

March 13,2020

Dear Parents/Guardians,

Kara O'Donnell, OTR/L and Dmitry Libman, MSPT are the district providers of occupational and physical therapy. We have shared a few handouts with teachers to be included in the take home packets they provided. During school closures you can refer to those handouts and the information listed below:

In this packet we have included a short list of resources for you to engage your child's gross and fine motor function.

If you have not registered your child for Office for People With Developmental Disabilities (OPWDD) Please refer to handout outlining the steps for OPWDD.

During the closure period you can communicate with Kara and Dmitry via email.

Dmitry Libman

Physical Therapist

dlibman@yonkerspublicschools.org

Kara O'Donnell

Occupational Therapist

kodonnell@yonkerspublicschools.org

Youtube is a great resource for activity

1. Please go to youtube.com and enter “**braingym exercise easy**” in the search field, the first video is by Rhonda Miga. Her videos are excellent, short and get the students moving to upbeat music while engaging both sides of the body. Please look at a few other videos under her page that are an excellent source of daily activity for our students.
2. Another great braingym video is “ **braingym exercise easy Bhavesh**” This video offers some great activities for cross body engagement.
3. Finally a video “**Brain gym jgurs**” is a great video for easy Brain gym activities.

Transitional Institute

Overview of Options and Opportunities for transitioning Adults

It is imperative that we get all of our students signed up with OPWDD- the Office for People with Developmental Disabilities.

Before the age of 18, if the family does not qualify for Medicaid there is a possibility that a child with a developmental disability would be eligible for the Medicaid waiver. Once has been found eligible for the waiver and Medicaid then they can access supports and services offered by OPWDD. At the age of 18, eligibility for Medicaid and other benefits (SSA) is based on the individual's financial standing, not the family.

Step 1. Get signed up with OPWDD + Medicaid + SSA

WIHD, 914-493-3953

For OPWDD eligibility you will need a psychological evaluation containing a full scale IQ score, 2 Vinelands, social history and annual physical, along with any specialist reports.



Step 2: Front Door Process (DDRO- local office of OPWDD, 914-332-8960)



Step 3. Get a Medicaid Service Coordinator



Step 4. Explore options for appropriate supports and services

Two Diagnostic Tools are used (DDP2-(filled out by parent/guardian and should be filled out on the students/adults worst day) and EAA)



***Registering with ACCES-VR should happen no later than the fall of the last year the person will be in school. This should and can happen simultaneously with OPWDD supports and services.**

OPWDD services your MSC can help you access.

Day Programs	Community Habilitation
Pre-Vocational Trainings	Respite
Both Day and Pre-voc services	Recreation
Supported employment	Pathways to Employment
Employment Training Programs (ETP)	Self-Direction
Housing	

Students are eligible to participate in ETP while still in school if the school works with OPWDD and the student is OPWDD eligible.

Employment Training Program: Grady Miller (845) 947-6030.

Students can also access job training opportunities through ACCES-VR while in school- depending on what supports the school has set up with ACCES-VR.

Sensory Diet Activities for Children

Touch/Deep Pressure

Swaddle
Bear hugs
Backscratch
Massage with/without lotion
Joint compressions
Therapy brushing
Warm bath
Scrub with washcloth/scrubby
Water play
Wear certain fabrics
Explore various textures
Sit in the sunshine/shade
Jump on "crash pad"
Log rolling
Use hand fidgets
Play with stuffed toys
Make mudpies
Use fingerpaint or other paints
Use glitter glue

Arts & crafts
Use foamy soap/shaving cream
Play with whipped cream
Pet a dog, cat, or other animal
Mix cookie dough, cake batter
Weighted blanket, vest, lap pad
Roll up in a "burrito" blanket
"Sandwich" between pillows
Climb under sofa cushions
Play in sandbox
Use Play-doh, Gak, Floam,
Sculpey, Silly Putty, clay
Sensory bin with dry rice &
beans or other materials
Help with gardening
Vibrating toys - pens, balls,
stuffed toys
Use vibrating toothbrush
Vibramat/Tender Vibes mattress

Others:

Note: Never force a child to touch something he finds "gross." Let him use a paintbrush, stick, gloves, or even a toy for cautious exploration. The mouth is also lined with skin - see "oral comforts."

Movement/Proprioception

Rocking (in your arms, hobby horse, or rocking chair)
Playing horsie on your knee
Crawling on hands and knees
Commando crawling with full body
Walk
Run
Jump
March
Dance
Bunny hop
Wheelbarrow walk
Animal walks
Jumping jacks
Floor push ups
Wall push ups
Sit ups
Use swings
Playground slides
Use monkey bars
Climb stairs

Climb ladders
Jump on mini-trampoline
Use Sit n' Spin, Dizzy Disc Jr.,
or other spinning toy
Hop-It balls
Inflatable seat cushions
Bounce on a therapy ball
Ride a tricycle/bicycle
Ride a scooter/skateboard
Amusement park rides
Swimming
Push a grocery cart or stroller
Brain Gym and yoga exercises
Roll down a hill
Hokey Pokey
Play catch
Balloon tennis
Play hopscotch
Cartwheels and somersaults
Ice skating/sledding/skiing
Pogo Stick/Bungee Jumper

Others:

Notes: Generally, rhythmic movement is calming while erratic movement is arousing. Never force movement. Look out for physiological responses such as increased distractibility, disorientation, nausea, breathing changes, unexpected tiredness, suddenly pale or flushed skin.

More Sensory Diet Activities for Children

Listening/Auditory

Listen to favorite music
Discover calming vs. arousing music
Bang on pots and pans
Play musical instruments
Listen to sounds of nature outdoors
Singing
Humming
Whispering
Blow whistles
Therapeutic Listening programs
Sound Ease/School Ease CDs
White noise machine or CD

Observe silence
Identify and label sounds
Use earplugs or sound-canceling headphones
Explore the stereo volume control knob
“Safe space” with quiet and low light

Others:

Looking/Vision

Look at mobiles, lava lamps, bubble lamps
Colored lightbulbs
Avoid fluorescent bulbs (visual flicker, noise, and mercury content in compact fluorescents)
“Safe space” with minimal visuals
Respect color preference in clothing, objects, and interior decorating
Reconsider complicated prints and patterns on clothing, walls, and floors
Toys in opaque containers
Leave out 5-10 toys at a time to avoid visual overload
Look at photos
Look at picture books
Look at nature - fish tanks, farm, zoo, ocean

Watch cartoons and movies
High-quality sunglasses outdoors
Tinted lenses indoors if sensitive to glare
Wide brim hat or visor outdoors
Games and activities that develop visual skills- mazes, dot-to-dots, I Spy, drawing, flashlight tag, etc.

Others:

Smell/Taste/Oral Comforts

Essential oils and scented candles
Explore personal preference and discover invigorating (typically lemon and peppermint) vs. calming (typically vanilla, rose, and sweet orange)
Smell flowers
Sniff spices and herbs
Blindfold smelling game
Explore tastes: sweet, salty, sour, spicy, bitter
Eat frozen/cool/warm foods
Explore textures: crunchy, creamy, chewy, lumpy
Chew gum/suck on lollipop
Blow bubbles
Suck thick liquid through straw
Use age appropriate “chewy”

Others:

Note: Avoid lavender and tea tree oil as studies show they may cause hormonal imbalances in young boys.