

# FUTURES PLUS NEWS!

June 2021



## FINE AND VISUAL MOTOR SKILLS IN OCCUPATIONAL THERAPY

Students participating in our Futures Plus program practice fine and visual motor skills. Fine motor skills involve use of the small muscles in the hands. These include skills such as: grasping objects, writing, cutting with scissors, shoe-tying, and fastening buttons. These skills are needed also for self-care and participation in activities at school and at home. Visual motor integration is the ability to incorporate visual information that we perceive with our motor skills in order to correctly execute movement of our arms, legs, and body. Visual motor skills are integral to efficient and coordinated movement which allows students to successfully engage in daily occupations.



# FUTURES PLUS ADULT TRANSITION



## EXTENDED SCHOOL YEAR

- Location: Success Learning Center, FUTURES PLUS ROOM and Community
- Date: June 28th-July



### FUTURES PLUS GOALS

Goals of the FUTURES Plus Adult Program:

- Understanding the local community and community resources through ecological analysis and community-based assessment, instruction and integration;
- Continually determining student preference and interests and parental needs through person-centered planning;
- Formally collaborating with persons and agencies outside the school systems who may support the student;
- Teaching academic, social, and vocational skills that lead to competitive or supported employment; and
- Balancing vocational training with inclusion in age-appropriate social and academic programs.

## CO-TREATING IMPROVE FUNCTIONING SKILLS!

Futures Plus students have worked on self-advocacy skills during functional activities such as communicating relevant questions and answering questions appropriately with grammatically correct sentence structures. Activities included students booking their own doctor's appointment over the phone, seeking information at the DMV, searching for or renting an apartment, and when traveling. Students have also worked on functionally using a multi-modal approach when communicating their wants/needs and greetings using an AAC device, sign and/or words during functional language

activities and during lunch time. Activities that have facilitated collaboration with the Occupational Therapist and teachers have helped students to appropriately model using devices with aided language input.



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