

2102

Occupational Therapy Note

From: Miss Jen

Dear Parents/Guardians,

During this unusual time, I can be reached by email jadams@re-edserv.com . Please contact me if you have questions about the information that I am sending home or if you need help with visual supports or self-regulation ideas for home during this time.

Your student is currently working on vocational skills and life skills such as making a list and using a calendar. I have attached a calendar activity as well as some fun recipes and some fun activities that you can do together to encourage movement.

Sincerely,

Miss Jen



PLANNING

skills

SCHOOL TASKS

PLANNING & ORGANIZING

- Planning skills involve managing current or future tasks by setting goals and establishing the steps needed to complete the task.
- These planning exercises are important for improving the skills needed to accomplish the small steps that are required to complete a major task.

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<https://www.fromthepond.com/>

Graphics by Krista Wallden
<http://www.teacherspayteachers.com/Store/Krista-Wallden>

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PLANNING skills

PLANNING & ORGANIZING PRACTICE

DIRECTIONS:

This is an exercise for improving the skills needed to accomplish the small steps that are required to complete a major task. You will be given background information about your "practice" assignment. You will use the attached calendar to help with answering many of the questions. Good luck!

SCHOOL TASK: COMPLETE A RESEARCH PROJECT

DETAILS:

- Today is the 2nd day of the month. Your teacher has assigned a research project on this date.
- It is a four page report on the topic of "Whales". Each page will cover a different topic about the whales:
 - page 1 will be devoted to their habitat,
 - page 2 will cover their life cycle,
 - page 3 will be devoted to interesting facts, and
 - page 4 will include information about what is being done to protect their existence.
- Your teacher said it is due on the 26th day of the month.
- Your teacher said that by tomorrow you should select the species of whale you will research.
- According to the teacher said that you should finish your research in exactly one week from today.
- You should finish page 1 and page 2 of the report in exactly 2 weeks from today.
- You should complete page 3 and page 4 of the report exactly two days before the report is due to the teacher.
- Checking your work for accuracy should occur the day before the research project is submitted.

QUESTIONS:

1. By which date on calendar do you need to have selected the species of whale that you will research?
_____. Mark/Write this on calendar.
2. By which date on the calendar do you need to complete page 1 and 2 of the project?
_____. Mark/Write this on calendar.
3. By which date on the calendar do you need to complete page 3 and 4 of the project?
_____. Mark/Write this on calendar.
4. By which date on the calendar do you need to review and check your work?
_____. Mark/Write this on calendar.
5. By which date on the calendar do you need to hand in the completed research project?
_____. Mark/Write this on calendar.

PLANNING skills

PLANNING & ORGANIZING PRACTICE

DIRECTIONS:

This is an exercise for improving the skills needed to accomplish the small steps that are required to complete a major task. You will be given background information about your "practice" assignment. You will use the attached calendar to help with answering many of the questions. Good luck!

SCHOOL TASK 2: COMPLETE A BOOK REPORT

DETAILS:

- Today is the 1st day of the month. Your teacher has assigned a book report on this date. He said it is due on the 30th day of the month.
- Your teacher said you should get a book from the library by tomorrow.
- Your teacher said that you should finish reading one-half of the book one week from the day the book report was assigned.
- Your teacher said that you should finish reading the entire book, two weeks from the day the book report was assigned.
- The teacher said that you should start completing the book report one day after you finish reading the book.

QUESTIONS:

1. When was the book report assigned?
_____. Mark/Write this on calendar.
2. By which date on calendar do you need to have the book?
_____. Mark/Write this on calendar.
3. By which date on the calendar do you need to complete reading one half of the book?
_____. Mark/Write this on calendar.
4. By which date on the calendar do you need to complete reading the entire book?
_____. Mark/Write this on calendar.
5. By which date on the calendar do you need to start completing the book report form?
_____. Mark/Write this on calendar.
6. By which date on the calendar do you need to hand in the book report?
_____. Mark/Write this on calendar.



PLANNING & ORGANIZING PRACTICE

DIRECTIONS:

This is an exercise for improving the skills needed to accomplish the small steps that are required to complete a major task. You will be given background information about your "practice" assignment. You will use the attached calendar to help with answering many of the questions. Good luck!

SCHOOL TASK 8: CLEANING A CLOSET

DETAILS:

- Today is the 6th day of the month. On this date your father has assigned a chore to clean your bedroom closet.
- Your father said it should be clean by the 10th of the month.
- The mess in the closet includes three main problems:
 - 1) Clothes on the floor rather than on hangers
 - 2) Old school papers on the floor
 - 3) Toys falling off the top shelf.
- Your father said to work on one of the problems at a time.
- Your father said you should start to clean it today and work on it every other day until it is finished on the 10th of the month.

QUESTIONS:

1. List the first date that you will need to work on cleaning your closet?
_____. Mark/Write this on calendar.
2. List the second date that you will need to work on cleaning your closet?
_____. Mark/Write this on calendar.
3. List the last date that you will need to work on cleaning your closet?
_____. Mark/Write this on calendar.
4. What action can you take to address closet problem number 1?

5. What supplies will you need to address closet problem #1?



PLANNING skills

CALENDAR 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



CALENDAR 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



PLANNING

skills

USING
JUDGMENT

- Planning skills involve managing current or future tasks by setting goals and establishing the steps needed to complete the task.
- This requires that a student prioritize which tasks should be done immediately or which can wait.
- It also requires that a student learn to sequence and use judgment in order to determine which order to complete tasks.

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PLANNING skills

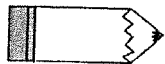
USE JUDGMENT: AT HOME 2

DETAILS: Use good judgment to number each step from 1 to 6, in the correct order to complete the task.



FEED YOUR DOG

- _____ Place dog's bowl with food on the floor
- _____ Get dog food from storage area.
- _____ Fill dog's bowl with food
- _____ Pick up empty dog food bowl and clean it out.
- _____ Open the bag of dog food.



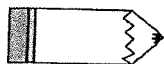
VACUUM THE FLOOR

- _____ Start up the vacuum and vacuum all over the floor.
- _____ Pick up all the toys from the floor.
- _____ Put the vacuum away where it belongs.
- _____ Put all the toys away where they belong.
- _____ Get the vacuum and plug it in.

PLANNING skills

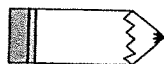
USE JUDGMENT: AT HOME 1

DETAILS: Use good judgment to number each step from 1 to 6, in the correct order to complete the task.



WASH THE DISHES

- _____ Dry dishes with a towel.
- _____ Fill sink with warm water.
- _____ Reward yourself by playing a video game.
- _____ Place dirty dishes in sink full of water and soap and wash them.
- _____ Place clean and dry dishes into the cupboard.
- _____ Add dish soap to the warm water.



TAKE A SHOWER

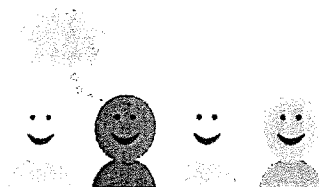
- _____ Dry your body with a towel.
- _____ Turn the water on in the shower.
- _____ Undress/Take off your clothes.
- _____ Dress/Put on your clothes.
- _____ Wash your body using soap.
- _____ Turn off the shower.

25 Heavy Work Activities

for small spaces

- Massages
- Bear hugs
- Play with a Body Sock
- Yoga Poses
- Pulling resistance bands with hands
- Playing passing games with weighted stuffed animals
- Weighted sensory bottles
- Animal walks
- Wall pushes
- Chair dips
- Tossing and catching heavy bean bags
- Boxing with boxing gloves against a mat or bolster
- Roll a therapy ball up and down the wall
- Squeezing putty or play dough
- Playing tug of war with Pop Toobs
- Tearing paper (especially heavier card stock)
- Crumpling paper and shooting into a garbage can
- Pushing and pulling Squigz
- Cooking activities (e.g. kneading, stirring thick dough)
- Stepping up onto a chair or bench and jumping down (with close supervision!)
- Squeezing sensory balloons (filled with dry beans, dry rice, or play dough)
- Digging in a tactile bin of wet sand or Kinetic Sand
- Writing on and then wiping off or erasing a dry erase board
- Pushing feet against resistance band tied to the legs of a desk
- Wall sits

Zion



A note from your child's speech therapist

Dear Parents,

During this unprecedented time, I wanted to take a moment to connect you with resources to continue the speech and language development of your children.

Please check the Re-Education Services web page <http://www.re-edserv.com/> as information is frequently being added. On the left side of the front page of the website, there is a link called Ms. McVicker's Speech Blog <https://angelamcvslp.wordpress.com/>.


Over the next three weeks, I will be adding materials and information that you can use in order to keep your student engaged and learning. I will add materials as quickly as I can so if you don't see what your student needs please check back again.

I will be checking my email on a regular basis and will be available to answer any questions that you have about speech therapy, behavior tips, provide visuals you might need and to help you develop schedules. Please contact me at amcvicker@re-edserv.com and I will do my best to help meet your specific needs.

I consider it an honor and a privilege working with your child. Together we can do our best for students during this unusual time.

Sincerely,

Angela McVicker MA, CCC-SLP
Speech-Language Pathologist
Re-Education Services

Access  website for a variety of activities



SOCIAL SKILLS TOOLBOX

☒ Improving Communication Skills

★ Overview

- ★ Appropriate Topics of Conversation
- ★ Tone of Voice & Volume Control
- ★ Starting a Conversation
- ★ Participating in Reciprocal Conversation
- ★ Paying Attention & Listening to Others
- ★ Responding to Questions
- ★ Waiting Your Turn to Speak
- ★ Staying on Topic
- ★ Ending a Conversation

☒ Improving Social Behavior

★ Overview

- ★ Sharing Space
- ★ Sharing Materials
- ★ Waiting
- ★ Taking Turns
- ★ Trying New Things
- ★ Respecting the Ideas of Others
- ★ Participating with Others
- ★ Choosing Friends

☒ Graphic Organizers & Tools

★ Overview

- ★ Behavioral Thermometer
- ★ Brainstorming Map
- ★ Circle Organizer
- ★ Concept Map
- ★ Data Chart
- ★ Data Diagram
- ★ Decision Making Guide
- ★ Hierarchical Organizer
- ★ Relationship Target
- ★ T-Chart
- ★ Topic Tree

Improving Communication Skills

Appropriate Topics of Conversation

Download the PDF Form:

[Topics of Conversation](#)

Note:

This activity is best conducted with part assistance to ensure that family values, rules, and expectations of social and communication behaviors are incorporated.

Purpose:

To help students understand the boundaries of their conversational behavior with different classifications of people.

Real Life Examples

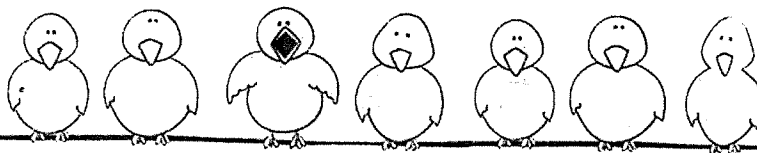
Child	What to talk about on the playground
Adolescent	What topics are appropriate to talk about in mixed company
Adult	What topics are appropriate for the work place

Instructions:

- 1. Have students fill out each box within the T-Chart with (1-3) topics of conversation. Use parents or others close to the student to assist to make sure the topics are within the values and expectations that are appropriate.
- 2. Use the information to help students make choices about conversational topics for a given situation (i.e., Grandpa is coming to visit. What can you talk to Grandpa about?)
- 3. Use the topics listed by incorporating them into a Decision Making Guide to determine the pros and cons of each. (i.e., Talking with my teacher about politics. What are the pros and cons of starting a conversation about this topic?)

Sample Form:

Topics of Conversation



Person	It is appropriate to discuss these topics with...	It is inappropriate to discuss these topics with...
Family Member	<ul style="list-style-type: none"> - school - friends - chores 	I can discuss anything with my family
Acquaintance	<ul style="list-style-type: none"> - weather - something they have interest in 	<ul style="list-style-type: none"> - family or personal information - religion or politics
Stranger	* I am not talk to any strangers for any	allow to reason *
Authority Figure	<ul style="list-style-type: none"> - rules - local activities 	<ul style="list-style-type: none"> - religion - politics - money
Friend	<ul style="list-style-type: none"> - interests - games - sports 	- money



Name _____ Date _____

1. What is this story mostly about?
 - Ⓐ a man who gets a trophy
 - Ⓑ a man who fights phantoms
 - Ⓒ a man who helps his family
2. Which of the following best describes Phil in the story?
 - Ⓐ lazy
 - Ⓑ mean
 - Ⓒ hard-working
3. What was the author's purpose for writing *Fantastic Phil*?
 - Ⓐ to persuade the reader
 - Ⓑ to entertain the reader
 - Ⓒ to inform the reader
4. What happens after Phil helps his brother?
 - Ⓐ Phil finds a photo.
 - Ⓑ Phil helps his wife.
 - Ⓒ Phil calls a friend.
5. Listen to this sentence: *Finally, Phil helps his mom face a phantom.* What does the word **face** mean in this sentence?
 - Ⓐ to deal with
 - Ⓑ the front part of the head
 - Ⓒ to move even a little
6. **Extended Response:** Have students choose a picture from the story. Then have them use details from the picture to write or dictate information about the character based on the picture.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

Fantastic Phil

Main Comprehension Skill: Analyze Character

1. **Ⓒ** *Main Idea and Details*
2. **Ⓒ** *Analyze Character*
3. **Ⓑ** *Author's Purpose*
4. **Ⓒ** *Sequence Events*
5. **Ⓐ** *Vocabulary*
6. Answers will vary but should accurately give information about the character included in the illustration the students choose.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.