



# *Skilled Kids Occupational Therapy*

Occupational Therapy and Consulting for Children

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## Recommended Books

### OT:

Baker, Jed. *The Social Skills Picture Book: Teaching Play, Emotion, and Communication to Children with Autism*. Arlington, TX: Future Horizons, 2001. Print.

Coleman, Gina Geppert. *Sensory Integration: Answers for Parents*. Santa Rosa, CA: Crestport, 2006. Print.

Coleman, Gina Geppert. *Sensory Integration: Answers for Teachers*. Santa Rosa, CA: Crestport, 2006. Print.

Ernsperger, Lori, and Tania Hanson. *Just Take a Bite: Easy, Effective Answers to Food Aversions and Eating Challenges*. Arlington, Tex.: Future Horizons, 2004. Print.

Grandin, Temple. *Thinking in Pictures: And Other Reports from My Life with Autism*. New York: Doubleday, 1995. Print.

Kranowitz, Carol Stock. *The Out-of-sync Child: Recognizing and Coping with Sensory Processing Disorder*. Rev. and Updated ed. New York: Skylight Book/A Perigee Book, 2005. Print.

Miller, Lucy J., and Doris A. Fuller. *Sensational Kids: Hope and Help for Children with Sensory Processing Disorder (SPD)*. New York: G.P. Putnam's Sons, 2006. Print.

Neufeld, Gordon. *Hold on to Your Kids: Why Parents Matter*. Toronto: A.A. Knopf Canada, 2004. Print.

Notbohm, Ellen. *Ten Things Every Child with Autism Wishes You Knew*. Arlington, TX: Future Horizons, 2005. Print.

Roley, Susanne. *Understanding the Nature of Sensory Integration with Diverse Populations*. San, Antonio, Tex.: Therapy Skill Builders, 2001. Print.

Williams, Mary Sue, and Sherry Shellenberger. *How Does Your Engine Run?: A Leader's Guide to the Alert Program for Self-regulation*. Rev. ed. Albuquerque, NM: TherapyWorks, 1996. Print.

Yack, Ellen, and Shirley Sutton. *Building Bridges Through Sensory Integration: Therapy for Children with Autism and Other Pervasive Developmental Disorders*. 2nd ed. Las Vegas: Sensory Resources, 2002. Print.

## **Anxiety:**

Manassis, Katharina. *Keys to Parenting Your Anxious Child*. 2nd ed. Hauppauge, N.Y.: Barron's Educational Series, 2008. Print.

Winner, Michelle Garcia. *Thinking about You, Thinking about Me*. 2nd ed. San Jose, CA: Think Social, 2007. Print.

Collins-Donnelly, Kate. *Starving the Anxiety Gremlin: A Cognitive*. 2013. Print.

## **Anger, Frustration, & Outbursts**

### **For Parents and Teachers:**

Greene, Ross W. *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, "chronically Inflexible" Children*. New York: HarperCollins, 1998. Print.

Pudney, Warwick, and E. Whitehouse. *A Volcano in My Tummy: Helping Children to Handle Anger: A Resource Book for Parents, Caregivers and Teachers*. Gabriola Island, B.C., Canada: New Society, 1996. Print.

Stratton, Carolyn. *The Incredible Years: A Trouble-shooting Guide for Parents of Children Aged 2-8 Years*. Seattle: Incredible Years, 2005. Print.

The Anxiety Gremlin

### **For Children to Read With Parents and/or Teachers (choose age specific books):**

Aaron, Jane, and Barbara Gardiner. *When I'm Angry*. New York: Golden, 1998. Print.  
\*Children learn how to deal with anger. Includes a parents' guide in a question-and-answer format. (Grades K - 2)

Bang, Molly. *When Sophie Gets Angry--Really, Really Angry...* New York: Blue Sky, 1999. Print.  
\*A little girl doesn't know how to manage her anger; she learns how to take the time to cool off and regains her composure. (Grades L-2)

Berry, Joy Wilt, and Maggie Smith. *Let's Talk about Feeling Angry*. New York: Scholastic, 1995. Print. \*Part of the "Let's Talk About" series. Explains how to handle even the toughest of situations and emotions in a clear, simple language. Other titles include: Let's Talk About Feeling Afraid, Let's Talk About Needing Attention which addresses temper tantrums, and Saying No which illustrates when saying now is appropriate when it is not. (Grades K-2)

Blumenthal, Deborah, and Harvey Stevenson. *The Chocolate Covered Cookie Tantrum*. New York: Clarion, 1996. Print. \*Sophie finds out that throwing a tantrum will not get her what she wants. (Grades K - 2)

Everitt, Betsy. *Mean Soup*. San Diego: Harcourt Brace Jovanovich, 1992. Print. \*Horace has had a very, very bad day and is feeling grump. His mother helps him find a cure. (Grades K - 2)

- Leeuwen, Jean, and Ann Schweninger. *Amanda Pig on Her Own*. New York: Dial for Young Readers, 1991. Print. \*Amanda has to solve some problems, deal with angry feelings, and meet other challenges when she is by herself. (Grades K - 2)
- Mayer, Mercer. *I Was so Mad*. New York: Golden, 1983. Print. \*A young child tries a variety of ways to let go of anger. (Grades K - 2)
- McGovern, Ann, and Nola Langner. *Scram, Kid!* New York: Viking, 1974. Print. \*J isn't allowed to join the baseball team. He reacts to being rejected. (Grades K - 3)
- Minarik, Else Holmelund, and Maurice Sendak. *No Fighting, No Biting!* Tadworth: World's Work, 1969. Print. \*Rosa and Will hear the story of two alligators who argue until they meet a big hungry alligator. (Grades K - 2)
- Moser, Adolph, and David Melton. *Don't Rant & Rave on Wednesdays!: The Children's Anger-control Book*. Kansas City, Mo.: Landmark Editions, 1994. Print. \*Children find out how to control anger and express feelings appropriately. (Grades K - 6)
- Naylor, Phyllis Reynolds, and Nola Langner Malone. *King of the Playground*. New York: Atheneum, 1991. Print. \*A little boy gets bullied and learns how to deal with the problem. (Grades K - 2)
- Nightingale, Kimberly, Nancy L. Walter, V. Linn Patfield, and Heidi Spaeth-Edwards. *A Book About Feeling Angry: Seemor's Flight to Freedom*. Rosemount: Emotional Management Education, 1998. Print. \*Poignant story of a nearsighted seagull's struggle with anger; includes questions for discussion between parents and children how our brains process anger. (Grades K - 2)
- Simon, Norma, and Dora Leder. *I Was So Mad!* Chicago: A. Whitman, 1974. Print. \*A look at situations that make children angry including, sibling rivalry, annoyance with parents, school problems, and more. (Grades K - 2)
- Udry, Janice May, and Maurice Sendak. *Let's Be Enemies*. New York: Harper & Row, 1961. Print. \*When John sees James as bossy, he decides that they are enemies. They eventually become friends again. (Grades K - 2)
- Waber, Bernard. *But Names Will Never Hurt Me*. Boston: Houghton Mifflin, 1976. Print. \*A little girl with the unlikely name of Alison Wonderland deals with teasing. (Grades K - 2)
- Wells, Rosemary. *Benjamin & Tulip*. New York: Dial, 1973. Print. \* Tulip beats up Benjamin. They eventually come to a truce. (Grades K - 2)
- Zolotow, Charlotte, and Arnold Lobel. *The Quarreling Book*. New York: Harper & Row, 1963. Print. \*A chain reaction of angry feelings occurs when Dad forgets to kiss Mom good-bye in the morning. (Grades K - 2)

## **Autism Resources:**

Winner, Michelle Garcia. *Social Behavior Mapping: Connecting Behavior, Emotions and Consequences across the Day*. San Jose, Calif.: Think Social Pub., 2007. Print.

1. <http://www.carolgraysocialstories.com/>

2. <http://www.socialthinking.com/>

Autism and SPD Books:

All cats have Asperger Syndrome

Can I tell you about Autism?

Different Like Me

Dog with ADHD

The sensory Sensitive child

Ten things every child with autism wishes you knew

Too loud, too bright, too fast, too tight

The out of synch child

The spirited child

Sensational kids

## **CHILD AND YOUTH RESOURCES**

### **Textbooks**

Bruce, M. A., & Borg, B. (2002). *Psychosocial frames of reference: Core for occupation-based practice* (3rd ed.). Thorofare, NJ: Slack Incorporated.

Bruni, M. (2006). *Fine motor skill for children with Down Syndrome: A guide for parents and professionals* (2nd ed.). Bethesda, MD: Woodbine House.

Case-Smith, J., & O'Brien, J. C. (Eds.). (2010). *Occupational therapy for children* (6th ed.). Maryland Heights, MO: Mosby.

Kraus, E. (2006). Handedness in children. In Henderson, M. & Pehoski, C. (eds) *Functional hand use in children: Foundations for remediation*. Mosby Elsevier: St. Louis, MO.

Mulligan, S. E. (2003). *Occupational therapy evaluation for children: A pocket guide*. Baltimore, MD: Lippincott Williams & Wilkins.

Wolf, L. S. & Glass, R. P. (1992). Feeding and swallowing disorders in infancy. San Antonio, Texas: Therapy Skill Builders. (p. 20)

### **Journal Articles and Book Chapters**

Ashburner, J. K., Rodger, S. A., Ziviani, J. M., & Hinder, E. A. (2014). Optimizing participation of children with autism spectrum disorder experiencing sensory challenges: Clinical reasoning framework *Canadian Journal of Occupational Therapy*, 81 (1), 29-38.

- Avery, W. (2008). Dysphagia. In M. V. Radomski & C. A. Trombly (Eds.), *Occupational therapy for physical dysfunction*, (6th ed.) (pp. 1324). Lippincott Williams and Wilkins, Baltimore, MD
- Batorowicz, B., Missiurana, C., & Pollock, N. (2012). Technology supporting written productivity in children with learning disabilities: A critical review. *Canadian Journal of Occupational Therapy*, 79(4), 211–224.
- Feder, K. P., Racine, M. B., & Majnemer, A. (2008). A review of handwriting performance and interventions: Does remediation work? *Israeli Journal of Occupational Therapy*, 17, 69–88.
- Freeman, A. R., Mackinnon, J. R., & Miller, L. T. (2005). Keyboarding for students with handwriting problems: A literature review. *Physical and Occupational Therapy in Pediatrics*, 25(1–2), 119–147. doi: 10.1080/J006v25n01\_08
- Flatt, A. E. (2005). The trouble with pinkies. *Baylor University Medical Center Proceedings*, 18, 341–344.
- Freeman, A. R., Mackinnon, J. R., & Miller, L. T. (2005). Keyboarding for students with handwriting problems: A literature review. *Physical and Occupational Therapy in Pediatrics*, 25(1–2), 119–147. doi: 10.1080/J006v25n01\_08
- Hodgetts, S., Magill-Evans, J., & Misiaszek, J. E. (2011). Weighted vests, stereotyped behaviors and arousal in children with autism. *Journal of Autism and Developmental Disorders*, 41, 805–814. doi: 10.1007/s10803-010-1104-x
- Hoy, M. M. P., Egan, M. Y., & Feder, K. P. (2011). A systematic review of interventions to improve handwriting. *Canadian Journal of Occupational Therapy*, 78(1), 13–25.
- Johnson, C. L., Schwanholtz, C., Daugherty, M. B., Gaboury, T., & Warden, G. D. (1992). Splinting the pediatric palmar burn. *Journal of Burn Care & Research*, 13(4), 460–464. Available from <http://journals.lww.com/burncareresearch/toc/1992/07000>
- Kushki, A., Chau, T., & Anagnostou, E. (2011). Handwriting difficulties in children with autism spectrum disorders: A scoping review. *Journal of Autism and Developmental Disorders*, 41, 1706–1716. doi: 10.1007/s10803-011-1206-0
- McKee, Pat (2010). Objectives, design, and terminology. In *Orthotics in rehabilitation: Splinting the hand and body*. (p. 7). Philadelphia: F.A. Davis Company.
- Novak I., McIntyre S., Morgan C., Campbell L., Dark L., Morton N., Stumbles E., Wilson S. A., Goldsmith S. (2013). A systematic review of interventions for children with cerebral palsy: state of the evidence. *Developmental Medicine and Child Neurology*, 55, 885-910.
- Poggrund, R. L., & Fazzi, D. L. (Eds.). (2002). Vision focus: Understanding the medical and functional implications of vision loss. In *Early focus: Working with young children who are blind or visually impaired and their families* (2nd ed., pp. 89–101). New York, NY: American Foundation for the Blind.

- Rethlefsen, S., Deidre, R., & Kay, M. (2010). Classification system in Cerebral Palsy. *Orthop Clin North Am.*, 41(4), 457-67.
- Shahid, M. (2004) Buggy-to-wheelchair progression for children with cerebral palsy: Parents' and therapists' opinions. *International Journal of Therapy and Rehabilitation*, 11, 560-566.
- Shangraw, K. (2012). Autism Spectrum Disorder in B.J. Atchison and D.K. Dretter, Eds. *Conditions in Occupational Therapy: Effect on performance* (4th ed). Lippincott
- Schneck, C. M., & Amundson, S. J. (2010). Chapter 19: Prewriting and handwriting skills. In J. Case-Smith & J. C. O'Brien (Eds.), *Occupational therapy for children* (6th ed., pp. 557–560). Maryland Heights, MO: Mosby.
- Schwellnus, H., Carnahan, H., Kushki, A., Polatajko, H., Missiuna, C., & Chau, T. (2012). Effect of pencil grasp on the speed and legibility of handwriting after a 10-minute copy task in Grade 4 children. *Australian Occupational Therapy Journal*, 59(3), 180–187.
- Schwellnus, H., Carnahan, H., Kushki, A., Polatajko, H., Missiuna, C., & Chau, T. (2012). Effect of pencil grasp on the speed and legibility of handwriting in children. *American Journal of Occupational Therapy*, 66(6), 718–726.
- Stephenson, J., & Carter, M. (2009). The use of weighted vests with children with autism spectrum disorders and other disabilities. *Journal of Autism and Developmental Disorders*, 39, 105–114. doi: 10.1007/s10803-008-0605-3
- Wattendorf, D. J., & Muenke, M. (2005). Fetal alcohol spectrum disorders. *American Family Physician*, 72(2), 279–285.
- Weierink, L., Vermeulen, R. J., & Boyd, R.N. (2013). Brain structure and executive functions in children with cerebral palsy: A systematic review. *Research in Developmental Disabilities*, 34(5), 1678-1688. doi: 10.1016/j.ridd.2013.01.035

## **Practice Articles**

- Alberta College of Occupational Therapists Adhoc Task Force. (2009, December). *Commentary on l'Ordre des ergothérapeutes du Québec's position statement on use of weighted covers*. Retrieved from [http://www.acot.ca/files/Commentary\\_Weighted\\_Blankets\\_c\\_Append.pdf](http://www.acot.ca/files/Commentary_Weighted_Blankets_c_Append.pdf)
- Fehlings, D., Yeung, K., & Teplicky, R. (2002). *The use of botulinum toxin in children with muscle stiffness: An update* (Keeping Current #02-1). Retrieved from McMaster University website: <http://www.canchild.ca/en/canchildresources/botulinumtoxininchildren.asp>
- Health Technology Inquiry Service, Canadian Agency for Drugs and Technologies in Health. (2010, July). *Patient lifts and transfer equipment: A review of clinical and cost-effectiveness and guidelines*. Retrieved from [http://www.cadth.ca/media/pdf/L0192\\_patient\\_lifts\\_htis-2.pdf](http://www.cadth.ca/media/pdf/L0192_patient_lifts_htis-2.pdf)

- Lam-Damji, S., & Fehlings, D. L. (2006). *An update on constraint therapy in children with hemiplegia* (Keeping Current #04-2006). Retrieved from McMaster University website: <http://www.canchild.ca/en/canchildresources/constrainttherapy.asp>
- Livingstone, R. (2011). *Evidence for practice: Power mobility for infants and preschool children*. Retrieved from Sunny Hill Health Centre for Children website: [http://www.childdevelopment.ca/Libraries/Evidence\\_for\\_Practice/Power\\_Mobility\\_for\\_Infants\\_Preschoolers\\_2012.sflb.ashx](http://www.childdevelopment.ca/Libraries/Evidence_for_Practice/Power_Mobility_for_Infants_Preschoolers_2012.sflb.ashx)
- Missiuna, C. (2003). *Children with Developmental Coordination Disorder: At Home and in the Classroom*. Canchild Centre for Childhood Disability Research. Retrieved from <http://dcd.canchild.ca/en/AboutDCD/resources/dcdrevised.pdf>
- Missiuna, C. & Pollock, N. (2007). *Recognizing and referring children with developmental coordination disorder: The role of the occupational therapist*. Retrieved from [http://dcd.canchild.ca/en/EducationalMaterials/resources/RoleofOT\\_Dec10\\_2007.pdf](http://dcd.canchild.ca/en/EducationalMaterials/resources/RoleofOT_Dec10_2007.pdf)
- Pollock, N. (2009). *Sensory integration: A review of the current state of the evidence*. *Occupational Therapy Now*, 11(5), 6–10.
- Teplicky, R., Russell, D., & Law, M. (2003). *Casts, splints, and orthoses - Upper extremity: Review of effectiveness literature for children with neurological disorders* (Keeping Current #03-8). Retrieved from McMaster University website: <http://www.canchild.ca/en/canchildresources/cso2.asp>

## **Practice Guidelines**

- Agency for Healthcare Research and Quality. *Spasticity in children and young people with non-progressive brain disorders: management of spasticity and co-existing motor disorders and their early musculoskeletal complications*. Retrieved from: <http://www.guideline.gov/content.aspx?id=15632#Section420>
- British Columbia Provincial Nursing Skin and Wound Committee. (2012). *Guideline: Prevention of skin breakdown due to pressure, friction, shear and moisture in adults & children*. Retrieved from Connecting Learners with Knowledge website: <https://www.clwk.ca/communities-of-practice/skin-wound-community-of-practice/>
- Cincinnati Children's Hospital Medical Center. (2009). *Evidence-based care guideline: Pediatric constraint induced movement therapy*. Retrieved from <http://www.cincinnatichildrens.org/service/j/anderson-center/evidence-based-care/evidence-based-guidelines/>

**Recommendation for frustration/feeling overwhelmed:**

One of the most useful ways of handling frustration is simply counting and then providing a quiet spot to calm down. Have a quiet spot in the room that any child can use when they want some time away. Allow for a verbal way of asking for some time away and use also a non-verbal way, such as getting a 'quiet time' card and giving it to the teacher. If the child has an outburst, ask him if he wants the quiet time card and give it to him.

**Social Skills Books**

Mahler, Deena E. 204 *Fold & Say Social Skills*. Greenville, S.C.: Super Duper, 2002. Print.

1. <http://www.superduperinc.com/search/topicSearch.aspx?id=48>