Exercise: An Antecedent Based Intervention to Address Sensory Motor Needs and Learning Readiness

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Stockton Unified School District-Marshall Preschool Autism Programs in Collaboration with Dominican University, Department of Occupational Therapy

Research (selected)
- “Exercise (ECE) is a strategy that involves an increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior while increasing physical fitness and motor skills”
- “ECE can be used effectively to address behavior, school-readiness, academic, and motor skills.”
  - NPD Exercise Fact Sheet, 2014
- DSM-5 ASD Diagnostic Criteria includes:
  - Hypo (under) or hyper (over) reactivity to sensory input or unusual interest in sensory aspects of the environment.
- Children with ASD have documented sensory processing and motor impairments. Positive effects from sensory motor interventions including improved play, social interactions and decreased sensitivity.
  - Baranek et al., 2002

Marshall Preschool Autism Programs
- Leveled programs
  - Highly Structured
  - Structured
  - Generalized
  - Kindergarten
- Philosophy and practice of Interdisciplinary Team Collaboration
  - Autism Specialist/Behavior Analyst
  - Occupational Therapist
  - Speech Language Pathologist
- Programming
  - Formal in-service modules for teachers and staff (monthly, 2010-2014). Written and presented by the therapy team
  - Individual classroom collaboration meetings (approx. Monthly).
  - Interdisciplinary team classroom consultations – “push-in”

Current Model: MOTOR THRU THE DAY
Built directly into the daily curriculum
Roughly 12 times per day over a total of 200 minutes of instruction
1. Circle time (2x per day – 60 mins) - Exercises
2. Stations (“Get Ready” Exercises x 6 stations)
3. FM Exercises (FM station & art projects)
4. FM / GM lessons (approx 20 mins stations)
5. Structured Recess – 2x per day = 60 minutes total

Information for Families
Classroom Wide Support for Sensory Motor Development
Frequently Asked Questions (FAQs)
Q: When does sensory motor exercise programming happen?
A: Throughout the school day! Be on the lookout for sensory motor activities including: exercises in circle time, “Get ready to learn” exercises in stations, motor breaks, recess activities, and specific motor development lessons. Sensory motor programming happens multiple times per day!

Q: Where does sensory motor exercise programming happen?
A: In the classroom, during group instruction, in learning stations and on the playground.

Q: How does sensory motor exercise programming happen?
A: Interdisciplinary team collaboration is the key. An Occupational Therapist (OT) is a member of our team and provides sensory motor supports to each classroom. The OT consults with each classroom on a regular basis and provides formal in-service training to our teachers and staff regarding sensory motor / exercise needs and classroom interventions to support student learning.

Q: What should I do if I have more questions?
A: Contact your child’s teacher with any questions to support student learning.

Fine Motor Exercises
- Done before lessons involving fine motor skills

Recess
- Formal in-service training on structured and purposeful recess for all teachers and staff.
- Lesson plans and fidelity checklists developed.
- Visual supports and variety of sensory motor exercise/social play emphasized. Teaching ratio maintained.
- Activities include:
  - Visually structured gross motor obstacles using playground
  - Chalk
  - Bubbles
  - Parachute
  - Tricycles

Break / Self-Regulation
- Use of visuals taught throughout program
- Sensory-Motor Exercises can be used responsively because they are integrated throughout the day.

Future Directions
- Ongoing program implementation via interdisciplinary team collaborative approach

Classroom data
BIP data
IEP goals

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