

Welcome

Welcome to the 6th edition of The Parent's Place sponsored by the Therapy Place staff. The holidays are a very busy time of year and can be disconcerting for both children and adults. We have included 12 tips and strategies from the National Autism Society that hopefully will be helpful for making the holidays go smoothly! There is an article on teaching language in natural environments, with a fun holiday activity to practice those skills. We will also be offering a workshop for parents on this topic. Details for that workshop will be out soon.

We are excited to be learning and using techniques from the Musgutova neuro-sensory-motor reflex integration method. Information is included about this exciting new technique from Poland that has wide ranging affects with sensory processing, motor and language development. And lastly, check out the lists of suggested toys from our speech and occupational therapists.

Happy Holidays!

Lynn Kopfmann OTR/L
Director

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Twelve Tips for Helping People with Autism and Their Families Have a Happy Holiday

Reprinted with permission from the Autism Society (www.autism-society.org).

While many happily anticipate the coming holiday season, families of people on the autism spectrum also understand the special challenges that may occur when schedules are disrupted and routines broken. Our hope is that by following these few helpful tips, families may lessen the stress of the holiday season and make it a more enjoyable experience for everyone involved. The following tips were developed with input from the Autism Society, the Indiana Resource Center for Autism, Easter Seals Crossroads, the Sonya Ansari Center for Autism at Logan and the Indiana Autism Leadership Network..

1. Preparation is crucial for many individuals. At the same time, it is important to determine how much preparation a specific person may need. For example, if your son or daughter has a tendency to become anxious when anticipating an event that is to occur in the future, you may want to adjust how many days in advance you prepare him or her. Preparation can occur in various ways by using a calendar and marking the dates of various holiday events, or by creating a social story that highlights what will happen at a given event.
2. Decorations around the house may be disruptive for some. It may be helpful to revisit pictures from previous holidays that show decorations in the house. If such a photo book does not exist, use this holiday season to create one. For some it may also be helpful to take them shopping with you for holiday decorations so that they are engaged in the process. Or involve them in the process of decorating the house. And once holiday decorations have been put up, you may need to create rules about those that can and cannot be touched. Be direct, specific and consistent.
3. If a person with autism has difficulty with change, you may want to gradually decorate the house. For example, on the first day, put up the Christmas tree, then on the next day, decorate the tree and so on. And again, engage them as much as possible in this process. It may be helpful to develop a visual schedule or calendar that shows what will be done on each day.
4. If a person with autism begins to obsess about a particular gift or item they want, it may be helpful to be specific and direct about the number of times they can mention the gift. One suggestion is to give them five chips. They are allowed to exchange one chip for five minutes of talking about the desired gift. Also, if you have no intention of purchasing a specific item, it serves no purpose to tell them that maybe they will get the gift. This will only lead to problems in the future. Always choose to be direct and specific about your intentions.
5. Teach them how to leave a situation and/or how to access support when an event becomes overwhelming. For example, if you are having visitors, have a space set aside for the child as his/her safe/calm space. The individual should be taught ahead of time that they should go to their space when feeling overwhelmed. This self-management tool will serve the individual into adulthood. For those who are not at that level of self-management, develop a signal or cue for them to show when they are getting anxious, and prompt them to use the space. For individuals with more significant challenges, practice using this space in a calm manner at various times prior to your guests' arrival. Take them into the room and engage them in calming activities (e.g., play soft music, rub his/her back, turn down the lights, etc.). Then when you notice the individual becoming anxious, calmly remove him/her from the anxiety-provoking setting immediately and take him/her into the calming

environment.

6. If you are traveling for the holidays, make sure you have their favorite foods or items available. Having familiar items readily available can help to calm stressful situations. Also, prepare them via social stories or other communication systems for any unexpected delays in travel. If you are flying for the first time, it may be helpful to bring the individual to the airport in advance and help him/her to become accustomed to airports and planes. Use social stories and pictures to rehearse what will happen when boarding and flying.

7. Know your loved one with autism and how much noise and activity they can tolerate. If you detect that a situation may be becoming overwhelming, help them find a quiet area in which to regroup. And there may be some situations that you simply avoid (e.g., crowded shopping malls the day after Thanksgiving).

8. Prepare a photo album in advance of the relatives and other guests who will be visiting during the holidays. Allow the person with autism access to these photos at all times and also go through the photo album with him/her while talking briefly about each family member.

9. Practice opening gifts, taking turns and waiting for others, and giving gifts. Role play scenarios with your child in preparation for him/her getting a gift they do not want. Talk through this process to avoid embarrassing moments with family members. You might also choose to practice certain religious rituals. Work with a speech language pathologist to construct pages of vocabulary or topic boards that relate to the holidays and family traditions.

10. Prepare family members for strategies to use to minimize anxiety or behavioral incidents, and to enhance participation. Help them to understand if the person with autism prefers to be hugged or not, needs calm discussions or provide other suggestions that will facilitate a smoother holiday season.

11. If the person with autism is on special diet, make sure there is food available that he/she can eat. And even if they are not on a special diet, be cautious of the amount of sugar consumed. And try to maintain a sleep and meal routine.

12. Above all, know your loved one with autism. Know how much noise and other sensory input they can take. Know their level of anxiety and the amount of preparation it may take. Know their fears and those things that will make the season more enjoyable for them.

Don't stress. Plan in advance. And most of all have a wonderful holiday season!

Teaching Early Language in the Natural Environment
by Melissa Lammer MHS CCC/SLP

We are constantly looking for new games and activities to help stimulate our children's early language but the most motivating and attention holding techniques are right at your finger tips. Using the natural environment will significantly increase communication. Every activity we participate in throughout the day is loaded with a variety of language including vocabulary, concepts, following directions and 'wh' questions. These are the core of many speech therapist's goals and are achieved significantly faster if they are targeted in multiple environments. This article will describe early language development and provide parents with some examples of how to increase their child's communication throughout the day. This may be hard to imagine when you can barely get through through the day as it is but it may be easier than you think and can be fun.

Children demand time and parents are constantly trying to balance home and family. Instead of using time to play with or teach your child and then taking more time to do a household task, why not combine the two? Take your child with you around the house and involve him/her with whatever you are doing. Talk about what you're doing, show them, ask questions, let them help you. You will be teaching communication, completing a task and keeping your child engaged. Also, your child will most likely welcome a break after all that stimulation which will give you more time for your next task. In addition you will often find that that engaging your child in any household/community activity can be motivating and hold their attention, both which are key to teaching anything. This will not be the case for every activity all the time but it's easy to find out which ones will be. For example, if you are doing laundry, take your child with you and as you are engaging him/her look at how interested he/she is. If you see that the interest level is high, keep talking, showing, asking questions and, most importantly, let your child participate. Your child will love to, not only push a button, but feel in control if he/she gets to choose what to put in or take out of the washer. Once you find something that holds your child's interest try to do it multiple times. You may feel like a broken record but if your child is attentive, he/she is processing and learning. If your child is nonverbal or does not respond continue to model the words you are trying to elicit (e.g. "what's this? It's a basket"). Eventually your child will start knowing the routine, initiating and making some connections to your questions and comments.

It is important to have some understanding of early language development and what you are trying to elicit. Below are some basics of early language development and some things you can say or ask your child. As you read through it you will see that targetting one area will also targetting others. Try to think about how you can elicit communication throughout your day: waking up, getting dressed, going places in the community, playing, cooking, cleaning, eating, setting the table, loading/unloading the dishwasher, doing laundry, taking a bath, getting ready for bed etc. The list can go on and on.

Questions. When asking your child a question he/she may not understand so ask it, give the answer, then ask it again (e.g. "What is it? It's a ball. What is it?"). It's o.k. if you do not get a response. If your child appears interested in what you are saying, it is likely he/she is processing the information for later comprehension, especially if it is introduced multiple times. Asking questions will target a variety of concepts, vocabulary and pronouns as well as encourage social communication. It will also set the foundation for your child to start asking questions. What, who and where are earlier developing 'wh' questions and are listed in the below examples. When and why are usually not

targeted until later on.

<i>WHAT</i>	<i>WHO</i>	<i>WHERE</i>
What do you want?	Who is that?	Where are we going?
What are you doing?	Who wants__?	Where is the__?
What do you have?	Who has the__?	Where is (person)?
What do you see?	Who has the __?	
What do you hear?	Who is (action) ?	

Yes/No Questions "Is this a ____?", "Do you want/have ____?", "Can I have__" and "Are you__?"

Vocabulary. Children often identify (receptive language) before they can verbalize (expressive language) so remember to start with "Show me" before "Tell me". Vocabulary is the core of language development and is more than just labeling items. Below are areas of vocabulary and examples of what you can say while you are interacting with your child

	<u>Receptive</u>	<u>Expressive</u>
<u>Label</u>	"Show me the ____"	"What is it?"
<u>Function</u>	"What do you read?"	"What do you do with a book?"
<u>Category</u>	"Find 3 ____"	"Tell me 3 things you eat"
	-food, animals, toys, clothes, furniture, transportation etc.	
<u>Attribute</u>	"Find something that is ____"	"Tell me 3 things about ____"
	-size, shape, color, descriptive concepts: big/small, wet/dry, heavy/light, open/shut, hot cold, empty/full	

Concepts and following directions You can provide directions while eliciting a variety of concepts.

Descriptive: "Find something that is ____" (big/little, heavy/light, open/shut, red, square)

Spatial: "Put the fork next to the plate" (in, on, under, front, behind, next to)

Sequential: "First put the spoon in the dishwasher then shut the door"

Quantitative: "get three cups"

Negatives. "No" is often one of the first words kids learn and can be expanded to other useful communication skills. Some examples include:

"Is that a ball? No. its a cup" This also target's yes/no questions.

If your child is pushing something away, you can model "I don't want that"

If you ask "What do you have? and he/she doesn't answer model "I don't know"

If your child wants something, give him/her something else and say. "That's not a __. It's a ____"

Encourage initiation It's important for children to not only learn how to express but to do so without always being prompted. Setting up the environment so things are wrong or items are missing is often fun for kids. This will encourage your child to comment on it. If he/she has trouble finding the words, give them to him/her by providing a model. Again, if they are interested, they are most likely trying to figure it out. When getting dressed you can put their sock on their hand and say "Does it go on your hand? No. That's silly, it goes on your foot". Hand your child a box of cereal and say "Here's your food". Wait for a response and explain what was supposed to happen "First we have to open the box, then pour it in a bowl". You can also give him/her a fork instead of a spoon. Put his/her pillow under their feet and say goodnight to them. Fix it by saying "That's not

where the pillow goes. Where does it go? It goes under your head" Instruct your child to color a picture but do not give them crayons. When you do activities like these you will find children trying to figure out what's wrong even if they don't have the words. This promotes problem solving skills which is another great language skill.

There are several areas of language development that can not be practiced all the time but many of the above examples can be elicited or modeled in most settings with most activities. When deciding what to teach, think about something you've noticed that is either hard for your child or something that you noticed he/she is starting to learn. This will help take some guess work out. Otherwise, keep talking to your child, show them what you are doing and let them help. It's important to watch your child's attention level. Too much interaction and talking can be overstimulating and your child may need a break. Don't forget to praise your child for good responses and make sure you have fun. Below is an example of how you can participate in one activity with your child.

Holiday Language Activity "Wrapping a present"

If you are going to wrap a present, it can be something in your home which is just as fun and can be given to the recipient soon after so the concept of gift giving becomes more clear. You can do this randomly throughout the week and even wrap one for your child. You may not get through the whole activity the first time but, with multiple opportunities, the task should become easier and fun. After you read through the example of wrapping a present think of how to communicate with your child during giving, receiving and opening a present.

You can start out the activity by asking some of these questions "Let's wrap a present. What are we going to wrap? We are going to wrap a present for dad. It's a shirt. What is it? Who is the shirt for? " Next it might be a good idea to talk about supplies "OK we need to get some paper, scissors, tape and a box? What do we need?" See what your child remembers from that list. "Ok, let's get the scissors first. Where are the scissors? Look they are in the drawer. Open the drawer and take out the scissors. " You can do this with all the supplies or just one depending on time and attention. Once you have the supplies you can use this as an opportunity to target vocabulary by either saying "what's this?" or "Show me" with the supplies. Next you could say "Ok, wrap the present" and you will most likely get a puzzled look if it's the first time you are doing this. You can then say "Oh, do you need help? you can say 'I want help" and then proceed with "Put the shirt in the box" but have the box be too small and say "Uh oh! The shirt is big and the box is small. We need a big box. Where is a big box? Look! it's under the table" and then have your child get the box. "OK now we have to put the shirt in the box and put the top on. Where is the top? Is it on the floor? No. Is it on the table? No. Is it on the chair? Yes! Can you get the top and put it on the box. Hey! Where did the shirt go? It's in the box." Next show your child the wrapping paper and say "What's this?" See if he/she can recall the name of it from when you introduced it in the beginning. If not, it's another opportunity to practice. Unrolling the paper and cutting it can be a project in itself. You can have your child unroll a little paper and talk about how long or short the paper is. Encourage at least a couple snips with scissors even if your doing most of the work. Then say "OK lets wrap" and wrap the present but do not use tape. It will fall apart and you can use this as another teaching moment. "Uh oh! What happened? The paper fell off. Oh we need tape to hold the paper" The tape

is often very motivating but can be a little tricky. Show your child how to use the dispenser a few times then let him/her try on their own. If they can do it great! They'll be entertained for a while and be proud of their accomplishment. If not tear the pieces off and let your child put tape on the box. Don't forget the tag. You can say things like "What's this? Who's name goes on it? Where do you want to put the tag? When you are done wrapping it you can say "Look what you made? Is it big or small, hard or soft? What shape is it? What's in it? Who are we giving it to? Let's go give it to____". Remember to talk about what you're doing and ask questions.

Masgutova Neuro-Sensory-Motor Reflex Integration (MNRI)

The **Masgutova Neuro-sensory-motor Reflex Integration (MNRI)** is based on the work and extensive research of Dr. Svetlana Masgutova. Over the past 20 years, she has developed a treatment technique which is based on the philosophy that reflexes serve as both a protective mechanism but also as a basis for development. Through her work with thousands of children she has used a variety of reflex integration techniques to promote: gross and fine motor development, memory, attention and focus, maturation of social skills, as well as improved expressive and receptive language skills.

Questions which have been asked include “Why would a speech-language pathologist be interested in reflex integration?” or “I just want you to teach my child to communicate better, what does reflex integration have to do with that?” The mission of *The Therapy Place* has always been to treat the whole child. Part of treating the whole child involves making sure children have the strong foundational skills necessary for normal development to occur. If a child has “cracks” in this foundation, it is the job of the therapist’s to attempt to strengthen it. Assessment and treatment of these primary movement patterns are one way, in addition to sensory integration techniques, therapists help build solid foundational skills. If a child is unable to sit for a period of time or has a high level of anxiety, it is difficult, if not impossible, to properly learn from experiences in their environment.

Most of primary motor reflexes are integrated by the time a child is two years of age. If a child has developmental challenges or suffers an illness or injury, it is possible that either a) the reflex never emerged in the first place b) the reflex emerged but was not integrated or c) the integrated reflex re-emerges to protect the child and then is not re-integrated. Adults who have had illness or injury often have re-emergence of these reflexes which can lead to increased anxiety and/or pain as their body is no longer utilizing proper movement patterns.

Examples of Reflexes Targeted by Therapists and Their Impact on Growth and Development

The Asymmetric Tonic Neck Reflex (ATNR) is also known as “the learning reflex” and has a significant impact on a person’s auditory processing abilities, ability to complete both homolateral and cross lateral movements and gross and fine motor coordination. If this reflex is not integrated, one or more of the following problems may be present:

- Problems with poor ability to cross the auditory and visual midfields
- Lack of balance between focused, narrow and peripheral vision
- Lack of memory processes
- Challenges in expression of learned information
- Poor language development
- Emotional stress
- Ineffective habits connected to listening, concentration, and thinking
- Difficulties in spelling and grammar and math

The Abdominal reflex is closely tied to a person's ability to modulate and to calm for sleep. A child whose abdominal reflex is not integrated often has great difficulty falling asleep at night and/or is unable to stay asleep for extended periods of time. If a child does not get enough sleep, his/her body will not be in an optimal place for learning and therefore learning and behavior challenges may be present.

Brea Maday, MA CCC-SLP, is a speech-language pathologist who has worked at *The Therapy Place* since 1998 and has recently earned the title of **Masgutova Neuro-sensory-motor Reflex Integration Associate Level 1** after completing over 100 hours of continuing education with the Svetlana Masgutova Educational Institute at the 2009 Family Educational Conference. In addition, there are other Occupational and Speech Therapists at *The Therapy Place* who have attended MNRI courses and utilize the techniques developed by Dr Masgutova.

For more information regarding **MNRI**, please visit www.masgutovamethod.com

Compiled by Brea Maday MA CCC/SLP with information from the Masgutova Institute



Speech/Language Therapy Toy Suggestions

YOUNGER CHILDREN

(Available at Toys 'R Us)

Jump 'n' Jam Jungle Talking Floor Mat

\$42.99

With a durable vinyl mat with adjustable volume, which measures 32" in diameter, this Jump 'n' Jam Jungle Talking Floor Mat from Learning Resources® keeps kids moving as they **follow directions, make patterns, recognize shapes and match animals to their sounds**. Exotic animal characters encourage curiosity about wildlife throughout play.

Melissa & Doug Deluxe Wooden Magnetic Board: Animal Blocks

\$19.99

Great for early development of color and shape recognition and matching skills, this Deluxe Wooden Magnetic Board with Animal Blocks from Melissa & Doug® features simple, colorful patterns with magnetic wooden shapes to replicate the fun pictures!

* Can practice spatial concepts, following directions, create your own stories, etc.

Melissa & Doug Deluxe Alphabet Nesting and Stacking Blocks

\$12.99

Brightly-colored blocks that can be stacked as high as the imagination of a preschooler can go. The set teaches little ones **special skills, organization and the alphabet** while having fun. Also incorporates gross motor, fine motor, thinking, and visual skills

Fisher-Price Brilliant Basics: Dunk 'n Cheer Basketball

\$24.99

As children pull down on the hoop, they are rewarded positively with cheers and fun sounds. Perfect for growing infants, the playset helps to develop fine motor skills, **enhances learning through discovery, and promotes social/emotional development**.

My First Story Reader - Baby Einstein

\$14.99

Introduce your little one to the joys of reading with this My First Story Reader from Baby Einstein! It includes three colorful books featuring fun characters: Discover the Sky, Discover Music and Discover Colors. Each book fits into the reader, which offers two modes of interaction. Listen to the friendly narrator tell the story, or flip the switch to activity mode and answer simple questions about colors and shapes. Great for **encouraging auditory skills, fine motor, language skills, and visual skills.**

Cranium Cariboo

\$17.99

The magical treasure hunt game designed especially for young children. Kids love exploring the golden island of Cariboo, where they find castles, boats, balloons and more. Eyes light up as kids match fun drawings, unlock secret doors and even discover hidden treasures. Cariboo also **reinforces 4 early-learning fundamentals—letters, numbers, shapes and colors.**
For 2–4 players, ages 3 yrs. and up

Toy Tool Set or Pretend Kitchen Set

Several varieties @ different prices

Great for encouraging **imaginative play, using language, and social skills.**

Books!

- Any book at your child's level or above provides endless speech and language opportunities, for example:

- Use the books to label, follow “point to commands” and “turn page”, answer “what” and “where” and “who” questions, sequencing concepts/words “first, second, last”, prediction “what’s going to happen next?”

- Take advantage of your local library - Go to story time and other learning events offered, have fun picking out books together

- RECORDABLE STORYBOOK - Adapt the language of this book to fit your child's age level. You can read this to you child and they can listen to it. You can have your child read it and record their story. Have your child record the story for a sibling, friend, or relative. This item is found at Hallmark.

* Game information, prices and descriptions found on www.toysrus.com

OLDER CHILDREN

(These games are available at Target or Target.com)

Cadaco Syl-la-bles Game

\$22.49

- Play to learn with this game that challenges young minds to broaden their understanding of word concepts
- Reinforces the language arts with emphasis on **spelling, vocabulary, synonyms** and other dictionary skills

Educational Insights Speed Grammar Game

\$31.49

- Spin the shaker and race to find the correctly color-coded sentence
- Quickly **builds grammar and reading skills** as students make matches
- Colorful cards, unique game shakers and fast-paced game play offer a hands-on alternative to traditional grammar worksheets
- Features 3 fun bingo-style games that **reinforce nouns, verbs, adjectives, adverbs, pronouns and prepositions**

Make-A-Monster Language Arts Test Prep Game -Grade 3 (other grade levels available)

\$29.69

- Gives students the **practice they need to succeed on language arts** standardized tests—all while having a monstrously good time
- Players spin the monster spinners, answer questions and build monsters piece by piece as they race to be the first to complete a mismatched monster
- Each of the 200 questions is written in the language, directions and multiple-choice question format that students will encounter on standardized tests
- Includes 4 monsters (each separated into 5 pieces), 4 stands, 200 question cards, a double spinner and an answer key

Hasbro Guess Who? Game

\$9.00

- Play the original mystery face-guessing game and have hours of guessing fun

- Eliminate the wrong faces to guess who's on your opponent's card
- **Great for forming appropriate question forms**

Catch Phrase!

\$19.99

- Fast-passing, fast-talking game
- Get a word or phrase then rattle off clues to help your team guess it
- **(Can play without timer - to practice describing objects, people, etc)**

Zingo Game

\$16.99

- It's Bingo with a zing
- Pictures instead of numbers
- **Teaches image/word recognition, matching, verbalization, concentration, memory and motor skills * Great for descriptions, or recognizing objects that are described.**

ThinkFun - What's Gnu?

\$16.90

- Build skills like **vocabulary, simple spelling, sight/word recognition, concentration and social interaction**
- The player that spells the most 3-letter words wins

Techno Source - Guess What I Am

\$13.49

- Place your face through the space of the mystery card, transform into one of 30 silly characters and let the guessing begin
- Roll the die to **ask yes or no questions** like Do I play sports? or Do I have fur? to narrow down the list of possible characters.
- Keep track on the tally pad and cross off the characters to figure out who you are
- 4 different ways to play the game to keep the fun going
- Comes with 15 human and fifteen animal face cards, a die, tally sheets and a pack of crayons
- Ages 4 yrs. and up

Hasbro Games Clue Jr. - The Case of the Missing Cake

(in stores only)

- Give junior detectives a chance to solve the case with this specially designed Clue Jr.

Game. In this classic Whodunit game, kids must find and use the clues to find out who stole the cake and ate it, too! This game of **deductive reasoning can assist children in learning how to solve a problem by searching for clues and gaining information.**

Learning Resources Cooking Up Sentences Parts of Speech Game

\$24.99

- **Proper grammar** is easy as pie—chefs follow recipes to **make complete sentences by gathering and correctly identifying parts of speech**
- Draw a Free Ingredient card and add the funny word of your choice to the mix
- Read complete sentences aloud for giggles and spoken grammar practice
- Parts of Speech cards feature color-coded backs for self-checking
- Manufacturer's Suggested Age: 7 Years and Up

Cranium Cariboo

\$17.99

The magical treasure hunt game designed especially for young children. Kids love exploring the golden island of Cariboo, where they find castles, boats, balloons and more. Eyes light up as kids match fun drawings, unlock secret doors and even discover hidden treasures. Cariboo also **reinforces 4 early-learning fundamentals—letters, numbers, shapes and colors.**

For 2–4 players, ages 3 yrs. and up

Fundex What's in Ned's Head?

\$24.48

- It's the wacky, silly, icky, sticky game of gross-out fun. Each player is dealt a card with a picture of a really gross item on it and they must find it by sticking their hands into Ned's head and feeling around for it without looking. Will you have to find Ned's lab rat or his used cotton swab full of ear wax? How about the giant ant or the slimy visiting alien? Whatever it is, if you pick the right item, you win that round, if you don't, it's back into Ned's head you go. The game includes 1 plush, 17 inch Ned's head, 15 silly objects, game cards with blanks (*so you can add your own items to Ned's head*), and instructions. For 2 to 4 players.

For Older kids: Tell what category item is, describe item, etc.

* Game information, prices, and descriptions found on *www.target.com*



Occupational Therapy Toy Suggestions

Games

Eye-Hand Coordination, Planning, Visual Spatial

Younger Children Ages 3-7

- ◇ Five Little Monkeys Jumping on the Bed - Target
- ◇ Cat in the Hat I Can do That - Target
- ◇ Thomas Mix N Match BINGO - Target
- ◇ Thomas and Friends ABC - Target
- ◇ Hungry Hungry Hippos - Toys R Us, Target
- ◇ Mr. Mouth - Toys R Us
- ◇ University Games Totally Gross Game - Target
- ◇ Ravensburger Penguin Pile-up Game - Target

Older Children Ages 8 and up

- ◇ Battleship - Target, Toys R Us
- ◇ Clue - Target, Toys R Us
- ◇ Connect Four - Target, Toys R Us
- ◇ Operation - Target, Toys R US
- ◇ Mancala - Toys R Us, Target
- ◇ Jenga - Target, Toys R US
- ◇ Guess Who - Target, Toys R Us

Toys

Sensory Motor Development and Coordination

Provides Organizing Sensory Input

- ◇ Hop! Ball - Leaps and Bounds
- ◇ Bounce-A-Round - Leaps and Bounds
- ◇ Fun Ride - Leaps and Bounds
- ◇ Sand Spray Kit - Leaps and Bounds
- ◇ Eezy Peezy Seesaw - Leaps and Bounds
- ◇ Tents and Tunnels - Back to Basics

- ◇ Jump-o-lene - Back to Basics
- ◇ Fun Roller - Back to Basics
- ◇ Exercise Trampoline - Back to Basics
- ◇ Punching Bags - Back to Basics
- ◇ Blopens - Walgreens (google Blopens)
- ◇ Rainy Day Combo Kit - Leaps and Bounds

More Coordination Needed

- ◇ Hopscotch Mat - Leaps and Bounds
- ◇ Monkey Balance Board - Leaps and Bounds
- ◇ Fun Slides Carpet Skates - Leaps and Bounds
- ◇ John Deere Wheelbarrow - Back to Basics
- ◇ Moon Shoes - Back to Basics
- ◇ Crazy Kar - Leaps and Bounds

Fine Motor Development and Writing

Younger Children - Pre-writing Skills

- ◇ Ready-Set-School Kit - Back to Basics
- ◇ Art Kits (crayons, paints, etc.) - Target, Toys R Us
- ◇ Lacing Beads - Back to Basics
- ◇ Modeling Dough - Back to Basics
- ◇ Squiggle Pen - The Therapy Place
- ◇ Bristle Builders - Lakeshore
- ◇ Magnetic Color Maze - Lakeshore
- ◇ Peg Number Boards - Lakeshore
- ◇ Feed the Animals Fine Motor Game - Lakeshore
- ◇ Dress Myself Learning Vests - Lakeshore

Older Children - Drawing and Writing Skills

- ◇ Bead Bazaar - Back to Basics
- ◇ Giant Art Jar - Back to Basics
- ◇ Happily Ever Crafter - Back to Basics
- ◇ Origami - Back to Basics
- ◇ Lite Brite Cube - Back to Basics, Toys R Us
- ◇ Squiggle Pen - The Therapy Place
- ◇ Sidewalk Chalk - Toys R Us
- ◇ Totally Me beads - Toys R Us
- ◇ Lincoln Logs - Toys R Us, Target
- ◇ Alex Toys Tissue Paper Art - Toys R Us

Websites Used: www.toysrus.com www.LeapsandBounds.com www.BackToBasicsToys.com www.Lakeshorelearning.com www.Target.com

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