

Parent Resources Table of Contents

- I. Introduction
 - a. [Contact Information](#)
 - b. [Parent/Guardian Policies](#)

- II. Occupational Therapy
 - a. [What is Occupational Therapy/Sensory Integration](#)
 - b. [Home Activities](#)
 - c. [Developmental Milestones](#)

- III. Speech and Language
 - a. [Helping My Child](#)
 - b. [Developmental Milestones](#)

- IV. Behavior/Study Skills
 - a. [Understanding Visual Schedules](#)
 - b. [Developmental Milestones](#)
 - c. [Study/Organizational Tips](#)

- V. Other



Contact Information

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Parent Policies

Please be aware of the following policies in our clinic

Por favor de notar polizas de nuestra clinica

No Show: two consecutive no shows will result in your child losing his/her current day and time slot. To continue services, you will have to call us and set up a new schedule according to our availability.

Presencia ausente: dos citas consecutivas que su hijo/hija no se presente a su session resulta perdida de su horario escogido . Para continuar con servicios, quiere que llamar y pedir un nuevo horario, dependiendo de lo que tenemos disponible.

Absenteeism; If your child is frequently absent without justification or proper cause, he/she may lose their current day and time slot. To continue services, you will have to call us and set up a new schedule according to our availability.

Ausencias: Si su hijo/hija esta ausente frecuentemente sin justification or causa adecuado, puede resultar en perdida de su horario escogido. Para continuar sus servicios, quiere que llamar y pedir un nuevo horario, dependiendo de lo que tenemos disponible.

Tardy: Sessions will begin promptly. It is expected that your child be prepared to begin working at the scheduled start time. In the event that your child is tardy for a session, the session will still end at the scheduled time.

Tarde: La session empezara en punto. Esperamos que su hijo/hija este preparado para empezar a trabajar en la hora programada. Si por alguna razon su hijo/hija llega tarde para una session, la session terminara a la misma hora que fue progamada.

Checking In: Parent/legal guardian is required to remain on site during the course of the session.

Apuntarse: Un padre/guardian legal necesita permanecer en el sitio durante el curso de la session

Illness: If your child is going to miss a session due to illness, please call the clinic/service provider as soon as possible to report the absence. Absences will not be made-up.

Enfermeda: Si su hijo/hija no puede asistir una session por razon de enfermedad, por favor de llamar a la clinica lo mas pronto possible para reportar la ausencia. El tiempo perdido por ausencias ne se puede recuperar.

Thank you/ Gracias,

Total Education Solutions

What is Occupational Therapy?

Occupational Therapy assists individuals of all ages with physical, developmental, mental or emotional disabilities to improve skills that help them perform meaningful tasks or “occupations” required by their daily lives. These tasks could include work, play, school-related activities, self-care skills and social interactions with family and friends. Occupational Therapists are skilled practitioners with an educational background concentrated in human growth and development as well as the biological, physical, and behavioral sciences with specific emphasis on the social, emotional and physical effects of illness and injury. Occupational Therapists can be found practicing in a variety of settings including hospitals, skilled nursing facilities, outpatient clinics, community based programs, home health and schools.

In pediatric occupational therapy, the emphasis is on providing child-centered care and service with a focus on sensory processing issues, cognitive, motor, and other developmental delays, as well as, injuries and other impairments. With the increasing prevalence of children with autism, learning disabilities and sensory integration disorders, the need for services such as occupational therapy is becoming more essential in aiding children who are performing below age level to develop the skills necessary to successfully perform the tasks required in the home, school and community environments. Common behaviors and skills addressed through occupational therapy might include improving a child’s attention to tasks, self-regulation skills, motor coordination, handwriting, safety awareness, and increasing tolerance for various textures as well as movement experiences. Through collaboration with families, teachers and other members of a child’s therapy team, occupational therapy has become a viable option for improving a child’s developmental and educational outcomes.

What is Sensory Integration?

Sensory integration refers to how people use the information provided by all the sensations coming from within the body and from the external environment. We usually think of the senses as separate channels of information, but they actually work together to give us a reliable picture of the world and our place in it. Our senses integrate to form a complete understanding of who we are, where we are, and what is happening around us. Because our brain uses information about sights, sounds, textures, smells, tastes, and movement in an organized way, we assign meaning to our sensory experiences, and we know how to respond and behave accordingly.

Children with sensory integration dysfunction have great difficulty figuring out what is going on inside and outside their bodies, and there is no guarantee that the sensory information they are working with is accurate. In response, a child may avoid confusing or distressing sensations – or seek out more of the sensation to find out more about it. For example, a child who has difficulty integrating tactile (touch) input may avoid unpleasant touch experiences such as getting his/her hands messy with paint, sand, or glue, while another child may crave such touch input and actively seek it out. Both scenarios can negatively impact a child’s development, as the sense of touch is crucial to a child’s ability to learn about his/her environment, grasp objects, understand the dimensions and textures of objects, manipulate items, engage in art activities, and appropriately interact with peers. For most of us, effective sensory integration occurs automatically and subconsciously, without effort. For some children however, this is not the case and as a result learning and progressing on to higher level skills becomes difficult.

Home Activities For Common Problems Treated in Occupational Therapy

Behavior	Activities
Child has a lot of energy and has difficulty with attention to activities	<ol style="list-style-type: none"> 1. Fill a small backpack with books/toys and have child wear it during activities. 2. Involve child in heavy work or resistance activities such as pushing a shopping cart, carrying a laundry basket, helping to move furniture, or climbing on a jungle gym. 3. Allow child to sit on a soft cushion, chair on wheels, or exercise ball during fine motor table top activities to provide movement and help increase attention to task. 4. Remove extraneous materials from the child's work space before starting an activity
Child has difficulty using hands/fingers to grasp a writing or coloring tool and/or play with objects	<ol style="list-style-type: none"> 1. Playdough: encourage child to roll and mold the dough into different shapes using palms and fingers. 2. Have child tear newspaper/tissue paper, crumble into balls, and stuff paper bags to create different creatures or glue onto paper to create tissue art. 3. Hide small objects in playdough or silly putty and have child pull them out 4. Break crayons in half or use shorter pencils to encourage a 3 finger grasp & increase control of the writing tool
Child has difficulties with handwriting	<ol style="list-style-type: none"> 1. Try Magna Doodle board/ink-stamping activities to promote pad-to-pad grasp of the thumb, index, and middle fingers with the different pieces. 2. Use stencils to draw pictures/write letters to help increase confidence, then encourage them to attempt on their own. 3. Encourage creative writing about topics of child's interest 4. Use paper with less lines to decrease confusion of where to place letters/words.
Child has difficulty calming after becoming upset	<ol style="list-style-type: none"> 1. Dim the lights 2. Provide deep pressure hug or wrap tight in a blanket 3. Provide slow rhythmic movements through rocking or swinging 4. Speak in a slow, calm voice
Child has difficulty with movement activities such as climbing, running, jumping, swinging, unstable surfaces, etc.	<ol style="list-style-type: none"> 1. Have child crawl/walk over different surfaces (i.e. pillows or sofa cushions to get to toys on top of surface). 2. Safely ride scooter/skateboard over different surfaces (i.e. concrete, grass). 3. Expose child to a variety of movement opportunities but allow him/her to be in control of how much movement they receive
Child doesn't like to participate in craft-like activities involving glue, paste, paint, etc.	<ol style="list-style-type: none"> 1. Begin activities with use of tape, then progress to long paint brushes, then short brushes, then cotton balls to apply the wet-tactile medium. 2. Use squeeze bottles to apply wet-tactile media to paper. 3. Allow child to engage in heavy work activities prior to participating in crafts involving aversive media

Developmental Milestones

The following is a chart of developmental skills children should acquire at their respective ages. Occupational Therapy services may be beneficial if children are having difficulty performing these tasks at certain ages.

FINE MOTOR SKILLS

Age	Fine Motor Skill
6 Months	<ul style="list-style-type: none"> • Holds food with their hand and brings it to mouth • Transfers objects from hand to hand • Plays with toys in the middle of their body
7-9 Months	<ul style="list-style-type: none"> • Releases objects • Points and is developing finger pinching skills
10-12 Months	<ul style="list-style-type: none"> • Grasps small objects in fingertips (3 finger grasp) • Bangs objects together to make noise, places toys in containers • Uses the index finger to explore toys
12-18 Months	<ul style="list-style-type: none"> • Holds onto crayons and makes marks; scribbles • Attempts puzzles • Stacks blocks and begins to construct simple puzzles
18-24 Months	<ul style="list-style-type: none"> • Completes 4-5 piece puzzle • Builds towers of 4 blocks • Holds crayons in fingertips and draws straight or circular strokes • Strings beads
24-36 Months	<ul style="list-style-type: none"> • Snips with scissors • Imitates horizontal, vertical, and circular marks on paper • Builds towers and lines up objects
3-4 Years	<ul style="list-style-type: none"> • Uses three fingers to grasp pencil or crayon • Copies simple shapes; begins to copy letters • Uses scissors to cut simple shapes • Draws a face
4-5 Years	<ul style="list-style-type: none"> • Draws with dexterity, using a dynamic tripod grasp • Completes puzzles of up to 10 pieces • Uses scissors to cut out squares and other simple shapes • Colors within the lines • Copies own name and some letters
5-6 Years	<ul style="list-style-type: none"> • Prints name, copies letters, copies a triangle, begins upper and lowercase letters • Constructs a complex building

GROSS MOTOR SKILLS

Age	Gross Motor Skill
6 Months	<ul style="list-style-type: none">• Rolls from place to place• Begins to sit independently, but mostly uses their hands to prop them up
7-9 Months	<ul style="list-style-type: none">• Changes positions between sitting and standing with support• Crawls on hands and knees• Pulls to stand and cruises along furniture
10-12 Months	<ul style="list-style-type: none">• Able to change positions into sitting upright• Crawls upstairs• Walks with hands held
12-18 Months	<ul style="list-style-type: none">• Plays while standing• Walks well, squats and picks up toys from the floor• Flings a balls
18-24 Months	<ul style="list-style-type: none">• Kicks ball forward• Throws ball at a large target• Jumps with both feet
24-36 Months	<ul style="list-style-type: none">• Rides tricycle• Catches a large ball against chest• Begins to hop on one foot
3-4 Years	<ul style="list-style-type: none">• Begins to skip and hop• Skilled in jumping, climbing and running
4-5 Years	<ul style="list-style-type: none">• Throws a ball• Hops for long sequences• Climbs on playground equipment
5-6 Years	<ul style="list-style-type: none">• Hops well for long distances• Skips with good balance• Kicks with accuracy

What Can I Do to Help My Child Communicate Better?

Reinforce your child's communication attempts by looking at him or her, speaking, and imitating his or her vocalizations.

Teach your child to imitate actions, such as peekaboo, clapping, blowing kisses, pat-a-cake, it'sy bitsy spider, and waving bye-bye. These games teach turn taking that is needed for conversation.

Talk while you are doing things, such as dressing, bathing, and feeding (e.g., "Mommy is washing Sam's hair"; "Sam is eating carrots"; "Oh, these carrots are good!").

Talk about where you are going, what you will do once you get there, and who and what you'll see (e.g., "Sam is going to Grandma's house. Grandma has a dog. Sam will pet the dog.").

Make bath time "sound playtime" as well. You are eye-level with your child. Play with Peter Tugboat, who says "p-p-p-p." Let your child feel the air of sounds as you make them. Blow bubbles and make the sound "b-b-b-b." Feel the motor in your throat on this sound. Engines on toys can make a wonderful "rrr-rrr-rrr" sound.

Continue to find time to read to your child every day. Try to find books with large pictures and one or two words or a simple phrase or sentence on each page. When reading to your child, take time to name and describe the pictures on each page.

Show your child that you are interested in what he or she says to you by repeating what he or she has said and expanding on it. For example, if your child says, "pretty flower," you can respond by saying, "Yes, that is a pretty flower. The flower is bright red. It smells good too. Does Sam want to smell the flower?"

Ask your child questions that require a choice, rather than simply a "yes" or "no" answer. For example, rather than asking, "Do you want milk? Do you want water?" ask, "Would you like a glass of milk or water?" Be sure to wait for the answer, and reinforce successful communication: "Thank you for telling mommy what you want. Mommy will get you a glass of milk."

FOR OLDER CHILDREN: Read books that have a simple plot, and talk about the story line with your child. Help your child to retell the story or act it out with props and dress-up clothes. Tell him or her your favorite part of the story and ask for his or her favorite part.

Look at family pictures, and have your child explain what is happening in each one.

Give your child two-step directions (e.g., "Get your coat from the closet and put it on"). Encourage your child to give directions to explain how he or she has done something. For example, ask your child to explain how he made a structure out of Lego blocks. When playing doctor, ask your child to explain what she did to give the baby a checkup. Draw a picture, and write down your child's story as he or she tells it. Your child will soon grasp the power of storytelling and written language.

Play age-appropriate board games with your child (e.g., "Candyland" or "Chutes and Ladders").

By 6 Months

- Moves eyes in direction of sounds.
- Responds to changes in tone of your voice.
- Notices toys that make sounds.
- Pays attention to music.

By 1 Year

- Enjoys games like peek-a-boo and pat-a-cake.
- Listens when spoken to.
- Recognizes words for common items like "cup," "shoe," "juice."
- Begins to respond to requests ("Come here," "Want more?").

By 2 Years

- Points to a few body parts when asked.
- Follows simple directions and understands simple questions ("Roll the ball," "Kiss the baby," "Where's your shoe?").
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when named.

By 3 Years

- Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down").
- Follows two directions ("Get the book and put it on the table").

By 4 Years

- Answers simple "who?" "what?" "where?" "why" questions.

By 5 Years

- Pays attention to a short story and answers simple questions about it.
- Understands most of what is said at home and at school.

Adapted from:

<http://www.asha.org/public/speech/development/chart.htm>
<http://www.asha.org/public/speech/development/DevMilestonesSpanish.htm>

TALKING

By 6 Months

- Babbling sounds more speech-like with different sounds, such as *p*, *b*, and *m*.
- Vocalizes excitement and displeasure.
- Makes gurgling sounds when left alone and when playing with you.

By 1 Year

- Babbling has long and short groups of sounds such as *"tata upup bibibibi."*
- Uses speech or non-crying sounds to get and keep attention.
- Imitates different speech sounds.
- Has 1 or 2 consistent words (*"bye-bye," "dada," "mama"*) although may not be clear.

By 2 Years

- Says more words every month.
- Uses some 2-word questions (*"where kitty?" "go bye-bye?" "what's that?"*).
- Puts 2 words together (*"more cookie," "no juice," "mommy book"*).
- Uses different consonant sounds at beginning of words.

By 3 Years

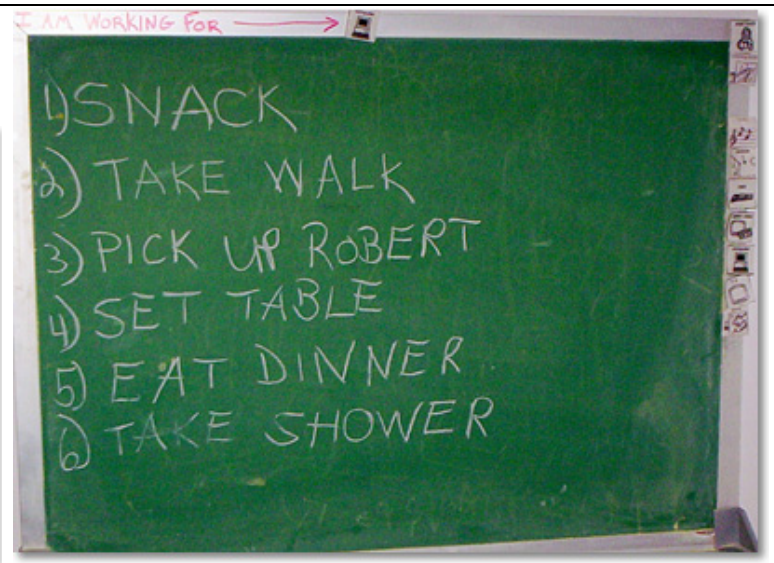
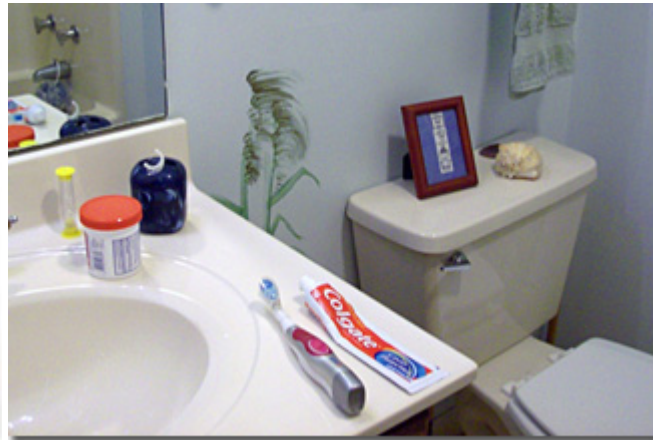
- Has a word for almost everything.
- Uses 2-3 word sentences to talk about and ask for things.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.

By 4 Years

- Talks about activities at school or at friends' homes.
- People outside family usually understand child's speech.
- Uses sentences that have 4 or more words.
- Usually talks easily without repeating syllables or words.

By 5 Years

- Uses sentences that give lots of details (e.g., *"I like to read my books"*).
- Tells stories that stick to topic.
- Communicates easily with other children and adults.
- Says most sounds correctly except for a few like *"l" "s" "v" "r" "ch" "sh" "th."*
- Uses adult-like grammar.



1. Bathroom visual schedule

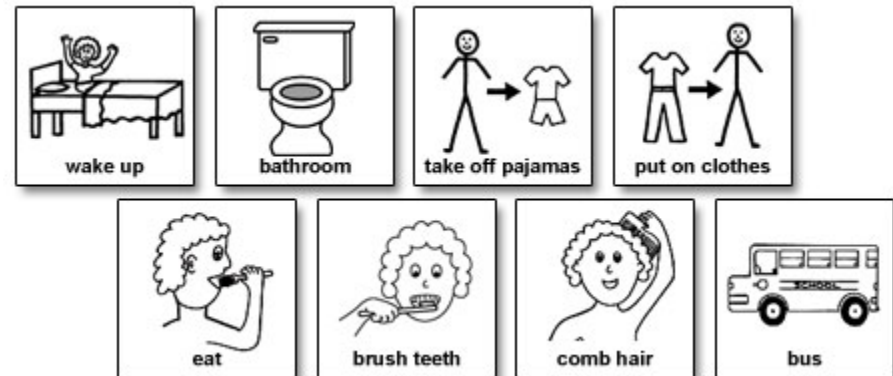
2. After school schedule



3. Activity Schedule



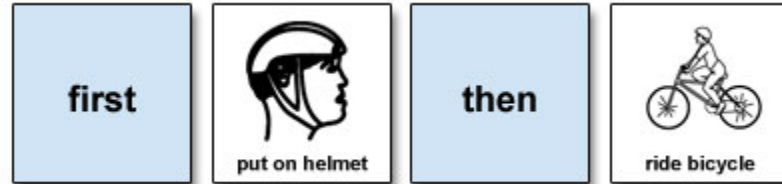
4. After school schedule



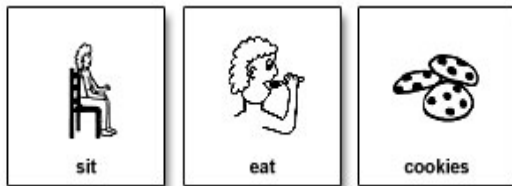
5. Morning schedule



6. Bathroom routine



7. First – Then Schedule



8. Eating a meal

"Sit in the chair. Now it is time to eat. When you are finished, you can have a cookie!" A reward after completing the expected behavior can be very motivating.



9. Home Schedule



10. Clipboard Visual Schedule

Useful websites for learning and creating visual schedules

<http://www.usevisualstrategies.com/index.htm> Offers FREE picture symbols that you can customize and print for your personal use

<http://www.dotolearn.com> This website is packed with great, ready to use picture cards, worksheets and other educationally relevant activities

<http://www.dotolearn.com/picturecards/howtouse/schedule.htm> A link on the “Do To Learn” website listed above that specifically addresses the creation and use of visual schedules

<http://www.cesa7.k12.wi.us/sped/autism/structure/str11.htm> A web based article on visual schedules with detailed photos and helpful explanations

<http://www.pop.deltasd.bc.ca/acrobat/27visual.pdf> An informative article discussing visual schedules for children with Autism

<http://www.iidc.indiana.edu/irca/communication/choicebrd.html> A web based article contrasting and comparing the definition and use of visual schedules, choice boards, and augmentative-alternative communication systems

<http://www.setbc.org/projects/vss/docs/pg1.html> Another web based article on creating and using visual schedules

<http://www.mayer-johnson.com> This company sells the software program, Boardmaker, and other software and materials that are used to make visual schedules

<http://www.ezbreez.com> A source for ready made visual schedule systems

Developmental Milestones

Domain: Social and Emotional

- 6 – 9 months
 - Express several clearly differentiated emotions
 - Distinguish friends from strangers
 - Show displeasure at the loss of a toy
- 9 – 12 months
 - Feed themselves finger foods
 - Mimic simple actions
 - Show anxiety when separated from primary caregiver
- 1 – 2 years
 - Recognize themselves in pictures or the mirror and smile or make faces at themselves
 - Imitate adult behaviors in play
 - Begin to be helpful, such as by helping to put things away
- 2 – 3 years
 - Indicate toileting needs
 - Use objects symbolically in play
 - Know gender identity
- 3 – 4 years
 - Follow a series of simple directions
 - Wash hands independently
 - Initiate or join in play with other children and make up games
- 4 – 5 years
 - Compare themselves with others
 - Develop friendships
 - Enjoy imaginative play with other children, like dress up or house

Domain: Thinking Skills

- 6 – 9 months
 - Stare longer at “impossible” events (like ordinary objects suspended in midair)
 - Use the relative size of objects as a clue to how close or how far away they are
- 9 – 12 months
 - Understand that an object still exists even when it’s not in view
 - Imitate gestures and actions
 - Enjoy looking at picture books
- 1 – 2 years
 - Understand words and commands and respond appropriately
 - Begin to match similar objects
 - Distinguish between “you” and “me”
- 2 – 3 years
 - Group objects by category
 - Identify themselves in the mirror
 - Observe and imitate more complex adult actions (e.g., housekeeping play)
- 3 – 4 years
 - Identify parts of a whole
 - Draw, name, and briefly explain somewhat recognizable pictures that are meaningful to them
 - Actively seek information through why and how questions
- 4 – 5 years
 - Count to 5
 - Draw a person with detail
 - Tell you their street and town

Study & Organizational Tips

Show Interest

- Show an interest in your child's homework assignments.
- Ask about the subjects and the work to be done.
- Establish consistent communication with the teachers.
- Show appreciation for education.
-

Be a Role Model

- Take the opportunity to read a book or newspapers while your child studies.
- Reading together helps create a learning atmosphere.
- Model lifelong learning.
- Express positive attitude about learning.

Organization

- Teach your child how to be organized.
- Be sure he or she keeps a homework assignment book.
- Separate subjects using colored folders or binders.
- Designate a homework location.

Eliminate Distractions

- Eliminate as many distractions as possible during study time.
- Turn off media.
- Designate a quiet work area with low traffic and proper materials.
- Good lighting and ample space is key.

Types of Support

- Provide guidance, not answers.
- If teachers ask for parent participation, provide it.
- If assignment is meant to be done alone, stay away.
- Help student recognize hard vs. easy homework. Start with hard homework.