

Guidelines for Maintaining Progress Levels

Dear Parent,

During the course of this school year the therapist working under the Special Education Department have developed a treatment plan customize for your child. The components of the treatment plan are designed to optimize student improvement. This includes but is not limited to musculoskeletal improvements that support dexterity, posture, and school day endurance. We are providing these guidelines as one way of maintaining the gains made by your child.

1. Keep your child active on a daily basis. Long periods of inactivity and idleness are a mainstream for student decline.
2. If safe social distancing is maintained (6 feet) your local playground offers an optimal out of school therapy experience through its equipment.
 - Jungle gym: There is no substitute for the development avenues opened by climbing.
 - Swing Set: Provides an optimal sensory integration input through the Vestibular System.
 - Climbing Net: Again, movement against gravity is optimal.
3. Bike & Scooter Riding for vestibular input and balance development.
4. Crab walking daily- 75 feet for sensory input and strengthening the 4 extremities.
5. Wheel barrel walking daily- 75 feet for arm & trunk strengthening.
6. Sit ups over a therapy ball for trunk strengthening (3) sets of 10.
7. Maintenance and development of fine motor skills.
 - Scissor skills can be enhanced by cutting out circles from 6 to 3 inches with emphasis on minimizing deviation from line.

Guidelines for Maintaining Current Progress Levels-(cont.)

- Finger strengthening can be improved by placing rubber bands on the tips of clothespins and then placing them around the lip of a box.
 - Therapy putty or Play-Doh can also be used for hand strengthening.
- 8 Any handwriting activity will enhance and maintain progress made during the school year. Emphasis should be placed on proper letter formation and maintaining a consistent space in between words.

Please contact Mr. Kurt Campbell with any questions.

Kurt Campbell

Kcampell@mbacs.org