Sensory and Behavior Strategies

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Dear Parents, Educators, Therapists and Caregivers,

Over the course of the last 2 decades I have problem solved with many children, their parents and teachers during occupational therapy treatment. Sensory processing challenges often require the most problem-solving “detective” work by occupational therapists, parents and teachers to understand and resolve.

I wrote this eBook to share my best detective work results: the sensory and behavior solutions that help the best and the most often for children with sensory and behavioral challenges.

A child with sensory processing challenges can interrupt a classroom or family’s day a little or a lot. Whether you are looking for strategies to just get your family on an even keel, tips to help manage your classroom as a whole or help for someone who actually has a sensory processing disorder, this eBook will help.

Remember be a sensory-behavior detective first. Seek first to understand the problem, and then apply the right sensory-behavior approach for success.

Sincerely,

Christel

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Occupational Therapist
CAUTION: Do not use if person is in “shut down” mode and simply overwhelmed. Then a real break is in order.

These WAKE up! strategies need to be structured so as not to over stimulate.

For example, do them a set number of times or for a set time period. For example do them for a count of 10 or use a timer to start and stop.

MOVEMENT AND BALANCE

1. Sit on a therapy or exercise ball and do a crazy bounce routine.
2. Stand on a mini-trampoline and jump up and down.
3. Sit a smaller child on an adult’s lap and be wiggly and jiggly.
4. Sit or stand on a wiggle seat such as a hot water bottle filled with air or water.

SMELL

5. Smell strong odours such as peppermint.

SOUND

6. Listen and/or dance to unfamiliar, loud music.
7. Add a novel sound to a moving game. e.g. Use a silly, nonsensical word while playing “tag” like, “Smerch, you’re it”.
TASTE

8. Drink something cold.
9. Drink something bubbly or carbonated.
10. Drink or eat a strong tasting drink or snack, something tart or sour.

TOUCH

11. Take a cooler temperature shower or bath.
12. Wipe face, arms or legs with a cool cloth.
13. Rub arms and legs with a slightly rough, dry cloth.
14. Open a window for fresh air.
15. Turn on a fan. Stand in front of it.

VISION

16. Turn on a light or turn on more lights.
17. Open blinds or draperies to let in sunlight.
These are settle down activities to become more relaxed, soothed or calmer.

**MOVEMENT AND BALANCE**

1. Rock in a rocking chair or gliding chair.
2. Suck on a hard candy.
3. Drink a thick shake or smoothie through a thin straw.
4. Do progressive muscle relaxation.
5. Play with a quiet, hand-held, fidget toy.
6. Get or give a hug.
7. Do slow, gentle yoga poses.

**SOUND**

8. Turn on a white noise machine or run a fan.
9. Listen to soft music with a steady rhythm.
10. Put on earphones but don’t turn on any sound.
11. Wear earplugs.
SMELL

12. Smell gentle odours such as vanilla, banana or lavender.

TASTE

13. Eat a familiar, but bland and chewy snack.

TOUCH

14. Take a bath with “neutral warmth” so not too hot and not too cold.
15. Roll a therapy ball over the child’s body as he/she lies face down.
16. Snuggle with a soft blanket, sleeping bag, floor pillow or body pillow.
17. Sit in a bean bag chair or sit in lots of big cushions.
18. Wear snug fitting clothing that is made of stretchy material.

VISION

19. Turn off or down the lights or close the blinds or drapes.
20. Sit behind a panel at a desk or workstation.
Activities to pay ATTENTION help when a child is feeling overactive or under reactive to be more focused and ready to work on the task at hand.

**MOVEMENT AND BALANCE**

1. Suck on hard candy.
2. Sip a thick drink through a curly straw.
3. Push, pull, lift or carry heavy objects (never more than 10% of body weight). Remember you can push more than you can pull. You can pull more than you can lift. You can lift more than you can carry. BE strong but BE SAFE.
4. Do on the floor, in the chair or wall push-ups
5. Get upside-down. Put your head down like downward dog yoga pose.

**SOUND**

6. Add rhythm with a beat or by counting or clapping.

**SMELL**

7. Smell a favorite odor or wear a favorite perfume or scent.

**TASTE**

9. Eat something crunchy.
TOUCH

10. Play with a toy that vibrates.

11. Write with a “wiggle” pen, one that vibrates as you write.

VISION

12. Use a ruler under each line or as a pointer when reading.

13. Add a visual cue like a green “Go” sign and a red “Stop” sign to any activity.
As occupational therapists who work with children, we strive to set up our individual or group therapy sessions for success.

Occupational therapists are the sensory go-to-people, especially when there is a sensory challenge like over or under sensitivity. We increase our learning through the senses.

1. Do you offer opportunities for vestibular (head moving through space) and proprioception (heavy muscle work) play? Also using touch, eyes, ears, taste, and smell? Yes, there are 7 senses! Do you engage more than one sense at a time? We remember learning opportunities by making them sensory rich.

2. Occupational therapists offer a “just-right challenge”. Do you?

3. Is the activity an opportunity to learn that is neither too difficult nor too easy? Did you stretch that “rubber band” of the brain just enough to expand its ability but not overwhelm it? Was it stretched at least a little?

**REMEMBER: Offer a “Just-Right Challenge”**

4. Are you collaborating? Does your child have some input into the activity? We all, adults and children, engage more readily, learn more and enjoy things when we have choices. While we all have some things we “must” do each day, it is easier when we can make decisions about them. Yes, I do get dressed every day, but I like it better when I can choose what to wear and not when the “clean laundry” pile dictates what I have to wear!
5. Did you encourage the child, youth or adult to initiate, develop, plan, think about, design and conclude the activity? I cannot overemphasize the importance of being part of all the steps from start to finish. This takes more adult time and planning. Remember one doesn’t learn how to make cookies by just eating them! This applies to almost every activity one learns.

6. When you begin or undertake an activity are you “comfortable” in mind and body? If someone isn’t ready to learn and do, how successful will he/she be? Be mindful of feedback. Observe engagement and interest. You may need to change the activity itself, the time, the environment, the participant or the tools.

7. Play is the key. Playfulness builds on natural motivation and enjoyment to participate, engage and learn.

8. Practice results in successful outcomes. Talk about success and plan for success. Focus and share what you want to happen instead of what you don’t want to happen.

9. Do you and your child feel safe? If you or your child are afraid, learning will be harder or won’t occur at all.

10. Have you arranged the activity, the room, and the environment so that participants are drawn to the learning activity? Is the learning activity the most fun thing to do that is available? If it is competing with something else, you need to make the learning activity more interesting!

11. Be positive, create trust, and make a connection with your child. Laugh. Honor your child and yourself and you will both learn.
In Chapter 4, Part 1, I reviewed occupational therapy sensory strategies for optimal learning. In this second part, I will “reveal” our behavioral reminders.

1. Do you have your child’s attention before you begin? Hearing, isn’t listening. The adult’s job is to ensure “listening ears” are in place.

2. Another reminder from Part 1: Are you the most fun activity in the room? Yes, you! Or better yet, are you the only access to the most fun things? If something else has your child’s attention, learning will not be successful.

3. Do you use clear, concise words, gestures or visuals? “I want you to behave” can be interpreted any number of ways. “Please, sit down and keep your hands on your lap” is clear and can be instantly rewarded each time. And remember to reward and praise the behaviour you want to see immediately.

4. Did you present a request once? If you ask repeatedly without the desired response, aren’t you really only teaching your child not to respond the first time? If you say, “We are leaving to get ice cream in 5 minutes”, and then ask your child to get in the car 10 times in the next 10 minutes, where is their motivation to get in the car in 5 minutes for ice cream? They still get ice cream after 10 minutes of reminders! Ask once, get ice cream without them and they will jump in the car the next time.

5. Always reward correct and desirable behaviors immediately, no matter what has occurred beforehand. Don’t mistakenly punish good behavior because you are angry at what your child did 5 minutes ago. Allow both you and your child a clean slate.

6. Did you ask your child to do something he/she isn’t capable of right now? Think about your capabilities and his/hers. Are you or your child tired? Hungry? Thirsty? Are you being reasonable? Did you first do a reality check, count to 10 and take a deep breath yourself?
7. Have you tried ignoring unwanted behaviors? Unless your child is injuring him/herself or someone else, you can choose to ignore it.

8. It does get worse before it gets better. Children persevere. A child will ask for a chocolate bar 22 times right before dinner. And if you accede, the next time the child will ask 40 times (yes, I have counted!). Be ready for the long haul or you will teach your child that he/she should ask for a chocolate bar 40 times instead of 22 and still get it.

9. Did you give lots of opportunity to practice the “correct” response? Remember, sometimes our children have practiced “incorrect” behaviors for years. Think about your “bad habits” as an adult, and ones you have tried to change? How long did it take you to be successful in changing them?

10. You and your child made a mistake. You both demonstrated unwanted behaviors. The best thing you can do is admit it, “Hmmm, that didn’t turn out how we wanted, did it? We made a mistake, let’s go back and try it a different way next time”. “Do-overs” are a great way to practice what is right.

REMEMBER: Offer a “Do-Over”
As occupational therapists, we often teach children strategies to help relax and calm down. While many of the children we work with have an additional contributor to their stress or anxiety such as Aspergers, a learning disability, or a mental health disorder; everyone benefits from finding a way to feel better.

Use the following strategies individually; do them all, or put them in a combination that works best for (you and) your child. Repeat each one or the group as much as you like.

1. Hold a squishy ball. Squeeze tight for a count of 1,2,3...then relax your hand. Repeat with the other hand.

2. Make a monster face. Then make a droopy face and let go and relax your face muscles.

3. Place a squishy ball between your ear and shoulder. Squeeze tight for a count of 1,2,3...then relax your shoulder. Repeat on the other side. Place a squishy ball between your chin and chest. Squeeze tight for a count of 1,2,3...then relax. Repeat on the other side.

4. Squeeze a ball (size can vary) between your knees. Squeeze tight for a count of 1,2,3...then relax your legs.

5. Take a deep breath in through your nose, hold for a count of 5 (or less) blow out through your mouth.

6. Sit down with feet on the floor, hands folded in your lap. Take 5 deep breaths. Next, count to 10 or more. Finally do a body and mind check? Are you feeling just right? If yes, get up and go! If not, repeat.
7. Give yourself a hand massage. Vanilla, lavender or banana are calming scents if you choose to use a lotion.

8. Do finger tugs ‘n hugs by squeezing and gently pulling on each finger of both hands.


10. Find a chore or job to do that needs some muscle work. Muscle work helps reduce stress. Build in such chores or jobs for events or activities that you know your child will find stressful. They offer a positive and proactive opportunity to retreat and re-group away from a stressful activity. Plan ahead to avoid meltdowns! For example at an overwhelming-for-your child family gathering, purposely leave some things in the car for your child to get and carry in partway through the event.

11. Steady High-5s. Do one hand at a time or both together. Rather than the typical High-5 slap, use a steady push for a count of five.

12. Have your child take a break on a deep couch, in a beanbag chair or on a pile of cushions. Wrapping up in a blanket also helps de-stress. Deep pressure is calming. Add reading a book or music too if those strategies also help your child.
Sensory and Behavior Strategies

Your family’s new best friend is proprioception. Yes, that is a mouthful! Proprioception is one of 7 senses (yes, there are more than 5). Proprioception is the sense of the relative position of neighboring body parts. For example: even with your eyes closed, it allows you to always know where your body is in space. Proprioception helps you to know if you are moving and if you are moving with the right amount of effort.

Occupational therapists know that proprioception is important for gross and fine motor skills as well as coordination. Most importantly proprioceptive input has a powerful self-regulating effect on the whole body. OTs use heavy muscle work to give the body proprioceptive input. Need to wake up? Heavy muscle work. Need to calm down? Heavy muscle work. Need to get “in the zone” or feel “just right”? Heavy muscle work. Need to feel better after a bad day? Heavy muscle work. And heavy muscle work isn’t just for kids!

Following are some heavy muscle work games, activities, jobs and chores for the whole family to do together, many of which can be done outside.

1. Lift and carry toys and gardening supplies to get the yard ready for summer play.
2. Push or pull boxes across the garage or playroom floor.
3. Pull a trash can or compost bin.
4. Wipe off the deck table after eating. Scrub surfaces with a brush.
5. Wipe off the deck chairs with a cloth and wring it out.
6. Carry buckets of water to clean with or to water flowers, plants, shrubs and trees.
7. Pull a friend or items in a wagon.
8. Push a wheelbarrow.
9. Play in sandbox with damp or wet sand.
10. Have your child help by pushing chairs into table after a meal. Little casters help.
11. Pretend to bathe the dog. Or bathe a real one.
12. Wash the car. Or pretend to wash a car.
13. Jump or climb in overinflated inner tubes.
14. Go “camping” in your backyard. Setting up a campsite has lots of opportunities for heavy work.
16. Participate in sports. Any sport. Anything that gets the child’s body to move more!
17. Have your child color a “rainbow” with sidewalk chalk outside while child is on hands and knees. Decorate your driveway.
18. Make wood projects requiring sanding and hammering. For pretend or for real.
19. Have your child open doors for people.
20. Play jumping games, such as hopscotch or jump rope.
21. Play catch with a heavy ball, or bounce and roll a heavy ball.
22. Do animal walks (crab walk, bear walk, army crawl) on the grass.
23. Stack chairs.
24. Push or lift tables or chairs to clean room.
25. Wash windows for real or pretend with dry cloth.
26. Wash walls for real or pretend with dry cloth.
27. “Paint” outside with a paint brush and water.
Ideas to “move” children, integrating motor skills with visual skills

As occupational therapists we know that the integration of the visual and vestibular systems is pretty essential to our survival. But our sedentary lifestyles in front of a 2 dimensional screen (3D movies don’t count) has certainly diminished all our abilities to be skilled at moving our bodies through space, eyes open and ready to respond.

The Vestibular System: What is it?

Our vestibular systems provide us with pretty important information: which way is up? Where is my head in space? One of our constant practices in occupational therapy is to get everyone’s head out of “upright” to engage that under stimulated vestibular system. And then, we do something that requires watching, listening and timing other body movements. Yes, all of that can be great fun too!

Here’s how with one great big tool: an air filled camping mattress.

While it may be too chilly to camp outside, get out an air filled camping mattress and put it in your child’s play area or an open space free of obstacles.

1. The mattress is great to roll on, bounce on and do somersaults along.
2. Even better yet, have your child roll or somersault on the mattress to knock over “bowling pins”.
3. Don’t forget to teach your child a chin-tuck for somersaults.
4. Just about anything that’s light and non-breakable can stand in for your “bowling pins”.

Beyond 20/20 vision
Use the visual system to help your child develop motor skills
5. Have your child roll or somersault while playing “I spy” for an object on the facing wall.

6. Every time he/she flips over, have him/her pick out a new thing on the wall to spy.

7. Do you have a reacher, grabber or large spoon? Have your child stand in the center of the air mattress and pick up toys with it.

8. Now have your child stand on one leg on the air mattress.

9. How many toys can he/she pick up before falling over?

10. In fact how long can he/she stand “still” on two legs with eyes open on an air mattress? A long time?

11. Now try with eyes closed. Have your child count how long they can stand up.

12. Ready for some really hard work that is disguised as play? Have your child try standing on one leg on the air mattress, eyes open and then eyes closed! Don’t forget to balance things out and have him/her try the other leg too.

13. Arms out for balance, arms on hips or arms overhead to really make core muscles work while standing on an uneven and moving surface.

14. You can also have the child do all of these activities on the floor, but it is more fun and challenging to add in an unstable surface.

15. Even just a foam underlay is enough to challenge everyone’s core muscles and make that visual system integrate a little bit.

Using an air mattress indoors or out is great to help your child to develop his/her the visual, vestibular and motor systems!
Snowflake to snowball
Have your child be a snowflake, by lying on his/her back on the floor. Spread arms and legs out, pushing out. To become a snowball; have him/her pull arms and legs in and up to curl up over his/her chest. Have your child lift his/her head off the floor; and try to touch his/her chest with the chin! Hold the snowball tight. And then go “splat” back to a snowflake on the floor.

Snowball rock and roll
Have your child lie on the floor. Next have him/her curl arms, legs and head into the chest, than have him/her rock back and forth, head to toe, as far as possible without rolling the snowball over!

Snowman balance
Use an appropriate sized therapy or exercise ball with feet to provide extra stability, choose a therapy ball without feet to make it harder.

Have your child sit on a large therapy or exercise ball. Give instructions to lift one foot off the ground, then the other, while keeping balanced. See how long the snowman can stay up! It’s much more fun with snowman accessories like a scarf and hat! Make it harder by having your child hold another small ball over his/her head.

“Snowball” pass with feet
Use a weighted ball to increase the challenge.
Lie on a floor side by side. Pass the “snowball” back and forth just using your feet! No hands allowed, because the “snowball” is too cold!

Also, lie on a floor feet to feet. Pass the “snowball” back and forth just using your feet! No hands allowed.
“Snowball” pass with hands
Use a weighted ball to increase the challenge.  
Stand back to back with feet apart. Pass the “snowball” back and forth over your head and then pass it through between your legs.

Stand back to back with feet apart. Pass the “snowball” back and forth side to side in a continuous circle around your bodies.

Swing “Santa’s Sack”
Use foam blocks.  
Make sure you have lots of room. Have your child fill an empty pillow case with a few, small, non-breakable items and than hold the “sack” closed at the top with both hands; resting the bottom on the floor. Next you’re your child swing Santa’s sack over one shoulder then back to the floor and up again over the other shoulder. Establish a rhythm. Encourage your child to keep swinging and not to let go of “Santa’s Sack”!

Find the North Pole
Label four directions (walls for example) with North, South, East, and West. You and your child each sit on a large pillow on a smooth floor. Choose a leader or take turns calling out directions e.g. “South”. When that direction is called, you both have to scoot using the pillow on the floor to the wall in the correct direction. No hands allowed! No falling off!
Holidays and special occasions remind me that while we all have our sensory preferences, the holidays and special occasions bring an onslaught of new ones that can be challenging.

I like the smell of vanilla, and you may not, that is a sensory preference. But you may have a sensory processing disorder if the smell of vanilla makes you feel like you want to vomit, that isn’t a typical response at all!

**Children who over-respond to sensory information from their environment often appear controlling**

Don’t you and I try to impose order when things feel chaotic?

Here are tips for helping children who over respond to sensory information, especially during the holidays.

1. Speak with a soft voice in short sentences.
2. Avoid filling in silence.
3. Count down. In 5 minutes, we will…, remind again in 2 minutes and with 10 seconds to go.
4. Waiting is a skill that has to be learned. Teach it during games like follow the leader. Use instructions to “start” and “stop” moving and then introduce “wait” for an increasing number of seconds. By practicing waiting during fun times, it can help ensure the skill is there during more stressful times.
5. Add chewy foods to snacks and have your child drink through a straw.
6. Give your child something to carry, push or pull (great shopping helpers).
7. Use calming scents (your perfume or cologne may not be calming to your child).
8. Carry some pocket fidgets.
10. Plan in advance to avoid the rush. Easier said than done, but well worth the absence of meltdowns.

**Children who under-respond to sensory information from their environment may appear lazy**

They aren’t! They are often hard to get motivated or engaged in any particular activity. And the holiday season is filled with lots of activities. So what can you do?

1. Introduce the unusual, the odd and the funny.
2. Add bursts of sensory or movement input that is unpredictable, break out with a holiday song and dance!
3. Add balance and core muscle strength activities and exercise to your daily routine together.
4. Spice it up with tastes and smells in what you eat and drink.
5. Do everything you can to get your child’s head out of upright. How funny is it to read a holiday story upside down hanging off the bed?

**Children who crave sensory information never stop moving**

But just adding more movement isn’t helpful.

1. Create opportunities for your child to move with a clear start and stop that is related to the task at hand.
2. Have him/her bring in the shopping bags from the car one by one.
3. Together, go to the mailbox daily to see if there are holiday cards instead of running around the house.
4. Endless jumping jacks can disorganize a child, but 3 series of 10 might just do the trick.
5. Assign specific jobs and chores, the holidays are full of extra to dos!
First time flying? Did you have a family disaster on the last road trip? Are you worried how your sensitive child will cope with the train?

Here are my 30 best activities for success for you, your child and your seat mates

1. Consider a small bag for your child. Rolling suitcases are fun. But a backpack or fanny pack offers weight, and weight is calming. Respect the safety rule, no more than 10% of your child’s body weight for the backpack.

2. Provide your child with earplugs. You may want to pack a pair for yourself as well.

3. Earphones or headsets help your child block out sound. You don’t have to even turn on the music to block out noise.

4. Sipping through a straw is calming. Choose juice boxes, or bring along your own straws.

5. Favorite toys? This isn’t the time to leave your child’s favorite toys at home.

6. Assemble some surprise bags with a few inexpensive toys (or recycle some). Put them in an opaque bag for your child to feel and choose.

7. Plan movement breaks before the meltdowns! Set a timer and get up and move every ½ hour.

8. Practice “Chair” Yoga in your airplane seat, the car seat or train seat.

9. Do slow stretches while sitting: reach up and forward and down.

10. Try seated tip-toes. They will prevent deep vein thrombosis (blood clots) for adults too!

11. Chair push-ups: see if your child can lift his/her own body weight.

12. Crunchy snacks are calming, pack some to bring along.

13. Chewy snacks can also be calming, as is sucking on a candy (sorry about the candy suggestion).
14. Have your child play finger hugs and tugs to keep hands busy and add some calming movement.

15. Bring along audio books or a recording of you/your child reading a favorite story.

16. Play I spy with my little eye.

17. Play I hear with my little ear (variation courtesy of Sarah and Alex).

18. Make and take “I spy” bags: hide small toys in dry rice in a sealable, clear, plastic bag. See how many your child can find and identify.

19. Mini magnetic board games abound. They are lap size and have parts that are less likely to fall down and roll under your seat.

20. Show your child how to self-hug by grabbing and squeezing his/her own elbows.

21. Pretend to brush off a “butterfly” (gently) or “mosquito” (perhaps with a bit more pressure) along arms and legs. Deep pressure is calming.

22. Bring gum, yes gum. Chewing is calming. Chewing and swallowing can help with ear pain due to cabin pressure if you are flying.

23. Bring along your child’s favorite snuggle blanket, pillow, shirt, hoodie or sweater. Plane rides, road trips or travel time are all not the best time to try out new clothes.

24. Bring along other hand held/lap friendly games, like a deck of cards.

25. A mini battery operated fan can provide a bit of fresh air.

26. Practice progressive muscle relaxation with your child. Have your child squeeze and relax each body part.

27. Silent toys to blow, like a pipe with a string to circle or ball to keep afloat are quiet and engaging (there are some in the party favors section). Blowing is a calming activity.

28. Bring along quiet hand fidgets, find some to squeeze (not throw).

29. My praxis favorite: how many things can you do/make with a string and your hands?

30. Make small cards with words or drawings of the activities listed above: have your child pick the one to do next.
Certificate is proudly presented to:

Name

Age

For working hard and having fun!

Signed

Date
ADDITIONAL RESOURCES

Total Ability Solutions was created by Occupational Therapist Christel Seeberger to help parents, teachers, health professionals and caregivers and the children they love, teach and take care of to develop and grow.

This series of eBooks provides easy solutions for parents, teachers, health professionals and caregivers to help children with and without disability. The strategies and activities I share in these eBooks are field tested and proven with my 20 years of experience as an occupational therapist; I use them all daily in my practice.

Parents, teachers, health professionals and caregivers will find these eBooks invaluable to help them understand some of the challenges children face as they learn and grow.

Each eBook provides detailed activities and thoughtful, easy strategies to help you as a parent, teacher, health professional or caregiver.

Follow these eBook strategies and activities and see improvement in your child’s abilities.

49 Ways to Say “I Love You” to a Child

Here’s an opportunity to break out of that habit of using the same phrases and surprise your child with encouraging and supportive words. In 49 Ways to Say “I Love You” to a Child, you’ll be introduced to dozens of ways to say just the right words to celebrate achievements, highlight success, and provide praise.

You’ll see your child blossom, as they eagerly respond to your words of encouragement. Your child will absorb your comments and reflect back the love and caring that you demonstrate.

49 Ways to Say “I Love You” to a Child is an easy to use, colorful book of pictures and special words, with a photo demonstrating each of the 49 phrases.


Teach Cutting and Scissor Skills

The key to success when learning preschool skills, including scissor skills is to follow a proven step-by-step plan. Every child, including those with learning difficulties, learns faster when they are having fun. Knowing the steps involved in teaching scissor skills accelerates learning, eliminates the frustration of seeing your child struggle learning to use scissors and gives you peace of mind knowing that you’re on track in teaching this important skill while developing your child’s fine motor skills.

Teach Cutting and Scissor Skills also provides teaching and safety guidelines, colorful scissor practice worksheets and best practices strategies to make learning how to use scissors fun.

There’s also a bonus mp3 audio.

**Improve Handwriting and Fine Motor Skills**

*Improve Handwriting and Fine Motor Skills* is not just another ‘learn to print’ book. This eBook starts with fine motor skill development. Missing this step can lead to multiple problems and frustration for a child and teacher. The step-by-step activities are fun and interesting for children. Each activity is focused on play, so learning and developing fine motor skills is something your child will look forward to.

When it’s time to put pencil to paper, you’ll appreciate knowing the 20 best Occupational Therapy tips and tricks and how to apply them so your child avoids being frustrated and sees handwriting as a fun activity.


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**A Free Child Development Resource**

When it comes to understanding child development, new and experienced parents are often delighted but also puzzled by the day-to-day changes they see and experience as their child matures. In the eBook, *Enliven Your Child’s Days with Educational Activities and Parenting Best Practices*, you’ll find a valuable FREE resource.

The information is not just another “how to” book on child development. With 20 years of experience as an Occupational Therapist working with children with and without disability, author Christel Seeberger, has seen first-hand the challenges you likely face each and every day as teacher and parent. You will find Christel’s best solutions, best practices and guidelines that she uses every day helping to solve the challenges parents and teachers face raising children.


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**All About Motor Skills**

If you could look over the shoulder of an Occupational Therapist as they work with children who have gross and fine motor challenges, you would find that many of the therapeutic activities and recommendations given are also contained in *All About Motor Skills*. In this eBook, I’ve distilled my 20 years of experience as an occupational therapist to help parents, caregivers and teachers understand, learn and implement the same therapies we use every day to help children who have motor difficulties.

I strongly believe that if you follow the advice in *All About Motor Skills*, you’ll see your child’s motor ability improve. And with the improvement you’ll see an increase in your child’s confidence, self-esteem and happiness.

Sensory and Behavior Strategies

For parents and siblings who have a family member, or teachers who have a student with sensory challenges or even Sensory Processing Disorder, the eBook, Sensory and Behavior Strategies provides numerous strategies, insights and solutions to better understand and help them. In writing this eBook, I’ve drawn on my 20 years of experience as an Occupational Therapist.

Sensory and Behavior Strategies provides the guidance, strategies and solutions you may have been searching for. Whether your loved one faces challenges of oversensitivity, under sensitivity and/or motor clumsiness you’ll find dozens of strategies throughout the eBook. Each of the 11 chapters zeros in on a specific topic and offers solutions for numerous situations you and your child may find yourself in.


Help for Learning Disabilities

Has your child been diagnosed as having a learning disability? Are you worried that your child has symptoms of a learning disability like Attention Deficit Hyperactive Disorder (ADHD) or symptoms of Attention Deficit Disorder (ADD)? Does your child have an actual diagnosis of ADHD or ADD? Or maybe a Non-Verbal Learning Disability (NVLD)? Have terms like dyslexia, dyscalculia or dysgraphia been mentioned in relation to your child?

In my new eBook, Help for Learning Disabilities, I share my best strategies from my past 20 years as an Occupational Therapist with solutions and tips to help those who have or help a child with a learning disability. You’ll find the strategies and guidance in each of the nine chapters provided in a step-by-step format.


The Best Ways to Teach Self-Care Skills

Teaching self-care skills, when they are difficult, takes patience and some detective work. As does avoiding self-care skill challenges during your child’s typical development. Coming up with self-care solutions on your own that work for your child is usually time-consuming and frustrating. In my 20 years of experience as an Occupational Therapist, I’ve seen the struggles that parents face daily. There is an easier path.

In The Best Ways to Teach Self Care Skills, I share my experience and best practices based on two decades of working with parents and their children. Each of the chapters provides key insights and strategies to help you and your child overcome the challenges presented by teaching and learning daily living skills.

Applied Behavioral Analysis Programs Strategies—An Occupational Therapy Approach

Has your child been diagnosed with an autism spectrum disorder (ASD)? Have the words Autism, Asperger’s, Pervasive Developmental Disorder Not Otherwise Specified been said to you? Are you now looking for help?

Applied Behaviour Analysis (ABA) is one of the best approaches to teach appropriate communication, social, academic, motor, and behavioural skills to children and adolescents with an autism spectrum disorder.

In Applied Behavioral Analysis Programs Strategies you’ll find specific programs, activities and charts that allow you to teach skills and track progress for fine motor skills; gross motor skills; praxis, motor coordination and motor planning; self-care and self-help skills; sensory processing skills and visual perceptual skills.

This combined ABA-Occupational Therapy approach helps autistic children learn the skills they need to succeed at home, school and in life.

About the Author: Christel K.A. Seeberger

As founder and president of TOTAL ABILITY™, Christel leads her team of occupational therapists to provide MOBILE occupational therapy treatment in Saint John (children, adults, seniors), Fredericton (children) and Moncton (children), New Brunswick, Canada.

Christel’s personal mission is to bring occupational therapy to the world and so she launched TOTAL ABILITY Solutions™ to share downloadable occupational therapy eBooks and advice, for anyone who wants do-it-yourself-help.

Christel K. A. Seeberger, BSc.O.T., OT(c), OTR, OTReg(NB) has practiced Occupational Therapy in Québec, Maine, Florida and New Brunswick with clients of all ages in all settings: home, school, work, clinic, hospital, daycare, summer camp, special care home and nursing home.

Christel is registered to practice occupational therapy in New Brunswick and certified to practice in the United States.