Sunday, November 3, 2019 – 10:30-12:00 PM

Let’s Move Together! Early Play Routines to Encourage Self-Initiated Movement

Presented by
Marjie Wood, M.Ed., COMS, TVI,
O&M Consultant, Austin, TX
marjiewood@gmail.com

Developed for 2019 SWOMA Conference
Routines

A routine is an instructional strategy developed to increase the level of participation in activities for students who require consistency and repetition in order to learn. Any activity can be designed to be a routine. An activity is not a routine unless it meets the following criteria:

- There is a clear signal to the student that the activity is starting.
- The steps of the activity occur in the same sequence.
- Each step is done the same way each time (same materials, same person, same place).
- Assistance is given the same way each time until the student is ready for a lower level of prompt.
- The pacing of instruction is precisely maintained until the activity is finished (no side conversations, going off to get something you forgot, or spontaneously adding new or different steps that won't happen the next time the activity is done).
- There is a clear signal to the student that the activity is finished.


Why are routines worth the trouble?

The power of a routine is the precise planning of what the student will do and how he will do it in on each step of the routine. Many students are able to learn new skills and participate at higher levels when this strategy is used because they need the following things that routines provide.

- Predictability: "I know what is going to happen from start to finish."
- Consistency: "I know what I am supposed to do."
- Anticipation: "When you do that, I know to get ready for."

Practice: "I remember what I did last time and I can try to do more this time." Millie Smith, 2002, TSBVI Website, www.tsbvi.edu/Education/vmi/whyroutines.htm
Ensuring a Successful O&M Motor Routine

Before the Routine:

- Get to know each child as an individual
- Gather information:
  - Medical - medications, GI issues, buttons, shunts, balance, hearing, seizures (low tone, hyperactive, CP, etc.)
  - Daily routines: eating/sleeping/therapy times
  - Child’s physical limitations: preferences in positions (prone, supine, sitting, transitional movements), handling, touching, movement; physical stability, stamina, low tone, CP, etc.
  - Child’s comfort with music and types of music, specific songs
  - Observe child’s sensory capabilities- vision, hearing, sensory- touch, kinesthetic, proprioception
  - Family attitudes/expectations of child and your services and abilities – are they comfortable with you holding their child, etc.? Acknowledge the parents’ fears, cultural expectations.
  - Know current functioning levels and parental/service providers’ and near and future goals for child.

Select Appropriate Activities and Songs: Communicate Your Plans:

- Discuss your specific plans and ask for input from the OT/PT/SLP/TVI.
  - Is the child low tone or have some spasticity?
  - Is the child able to be on tummy, side, sitting, etc.?
  - Is the child able to stand or does the child need to wear orthotics?
  - Is there anything that causes the child pain?
  - What are the TVI’s goals? How does the child use his vision?
- Discuss your plans for the routine with the parents.
  - Find out the parents fears/concerns and acknowledge them
  - What are the child’s favorite activities?
  - Explaining the benefit of starting a routine
- Ask for assistance from the OT/PT. It is HIGHLY RECOMMENDED that you initially have an OT or PT work with you especially if the child has any physical or motor limitations.
During the Routine:

- Talk with the child
  - about what is happening to him/her
  - Use short, meaningful phrases
  - Don’t talk excessively as to interfere with the child’s ability to process the activity
- ‘Invite’ the child to play with you
- Give some wait time
- Use turn-taking when appropriate
- Fade prompts as the child begins to attain skills
- Invite the parents to be a part of the routine
- Enjoy your time with the child
- Observe the child for likes/dislikes/discomfort, etc.
- Slow down when necessary
- Play WITH the child
- Have start/stop cues

Using Routines in O&M Lessons to Encourage Purposeful Movement with Infants and Toddlers

“Movement is life. It is in all we do on a daily basis…for children, movement is also the natural learning medium. It is the means by which they explore the environment, learn how it functions, and interact with it.”

P. 170, Dr. Sandra Rosen in Foundations of Orientation and Mobility 2nd Edition. Blasch, Weiner & Welsh

“…learning occurs best when the child is a participant and in a manner that initially involves the child’s body.”

P 343 chapter 10, Early Focus by Rona L. Pogrund and Diane L. Fazzi 2nd ed. 2002

The motor-movement and swinging routines described here are based on the child you will be watching on video. Information was gathered from the mother, ECI service coordinator, other service providers (OT, PT, SLP, TVI), observations and hands-on interactions with the child. Once the child’s present levels of functioning and goals were established, specific developmental skills to be addressed were identified and matched to particular songs.

While gathering information about the child, the motor routine was explained to the parents and PT assistant who also serves as the translator for his mother. Once the routine was developed, it was ensured that the parent and PT assistant would be present.

Motor-Movement Routine

Helpful equipment:

- **Musical Tape or CD
- Tape recorder ( cassette, CD) Big Mac or other type of switch Battery interrupter
- Ball- whatever size child likes and often more than 1 size Wooden textured musical stick
- Solid colored blanket or sheet

Using songs with instrumentals followed by singing seems to help with transitioning. In this video, I used the CD, Disney Babies: Playtime. This particular routine includes 6 songs, with the first song dedicated entirely to transitioning and preparing the child for the activity. The following list shows some of the goals for and benefits from using the routine:

The Motor-Music Routine:

The child will have the opportunity to experience:

- Cognitive:
  - Cause and effect Anticipatory skills
  - Concepts: body part awareness and positional concepts

- Communication/Social Skills:
  - Imitation Turn taking
  - Anticipatory skills
• Motor skills:
  o Body parts awareness
  o Transitional movements
  o Grasping
  o Motor planning

• Sensory:
  o Use of auditory skills
  o Use of visual skills
  o Textures

1st song – Following the Leader
Following the Leader is played as a transitional song. While the song begins, an object is presented to the child, while the adult says, “Teddy bear time”. Enough time is given for the child to be in position before the next song begins.

2nd song - Hickory Dickory Dock
Instrumental: Transition to tummy

Targeted Skills/Concepts:
• Tummy Time
• Weight bearing on shoulders/hands, knees
• Encouraging head control
• Concepts-Body parts awareness, positional, numbers, sequencing

3rd song- Dancing Arms:
Instrumental: Transition from on the tummy to sitting in my lap.

Targeted Skills/Concepts:
• Head and trunk control
• Trunk, shoulder and arm movement/ *stretching and awareness
• Up/down, high/low
• Anticipatory skills

4th song- **Ball for Baby:
Instrumental : Transition may be auditory in bringing a bell ball toward the child.

Targeted Skills/Concepts:
• Body parts awareness
• Transitional movements: from sitting to standing with support
• Rolling/bouncing over/with a ball
• Positional concepts

**Note:
If the child equates balls in a negative manner, there are other methods to introduce the fun aspect of using balls that can easily be incorporated during this song.
5th song- Little Cowpoke:
Instrumental- Transition to straddling over the leg or legs. If the child doesn’t have trunk or head control, you will support him with your upper body. Sometimes you may need to recline a bit.

**Targeted Skills/Concepts:**
Rhythmical bouncing
- Seated position
- Body parts awareness in feet, shoulders, arms
- Grasping

This is one of the childrens’ and parents’ favorites! It has probably elicited the most smiles.

6th song- Itsy Bitsy Spider
Instrumental- Transition from sitting back to tummy. In this position, the child is again able to be supported over your leg/legs and can access, with your help, the Big Mac.

**Targeted Skills/Concepts:**
- Tummy time
- Use of switch for cause-effect
- Proprioceptive feedback into shoulders, elbows, wrists
- Weight bearing on shoulders
- Positional concepts- up/down, out
- Body parts awareness

Note: This song can either be calming or alerting.

**Adaptations**
This routine can be over-stimulating for some children. Knowing your child and what he or she can do is of utmost importance. The following are a few suggested adaptations:

Introducing the routine might be introducing 1 or 2 songs initially and adding an additional when the child can handle more.

Shortening, slowing/stopping, or changing songs when the child needs it.

Changing the expectation of the songs when the child has achieved the particular movement/goal.

**Cautions**
When involved in any type of positioning, it is imperative to note when the child last ate a meal, whether or not the child has a g-tube/button, shunt, or any other condition that would require caution or adaptations to the routine.

**Swinging Routine:**

**Materials needed:**
- Blanket – preferably a family blanket which is strong enough for child and large enough for 2 adults to hold at the corners.
Swinging Routine- The child will experience:

- **Cognitive:**
  - Cause and effect
  - Anticipatory skills
  - Understanding that movement = communication

- **Motor Skills:**
  - Sequencing of purposeful movement to indicate “more”
  - Transitional movements

- **Sensory:**
  - Kinesthetic and proprioceptive awareness
  - Use of visual skills

- **Social/Emotional:**
  - Bonding with parents/family
  - Turn taking

Caution: One should determine through evaluation and consultation with parents, service providers and medical staff that the swinging routine will not cause any undue stress, medical difficulties, or safety issues to/for the child

**The Swinging Routine:**

**Preparation:**

Sing 1 of the swinging songs while visually/tactually presenting the blanket to the child and ask the child if s/he would like to swing.

Depending on his ability to move, we’ll either place him or roll him into the center of the blanket. For swinging side to side, the adults need to place themselves at the child’s head and feet. Also depending on what the child can tolerate, this is a great time to help the child ‘transition’ from lying to a sitting position before being raised in the blanket.

**Swinging:**

The song is then sung and at the completion of the second round, is gently placed on the floor.

This is a great opportunity to follow the *Every Move Counts* program to encourage purposeful communication.

1. Stop the swinging and ask, “---, do you want more swinging?”
2. WAIT WAIT WAIT for the child’s response.
3. As soon as the child moves a part of his body, the initiator will touch that body part, say “more” and quickly restart the swinging. You must also prepare to stop the swinging prior to the last swing.
4. Once the child is consistently communicating “more” we then gently and carefully roll the child off the blanket until he is lying on his back on the floor, with his side touching the edge of the blanket, asking if he wants “more”.

5. WAIT for a response!

6. When he responds with a motor or verbal response, we slowly and carefully roll him to the center of the blanket and repeat the swinging routine.

He may begin using different body actions to indicate “more”. Many children have a preferable direction to roll. This is a great activity to encourage movement and visual skills toward/on the non-preferred side. So, we make sure to roll the child in and out of the blanket in both directions. Also, we allow the child the opportunity to swing from front to back AND side to side.

As with any activity, whenever we notice discomfort, fatigue, pain, or any adverse reaction, the activity is immediately stopped. But, we always try to initially avoid problems in the first place by checking with the parents, therapists, and anyone else who’s involved with the child. Caution also must be taken with children who have g-tubes, shunts, or any medical issues.

This routine has been very popular with the children and their parents.

It’s often the first time that the child laughs, giggles, and/or shows delight and a desire for “more”.

Routines can provide predictability, consistency, safety and comfort. Once the child is secure in knowing what’s going to happen, can we not also say that motor routines can be enjoyable and provide the children and their families an opportunity to have fun together?

After the Routine:

Talk with adults present to determine what the child liked/didn’t like

Explain any changes to routine in succeeding session, and what parents might want to try prior in the interim.

Document

Make sure this is the child’s routine and remember to have FUN. It’s a great learning experience FOR EVERYONE INVOLVED!

Resources and Materials Used for Motor-Music Routines

Resources


Websites

CanDo Kiddo
A website developed by an Occupational Therapist, mom, and self-proclaimed child development “nerd”.
www.candokiddo.com

Mama OT
A website developed by California-based mom and Occupational Therapist with additional background in gymnastics, psychology, and education.
www.mamaot.com

TSBVI O&M LiveBinder
A collection of articles and resources for O&M Specialists.
http://www.livebinders.com/shelf/view/152663

Materials

Music for motor-music routine:
Disney Babies Playtime- either free download or CD. Try to find music that plays the tune before the lyrics begin.

Special Materials:
Gymnic Jinglin’ Ball- 55 cm clear ball with 4 jingle bells Jingle Bells - Hobby Lobby or Michaels

Rhino skin soccer balls- Google for best prices. Prices can vary between $65 to $120 per set. They come in sets of 6 different colors. Size 5 or mini size 3.

Miscellaneous:
“Big Red” switch
Fluted (wooden) rhythm sticks
Homemade music cards
Texas School for the Blind & Visually
Outreach Program

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.