in this issue >>>

Issue THREE

A Quarterly Insight into the Occupational Therapy World

De Newsletter

FIND US AT >>>

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We see pOTential...

POEM!

Take my hand and come with me, ***I want to teach you about ADHD***
I need you to know I want to explain, I have a very different brain
Sights, sounds and thoughts collide, what to do first? I can't decide!
Please understand I'm not to blame, I just can't process things the same
Take my hand and walk with me***, let me show you about ADHD***
I try to behave I want to be good, but sometimes I forget to do as I should
Walk with me and wear my shoes, you'll see is not the way I choose
I do know what I'm supposed to do, but my brain is slow getting the message through
Take my hand and talk with me, ***I want to tell you about ADHD***
I rarely think before I talk, I often run when I should walk
It's hard to get my school work done, my thoughts are outside having fun
I never know where to start, I think with my feelings and see with my heart
Take my hand and stand by me, ***I need you to know about ADHD***
It's hard to explain but I need you to know, I can't help my feelings show
Sometimes I'm angry, jealous or sad I feel overwhelmed frustrated and mad
I can't concentrate and lose all my stuff, I try really hard but it's never enough
Take my hand and learn with me, ***I want to share a secret about ADHD***
I want you to know there is more to me, I'm not defined by it you see?
I'm sensitive, kind and lots of fun, I'm blamed for things I haven't done
I'm the loyalist friend you'll ever know; I just need a chance to let it show
Take my hand and look at me, ***just forget about ADHD***
I have real feelings just like you, the love in my heart is just as true
I may have a brain that can never rest, but please understand I'm trying my best
I want you to know, I need you to see, I'm more than a label I'm still me"

\- Unknown

Article 1 >>>

FINE•MOTOR•DEVELOPMENT

Fine-motor skills encompass the use of all the muscles that control the hands, fingers, and thumbs. These muscles assist children in performing crucial everyday tasks like feeding themselves, zipping and buttoning clothes, grasping toys, drawing, writing, etc.

It is important to start building fine motor skills early on in life:

Some children may have difficulty when performing tasks that require fine motor skills. This can result in them becoming frustrated and demotivated to participate in everyday tasks. A good example of this is a child that has difficulty handling scissors to cut along a line. The difficulty experienced leads to frustration, ultimately resulting in avoidance of the task of cutting because it is perceived as "too difficult".

Here is how can you help build those fine motor skills in a way that is fun, engaging, motivating (helping children over the frustration bump of giving up).

Activities to Develop Fine Motor Skills

ACADEMIC ACTIVITIES	SELF-CARE ACTIVITIES	OTHER ACTIVITIES
• Colouring / Drawing • Cutting • Tracing • Writing • Using Glass Jewels • Activities with Snap Cubes • Play Dough Activities • Sorting Pompoms / Small objects with a washing peg or tweezers	• Tying Shoes • Buttoning and Zipping Shirts and Jackets • Eating and Cutting Food • Brushing Hair and Teeth • Using the Toilet • Putting in hair clips and tying hair	• Building with Legos and Blocks • Puzzles • Dressing Dolls • Beading Necklaces • Drawing with Sidewalk Chalk • Posting games • Tear and paste • Playing with Play Dough

Fine motor skills gradually develop while children participate in activities that help strengthen their fine motor muscles and coordination. Make sure to keep fine motor activities interesting and fun by changing it up. The more a child wants to explore and participate in activities that stimulate fine motor development, the more precise their fine motor skills will become.

Composed by Meghan Butler (Occupational Therapist)

TWENTY REASONS CHILDREN SHOULD PLAY OUTSIDE!

"Free play gives children an outlet to express their emotions and feelings and helps them develop a sense of who they are."
~ KaBOOM!

1

Active play is critical for a child's physical development. It develops coordination, gross motor skills, and fine motor skills.

2

Play builds the foundation for a lifetime of learning. Free play makes learning fun, natural, and self-driven.

3

"We must give childhood back to children. Children must be allowed to follow their inborn drives to play and explore so that they can grow into intellectually, socially, emotionally, and physically strong and resilient adults."
~ Dr. Peter Gray

4

A 2014 study found that 6-year-old students who engaged in free play developed stronger levels of executive functioning, or the ability to manage oneself to achieve goals.

5

"Kids are built to move, and having more time for unstructured, outdoor play is essentially like a reset button."
~ Debbie Rhea, Ed.D.

6

Head Start found that there was a 42% reduction in child obesity risk and an overall reduction in BMI in school programs with plenty of outdoor play.

7

"The more risks you allow your child to take, the better they learn to take care of themselves."
~ Roald Dahl

8

Research shows that the quality of adult interactions in play scenarios is more important than quantity. When adults let children take the lead, play becomes more elaborate, creative, and sustained.

9

One study showed that free play stimulates the fight-or-flight response without triggering cortisol (the stress hormone), so children can practice handling danger.

10

Plenty of research shows that time spent in nature helps reduce ADHD symptoms in children as part of their overall treatment plan.

11

"Having control over the course of one's own learning, as in free play, promotes desire, motivation, and mastery."
~ Dr. Rachel E. White

12

Play is widespread among animals. Scientists believe that it is crucial for developing survival skills. The larger an animal's brain is compared to their body size, the more they play.

13

"Children learn through doing — play is how they explore the world, learn to assess risk, try things out, and get to know themselves."
~ Bethe Almeras

14

Psychologist Edward Fisher concluded from 46 published studies that pretend play "results in improved performances in both cognitive-linguistic and social affective domains."

15

"Play is our brain's favorite way of learning."
~ Diane Ackerman

16

"The longer children can enjoy play without the kind of monitoring that leads to self-criticism and self-doubt, the better."
~ Dr. Craigan Usher

17

Finland is renowned for academic success. Children enjoy around an hour of recess daily, with unstructured breaks between each class period.

18

"If parents are obsessed with always knowing where their children are and controlling all their movements ... this is no way to educate, strengthen, and prepare their children to face challenges."
~ Pope Francis

19

"A moving child is a learning child."
~ Gill Connell and Cheryl McCarthy

20

Article 2 >>>

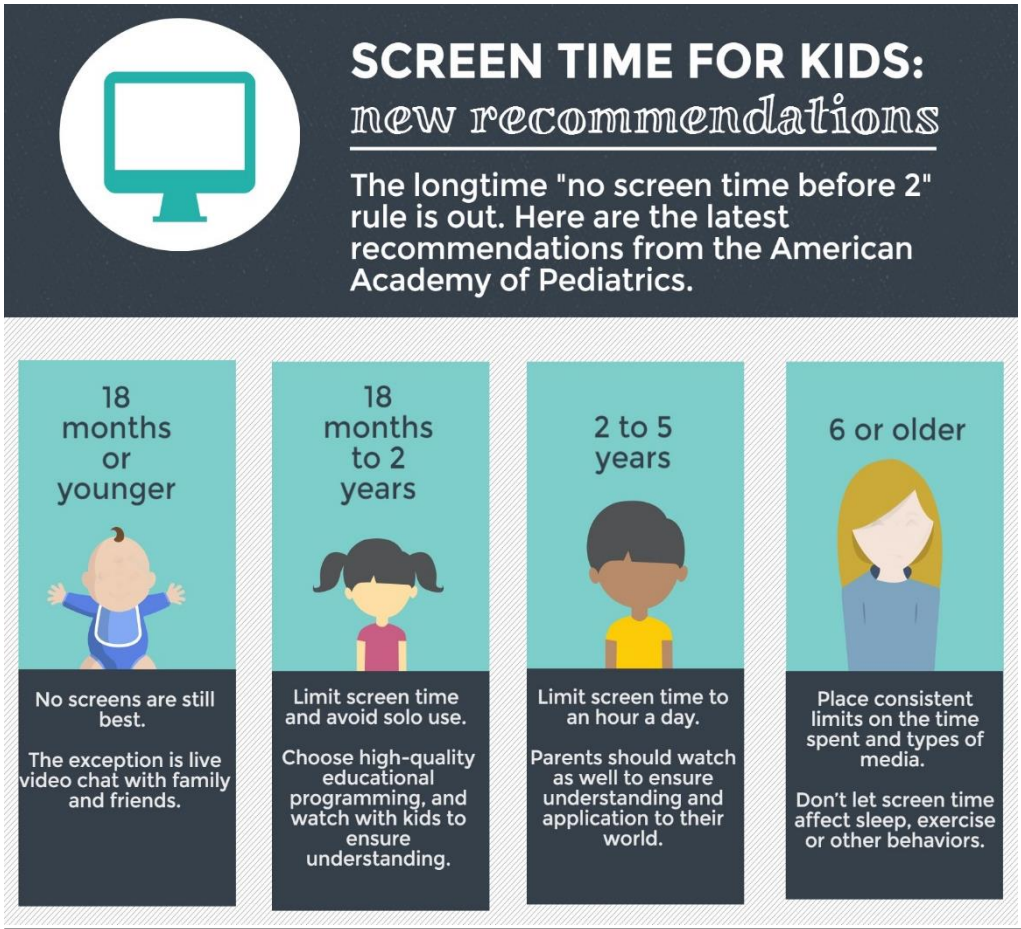
cellphones - television – iPad – videogames – computers - cellphones -

SCREEN TIME!

television – iPad – videogames – computers –cellphones – television – iPad

Screen dependency has been a universal problem of late, affecting the lives of developing children. Restricting time with a screen for children is essential. A new study shows that young children got less sleep and were less focussed if they spent an excessive time with smart devices. The study has shown that for every quarter of an hour the child uses a smart device, they lose an hour of sleep. "The more we know about early brain development, the more we understand the need for play that is based on human interaction. There is no screen, video game or app that can replace the relationships built over toys."

Unstructured play time is more important for the development of children's brains than electronic media. Reading, playing games and physical activity is far more important than screen time. Social and cognitive skills are better developed with another person than a screen.



<u>Too much screen time can result in the following:</u>

- Obesity
- Irregular sleep
- Behavioral problems
- Concentration difficulties
- Loss of social skills
- Violence
- Less playtime
- Developmental delays

<u>Tips for setting limits for screen time in children:</u>

- Prioritize unstructured play.
- Discourage the use of media entertainment during homework time.
- No screen time before bedtime.
- No screens in children's bedrooms.
- Limit your own screen time.
- Charge device outside the children's rooms.
- Use apps that control the length of time a child can use a device.

<u>How can you ensure quality screen time?</u>

- Preview programs, games and apps before allowing your child to view them.
- Seek interactive options rather than those that require pushing and swiping.
- Use parental control to block or filter internet content.
- Ensure you are near your child during screen time.
- Help your child to understand what he or she is seeing and how to apply it in real life.
- Make sure you know what programs / apps your child was using during the day.
- Help your child to think critically about what they see on the screen.
- When you are with your child, discuss what he/she is watching.

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GARDEN YOGA FOR KIDS

Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.

Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.

Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.

Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.

Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.

OT Terminology...

Words, sentences and phrases commonly used by teachers and therapists.

Sensory Modulation!

Sensory modulation refers to the ability to appropriately respond to sensory information within the environment. Effective sensory modulation is the ability to regulate our sensory systems according to the stimuli. This is important for a child to function optimal within daily activities. If not, the child often becomes over- or under stimulated by sensory information in his environment. If a child does not have the ability to modulate himself, it might seem as if he has concentration problems, cannot stay focused, be hyperactive, has unstable emotional responses or be aggressive.

coming soon >>>

In The Next Issue

Concentration

The impact of food

Cheat sheets

OT Terminology

Vestibular Processing!

The vestibular system is responsible for registration and modulation of movement. We need to be able to make sense of vestibular information so that we can prepare our posture for movement, maintain our balance, plan our actions, move, calm ourselves down and regulate our behaviour.

Visual Processing!

This refers to the ability of the brain to correctly process visual information and to filter out the information we do not need and to focus on the important information.

Auditory Processing!

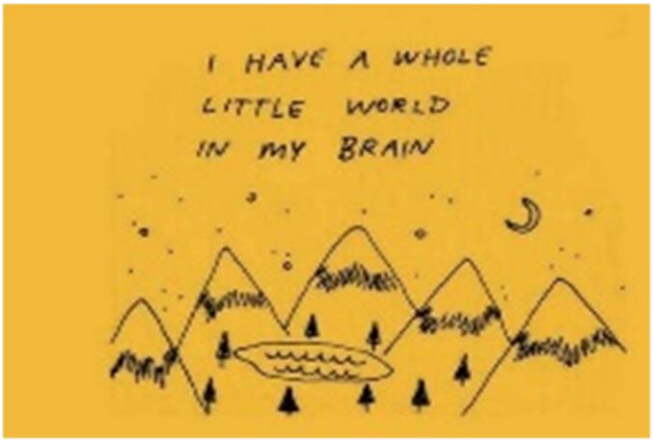
This refers to the ability of the brain to process auditory information, our brain has to be able to determine important/not important sounds, loud/soft, near/far, foreground/ background.

Proprioceptive Processing!

Proprioception is our internal sense of body position and movement. Our proprioceptive system tells us unconsciously about the position of our body parts, their relation to each other and their relation to other people and objects.

Oral Processing!

This is the ability to correctly process different tastes, smells and textures in the mouth.



Tactile Stimulation!

This is the ability to interpret information correctly as received by the receptors in our skin and to not react over- or under sensitive in terms of non-threatening information.

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