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GROSS MOTOR SKILLS FOR PRESCHOOLERS – 3 WAYS TO EMBED PHYSICAL ACTIVITY

Did you know that The National Association for Sport and Physical Education recommends that preschoolers engage in at least 120 minutes of structured and unstructured physical activities each day? In order to meet these recommendations, gross motor skills for preschoolers should be encouraged throughout the day. Gross motor skills such as running, jumping, and skipping are moderate to vigorous types of physical activity. With the push for early academic learning in young children, it can be hard to find 2 hours per day for physical activity in preschoolers.

3 Ways to Embed Gross Motor Skills for Preschoolers Throughout the Day

Here are three easy ways to include gross motor skills for preschoolers all day long.

Take Physical Activity Breaks

It is recommended to include two, 10 minute, motor activity breaks throughout the day before returning to a lesson. Many teachers call these “brain breaks”. It is a time for your brain to take a break from all the learning and re-energize. Here are some examples of brain breaks for small spaces that include gross motor activities:

- recess
- dancing to songs or music
- outdoor play
- yoga
- coordination activities like jumping jacks or marching in place

These quick gross motor activities will help preschoolers add in physical activity and encourage the brain and body to be ready to learn.

Encourage Physical Activity During Transition Time

Preschoolers rarely stay in one spot for long. Developmentally they are meant to move and transition to different activities to stay alert and engaged. Maximize transition time by adding in movement during transition time. Instead of just walking in a straight line or slowly walking back to your seat mix it up by adding in different gross motor skills such as:

- walking backwards

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- walking sideways
- crawling
- walking with your hands overhead
- marching with high knees

Embed Movement into Academic Lessons

To add even more gross motor skills for preschoolers throughout the day, embed activities into academic lessons. Here are three examples.

**Literacy/Reading Time**

Choose books that you can incorporate movement into the lesson. Find books that include animals, sports, transportation, or other movement type activities in the story. It will make it easier to incorporate actions while reading. Try reading the book through the first time. Then the second time you read it the children can act out the motions to go along with the story. Make some cards with the action verbs on it from the story. Use those cards during other times during the day for movement break activities.

Teach the letters of the alphabet using movement. Exploring educational concepts through movement and multiple senses give children opportunities to learn in ways they understand.

**Number Skills**

Adding counting and number recognition to encourage gross motor skills for preschoolers is probably the easiest to put into action. Preschoolers can count as they exercise or play catch. Roll dice, count the numbers and perform that many of a certain motor skill. Use beanbags to play games that have numbers on them.

**Science**

Keep it simple and add in physical activity to the science lessons you are teaching. For example, if you are learning about the weather, preschoolers can act out different types of weather such as rain, hurricanes, tornadoes, etc. Explore basic physics principles using ramps and balance beams. Water play can be a great way to explore early science concepts. Preschoolers can squat, lift, and pour during water play.

**Don’t Forget Recess to Encourage Gross Motor Skills for Preschoolers**

Do not forget the importance of recess to develop gross motor skills for preschoolers. Young children need unstructured, physical activity time throughout the day and the easiest way to provide this is outdoor recess. Children also learn important social emotional skills during free play too. Best part of recess? No planning required!

Reference:

EFFECTIVE COLLABORATION IN SCHOOLS

When you work in an educational environment, a big part of the job is effective collaboration in schools. There is collaboration between many different stakeholders such as students, parents, classroom teachers, physical educators, art teachers, music teachers, computer lab, administration, teaching assistants, school-based therapists and probably a few more! At times this can be very difficult due to packed schedules or multiple schools.

5 Things to Try Today for Effective Collaboration in Schools

Here are a few tips for successful collaboration in education. Work on the suggestions daily and your school staff will start to work better together.

**Build relationships.**

Take the time to get to know all the people that will interact with the students who you work with. First and foremost, build a relationship with the student. Find out about their likes/dislikes, goals, aspirations and dreams. Tell them a little bit about yourself so they will feel connected. For staff members, it could be as simple as always saying hello or taking some time to schedule lunch with someone. Once you build relationships, you will be able to inspire each other to do better.

**Ask questions.**

Learn from others. Ask questions. What worked in the past for a student? What has worked with other students? We are not in the classrooms all the time gaining valuable observational experiences. Tap into everyone else’s knowledge to get a clearer picture.

**Be prepared.**

When you do find time to meet, be prepared. Have a list of questions or suggestions of what you would like to accomplish. Bring visual examples of what is working with the student. Communicate effectively and try not to use any jargon that other team members will not understand.

**Establish general guidelines for Effective Collaboration in Schools.**

When you are able to meet, try and establish roles, goals and responsibilities for each person. Maybe even make a list of who will be doing what. This creates accountability and teamwork. Success in completing your role will establish trust that you can get the job done. Action speaks louder than words.

**Be flexible and respectful.**

Remember you are one part of a large team that can help the students. Exchange ideas. You may think you have the best idea/suggestion ever but if the team does not agree that it will work you may need to rethink the idea. Take the time to listen to other ideas and if you do not agree speak your opinion but with respect.

When these ideas are put into practice, effective collaboration in schools and education will emerge helping your students to succeed.

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YOGA FOR PRESCHOOLERS TO HELP WITH SELF-REGULATION

A yearlong study was published on yoga for preschoolers to help with self-regulation. The *Journal of Child and Family Studies* reported on 29 children ages 3-5 to evaluate the effectiveness of mindfulness-based yoga intervention on self-regulation skills. Sixteen of the preschoolers participated in a mindful yoga intervention group taught by the classroom teacher. Parent reports and assessments were completed on children’s self-regulation (i.e., attention, delay of gratification and inhibitory control).

**Results of the Study on Yoga for Preschoolers to Help with Self-Regulation**

The results of the study indicated the following:

1. the assessments showed significant effects of the mindful yoga intervention on all three indices of self-regulation.

2. some evidence showed that the children who were most at risk of self-regulation dysfunction benefited the most from the mindful yoga intervention.

**Why Use Yoga for Preschoolers?**

Starting yoga with preschoolers has many benefits. Not only will yoga for preschoolers potentially help with self-regulation it will also increase physical activity time per day, improve muscle strength and increase flexibility. Children will have fun while they improve the mind body connection.

**ACADEMIC BENEFITS OF PHYSICAL ACTIVITY DURING LESSONS**

*Pediatrics* published research on the academic benefits of physical activity during lessons. To study the effects of a physically active academic intervention on the academic achievement of children, 499 second and third graders were randomly assigned to the intervention group (physically active lessons for 2 years, 22 weeks per year, 3 times a week) or the control group (regular classroom lessons).

Each student was evaluated for academic achievement before the study and after each year. The assessments included 2 mathematics tests (speed and general math skills) and 2 language tests (reading and spelling).

**Results of the Study on the Academic Benefits of Physical Activity**

The results indicated the following:

1. children in the intervention group had significantly greater gains in mathematics speed test, general mathematics, and spelling scores.
2. no changes were seen in reading scores.

The authors concluded that “physically active lessons significantly improved mathematics and spelling performance of elementary school children and are therefore a promising new way of teaching.”


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SLUGGISH COGNITIVE TEMPO – WHAT IS IT AND HOW CAN YOU HELP?

Do you work with certain children and you find yourself always saying “hurry” or “finish up”? Perhaps you observe in the classroom that certain students are always last when completing assignments even when they are focused and paying attention. Maybe their speed is slower when completing motor skill tasks or you wonder if they are hypo-responsive to sensory stimulation. Have you considered Sluggish Cognitive Tempo?

What is Sluggish Cognitive Tempo?

Sluggish Cognitive Tempo in children includes behaviors such as being slow to complete tasks, easily confused, mentally foggy, drowsiness, frequently lost in thought, inactivity, decreased effort over time, and/or lacking initiative. It may sound similar to inattentive ADHD and the symptoms do overlap but SCT is different.

Sluggish Cognitive Tempo can have long term consequences on activities of daily living and academic skills. A recent study indicated that SCT consistently predicts timed academic fluency for both reading and math even after controlling for un-timed component academic skills, inattention, and graphomotor speed.

What Can You Do to Help Children with SCT?

Understanding how the different aspects of SCT are associated with actual child performance is important to help guide targeted interventions. Here are several suggestions that may help students with SCT:

- provide extra practice time at home or in school to develop fluency in basic facts and reading.
- practice reaction time activities.
- encourage physical activity.
- Encourage sensory exploration and activities to help students understand and recognize their “just-right” body state. As children develop motor skills and process sensory information they start to understand how their body can move slow, fast and all the speeds in between. Over time, children begin to learn to self-regulate and determine their “just right” body state that is ready to learn.
- if needed, academic accommodations such as extra time for task completion or un-timed classroom assessments may be beneficial for children who exhibit the behaviors of Sluggish Cognitive Tempo.


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FEEDBACK FREQUENCY WITH CHILDREN

What do you think is the best feedback frequency with children when learning a motor task? Previous research with adults indicates that providing feedback 100% of the time when learning a new task is less effective than when less feedback is provided. In addition, previous research has indicated that children with cerebral palsy benefit from less feedback whereas typical developing children benefit from more feedback.

Feedback Frequency with Children

Research

_Physical Therapy_ published research where children threw beanbags for accuracy at an unseen target while walking or while standing still. Knowledge of results was provided 100% of the time and 33% of the time. Retention tests without feedback were performed 5 minutes later and then one-week later. Also, transfer tests were completed to check the generalization of learning.

The results on feedback frequency with children indicated the following:

1. learning was improved on the easy version of the task when knowledge of results was provided 33% of the time during practice.

2. learning was improved in the difficult version when knowledge of results was provided 100% of the time during practice.

The researchers suggest that when teaching motor skills to children one should provide feedback based on the complexity of the task.

When you are teaching children new motor skills do you take into account how difficult the task is and how often you provide feedback? In my opinion, I find it to be human nature – when a child is struggling to learn a new task I provide more feedback and if the task is easier you do not need to provide as much feedback.

Celebrate the Learning of New Skills

When children have learned new skills celebrate them all – tiny accomplishments and reaching big goals. The type of positive feedback for children can help to motivate them to reach more goals and learn even more new skills.


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FINE MOTOR SKILLS AND MATH

Fine motor skills and math abilities in children have been investigated by researchers to determine their associations with one another. Do fine motor skill abilities effect the development of math skills? Is the development of math skills associated with fine motor skill development?

**Fine Motor Skills as a Predictor of Math Skills**

One study examined the relationship of fine motor skills and math. Fine Motor Precision and Fine Motor Integration, and early reading and math skills were investigated in primary school children. The researchers concluded that:

- children performed better in reading than math.
- fine motor skills were a better predictor of early math skill ability than they were of early reading ability.
- fine motor skills did not significantly predict reading ability when verbal short-term memory was taken into account.
- Fine Motor Integration remained a significant predictor of math skill ability, even after the influence of non-verbal IQ had been taken into account.

The researchers concluded that fine motor skills should have an important role in educational interventions that support the development of early mathematical skills (Pitchford, et al, 2016).

**Fine Motor Skill Training and Mathematical Skills**

Other researchers wanted to examine the effect of fine motor skill training interventions on arithmetical abilities among 80 first graders. The intervention group received 10 minutes of fine motor skill training compared to the other group who read their favorite book for 10 minutes. The results indicated the following:

- the intervention group showed greater improvements in performance on an arithmetic task and a pegboard than did the reading group.

The researchers concluded that that training for improving fine motor skills had a significant influence on arithmetical abilities in children (Asakawa et al, 2019).

**References:**


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10 BENEFITS OF YOGA IN SCHOOLS

Does your school use yoga with the students? Many school-based therapists, physical education teachers and classroom teachers use yoga in education. Here are 10 benefits of yoga in schools and why you should add it to your programs.

Yoga increases physical activity. - First and foremost, one of the benefits of yoga in schools is that it increased physical activity for children. It is recommended that children participate in at least 60 minutes of physical activity every day. Yoga is an excellent choice since it can be performed indoors or outdoors and in small spaces.

Yoga teaches children to relax. - Children’s schedules are super busy – school, extracurricular activities, sports, etc. Today’s children need to reduce stress with relaxation techniques.

Yoga is for all children regardless of abilities. - Yoga can be modified to be completed by all children including those with physical disabilities making yoga a great choice for an inclusion activity.

Yoga helps children to control their emotions. - Deep breathing exercises are also one of the benefits of yoga in schools. This component of yoga can help children to reduce anxiety and calm down in stressful situations.

Yoga helps with self regulation skills. - Self regulation is the ability to tolerate sensations, situations and distress and form appropriate responses. Simply stated, it is the ability to control emotions, thinking, behavior and motor actions in different situations. Using yoga, children learn how to respond to and control their body.

Yoga improves muscle strength and flexibility. - Growing up today in this sedentary, technology filled world takes a toll on an individual’s body. Children will need to work hard to maintain a healthy body. When children maintain good flexibility and muscle strength they can prevent injuries during sporting activities.

Yoga can help to improve attention span and focus. - Children need to concentrate during yoga poses which in turn can help them to increase their attention span and focus.

Yoga helps children develop balance and coordination skills. - Coordinating the movements of yoga poses combined with balance skills on one foot, knees or upside down can be challenging.

Yoga improves posture. - Children spend so much time sitting at their school desks, leaning over a keyboard or hunched over a cell phone. Yoga poses can help to improve spinal alignment and posture.

Yoga helps children develop listening skills. - One of the final benefits of yoga in schools is that children have to listen to the directions how to move their body including right and left directionality.
Many pediatric occupational and physical therapists work with children who exhibit decreased sensory processing such as decreased body awareness, motor planning and proprioception. These difficulties of sensing where a child is in space can interfere with motor skill development, peer interaction and safety. We are familiar with body mapping occupational therapy or physical therapy sessions that focus on proprioceptive input and participating in sensory motor activities that encourage the children to learn where their body is in space. One additional activity to consider is fully exploring the environment where the functional skills are to be learned.

Try Exploring the Area Where New Skills Need to Be Mastered

Let’s take this goal for example: Johnny will negotiate the classroom without bumping into stationary objects 100% of the time. As stated previously, therapy may consist of body awareness activities, proprioceptive input (heavy work activities) and motor planning skills. If it is pull out therapy all of this takes place outside of the true environment. If it is push in therapy perhaps skills are practiced during recess, physical education or sometimes in the classroom. BUT do you remember to explore and practice skills in the actual environment?

Remember to not only practice activities but how about really exploring the area where “Johnny” is having difficulties. When the classroom is empty, go inside and have Johnny walk in and around the desks and chairs. Johnny can crawl under desks, kneel down and sit in different locations in the classroom. Add in games or activities to keep it novel. Provide verbal cues as Johnny walks by items ie. this desk is wide or this aisle is narrow. This exploration allows Johnny to develop a motor map of his surroundings with him in it. He can develop a better sense of how big desks are, how tall are the chairs, how wide is the carpet and how far is the bathroom.

Explore Different Environments

This can apply to different areas of the school or home. How about the cafeteria? Let a child explore it to help define a motor map for in between cafeteria tables, on the cafeteria line and around garbage cans. At home, if furniture is changed around allow time to just explore the new areas and obstacles without adding in the stressors of different goals. Now when you do start to add in the actual functional tasks that needs to be accomplished, Johnny should have a much better idea of what you are expecting of him.

Keep It Simple to Start

In summary, keep it simple sometimes and start out with just simply exploring the surroundings without adding in any other functional tasks to help build a strong foundation.
YOGA FOR AUTISM

*Physical Therapy* published research on the benefits of yoga for autism. Previous research indicates that children with autism spectrum disorder (ASD) have motor impairments such as decreased gross motor skills, fine motor skills, balance, and coordination skills. For many years, pediatric Occupational Therapists and pediatric Physical Therapists often provide services to help children with ASD improve these skills although there is limited evidence on what approach is the most successful.

**Methodology of the Study on Yoga for Autism**

The goal of the study on yoga for autism was to determine the effects of a physical therapy intervention for 8 weeks using creative yoga on the motor and imitation skills of children with ASD. The study included 24 children with ASD ranging in age from 5 to 13 years old. Using a pretest-postest control group design the children were evaluated with the Bruininks-Oseretsky Test of Motor Performance–2nd Edition (BOT-2).

In addition, the researchers evaluated the imitation skills of children using familiar training-specific actions (ie, poses for the yoga group and building actions for the academic group).

The experimental group received the yoga intervention and the academic control group participated in several sedentary tabletop activities such as reading, arts and crafts, and building supplies such as Play-Doh, LEGO, and ZOOB.

**Results of the Study on Yoga for Autism**

Following the physical therapy intervention data analysis was performed to determine the benefits of yoga for autism. It indicated the following:

- children in the yoga group improved gross motor performance on the BOT-2
- children in the yoga group also displayed fewer imitation/praxis errors when copying training-specific yoga poses.
- children in the academic group (control group) improved their fine motor performance on the BOT-2 and performed fewer imitation errors while completing the training-specific building actions.

The researchers concluded that creative interventions, such as yoga for autism, are promising tools for enhancing the motor and imitation skills of children with ASD.

TIPS TO HELP STUDENTS LEARN HOW TO COOPERATE

Do you work with students who have trouble getting along with others at school? Do you ever find yourself thinking I wish this group of kids could just get along better and cooperate? Maybe it is during a group therapy session, a play date, recess or siblings that could benefit from some tips to help them cooperate.

Suggestions for Students Who Have Trouble Getting Along with Others At School:

Model the behavior.

When you are with other adults or children, model good manners by not interrupting, taking turns and sharing.

Praise children.

Catch them when they are cooperating and praise them for the good behavior. Be specific. Instead of saying “good job” say “I like how you waited your turn” or “I am proud of you for sharing your favorite toy.

Let the children problem solve.

Whenever able, let the children work it out themselves without interfering. This teaches independence with problem solving and critical thinking.

Use Social Stories.

You can write social stories with pictures to help teach children how to get along with others.

Practice cooperation.

If necessary, try different role playing activities so that the children can actually learn to share, wait their turn, be polite, etc in a non threatening environment. Use pretend play props and themes to encourage learning to get along with others at school through play.

Teach Self Regulation Skills

Many children need to be taught self-regulation skills and allow for ample practice time to develop these skills further. When children can exhibit self-control and display emotional regulation it helps everyone to get along. If students continue to have difficulties with emotional regulation skills, explore emotions further.

Play games that encourage getting along with others at school.

Keep it fun when teaching how to get along with others at school.

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MULTISENSORY HANDWRITING AND WHY IT IS IMPORTANT

Are you familiar with the phrase “multisensory handwriting” and why it is important? Teaching handwriting is more complex than you would think since it is not just about putting pencil to paper.

Multisensory Handwriting – What role does the sensory system play in handwriting?

The sensory motor system plays a vital role in the ability to produce functional handwriting. Yes, handwriting obviously requires motor movements – fine motor skills to hold the writing utensil, wrist and shoulder movements to move the arm across the page and postural movements to hold the body upright. From the surface it may appear that handwriting is strictly motor movements to control a writing utensil.

Keep in mind that the sensory system plays just as important of a role to establish effective handwriting. Here are five sensory components that influence handwriting:

- Visual system – the eyes need to register visual input correctly in order to produce legible and efficient handwriting.
- Auditory system – the ears need to listen and process letter and word sounds, otherwise known as phonics.
- Proprioceptive system – the joints and muscles need to provide information on how much pressure to put on the writing utensil and how much the muscles should respond to move the fingers on the writing utensil and hand/shoulder complex along the paper.
- Tactile system – the hand needs information on where and how to touch the writing utensils and paper.
- Vestibular system – the inner ear helps to distinguish where to position the head, neck and trunk in order to maintain visual focus and an upright posture.

Examples of Preparatory Activities for Handwriting

Multisensory handwriting activities can begin with preparatory activities to get the body ready to write. Sensory processing activities such as wall push ups, finger push ups, finger massages, etc. can be effective warm up activities prior to handwriting practice.

In order for an appropriate motor output to be formed (legible handwriting), the incoming sensory information needs to be processed correctly.
PENCIL GRASP, LEGIBILITY AND MUSCLE ACTIVATION

A recent study was published on pencil grasp, legibility and muscle activation. The researchers evaluated differences in the handwriting characteristics of thirty-four 18-22-year-old subjects when using the four primary handwriting grip styles: dynamic quadrupod, dynamic tripod, lateral quadrupod, and lateral tripod.

Methodology of the Study

All of the participants completed three protocols involving tests of handwriting legibility on paper. Consistency and metric testing were performed using surface electromyography (EMG) to measure the activity of 6 muscles involved while handwriting on a digital writing tablet to measure stroke duration, length, velocity, and pen pressure.

Each individual used each of the four grip styles with all protocols, and scores were normalized to their native grip scores.

Results of the Study on Pencil Grasp, Legibility and Muscle Activation

Following data analysis the researchers discovered that:

- females had a lower range in legibility scores than males.
- pencil grasp style did not impact legibility.
- for muscle activation the upper trapezius was more active in the lateral grips compared to dynamic tripod grip
- the dynamic tripod grip had more extensor carpi ulnaris activity than the lateral tripod grip.

The researchers concluded that females are likely to be able to use any grip style with little effect on legibility, but males’ legibility scores may drop more.

The elevated upper trapezius activity possibly indicates that the lateral grip styles involve more whole-arm, stabilizing movements. The increased extensor carpi ulnaris activity may indicate that dynamic grip pencil grasp styles require a high degree of dexterity movements.

FREE PRINTABLES AND ACTIVITY IDEAS FOR DECEMBER 2019

The free printables included in this issue are listed below and the printables follow this page:

- Flip and Rip Letter A
- Black and White Prewriting Lines
- New Year 2020 Word Search and Solution
- Copy the Crab Visual Spatial Activity
FLIP AND RIP LETTER A

- Trace the letters and/or color the boxes in different colors.

- Flip a coin. If it lands on heads, use your fingers to rip off 2 small letter boxes along the dark lines. If the coin lands on tails, rip off 1 box.

- Glue all of the small ripped letter boxes on the big letter below. The first player to glue on all 20 letter boxes is the winner!

ant
Black and White Lines for Pre-Writing Practice

STEP ONE:
Print the following 4 pages.

STEP TWO:
Provide students with pencil, pen, markers or paint brushes.

STEP THREE:
Students can practice drawing vertical, horizontal, diagonal, zigzag, and curved lines in the white spaces.
Happy New Year Word Find 2020

Find and circle the words. The words are horizontal, vertical and diagonal.

CALENDAR  EVE  DANCING  CELEBRATE
FIREWORKS  MIDNIGHT  FIRST  DECADE
TWENTY  HAPPY  RESOLUTION  YEAR
FESTIVE  CONFETTI  TOAST  HEALTHY
FUTURE  GOALS  INVITATION  KISS

N T D K T N F F A A V B N U R D A X
L B F I R E W O R K S S D G M U A L Q
O V J B G W D Q P D E C A D E N X U
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T V T W E N T Y Y U K M V O E C W O N
A E C K G B Q L E P S R U N E K A I
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