

## 9-9:15am- Arriving and Preparing for Class

When the children arrive, they are encouraged to greet one another (a group typically has 5-7 children) and prepare for the first program of the day by removing shoes, braces, and socks. The time before the first program is a great chance to practice daily living skills like removing shoes, putting away belongings, and practicing transfers. Transition times before and between programs are intentional opportunities to put new skills into practice.

## 9:15-10am- Floor Program

-The Floor Program is a series of tasks that teach movement strategies and motor planning, increase body awareness and coordination, improve core and limb strength, and encourage problem solving. All children perform the same tasks with different levels of help. Doing tasks in a group is motivating for the children and aids in concentration.

-The first part of the Floor Program is usually stretching (or joint compressions for children with low tone). The remainder of the program is all active for the kids, the children will move through many positions throughout the program including: sitting, lying on their back, lying on their belly, side lying, four-point kneeling, high kneeling, side sitting, etc. The children learn to move their bodies safely and effectively in each position.



## 10-11am- Dressing, Transfers, Toileting, and Snack

-At this point the children practice putting on their socks, braces, and shoes. Plenty of time is given so that each child can play an active role in the entire process. This is an opportunity for kids to try different positions and methods to find the most successful and independent approach. Each child then makes their way to their stool in an active way, (rolling, crawling, cane walking, etc).

-During snack, each child has the opportunity to improve their ability to prepare, eat, and put away their food. This is also a time for the kids to work on social skills and use communication devices.

## 11am-11:30- Sitting Program

-The Sitting Program is a series of tasks that teach movement strategies, motor planning, skills for walking, and improve stability and posture. It is often a time where ADLs, such as dressing, are practiced. Games and activities, such as bowling and Simon Says, are used during the program to motivate the children and push them to try new things. During the Sitting Program, the children sit on simple wooden stools that encourage active movement.

-The Task Series is created based on the different needs of each group and is adjusted each day based on progress. The tasks in the program change day to day to keep the program interesting but the structure and goals remain the same to ensure progress is made.

### 11:30-12:45- Standing and Mobility Program

-The Standing Program involves tasks aimed to increase strength and endurance, improve ability to weight bear, improve balance, increase awareness of body and posture, develop movement strategies, and develop skills for walking and transfers. Various equipment is used to facilitate standing including: bars, walkers, canes, and standing ladders. The Mobility Program is catered to the level of each child and includes various forms of mobility, such as rolling, crawling, walking with aids, and free-walking. For children who walk with aids or free-walk, the Mobility Program often involves obstacle courses that increase their confidence and safety on uneven surfaces, steps, and ramps.



### 12:45-1:45- Transfers, Lunch, & Toileting

-As with snack, children are encouraged to take part in all aspects of lunch time, including preparation and cleaning up. The children are also given the opportunity to use the toilet, regardless of their level of independence in this area, and learn skills such as pulling pants up and hand washing.



### 1:45-2:15- Fine Manipulation Program

-The Fine Manipulation Program usually starts with a hand warm up that involves practicing squeezing, opening/closing hands, turning wrists, and finger differentiation. After warming up the kids might have a craft, do some baking, or work on individual fine manipulation goals. Goals might include: holding a crayon independently, buttoning/buckling/snapping, typing, or writing.

### 2:15-2:30- Group games

-Group activities such as board games are worked into each day to create a fun atmosphere and give the children the opportunity to work on social skills such as communication and turn-taking.

### 2:30-3- Speech and Communication Program

-The Speech Program is designed to improve breathing, oral motor control, speech articulation, chewing and saliva control, communication skills, and the use of AAC devices.



### 3pm- Walking out

-This is the last opportunity of the day for the kids to practice walking and during this time all do so in their own way. We walk out of the classroom each day to ensure that every part of the day, from start to finish, is an opportunity for the children to be active and learning. Walking in and out of the classroom sets the expectation that while in the classroom, we will be moving and learning!

**\*A note on structure:** A structured day is an important part of the system of Conductive Education. It helps children to get into a routine, which in turn promotes learning and retention. Structure allows children to know what to expect and what is expected of them. However, we are not so rigid as to miss spontaneous opportunities for fun and learning! On a nice day we might take a walk outside to the park and we have special art days every other week. We seek to be both an intensive therapy camp and an enjoyable experience for our kids! Despite all of the hard work, being with peers and having group activities throughout the day keeps things fun and motivating, which is critical to success.