

**Savitribai Phule Mahila Ekatma Samaj Mandal**  
affiliated  
**Vihang Special School**



# HOME TRAINING OT BOOK



**AUTHOR:-  
PAYAL AGARWAL**





## FOREWORD

Dr Hedgewar Rugnalaya and Savitribai Phule Mahila Ekatma Samaj Mandal affiliated Vihang Special School runs “Divyang Parents Training Course -Sangopan” with a sole aim of training parents. This covid crisis emphasized our point that every parent needs to be trained. We have trained more the 50 parents till now in our course due to covid we took online classes and started training in a new way.

In Covid crisis while doing home schooling we found out dire need of training a parent to fulfil therapeutic needs of the child also as many time therapeutic needs if remain unfulfilled remedial education of the child holds no value. So, we started a short-term home training course with help of occupational therapist **Mrs Payal Agarwal** from Mumbai. We wanted parents to understand difficult medical terms and know what activities a parent can take.

This book is mainly activity-oriented book which will give you a list of activities under various titles. Parents were briefed properly on how to take these activities in their sessions. This book is written by **Mrs Payal Agarwal** and photos are used of **Vihang Special School**.

We will keep on working for parents’ empowerment and training.

Regards  
Aditi Shardul  
(Project Head Vihang)



# INDEX

Introduction to OT and its need

Gross motor Skills

Fine Motor Skills

Proximal Stability

Sensory Systems

Hyper tonia/Hypotonia

Olfactory

Behaviour Modification

Visual and Auditory

Autism





# INTRODUCTION TO OCCUPATIONAL THERAPY



Occupational therapy is the only profession that helps people across the lifespan to do the things they want and need to do through the therapeutic use of daily activities (occupations). Occupational therapy practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.

Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include:

An individualized evaluation, during which the client/family and occupational therapist determine the person's goals,

Customized intervention to improve the person's ability to perform daily activities and reach the goals, and

An outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan.

Occupational therapy practitioners have a holistic perspective, in which the focus is on adapting the environment and/or task to fit the person, and the person is an integral part of the therapy team. It is an evidence-based practice deeply rooted in science



## . GROSS MOTOR SKILLS





## **Gross motor Skills**

**Gross motor skills are abilities that allow people to do things that involve using the large muscles in the torso, arms, and legs to complete whole-body movements.**

**What it means when we talk about gross motor skills**

- sitting.
- standing.
- **walking.**
- running.
- **jumping.**
- lifting (a spoon, a hairbrush, a barbell — they all count)
- kicking.

## **Activities**

- Catching with a large ball/balloon and slowly move to a smaller size.
- Hopscotch.
- Wheelbarrow walking.
- Push ups or push the wall.
- Tug of war.
- Swimming.
- Obstacle course.
- Balancing on unstable surfaces.
- Simon says
- Beam walking.
- Playground activities.





# Fine Motor Skills





## **Fine motor skills**

**We use fine motor skills to make small movements. These movements come so naturally to most people that we usually don't think about them. Fine motor skills are complex, however. They involve the coordinated efforts of the brain and muscles.**

### **Activities**

- Allow your child to assist with meal preparation, like stirring, mixing, or pouring ingredients.
- Put together a puzzle as a family.
- Play board games that involve rolling dice.
- Finger paint together.
- Let your child set the dinner table.
- Teach your child how to pour their own drinks.
- Have your child roll and flatten clay with their hands, and then use a cookie cutter to make cut-outs.
- Show your child how to use a hole puncher.
- Practice placing rubber bands around a can.
- Place objects in a container and have your child remove them with tweezers.
- Crawling and creeping and other weight bearing on the hands is vital to developing the arches and fine muscles needed to write and manipulate objects!
- Increase distal finger strength by making very small circles, loops, shapes. Making sure it is a very small stroke using the finger tips, not the hand or arm movement.
- stringing tiny beads, placing tiny objects into a small container, using tongs to pick up cotton balls or other objects and release into small opening, moving coins, beans, and paperclips from palm to finger tips and back to palm, and lacing boards.
- Using clothespins, modelling clay to increase finger strength and coordination.



### **Proximal stability**

**Proximal stability is the ability to hold the trunk and the joints around the trunk (i.e. hips, shoulders, elbows etc.) in a constant position while forces such as gravity act upon them in either direction. It requires normal muscle tone and the ability to coordinate opposing muscle groups around a joint.**

**This is an important pre-requisite skill for good fine motor ability as it provides the background stability for refined hand use.**

- Weight bearing - crawling
- Wheel barrow
- Vertical activities
- Shoulder level activities
- Large arm movements
- Wall press-ups



- Animal walks – frog jumps, crab walking, rabbit jumps, donkey kicks, bear walking

### Hand functions

- Strengthening
  - weight bearing
  - Wheel barrow
  - Weighted ball
  - Vibrating pens
- All the fine motor activities



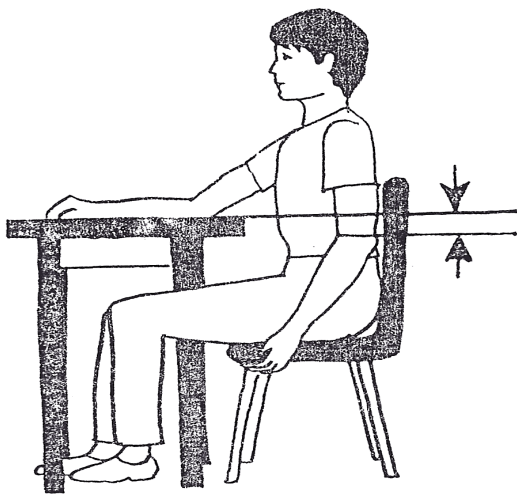
### Handwriting

- Posture
- Grip
- Air writing
- Playdough
- Shaving foam writing
- Large writing
- Raised lines



## Posture

- The correct seating position is one-third of the height of the child, the table should be half the child's height.
- The child's bottom should be positioned at the back of the chair so the thighs are supported by the chair. Feet should be on the ground. Forearms should be supported by the table, and body and head should be upright not slumped.



Teach the **left-handed** procedure:

- sit towards the right of the desk
- put paper to the left of the body
- rotate paper 32–45 degrees in a clockwise direction
- support paper with the right hand
- keep left writing forearm parallel to the paper
- hold the pencil/pen so that the child can see what is being written and what has to be written.



## Grip

Hold pencil with a light grip.

1. Thumb holds pencil.
2. First finger rests on top of the pencil.
3. Pencil rests against third finger.

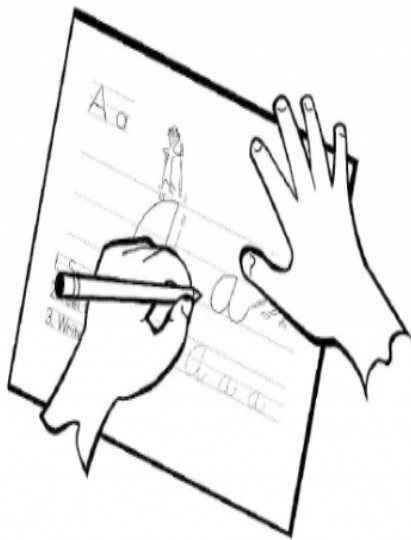
Left hand



Right hand



Left hand



Left corners of paper are up.  
Bottom right corner points  
toward your body.

Right hand



Right corners of paper are up.  
Bottom left corner points toward  
your body.





## **Hypotonia**

**Hypotonia is the medical term for decreased muscle tone. Healthy muscles are never fully relaxed. They retain a certain amount of tension and stiffness (muscle tone) that can be felt as resistance to movement.**

### **Characteristics of low tone/hypotonia:**

- Joint hypermobility & instability
- Slouched sitting posture
- “W” sitting
- Difficulty holding head upright (propping head with hand)
- Difficulty sitting for long periods of time
- Props self-up with hand/arm while sitting on floor
- May fatigue quickly; preference for sedentary activities
- May appear clumsy with gross motor activities
- May have difficulty climbing, running, jumping, or hopping when compared to peers.

### **Exercises**

- Full body strengthening exercises
  - Push ups
  - Planks
  - Crawling
  - Air kicking in lying down position
  - Cycling
  - Working on vertical surfaces
  - Animal walks and jumps
  - Wheel barrow walking



## **Hypertonia**

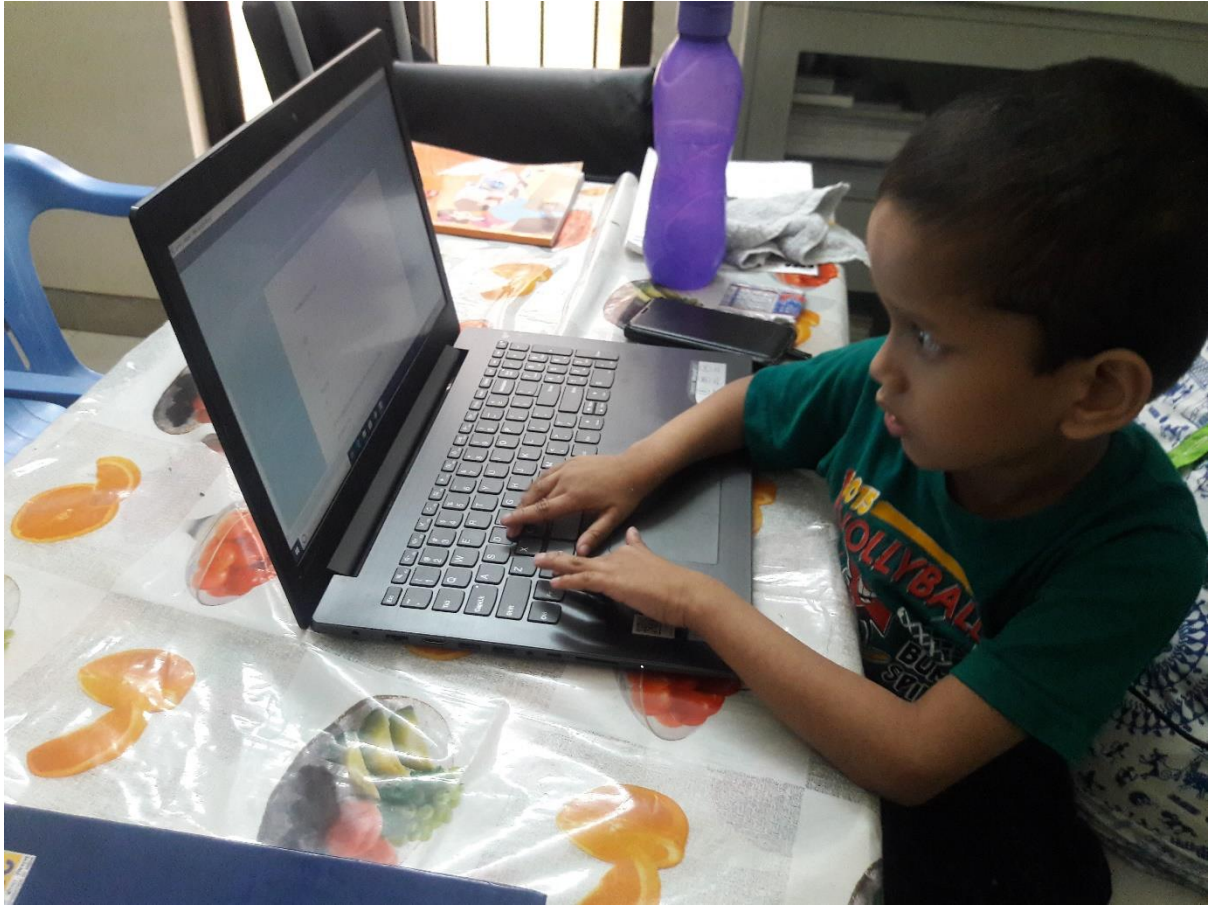
**Hypertonia is a condition in which there is too much muscle tone so that arms or legs, for example, are stiff and difficult to move. Muscle tone is regulated by signals that travel from the brain to the nerves and tell the muscle to contract**

### **Characteristics:**

- Rigid
- Difficulty in moving
- More of flexion movement
- Wrist is fisted

### **Exercises**

- Relaxation
- Passive range of motion
- Joint compressions
- Weight shifting
- Deep pressure
- Bridging
- Heavy activities like pushing



## COGNITIVE AND PERCEPTUAL SKILLS





## **Cognitive and Perceptual skills**

Abilities like attention, concentration, memory, comprehending information, thinking, reasoning, problem solving, understanding concept of shape, size and colors etc.

### **Activities**

- Puzzles
- Find the way
- Find the word
- Matching
- Find me
- Continue the sequence
- What comes next
- Playing cards
- What's wrong?
- Find the odd man
- Block building
- 2-D and 3-D imitation
- Copy the actions
- Copy my actions
- 2-3-4 step instructions
- Colouring
- Cutting on lines
- Obstacle course
- Hide and seek with objects
- Join the dots
- Complete the picture



# Tactile

## Cheat Sheet



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### Tactile Avoiding Behaviors

- \* Avoids Certain Textures or Clothing
- \* Avoids or dislikes messy play
- \* Distressed by certain clothing such as tight pants, seams in socks, and new textures
- \* Extremely ticklish
- \* Dislikes getting face/hands washed
- \* Avoids hugs or physical contact
- \* Fearful of large crowds
- \* Anxious or overexcited over light touch
- \* Dislikes hair brushing, washing, or drying
- \* Picky eater
- \* May only walk on toes
- \* May refuse to walk barefoot

### Tactile Seeking Behaviors

- \* Prefers Tight Clothing
- \* Always seems dirty/ messy
- \* Not aware of being touched by others
- \* High pain tolerance
- \* Low impulse control- seems to touch everything
- \* Craves vibrations
- \* Hurtful to other children: hitting, pushing, pinching
- \* Constantly touching things around them
- \* Dislikes hair brushing, washing, or drying
- \* May crave certain strong flavors such as sweet, salty, etc
- \* Constantly mouths objects

## Tactile Activities

\* Sensory Bins filled with rice, flour, beans, etc.

\* Sensory Doughs such as playdough, cloud dough, moon sand, etc

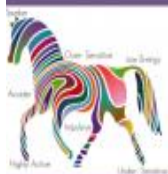
\* Finger Painting

\* Tight Squeezes: Deep Pressure massage, hand squeezes, etc

\* Squish Boxes: Surrounded by pillows

\* Weighted Activities: vests, blankets, etc

\* All information is merely a suggestion and should be used as a resource. Please consult with a certified OT before starting any sensory diet.



# Proprioception

## Cheat Sheet



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### Proprioceptive Avoiding Behaviors

- \* Appears Lazy or Lethargic
- \* Avoids Active Activities (Running, Jumping, Climbing)
- \* Can Be a Picky Eater
- \* Prefers to sit still
- \* Avoids touch from others
- \* Seems Uncoordinated
- \* Needs to Look to do Familiar Activities
- \* Difficult Using Stairs

### Proprioceptive Seeking Behaviors

- \* Runs Into Objects, Walls, or People
- \* Uses Extreme Force
- \* Stomps, Walks Loudly
- \* Poor Body Awareness
- \* Kicks, Bites, and Hits
- \* Poor Personal Space
- \* Prefers Tight Clothing
- \* Chews Clothing, Pencils, Fingers

## Proprioceptive Activities

- \* Bear Hugs
- \* Massages
- \* Animal Walks
- \* Carrying/Lifting Boxes
- \* Trampoline
- \* Wall Pushups
- \* Yoga Stretches
- \* Playdough Kneading



# HEAVY WORK ACTIVITIES FOR TODDLERS

- 
- A yellow bunting banner with several triangular flags hangs across the top of the page, below the title.
- Jump on a trampoline
  - Push or pull boxes or baskets with heavy materials
  - Jump on couch cushions or pillows
  - Carry large cushions or pillows
  - Fill a pillowcase with stuffed animals. Carry or push up an incline or set of stairs.
  - Perform household tasks such as vacuuming, sweeping, scrubbing, or dusting.
  - Pull a heavy wagon
  - Push large cars or trucks
  - Push a doll stroller or grocery cart full of objects
  - Play in a sandbox with damp, heavy sand
  - Drink thick liquids through a straw
  - Eat crunchy foods
  - Help wash the car
  - Fill a wheeled suitcase with heavy materials and push or pull suitcase
  - Climb playground equipment
  - Play outside — encourage running and jumping
  - Bounce or roll a heavy ball
  - Do animal walks (crab walk, bear walk, army crawl, snake crawl)
  - Help in the kitchen — stir thick batter, knead dough, etc.
  - Pour sand, beans, or other dry materials between containers
  - Smash and squeeze play dough



# VESTIBULAR INPUT

It's important to provide opportunities for sensory play for your kids every single day. There are many benefits including cognitive development, increased brain function, improved emotional regulation, and heightened ability to process new information (better learning).

- |                  |                  |
|------------------|------------------|
| HANG UPSIDE DOWN | HOP SKOTCH       |
| MONKEY BARS      | JUMP ROPE        |
| HANG FROM LAP    | STABILITY BALL   |
| SPIN IN A CHAIR  | ROCKING CHAIR    |
| ROLL DOWN A HILL | TAG              |
| OBSTACLE COURSE  | WOBBLE DISK      |
| DIZZY DISC       | TILTING THE HEAD |
| HOKEY POKEY      | TWISTY SLIDE     |
| TWIST UP SWING   | SPINNING         |
| FREEZE DANCE     | SIT'N'SPIN       |
| SKATING          | HULA HOOP        |
| SIMON SAYS       | TRAPEZE BAR      |
| SCOOTER BOARD    | SWIMMING         |
| TRAMPOLINE       | TWISTER          |
| THERAPY SWING    | WAGON RIDES      |



### **Some calming vestibular activities**

- Sitting in a rocking chair
- Rocking on a yoga ball (try side to side too)
- Rocking in a hammock
- Swaying or slowly dancing to music
- yoga (especially inversion poses)
- Sitting on a gliding chair or couch
- Riding a rocking horse
- Hanging upside down (from playground equipment or over a couch/bed)
- Rocking back and forth
- Riding a platform swing
- Swinging on a porch swing
- Swinging in a blanket swing (have child lay in blanket and have two adults each hold an end and lift to swing back and forth)

### **Some alerting vestibular activities**

- Skipping
- Galloping
- Running
- Somersaults
- Cartwheels
- Walking across a balance beam
- Jumping rope
- Playing leap frog
- Moving across monkey bars
- Riding a see-saw
- Wheel-barrow walking
- Sliding down slides
- Bouncing on a large ball
- Log rolling (across the floor or down a hill)
- Jumping (try on a couch, bed, bouncy house, or trampoline for more intense input)
- Riding a bike/scooter



- Riding rollerblades/roller skates
- Riding push toys/bikes/scooters down a hill
- Obstacle course that require jumping, crawling, rolling, etc.
- Spinning in large circles on a tire swing (**\*\*\*Spinning is extremely powerful vestibular input\*\*\***)
- Spinning on a swivel chair
- Riding a scooter board

### ***Alerting Oral Sensory Activities***

- Vibration (battery powered toothbrush, vibrating toys on cheeks/lips)
- Play with mouth noises: buzzing like a bee, clicking tongue, humming, blowing raspberries
- Play with making faces in a handheld mirror\_or imitating others' funny faces: open mouth wide, sticking tongue out, smiling, frowning, filling cheeks up with air.
- Eating crunchy snacks
- Eating snacks with sour/sweet tastes
- Eating salty snacks
- Snacking on cold foods
- Trying snacks with intense tastes and temperatures

### ***Calming Oral Sensory Activities***

- Sucking thicker liquids (milk shakes, smoothies, applesauce, pudding) through a straw.
- Drinking from a [water bottle](#) with a straw or opening that requires sucking

### ***Chewing Activities***

- Crunchy Foods (raw veggies, pretzels, chips, nuts, hard granola bars, popcorn, apples, etc.)
- Vibrating [oral toys](#)
- Chewy jewellery .
- Chewing gum.





- Chewy foods (dried fruits, fruit snacks, marshmallows, raisins, etc.)

### **Sucking/Licking**

- Sour hard candies
- Popsicles
- Thick drinks through a straw (applesauce, milkshake)
- Suckers
- Drinking from a sports bottle
- Ice cubes

### **Blowing**

- Blowing up balloons
- Blowing bubbles
- Whistles
- Harmonicas
- Party blowers
- Pinwheels

### **Calming breathing techniques for kids**

- Maintaining a sound for as long as possible (e.g. singing a note for as long as possible with one breath)
- Singing or humming

### **Activities for gustatory avoiders**

- Slowly increase tolerance of a vibrating toothbrush
- Use a firm pressure when brushing teeth, brush cheeks, tongue, and along gums well, too!
- Play in a sensory bin! Of course, this isn't directly affecting oral input, it is improving the tactile system as a whole and can have a dramatic effect.
- Explore new foods with no pressure to eat them. Talk about the foods colour, texture, and smell.

# Oral Sensory Toys

- Chewigem Bracelets
- Chewigem Pendants
- Chewy Wrist Bands
- Bite Bands



- Whistles
- Kazoos
- Harmonicas
- Party Blowers
- Bubbles
- Ps and Qs
- Chewable Pencil  
Toppers
- Abilitations Jigglers



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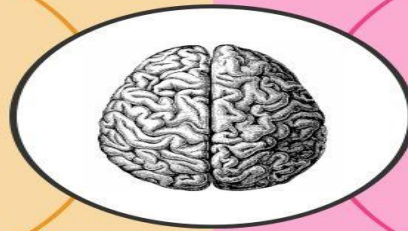


## Olfactory Input

with Sensory Processing Disorder

### Olfactory Overresponsivity

- Avoids certain smells
- Bothered by lotions, perfumes and shampoos
- Gags on foods or with certain smells
- Avoids hugging or being close to people
- Foods don't taste good
- Sensitive to restaurants or cafeterias



### Olfactory Underresponsivity

- Loves "odd" smells
- Does not notice bad odors or smells
- Child is not bothered by spicy or off tasting food
- Child cannot smell dangerous smells (rotten food/chemicals)
- Child smells people and objects frequently

### Olfactory Activities

- Scented dough
- Guess the smell
- Smelling Essential Oils (Aromatherapy)
- Lavender pillows



- Sour/Spicy smells
- Smelling scents blindfolded
- Tasting different tastes
- Scented stuffed animals/toys

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## THE SENSORY SYSTEMS



### The Olfactory System

When we eat, we smell something first. If it smells good we are more likely to try it. If it smells bad that sends a warning that we may not like it OR that it is dangerous for us to eat. Smell travels through chemical receptors with direct neuronal connections to limbic system (responsible for emotional memory). This is often why our emotions are tied to smells and food.

#### Sensitivity Symptoms

- Overly sensitive to certain smells and avoids them
- Limited diet (gagging or avoiding)
- Explores objects by smelling
- Craves certain smells or textures
- Holds their nose to avoid smells, even if you don't smell anything
- Avoids foods most children their age enjoy

#### Activity Suggestions

- Scented play dough, finger paints, or sensory doughs
- Use scented markers or stickers
- Create smelling bottles with various spices or items to introduce new smells
- Use scented bubbles
- Scented chewable items
- Avoid scented soaps, lotions, perfumes and oils
- Visit a herb garden



### **Visual hypersensitive children will benefit from**

- Visually simplified environment
- Neat and clear area to work
- Plain walls with no distractions
- Low lighting
- Use of less colours
- Use of bold letters for important information
- Maintain eye contact while talking and giving instructions.
- Privacy divider in a busy room

### **Visual hyposensitive children will benefit from**

- A visual boost
- A bright piece of paper under his work
- learning materials should be written in bright, large, or bold
- Online learning
- Applications that use movement and colour.
- Visual sticker charts
- “see more” to stay alert.

### **Visual activities**

- Treasure hunts
- I spy games
- Puzzles
- Partner painting
- Mazes
- Spot it
- Picture collection
- Colour by number
- Join the dots
- Word search





## **Strategies to help avoid breakdowns in auditory processing**

- Seat child away from visual, auditory, and motor distractions, such as fans, heaters, windows, doors, and pencil sharpeners.
- Make sure light is on the speaker's face, not his.
- Allow him to move to a quiet area when doing silent reading and independent work.
- Wait for the room to become quiet before giving instructions or directions.
- Enforce appropriate speaker-listener manners for all children in class – one person talks at a time; others listen quietly.
- Allow child a longer time to respond
- Break complicated directions into fewer parts
- Give concrete, interesting examples, demonstrations, and written or pictorial information when presenting new concepts orally.
- Use headphones

## **Activities**

- Playing with instruments
- Use microphones for sound enhancements
- Listening games and instruction following activities
- Using your own body to make sound (ie. snapping, stomping, clapping, humming)
- Using songs for learning and memory (ie. abc, months, etc.)
- Use recordings
- Copy the beats

## **Bilateral Coordination**

### **1) Symmetrical Bilateral Integration**

Both sides of the body mirror each other. For example, your child may bring their hands to their face at the same time, clap their hands together, and swing their legs at the same time.

### **2) Reciprocal Bilateral Integration**

one side of the body does the exact opposite movement or action of the other side of the body. Eg: Crawling, Creeping, Walking, Climbing stairs, Cycling, Swimming.



### **3) Asymmetrical Bilateral Integration**

Each side of the body performs a different and separate task, but both sides cooperate on the same activity. The brain must coordinate two streams of skilled thinking. Eg: colouring on paper while other hand holds paper, using scissors to cut.

### **4) Crossing the Midline**

Crossing an imaginary line down the body, dividing it right from left. Eg: dribbling a soccer ball, kicking with the dominant foot in a cross pass.

### **Activities of daily living**

#### **Brushing**

- Use deep pressure
- Use imitation
- Vibrating toothbrush
- Use visual charts
- Glass instead of cupping

#### **Bathing**

- Use loofa
- Use favourite toys
- Pretend play
- Head gear
- Liquid soap instead of solid soap
- Sibling bath time
- Visual step charts

#### **Dressing**

- One step at a time
- Use preferred dressing
- Give options to the child
- Visual charts

#### **Buttoning**

- Big size buttons
- Textured buttons



- One step at a time
- Press buttons

## **Lacing**

- Lacing boards
- Shoe shape board
- Simple overlapping of thread
- Simple single knot
- Flower knot

## **Eating**

- No digital media while eating
- Start with finger food
- Check grip on tool
- Finger eating
- Napkin
- Adapted handles

## **Haircutting**

- Use the word “trim” instead of “cut.”
- Visit the hair salon to simply check it out and watch other children get their hair trimmed.
- Visit the same hair stylist every time. Familiar places and people are less scary.
- Massage your child’s scalp before a haircut using your hands, handheld vibrator, or vibrating hairbrush
- Many children dislike the plastic cape with its scratchy closure. Instead use a soft towel and clip or an oversized shirt.
- Go to a child-friendly haircutting salon or create your own at home
- Distract with a candy, an absorbing video to watch or some good music.
- Let them watch the sibling or parent getting a haircut.
- Make it a family affair.

## **Toilet training**

- Frequent visits to toilet
- Less water intake after 8 pm to avoid bedwetting



- Observing sibling
- Some children are disturbed by the size and feel of a large toilet seat
- Some children are frightening by the sound of flushing. A sense of control might help

### **Sleeping**

- Dark room /comfortable room
- Slow music
- Lower light an hour before sleep time
- No gadgets at least 1 hour before sleep time
- Deep pressure – hug, extra cushion, blanket, leg massage

### **Peer play**

- Sharing
- Taking turns
- Group play





## **Behaviour modification**

### **1) Positive reinforcement**

A stimulus presented after a response that increases the probability of that response happening again. Eg: Claps

### **2) Negative reinforcement**

Removal of negative condition in order to strengthen a behaviour. It encourages students to perform better so that they can have an unpleasant situation removed from their work environment.

### **3) Punishment**

**Punishment** is designed to weaken behaviours by pairing an unpleasant stimulus to a behaviour. Receiving a detention for bad behaviour is a good example of a punishment

### **4) Systematic desensitization**

It is used to treat phobias and involves a person to remain calm while focusing on their fears. Eg: observe a picture of the thing you are scared of and gradually tolerate it.

### **5) Aversion therapy**

Pairing of unpleasant stimuli to an unwanted behaviour to eliminate the behaviour.



## AUTISM

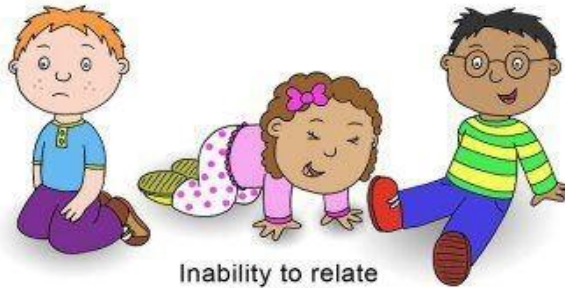
# The Truth About Autism

- Parents do not cause their children to have autism.
- Autism is not a mental illness
- All people with autism are not passive
- People do not grow out of autism
- Children with autism can be affectionate and have eye contact
- Some people with autism do like and seek social attention

# The signs of Autism..



Inappropriate playing with toys



Inability to relate to others



Inappropriate laughing or crying



Hyperactivity or Passiveness



Oversensitive or undersensitive to sound



Strange attachment to objects



Poor speech or lack of speech



Difficulty dealing with changes to routine



AUTISM PUZZLES

Registered Charity No: 1148010  
Support when you need it the most.  
[www.autismpuzzles.co.uk](http://www.autismpuzzles.co.uk)  
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Lack of awareness of danger



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HOME TRAINING OT ACTIVITY BOOK

# THANK YOU