

DEPARTMENT OF EDUCATION OCCUPATIONAL AND PHYSICAL THERAPY NEWSLETTER

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Doing What Works

With a staff of over one thousand occupational and physical therapists, the New York City Department of Education is one of the nation's largest employers of occupational and physical therapists. DOE OT/PT staff have a wealth of knowledge, experience and specialized skills.

In this Newsletter, DOE OT/PT staff will be able to share their successes with colleagues, and inform each other about resources, treatment techniques, or any information that will help enhance the OT/PT services provided to NYC public school students.

Suzanne Sanchez, Director, Occupational Therapy
Carlo Vialu, Director, Physical Therapy

Send your great idea, your program, your announcement to the OT/PT Newsletter today. Email Ginny Kim at Vkim@schools.nyc.gov

Announcements

*Physical therapists interested in supervising a PT student should contact Adina Itzkowitz at Aitzkow@schools.nyc.gov

*Occupational therapists interested in supervising an OT student should contact Ginny Kim at Vkim@schools.nyc.gov

*Coming in the Next Issue: "Equipment Exchange"

Interested in donating that unused equipment/adaptive chair that has been sitting in the corner of your therapy room? Send a notice, describing the equipment, to the OT/PT Newsletter at Vkim@schools.nyc.gov.

Therapists wanting to claim any donated equipment will be responsible for pick-up.



SUCCESS WITH S'COOL MOVES

Rosanna Bumbalo-DeGrazia
PS/MS 180K

*Students love doing the
"Minute Moves"
because they are fun
and get the students
ready to work.*

I was fortunate to take the three day workshop *S'cool Moves* with other Department of Education Occupational and Physical Therapists. The *S'cool Moves for Learning* program was developed by a Reading Specialist, Debra Em Wilson, and an Occupational Therapist, Margot Heiniger-White. The foundation of the *S'cool Moves* program is the Energy Expenditure Model. The Energy Expenditure Model explains how four components: Safety, Nutrition, Family Stability, and the amount of Sleep children get, affect each child's focus control, sensory processing system, auditory, and visual systems.

Using this program in my school, PS/IS 180 (The SEEALL Academy), I have found that *S'cool Moves* has the components to successfully work on every academic need that our children deal with. At the workshop we were given posters for "Minute Moves." These posters have quick remedies for calming, fine motor preparation, focusing, yawn busters, auditory sequencing, vision, writing posture, academics and speech and reading routines. My children love doing the "Minute Moves" because they are fun, quick, and get them ready to work. We were taught songs to go along well with the "Minute Moves" and the children really respond well to music!

At the workshop we were also given posters for Focus Moves Developmental Level 1, Level 2, and Level 3. As the level number goes up, the posters become more challenging. Each level consists of about 10 posters with integrative movements that the children learn and follow. Level 1 is recommended for Kindergarten to second grade, Level 2 third to sixth grade students, and Level 3 is for seventh grade to high school. Each poster provides information on what the child will gain by doing the movements, how to correctly perform each task, and how long each movement should be done. The posters aim to improve: sensation, core postural muscles, sequencing, motor planning, balance, spatial awareness, laterality, directionality, visual tracking, rhythm, timing, crossing midline of the body, and integrating both hemispheres of the brain.

Since I work at a Pre-Kindergarten through 8th grade school, I appreciate that I can use this program with all of my students. I have each child do the *S'cool Moves* posters at the beginning of every session and use the Minute Moves when necessary throughout the rest of my session. I notice a difference immediately after each child finishes the posters. They appear alert, yet relaxed and ready to tackle any task. This program works well especially in groups and can be incorporated into the classroom. The only equipment necessary is the posters, and it really targets any difficulty a child is having academically. Please feel free to access the website www.schoolmoves.com for more information!

IS 7 AND THE DOWNWARD DOG

Alaina Giudice and Cathy Mitchell
IS 7R

Finding meaningful and effective intervention techniques for middle school students is always a challenge. Alaina Giudice, OTR/L and Cathy Mitchell, OTR/L, created a yoga group at IS 7. The group has been very successful with tremendous “buy-in” from both students and school staff.

To further their efforts, Alaina and Cathy reached out to GAIAM (a vendor of Yoga products). GAIAM generously donated yoga mats and water bottles to all students participating in the yoga program.

The Yoga Group at IS 7 was also recognized in the Staten Island ISC Principal Newsletter.



WHAT DOES AOTA SAY ABOUT OT AND THE USE OF YOGA AS A TREATMENT METHOD?

The [AOTA position paper on Complementary and Alternative Medicine \(CAM\)](#) contains a list of some techniques currently utilized in occupational therapy, including guided imagery, massage, myofascial release, yoga, and behavioral relaxation training.

The position paper on CAMs includes examples, rather than a comprehensive list of potential intervention techniques. The use of any of these interventions should be a decision based on criteria that include:

-Is it “part of a comprehensive approach to enhance engagement in occupation”?

-Are CAMs being used as “preparatory methods or purposeful activities to facilitate the ability of clients to engage in their daily life occupations”?

-Are there federal, state, and other rules and regulations that govern the practice of occupational therapy that need to be adhered to relative to the use of CAMs?

-Is the practitioner competent to provide CAMs? (Note: Being competent is also an ethical imperative per Principle 4 of the *Occupational Therapy Code of Ethics (2005)*.)



“DONOR’S CHOOSE” SAVES THE DAY

Loreto Dumitrescu
PS 257K

Department of Education therapists are known for their savvy and creativity in adapting and creating equipment for their students. Our school, PS257 located in Bushwick, has been able to apply for a Donors Choose grant and obtained a vestibular swing and sets of Handwriting Without Tears.

Donor’s Choose is a website which matches needy teachers and therapists with donors. Their website is www.donorschoose.org. Applying for a grant is easy and only takes a few steps. You will need to create an account and then start writing the grant. The website is very user-friendly and walks you through the steps of writing. The user is asked for information about the target population, the requested equipment (Donor’s Choose works with a variety of vendors including Abilitations), and how it will impact the students.

Once the grant is posted, donors are able to browse through a variety of projects and hopefully donate money towards yours. If your project gets funded, you are asked for the following: 1) thank you letters written by your students 2) impact letter written by you and 3) take pictures and upload to the site of the students using the new materials.

Upon completion of the requirements, you are able to earn more points towards your next grant and ask for more expensive materials. Teachers in our school were able to purchase classroom furniture (tables, cubbies, chairs) as well projectors, printers, and laptops. If you have any questions regarding the process please feel free to email me at ldumitr@schools.nyc.gov.

WII-HABILITATION

Kathleen Rhatigan (OT), Connie Kalogiros (PT) and Lori Goldman (Health Coordinator) of P.S. 212Q in Jackson Heights submitted a proposal for a mini grant through the Council for Exceptional Children (CEC). It was a proud day when they received the confirmation that they would receive \$500.00 to put towards the purchase of a Nintendo Wii gaming system to use as a treatment modality. They are happy to report that so far the Wii has been a success and they have seen a change in attention, motivation, balance, and eye-hand coordination in many students. The therapists are delighted to be another group engaging in the Wiihabilitation process! Who said we can not learn as **wii** play?

