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The *American Journal of Occupational Therapy* published research on sensory processing and pretend play in 42 typically developing children ages 5-7 years old. Each child was assessed with the Child Initiated Pretend Play Assessment and the Home and Main Classroom forms of the Sensory Processing Measure (SPM).

The results of the assessment regarding the relationship between sensory processing and pretend play indicated the following:

- significant relationships between elaborate pretend play and *body awareness*, balance, and touch.
- object substitution was associated with social participation.

The researchers concluded that *body awareness*, balance, touch, and social participation were predictive of the quality of children’s engagement in pretend play in the home environment.

**Read 6 Ways to Adapt Pretend Play**: Pediatric therapists can help to provide consultation services to adapt toys and activities in the home, preschools and early elementary schools.

**Read Why Children NEED Pretend Play**

**Read about Pretend Play and Executive Function**
Looking for activity ideas to encourage pretend play? Check out these resources from [GrowingPlay.com](http://GrowingPlay.com).


Looking for body awareness activities? Check out these titles:

- **Personal Space Journey**
- **Simon Says**
- **Move Like Me**
GIRLS WITH AUTISM STRUGGLE MORE WITH DAILY ROUTINE TASKS

The *Journal of Autism and Developmental Disorders* published research indicating that girls with autism struggle more with daily routine tasks. The study included an age and IQ-matched sample of 228 school-aged youth diagnosed with Autism Spectrum Disorder (ASD) to assess sex differences on the Autism Diagnostic Observation Schedule and Autism Diagnostic Interview-Revised, parent-reported autistic traits, and adaptive skills. The results indicated that:

- females and males were rated similarly on gold-standard diagnostic measures overall.
- females with higher IQs were less likely to meet criteria on the ADI-R.
- females were also found to be significantly more impaired on parent-reported autistic traits and adaptive skills such as getting up and dressed and making small talk.

The lead researcher, Allison Ratto, Ph.D., states “This could mean that girls who meet the same clinical criteria as boys actually are more severely affected by ongoing social and adaptive skill deficits that we don’t capture in current clinical measures, and that autistic girls, in general, may be camouflaging these types of autism deficits during direct assessments.”

References:


Get more information on [daily living skills for girls](http://www.example.com/daily-living-skills-for-girls).
HOW TO MAXIMIZE TIME SPENT ON GOAL PRACTICE DURING THERAPY SESSIONS

Do you ever find yourself finishing up a therapy session, going to document progress and realizing that the last 30 minutes did not go as planned? Maybe the therapeutic activities metamorphosed into other play skill domains that were not directly goal related but beneficial to overall child development. Have you ever spent the majority of your session on behavioral support? Perhaps it took too much time to set up an activity or transition from one activity to the next. Regardless of the scenario, there are times when therapy sessions are not comprised of all meaningful, goal-directed activities.

The *British Journal of Occupational Therapy* published research following a video analysis of 10 children with unilateral cerebral palsy during an occupational therapy session. The results indicated that less than half of the session time was spent in goal practice, even though the sessions were being conducted under a goal-directed framework. Non-goal-related activities comprised nearly half of in-session time. Even though this is a small sample size, that is scary – LESS THAN HALF of the session time was spent on goal practice!

Here are some suggestions on how to maximize time spent on goal practice during therapy sessions and improve productivity:

1. **SET GOALS** – review the overall goal for the child and set meaningful, functional goals for each therapy session.
2. **PLAN AHEAD** – determine what meaningful goal related activities you will practice during the session. You may need an extra idea or two prepped
and ready to go in case a child moves quickly through the tasks or is highly disinterested in a certain activity.

3. **SET BEHAVIORAL EXPECTATIONS** – Set ground rules with the child if necessary to reduce behavioral issues during the session.

4. **STAY ON TASK** – Ensure that you complete the goal related activities in a timely manner, staying focused on the goal of the session.

5. **PROVIDE REMINDERS** – When you first start working on maximizing your time spent on goal practice try checking whether you are staying on track every five minutes. Ask yourself, is this activity we are currently doing working towards the meaningful goal? If not, redirect the child back to a more suitable activity.

6. **ESTABLISH A ROUTINE** – When the child knows what to expect it is easier to keep everyone on task.

7. **DO NOT HAVE SIDE CONVERSATIONS** – When working with children, our focus should be on that child or group of children. Try not to engage in side conversations with other adults unless it is regarding carryover activities.


**Read 5 Ways to Improve Productivity as a School-Based Therapist.**

If you need activity ideas specifically for children with unilateral cerebral palsy to help plan ahead, check out [Therapeutic PLAY Activities for Children](https://www.therapysource.com/therapeutic-play).

SENSORY INTEGRATION THERAPY AND OCCUPATIONAL PERFORMANCE IN CHILDREN WITH AUTISM

OTJR: Occupation, Participation, and Health published research investigating sensory integration therapy and occupational performance in children with Autism Spectrum Disorder (ASD). Thirty-one, 3-8 year old children, with ASD participated in the study with 16 receiving sensory integration therapy and 15 placed in a control group. Each child was assessed with the Short Child Occupational Profile (SCOPE) for their occupational performance and the Sensory Profile (SP) for sensory problems. The sensory integration therapy was provided 24 times at a frequency of 2 per week, 45-minute sessions and 15 additional minutes devoted to parent education. The results indicated the following:

- the intervention group showed significantly greater improvement in all the SCOPE domains.
- the intervention group showed significantly great improvement in all the Sensory Profile domains except for the “emotional reactions” and “emotional/social responses” domains.

The researchers concluded that sensory integration therapy could improve occupational performance and sensory processing abilities in children with Autism Spectrum Disorder.


The Sensory Strategies for the Classroom Bundle includes 9 digital downloads to help students to be ready to learn or participate in functional tasks. FIND OUT MORE HERE.

Read more research about sensory processing and Autism Spectrum Disorder.
EXERCISE INTERVENTIONS FOR CHILDREN WITH CEREBRAL PALSY

Disability and Rehabilitation published a systemic review to determine the effectiveness of active exercise interventions for improving gross motor activity/participation of school-aged, ambulant/semi-ambulant children with cerebral palsy.

The systemic review included 34 studies with seven interventions that reported on gross motor function although a limited number studied participation outcomes. The review indicated the following regarding exercise interventions for children with cerebral palsy:

- strong positive evidence was available for Gross Motor Activity Training and Gross Motor Activity Training with progressive resistance exercise plus additional physical therapy.
- moderate positive evidence exists for Gross Motor Activity Training plus additional physiotherapy and Physical Fitness Training.
- weak positive evidence was available for Modified Sport and Non-Immersive Virtual Reality.
- strong evidence against Gross Motor Activity Training plus progressive resistance exercise without additional physical therapy.

The researchers concluded that active, performance-focused exercise with variable practice opportunities improves gross motor function in ambulant/semi-ambulant children with cerebral palsy. Additional research is recommended to measure participation outcomes.


Read more articles on gross motor skills and cerebral palsy here.
10 ESSENTIAL ELEMENTS OF AN EFFECTIVE SENSORY INTEGRATION SESSION

There are many factors that are part of an effective sensory integration session. To start off with you need a qualified, experienced pediatric occupational or physical therapist to provide a comprehensive evaluation. The physical environment should be set up with the proper equipment if needed. Communication between the therapist, parents, and child is necessary to determine the overall functional goal of sensory integration therapy. The next step is to start sensory integration therapy sessions.

Here are 10 essential elements of an effective sensory integration session:

~ Provide physical safety – make sure that the environment is safe for the child including any equipment being used.

~ Offer 2 or more of the 3 types of sensory input ie proprioceptive, tactile, vestibular, etc.

~ Assist the child to attain and maintain an appropriate level of alertness to participate in the activities.

~ Challenge postural, ocular-motor, oral-motor or bilateral coordination.

~ Challenge praxis, motor planning, and organizational skills.

~ Provide activity choices for the child.

~ Offer just-right challenges by modifying the task based on the success of the child.

~ Make sure the child has an appropriate adaptive response to the challenge and is successful.

~ Present activities that the child is internally motivated to complete.

~ Establish a connection with the child.
This list of 10 process elements reflect key strategies from the Ayres Sensory Integration and was developed as part of the Ayres Sensory Integration Fidelity Measure.

Read the complete study here Development of a fidelity measure for research on the effectiveness of the Ayres Sensory Integration® intervention.


Do you need carryover sensory strategies for the classroom?

The Sensory Strategies for the Classroom Bundle includes 9 digital downloads to help students to be ready to learn or participate in functional tasks. Click on each link to view more information about the 9 titles:
Typical Classroom Sensory-Based Problem Behaviors & Suggested Therapeutic Interventions
Sensory Tools for the Classroom
Cut and Paste Sensory Diet for Home and School
Breathing Breaks
Classroom Activity Posters
Self-Calming Strategies
Calming Strategies for the Classroom
Calm Down Cards
Emotions Packet

All of the titles are digital documents and will be available immediately following payment.

FIND OUT MORE HERE.
Today, January 23rd is National Handwriting Day. It seems like a great occasion for a celebration (and cake), but quite frankly, handwriting has gotten a pretty bad rap! Its previous status as a central pillar of literacy has been tarnished, and it is now considered irrelevant, and hard to teach! There have been plenty of studies that have stressed the importance of handwriting, and warned of the dire consequences of eliminating it from the curriculum. Instead of revisiting those well-made arguments, I’d like to entice you to rethink your commitment to teaching handwriting by providing five effective teaching strategies (along with a very appealing party favor!) that you can implement immediately to improve your students’ handwriting.

The following are suggestions on how you can help revive handwriting and return it to its former glory:

**Top-to-bottom, left-to-right**

Letter formation is most efficient when letters are formed from top-to-bottom and from left to right. Without explicit teaching, many students will start their letters from the bottom which makes for slow, laborious writing. Show your students how the line starts on the left side of the page and moves across. Letters should move in the “right” direction. Whenever students make their letters from bottom-to-top, jokingly state that you are writing letters not growing trees (Get it? Trees grow from the ground up!)

**Continuous Strokes**

Single stroke letters are formed with one continuous movement, except to cross the t, x, and f, and dot the i and j. In contrast, ball-and-stick letters require multiple pencil lifts and constant visual monitoring to assure that the circle/ball is placed
accurately relative to the line /stick. Since the goal of handwriting instruction is to make the mechanical act of writing more automatic it makes sense to go with the flow!

Letter Families

The secret to teaching handwriting efficiently is to group letters that are formed with similar motor patterns together. This allows students to master several letters in one lesson. The following groupings are used in the Handwriting Heroes program:

- Skydivers: l t k i j all skydive down
- Bouncers: h b r n m p all drop down, bounce back up and over
- Cannon Pops: c a d o g q all start like “c”
- Skiers: v w x y all ski diagonally down
- Surfers: s u f e z “surf the wave” as they have various formations

Tall Tales

Letters are essentially random squiggles that have no meaning. A great strategy for making sense of these squiggles is to create stories to explain why they are formed in the way that they are. Have your students contribute their own ideas so that they feel personally invested in the stories. Using slapstick humor is a foolproof way to make stories memorable. One of our most adored stories, for example, relates to the letter “r”: the ball drops down, bounces back up and onto the rabbits head!” The rabbit, in turn, roars “rrrrrr”!

Write-on, wipe-off

Kids love using wipe-off materials! Simply slip the worksheet into a dry erase pocket or plastic sleeve, or else laminate it. The write & wipe surface allows students to practice over and over again without a permanent memento of their errors. For students who struggle with handwriting, it’s truly a game-changer! Even students who “hate” writing respond positively.
I buy dry erase markers – the ones with the eraser on the cap – in bulk! They move smoothly and are great for students who have weaker fine motor skills and cannot exert adequate pressure when writing. After students write a letter, I have them erase it using the same strokes. I also like to use dry erase crayons – especially for rainbow writing.

So, now that you have some tricks up your sleeve, it’s time for the pencil to fight back!

Well, perhaps that’s a bit dramatic – especially since I love technology too! The point is we don’t have to let handwriting go by the wayside just because of technology. They can coexist so that our students have multiple means of expressing themselves.

Sincerely,

Cheryl Bregman, a Handwriting Enthusiast

P.S. Don’t forget to check out the Handwriting Heroes iPad app!

FIND OUT MORE INFORMATION ABOUT THE HANDWRITING HEROES BUNDLE CREATED BY CHERYL BREGMAN, OTR.

Handwriting Heroes digital download is a highly effective, and easy to implement program for learning how to write lower case and upper case letters accurately and fluently. This powerful teaching tool is designed to accelerate handwriting instruction. This handwriting program includes everything you need for consistent handwriting instruction for lower case letters.
Learning and Individual Differences published research on the association between fundamental motor skills, executive function skills, and reading. The study included 145 socioeconomically disadvantaged kindergarteners of diverse ethnicity. Each participant was assessed with the following: The Behavior Rating Inventory of Executive Function—Preschool Version to measure executive function skills, PE Metrics™ was used to measure children’s fundamental motor skills (object control and locomotor skills) and the Early Literacy Inventory to measure reading proficiency.

Data analysis revealed:

- statistically significant relationships between global executive function skills, fundamental motor skills, and reading proficiency.
- the strongest correlation was observed between global executive function skills and reading proficiency.
- reading proficiency was significantly predicted by both working memory and inhibition.
- fundamental motor skills were a significant predictor of global executive function skills.
• the relationship was not significant between fundamental motor skills and reading proficiency directly but the relationship was fully mediated by global executive function skills.

The researchers concluded that a physical activity program may be important for improving fundamental motor skills and executive function skills in children to encourage reading proficiency.


**Read more about:**

Fine Motor Skills, Visual Function, and Reading in Children.

Link Between Reading, Visual Perception, and Visual–Motor Integration

Executive Functions, Motor Abilities and Daily Functioning in Children.

Motor Skills and Executive Function

It’s a bird…It’s a plane… It’s a Superhero Action Verb! – This download includes sensory motor activities about action verbs such as roll, crawl, kneel, walk, run, hop, throw, kick, etc. Practice fine motor, gross motor, handwriting and literacy skills with this collection. FIND OUT MORE.
Are you in search of evidence-based resource for OTs on Rhythmic Movement? Sonia Story, who offers the Sensory and Brain Foundations Courses has put together an AMAZING white paper entitled Evidence for OT Practice. (This post contains affiliate links).

You can learn more and register for the [Brain and Sensory Foundation courses here](#).

The 12 page PDF Evidence for OT Practice provides the following based on numerous references (3 pages) included in the white paper:

- Overview of Primitive and Postural Reflexes
- Consequences of Retained Primitive Reflexes
- Specific Reflexes and Supporting Research for Reflex Integration – Tonic Labyrinthine Reflex (TLR), Asymmetrical Tonic Neck Reflex (ATNR), Symmetrical Tonic Neck Reflex (STNR), Moro Reflex and Combined Reflexes.
- The rationale for Addressing Retained Reflexes and the Problems that Arise Subsequent to the Retained Reflexes
- Use of Innate Rhythmic and Developmental Movements to Support Reflex Integration and Function
Common Disorders Linked to Sensory-Motor Abnormalities
Plausible Mechanisms for Brain Maturation and Connectivity
Visual Processing Example Shows the Importance of Neurodevelopmental Movements
The Brain and Sensory Foundations Curriculum Overview

DOWNLOAD YOUR FREE COPY OF THE BRAIN AND SENSORY FOUNDATIONS CURRICULUM – EVIDENCE-BASED RATIONALE AND RELEVANCE TO OCCUPATIONAL THERAPY PRACTICE HERE. Interested in registering for the ongoing courses? Find out more here.
RHYTHMIC AUDITORY CUEING AND GAIT

Rhythmic auditory cueing provides a uniform or patterned recurrence of a beat or accent to offer an external cue for to influence motor execution. *Neuropsychiatric Disease and Treatment* published a research review to analyze the effects of rhythmic auditory cueing on spatiotemporal and kinematic parameters of gait in people with cerebral palsy. After reviewing 547 studies, nine studies involving 227 participants (108 children/119 adults) met the inclusion criteria for the meta-analysis on rhythmic auditory cueing and gait.

The review indicated beneficial effects of rhythmic auditory cueing on gait performance among all included studies. Specifically, there were beneficial effects of rhythmic auditory cueing on:

- gait dynamic index (Hedge’s g=0.9)
- gait velocity
- cadence
- stride length

The researchers concluded that there is supportive evidence for rhythmic auditory cueing to enhance gait performance and stability in people with cerebral palsy.


*Rhythmic Motion* is a collection of single and double motion cards to follow using your hands, feet or ribbon sticks. Practice following directional cues, reinforce positional words (right, left, across, up, down, etc) and move to the beat. **FIND OUT MORE HERE.**
As a parent, teaching your children life skills and daily activities is one tough job. It always seems like when your life is the most hectic, you need your children to be more independent throughout the daily routine. As a mother of 6 children, I know this all too well. Take the morning routine for example – the kids get up, eat breakfast, brush teeth, get dressed, organize school work, pack lunches and more. All at the same time that parents are trying to get themselves ready for work. When children can be independent, it can make life at home easier. As parents, we can get caught in a trap where we do too much for our children or rely on daycare or school to teach our children certain life skills. At the end of the day, children need our time at home to help teach them life skills.

Here are 5 simple way to get started right away to teach your children to be independent:

1. *Use slip-on shoes when children are young* – Try boots, crocs, or moccasins. Kids can get these on easily and independently at a young age.

2. *Teach the flip coat method* – Are you familiar with the Montessori Method of getting a coat on? Children are able to get their coats on by themselves at a younger age by using this method. You put the coat on the ground with the hood at the child’s feet. They slip their arms into the coat and flip it over their head to get it on (watch the video below).
3. Assign them chores they can do completely by themselves – Keep it super simple. Kids LOVE to help but sometimes it can make it more difficult if a parent has their own chores to do. Try chores such as wiping tables, feeding the pets, refilling napkins or sorting socks to start. Children will be proud of themselves that they can do it without help.

4. Allow for plenty of practice time and try different methods of teaching certain skills – Make time in your schedule to give extra time to practice new skills. Do not try to teach new skills when you are running out the door in the morning. Try different ways of teaching skills. For example, some children will be able to learn how to tie their sneakers using the old fashioned way but others may need to learn a different way (see video).

5. Modify the environment so children can be independent – For example, provide a stool at the sink so children can reach the water to wash their hands, get a drink or brush their teeth.

One super helpful tip to continue to encourage independence is to follow a routine. Children will know what is expected of them in the morning, after school and evening. **Daily Routine Visual Schedules** digital download includes 70+ picture icons for Morning Routines, School Routines, Afternoon Routines and Evening Routines. The pictures are suitable for all ages.

Watch the [video to view 5 Ways To Teach Your Children to Be Independent](#).

Read more about teaching children life skills:

- [10 Tips to Teach Children Self Help Skills](#)
- [10 Tips to Help Children with Toileting](#)
- [Important Information Children Should Know](#)
- [Teach Life Skills to Learn Responsibility and Independence](#)
Do you struggle to find the time to plan out therapy sessions? These no-prep activities encourage fine motor and executive function skills with a Winter theme. And… they are FREE! The black and white pages are super easy to print off and start working with students right away. This three-page free sample download is from the Winter Skill Builders packet, created by Thia Triggs, school-based Occupational Therapist.

DOWNLOAD YOUR FREE SAMPLE PAGES FOR FINE MOTOR AND EXECUTIVE FUNCTION SKILLS WITH A WINTER THEME

Winter Skill Builders Features:
Teacher’s Guide for each of the six units.
Occupational Therapy tips and tricks for explicit instruction, developmental sequence, and breaking tasks into their smallest steps so all children can learn.
Specific differentiation tools and support.
AND MUCH MORE! Find out more information.
COLOR CUT GLUE SCISSOR PRACTICE FOR WINTER

We are back again with a new color, cut and glue project. This time it is for Winter! Download the Color Cut Glue Scissor Practice for Winter. The black and white printable activity pages encourage children to practice coloring, cutting out simple shapes, planning out where to glue the pieces (the trickiest part) and then glue the shapes together to create the Winter themed pictures: penguin, snowman, and hot cocoa. Just print and it is all set to go.

This activity encourages:

- scissor skills practice
- eye-hand coordination
- bilateral coordination
- motor planning
- sequencing

DOWNLOAD YOUR FREE COPY HERE.

If you need more activities that require cutting, pasting and sequencing, check out Cut, Sequence, Paste and Draw Arctic Animals. If you need fine motor, gross motor, AND visual motor activities, check out the Winter Skill Builders or the Winter Packet

If you need more specific information on the development of scissor skills, check out The Scissor Skills Book. This digital download is a huge resource for anyone who works on scissor skills with children. Written by the Functional Skills for Kids (FSFK) team of 10 pediatric physical and occupational therapists with years of experience in the field, The Scissor Skills Book is the ultimate resource for tips, strategies, suggestions, and information to support scissor skill development in children.
Do you know any children who love Star Wars? Why not add in some physical activity? This is a great, fun, NO-PREP one page FREE printable to get your Star Wars Brain Break Workout started!

Children can follow along with each exercise below for a quick brain break or anytime you need some aerobic activity, muscle strengthening, balance and coordination skill practice. Research has shown that 5-20 minute movement breaks in the classroom can positively affect the following:

- cognitive skills including executive function, attention span, memory skills and verbal comprehension
- academic achievement on test scores
- attitude changes in motivation and self-concept
- on task behaviors
- organizational skills
- motor planning
- impulse control

In addition, research has also indicated that students can retain information longer when gestures are used to learn the material.
Therefore, why not try adding brain breaks to your classroom routine and start off with this highly engaging Star Wars Brain Break Workout.

**STAR WARS BRAIN BREAK WORKOUT**

- Squats
- Toe touches
- Arm circles
- Run in place
- Walk backwards
- Arms overhead
- Reverse jumps
- Stomp feet

[DOWNLOAD THE STAR WARS WORKOUT HERE.](#)

Get the complete [Star Wars Sensory Motor digital download](#) to practice fine motor, gross motor, and visual perceptual skills.
The Winter Olympics are quickly approaching. It’s a great time to add more movement into the classroom with brain breaks. These quick brain breaks can be highly motivating for the class during an Olympic year.

**Here are 10 FREE Winter Olympic brain break ideas:**

**Downhill skiing** – Pretend to downhill ski. Squat down low, arms straight (reaching back and low). Keep knees together. Stand back up slowly. Pretend to glide through the snow as you squat.

**Ski Jumping** – Stand up. Squat down low and count to 5 then stand up tall and go straight on your tiptoes with arms straight.

**Snowboarder** – Pretend to snowboard. Stand up tall arms out to the side with feet together. Bend your knees slightly moving hips side to side.

**Slalom Skiing** – Pretend to slalom ski. Stand up and keep feet together. Jump side to side in place pretending to go over the moguls and through the flags.

**Bobsledding** – Sit up tall in your chair. Straighten your knees, lifting both feet up. Hold onto the sides of your chair. Lean left and right slowly like you are bobsledding down the track.
Luge Option #1 – On the floor: Lay on the floor arms at your side. Lift both feet off the floor with knees straight and hold the position with tummy tight. Option #2 – Standing: Stand up tall, feet together with arms at side. Go up on tiptoes and balance.

Bobsled Push – Pretend to push the bobsled to get it started. Put your hands on the wall or the desk and push. Make it harder by moving your feet further away from the wall.

Curling – Curling is a sport played on ice where you need to slide stones across the ice. Bend down on one knee and push hands forward. Stand back up and bend down on the other knee.

Figure Skating – Pretend to figure skate. Push your feet out gracefully and twirl in place. Practice balancing on one foot.

Ice Hockey – Pretend to move like an ice hockey player. Clasp hands together holding your stick and quickly slide feet staying in control.

Get the complete Winter Olympic Brain Breaks. The digital download includes 16 Winter Olympic Brain Break Cards with pictures, 16 brain breaks circle pictures for popsicle sticks, ideas for use, and calm down poem.

Research has shown a positive association between 5-20 minute movement breaks in the classroom and cognitive skills, academic achievement, test scores, attitude, and behavior. These quick movement breaks require no equipment and minimal space. The students can perform the 16 activities right in the classroom or in a larger area if available. This is an easy way to incorporate the exciting Winter Olympics into the school day.

FIND OUT MORE about the Winter Olympic Brain Breaks.
I SPY EXERCISE MOVEMENT AND VISUAL PERCEPTUAL ACTIVITY
FREEBIE

Are you looking for a no-prep visual discrimination, visual motor, body awareness and exercise activity? Here is a one-page black and white I Spy Exercise activity for you.

Print the activity and give to the child with crayons, markers or colored pencils including each color of the rainbow (red, orange, yellow, green, blue and purple). Look for each cartoon character pictured at the bottom of the page. Once you find it, color in the t-shirt the correct color and copy the exercise that the character is performing.

This activity encourages:

- visual discrimination skills
- visual motor skills
- body awareness
- motor planning
- bilateral coordination
- physical activity
- balance
- flexibility

Not bad for a one-page FREE worksheet!!!!

DOWNLOAD YOUR FREE I SPY EXERCISE ACTIVITY HERE.

Don’t forget to check out page 2 of the download for a 30% off coupon code for more products like this activity.
Are you in search of a quick movement activity that requires no equipment? Maybe the children that you work with need body awareness, motor planning, and coordination practice. You will want to download this freebie – I Can Go Up High Movement Song.

This movement song challenges body awareness, motor planning, bilateral coordination, balance, gross motor skills, motor timing, rhythm, and flexibility. All on just ONE page. Pretty sweet right?

Here is why I love activities like this. Sometimes, we need to provide children with quick movement breaks to get their bodies ready to work. Sure there are plenty of YouTube videos, Go Noodle activities and more but they require some form of technology that is not always available. These NO-PREP Movement Songs can be printed and ready to use at any time even in small spaces.

When you first teach the children this movement song, break it down into several steps. First, practice the movements. Then, practice singing the words. Finally, put the movements together with the singing.

This freebie is from the complete collection of Movement Songs. This digital download packet encourages body awareness, gross motor skills, motor planning, bilateral coordination, and rhythm. It includes 12 ready to print active songs for
children to follow along with their own body actions. Each page includes photos of children performing some of the actions. The songs are sung to the tune of traditional songs such as Row, Row, Row your Boat and Twinkle, Twinkle Little Star.

DOWNLOAD YOUR FREE COPY OF I CAN GO UP HIGH MOVEMENT SONG HERE.