program that provides training and learning experiences in a nursery/ Programa de voluntariado con guardería que proporciona experiencias de formación y aprendizaje.
- MARYANN ELLIS (352) 465-2444 Psychologist offering job training/Psicóloga ofrece formación laboral.
- SIGNIMALS.COM (407) 342-7033 Books that teach sign language/ Libros que enseñan lenguaje de señas.
- SYLVAN LEARNING OF OCALA (352) 877-4165
- VOCATIONAL REHABILITATION/REHABILITACION VOCACIONA-VOC REHAB (352) 732-1290

EYE CARE/ CUIDADO DE LA VISTA

- EYE PHYSICIANS OF CENTRAL FL (407) 767-6411 Dr. Blumenfeld
- HOPE VISION DEVELOPMENT CENTER (CLERMONT) (352) 243-4673 (Vision Therapy/Terapia de la vista)
- JC PENNY VISION THERAPY (GAINESVILLE) (352) 332-8643 Dr. Menjivar
- MY EYE DOCTOR (OCALA) (352) 237-3768
- OPTICAL OUTLETS (OCALA) (352) 291-5098
- RITZ AND JOHNSON. OCALA) (352) 732-7900
- RITZ EYECARE (OCALA) (352) 237-6200
- UF HEALTH-EYE CENTER-HAMPTON OAKS (GAINESVILLE) (352) 265-9470

GROUP HOME

OMEGA VILLAS I (352) 629-1940 Group home for boys ages 10 -21

HAIR STYLISTS/ ESTILISTAS

- FRED'S BARBER SHOP-CRYSTAL RIVER (352) 220-2319
- FREE STYLE HAIR DESIGN (OCALA) (352) 620-8886
- GOODY CUTS (352) 895-5858
- HAIR CUTTERY-OCALA (352) 694-1222 SARA ROSE
- TIM'S BARBER ROOM-INVERNESS (352) 419-5843

MEDICAL INSURANCE INFORMATION/INFORMACIÓN DEL SEGURO MÉDICO

PUBLIC INSURANCE

- FLORIDA KIDCARE (888) 540-5437 Provides affordable healthcare for all children (must income qualify). Children with special needs may be assigned CMS/Proporciona atención médica asequible para todos los niños (deben calificar para el ingreso). Los niños con necesidades especiales pueden ser asignados CMS.
- HEALTHCARE.GOV https://www.healthcare.gov/
- MEDICAID (866) 762-2237 Must income qualify/Los ingresos deben ser elegibles

PRIVATE INSURANCE

- DAVID DODGE / US HEALTH ADVISOR (352) 638-2060
- DENISE OPIZ (352) 362-8723 Health Insurance broker/Corredor de seguros.

HELP FOR THOSE IN NEED/AYUDA PARA LOS NECESITADOS

- AMERICAN RED CROSS (352) 376-4669
- ARNETTE HOUSE (352) 622-6135
- BROTHER'S KEEPER (352) 622-3846
- CATHOLIC CHARITIES OF CENTRAL FLORIDA (888) 658-2828
- CENTRAL FL COMMUNITY ACTION AGENCY (352) 732-3008

• HABITAT FOR HUMANITY (352) 351-4663

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HELP FOR THOSE IN NEED/AYUDA PARA LOS NECESITADOS

- SALVATION ARMY CENTER OF HOPE (352) 732-9696
- UNITED WAY OF MARION COUNTY 211

MARKETS- ALLERGEN FREE FOODS/ MERCADOS- ALIMENTOS LIBRES DE ALERGIAS

B-HEALTHY (352) 854-4577 EARTH FARE (352) 291-2733

EARTH ORIGINS (352) 351-5224 PUBLIX WALMART WINN-DIXIE

MEDICAL DAYCARE FACILITY (PPEC)/ FACILIDAD DE ATENCION MEDICA

- CRADLING HANDS PEDIATRIC CARE (352) 620-0700
- PEDIATRIC HEALTH CHOICE (352) 873-7247
- PREFERED PEDIATRIC MEDICAL CENTER (352) 425-9009
- TENDER CARE MEDICAL SERVICES-DUNNELLON (352) 474-2468

MEDICAL EQUIPMENT/ EQUIPO MEDICO

- BARNES HEALTHCARE SERVICES (GAINESVILLE)(352) 333-2525 or (800) 825-1733
- OXYLIFE RESPIRATORY SERVICES (352) 873-2971

PHOTOGRAPHERS/ FOTOGRAFOS

- JENNIFER CAUSEY PHOTOGRAPHY (813) 278-0697
- ERIK GONZALEZ PHOTOGRAPHY (352) 229-6001
- JENNY E PHOTOGRAPHY (352) 615-7662

PUBLIC SCHOOL-CONTACTS/ ESCUELA PÚBLICA-CONTACTOS ESTATALES

- DR. DIANE GULLETT Superintendent of Marion County Schools 352.671.7700
- DEPARTMENT OF EDUCATION/ DEPARTAMENTO DE EDUCACIÓN (850) 245-0505
- DEPARTMENT OF EDUCATION COMMISION OF INDEPENDENT EDUCATION/ DEPARTAMENTO DE EDUCACIÓN COMISIÓN DE EDUCACIÓN INDEPENDIENTE 1-888-224-6684
- To file a complaint against any public school or college/Para presentar una queja contra cualquier escuela pública o universidad: http://www.fldoe.org/policy/cie/file-acomplaint.stml

PRE-EMPLOYMENT TRAINING PROGRAM / ENTRENAMIENTO DE PREMPLEO

EMPLOY U-TRANSITION YOUTH PROGRAM. Self-advocacy training (407) 598-0202 info@employu.org

<u>PSYCHIATRISTS, PSYCHOLOGISTS, COUNSELORS, HOSPITALS / PSIQUIATRAS, PSICOLOGOS, CONSEJEROS, HOSPITALES</u>

- ADVANCED BEHAVIORAL HEALTH SERVICES-TAVARES (352) 742-8300
- BAYCARE BEHAVIORAL HEALTH -BROOKSVILLE (outpatient/ambulatoria) (352) 540-9335
- CAMELOT COMMUNITY CARE (352) 671-7884
- THE CENTERS (352) 291-5555 CRISIS LINE/LINEA DE CRISIS: Marion: (352) 629-9595 Citrus: (352) 726-7155
- FAMILIES FIRST (THROUGHOUT FL) (EN TODA LA FLORIDA) (813) 290-8560
- FAMILY LIFE COUNSELING CENTER/CENTRO DE CONSEJERÍA DE VIDA FAMILIAR (GROVELAND & MOUNT DORA) (352) 988-6673 CASSANDRA BURCHFIELD
- DEBORAH A. MARTIN, INC. -CRYSTAL RIVER (352) 804-2953
- GROWING WELL FAMILY BEHAVIORAL SERVICE -DUNELLON (352)-465-2444
- SPRINGBROOK -SOUTH CAROLINA (864) 834-8013 Residential Treatment/Tratamiento Residencial
- SUPPORTING POSTPARTUM FAMILIES WARMLINE/APOYO A LAS FAMILIAS DE POSPARTO WARMLINE (800) 944-4773
- THE VINES HOSPITAL (866) 671-3130 (OCALA)

UF CHILD AND ADOLESCENT PSYCHIATRY/ UF PSIQUIATRIA INFANTIL Y ADOLESCENTE (352) 265-435/
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<u>PSYCHIATRISTS</u>, <u>PSYCHOLOGISTS</u>, <u>COUNSELORS</u>, <u>HOSPITALS</u> / <u>PSIQUIATRAS</u>, <u>PSICOLOGOS</u>, <u>CONSEJEROS</u>, <u>HOSPITALES</u>

- UF HEALTH CENTER FOR AUTISM AND NEURODEVELOPMENT 352-733-1030
- URBAN COUNSELING/ ASESORAMIENTO URBANO (352) 390-6656

RECREATION/RECREATIONAL THERAPIES/ RECREACIÓN / TERAPIA RECREACIONAL

Programs specifically for special needs are marked with an asterisk (*). Those that are not specifically for special needs are accepting of those with special needs/ Los programas especificamente para necesidades especiales están marcados con un asterisco (*). Aquellos que no son específicamente para necesidades especiales están aceptando a aquellos con necesidades especiales.

- AQUABILITY-OCALA (352) 401-3916 Adaptive Aquatic Program
- BRYAN'S ALL STARS-BASKETBALL (OCALA) (352) 239-3088
- CENTRAL FLORIDA DREAMPLEX (CLERMONT) (352) 394-0212
- CHAMPIONS FOR CHAMPIONS (RECREATION) (352) 462-0380
- DISCOVERY CENTER OF OCALA (352) 401-3900
- FRANK'S RUGRATS-BASEBALL (352) 239-3088
- LITTLE LEAGUE CHALLENGER DIVISION-OCALA (352) 299-8896
- MAC'S PINGUINS-BOWLING (352) 239-3088
- MARION COUNTY THERAPEUTIC RIDING ASSN. (352) 732-7300
- NOAH'S ENDEAVER (352) 275-9639
- OUTREACH AUTISM SERVICES NETWORK-OASN (352) 462-0168
- OCALA SWIM ACADEMY (352) 207-0933
- SPECIAL NEEDS PERSONAL TRAINING (352) 270-1965 Rob La Salle
- STIRRUPS AND STRIDES (352) 427-3569
- SURFERS FOR AUTISM http://www.surfersforautism.org/
- SWIM AMERICA (OCALA) (352) 873 5811
- TALISMAN CAMP-NORTH CAROLINA (828) 697-6313
- TOMORROW'S EQUESTRIAN CENTER-OCALA (352) 528-3445

SPECIAL NEEDS RESOURCES/RECURSOS PARA NECESIDADES ESPECIALES

- ABILITY TREE 855-288-6735
- BRIGHTFEATS.COM (407) 620-9355
- CENTER FOR AUTISM & RELATED DISABILITIES/AGENCIA DEL CENTRO PARA EL AUTISMO Y DISCAPACIDAD RELACIONADAS (800)-928-8476
- DISABILITY RIGHTS FLORIDA/ DERECHOS PARA DISCAPACITADOS DE LA FLORIDA (800) 342-0823
- DIVISION OF BLIND SERVICES/ DIVISION DE SERVICIOS PARA CIEGOS (800) 443-0908
- FAMILY CARE COUNCIL AREA 13/ CONSEJO DE CUIDADOS FAMILIARES AREA 13 (352) 330-2749
- FLORIDA CENTER FOR THE BLIND/ CENTRO DE FLORIDA PARA LOS CIEGOS (352) 873-4700
- NATIONAL ALLIANCE ON MENTAL ILLNESS/ ALIANZA NACIONAL DE ENFERMEDADES MENTALES 1-800-950-NAMI (6264)
- OUTREACH AUTISM SERVICES NETWORK (352) 462-0168
- SEEKING JUSTICE FOR AUTISM (352) 414-8249
- TRANSITIONS LIFE CENTER (352) 476-2704

SUPPORT GROUPS/GRUPOS DE APOYO

- CITRUS AUTISM SUPPORT SERVICES (CASS) Online & in-person support meetings/ Reuniones de soporte en línea y
 en persona: http://www.facebook.com/groups/citrusautismservices
- FAMILY CAFÉ (850) 224-4670 Annual conference supporting individuals with special needs/Conferencia anual de apoyo a
 personas con necesidades especiales.
- FLORIDA SANDS Self-advocacy group/ Grupo de autogestion https://www.facebook.com/groups/FLSAND/about
- JUST AS I AM (352) 364-2360 https://www.facebook.com/justasiamkids/
- MOMS OF SPECIAL NEEDS KIDS CONNECT/ MADRES CON HIJOS CON NECESIDADES

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SUPPORT GROUPS/GRUPOS DE APOYO

- ESPECIALES (PASCO, HERNANDO COUNTIES) https://www.facebook.com/groups/323174547752336
- MY GOAL AUTISM GROUP/ MI OBJETIVO GRUPO DE AUTISMO https://mygoalautism.org/
- OASN BEST OUTCOMES AUTISM SUPPORT Online support for parents of children with autism/Apoyo en línea para padres de niños con autism (SEE OASN listing) https://www.facebook.com/groups/bestoutcomesautismforum
- PARENTS HELPING PARENTS OF FL/ PADRES AYUDANDO A PADRES DE LA FLORIDA Support group for all special needs https://www.facebook.com/groups/specialneedsocala
- THE VILLAGES ANGELS (352)-552-5531
- WESPEAK: PARENT GROUP @ LAKE COUNTY/ WESPEAK: GRUPO DE PADRES @ CONDADO LAKE
 Online private special needs support group etc/ Grupo de soporte privado en línea para todos los diagnósticos.
 https://www.facebook.com/groups/123624444738778/

THERAPIES: SPEECH, OCCUPATIONAL AND PHYSICAL/ TERAPIAS: LENGUAJE, OCUPACIONAL Y FÍSICA

- ADVENT HEALTH PEDIATRIC REHABILITATION OCALA (352) 732-4900
- CHILDREN'S THERA-TRAIN (MOUNT DORA) (352)-385-3895
- CENTRAL FLORIDA PEDIATRIC THERAPY ASSOCIATES (352)-394-0212
- CHILDREN'S THERA-TRAIN (MOUNT DORA) (352) 385-3895
- CLERMONT SPEECH AND LANGUAGE THERAPY CENTER (352) 432-3960 Patrick White
- FUNDAMENTAL THERAPY SOLUTIONS-GAINESVILLE (352) 505-6363
- GERIL THERAPY (352) 236-1811 Physical Therapy/Terapia física
- GIFTS SPEECH, LANGUAGE, READING SPECIALISTS (OCALA) (352) 694-4438
- KIDSPOT THERAPY (352) 351-8300 Sensory based occupational therapy/Terapia ocupacional de base sensorial.
- LANGUAGE LINK THERAPY Tele-heath only (954) 644-8898
- LITTLE CHAMPIONS THERAPY (407) 917-1687 Occupational Therapy/Terapia ocupacional
- OT4 KIDS, INC. (CRYSTAL RIVER) (352) 795-5552
- PROFESSIONAL SPEECH AND HEARING (352) 351-3977Audiology Services/Servicios de audiología
- PROTHERAPY-SPEECH THERAPY (352) 401-7916
- SUPERIOR THERAPY SERVICES -CRYSTAL RIVER (352) 795-7006
- THERAKIDS (OCALA) (352) 368-7728

TRANSPORTATION/ TRANSPORTE

- LEOPARD TRANSPORTATION-OCALA (352) 812-1670
- MARION TRANSIT SERVICES-OCALA (352) 620-3071

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Resources for Parents

Books

Title	Author	Focus Area(s)	Link
Sensory Integration and the Child: Understanding Hidden Sensory Challenges	A. Jean Ayres, Ph.D	Sensory Processing/Integration	https://www.amazon.com/Senso ry-Integration-Child-25th- Anniversary/dp/0874244374/ref =sr_1_1?crid=12IXKX9L0MX 30&dchild=1&keywords=senso ry+integration+and+the+child& qid=1616855416&sprefix=sens ory+integration%2Caps%2C17 6&sr=8-1
The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder	Carol Stock Kranowitz, M.A.	Sensory Processing Disorder	https://www.amazon.com/Out- Sync-Child-Recognizing- Processing/dp/0399531653/ref= sr_1_3?dchild=1&keywords=th e+out+of+sync+child&qid=161 6855907&sr=8-3
The Out-of-Sync Child Has Fun	Carol Stock Kranowitz, M.A.	Sensory Processing Disorder	https://www.amazon.com/Out-Sync-Child-Has-Revised/dp/0399532714/ref=sr_1_1?crid=21XA916BLTR9&dchild=1&keywords=the+out+of+sync+child+has+fun&qid=1617834251&sprefix=the+out+of+sync+child+has+%2Caps%2C175&sr=8-1
Raising a Sensory Smart Child	Lindsey Biel	Sensory Processing/Integration	https://www.amazon.com/Raisi ng-Sensory-Smart-Child- Definitive/dp/0143115340/ref=s r_1_1?dchild=1&keywords=rai sing+a+sensory+smart+child&q id=1617834272&sr=8-1



Sensational Kids: Hope and Help for Children with Sensory Processing Disorder	Lucy Jane Miller, PhD, OTR	Sensory Processing Disorder	https://www.amazon.com/Sensa tional-Kids-Children- Processing- Disorder/dp/039916782X/ref=sr _1_1?dchild=1&keywords=sens ational+kids&qid=1617834130 &sr=8-1
The Sensory Processing Diet: One Mom's Path of Creating Brain, Body and Nutritional Health for Children with SPD	Chynna Laird	Sensory Processing Disorder, Sensory Diets	https://www.amazon.com/Sensory-Processing-Diet-Creating-Nutritional/dp/1615995218/ref=sr_1_1_sspa?dchild=1&keywords=the+out+of+sync+child&qid=1616855907&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUFZUENUN09ZMDhRRzkmZW5jcnlwdGVkSWQ9QTAwNDA3OTRNQkozUU8yMEhKNlkmZW5jcnlwdGVkQWRJZD1BMDM1MjM0NzMzT1MyVlo0R1BCMEQmd2lkZ2V0TmFtZT1zcF9hdGYmYWN0aW9uPWNsaWNrUmVkaXJlY3QmZG9Ob3RMb2dDbGljaz10cnVl
Smart but Scattered	Peg Dawson, EdD & Richard Guare, PhD	Executive Functioning, Sustained Attention, Planning, Task Initiation and Completion, Organization, Emotional Control, Response Inhibition	https://www.amazon.com/Smart -but-Scattered-Revolutionary- Executive/dp/1593854455/ref=s r_1_1?dchild=1&keywords=sm art+but+scattered&qid=161685 5616&sr=8-1
Smart but Scattered Teens	Richard Guare, PhD, Peg Dawson, EdD, and Colin Guare	Executive Functioning, Sustained Attention, Planning, Task Initiation and Completion, Organization, Emotional Control, Response Inhibition	https://www.amazon.com/Smart -but-Scattered-Teens- Executive/dp/1609182294/ref=s r_1_3?crid=TA6T32IBXNU3& dchild=1&keywords=smart+but +scattered+teen&qid=16178342 13&sprefix=smart+but+scattere d+%2Caps%2C182&sr=8-3

Websites



Link	Focus Area	Resources/Information Provided
www.sensoryresources.com	Sensory	Provides information on sensory
	Processing/Dysfunction	processing; general information
www.zonesofregulation.com	Sensory	Self-regulatory information/activities
	Processing/Dysfunction	through the use of the Zones of
		Regulation theory
http://spdfoundation.net	Sensory	Research, advocacy, and education
	Processing/Dysfunction	surrounding sensory processing
		disorder
www.sensorysmarts.com	Sensory	Sensory diets, sensory processing
	Processing/Dysfunction	disorder, and potential ideas for
		addressing sensory challenges within
		the home and school environments
www.funandfunction.com	Therapy Products	Products, games, educational toys; for
		therapeutic use
www.therapyshoppe.com	Therapy Products	Handwriting tools, educational toys
		and games, sensory products, motor
		skill developmental tools, etc.
http://www.ot-mom-learning-	Additional Resources	
activities.com/		
http://www.otplan.com/	Additional Resources	
http://www.therapystreetforkids.com/	Additional Resources	
https://jillkuzma.wordpress.com/	Additional Resources	
https://www.therapyops.com/s/Holiday-	Additional Resources	
social-story.docx		
www.eyecanlearn.com	Fine/Visual Motor	Eye exercises, visual processing
www.therapyfunzone.net	Fine/Visual Motor	Crafts, games, etc. by skills
www.allkidsnetwork.com	Fine/Visual Motor	Crafts, coloring pages, activities
www.krazydad.com	Fine/Visual Motor	Puzzles, mazes, crosswords, sudoku
www.dltk-kids.com/	Fine/Visual Motor	Chore/reward charts, coloring pages,
		crafts



vw.do2learn.com	Fine/Visual Motor	Special needs resources
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