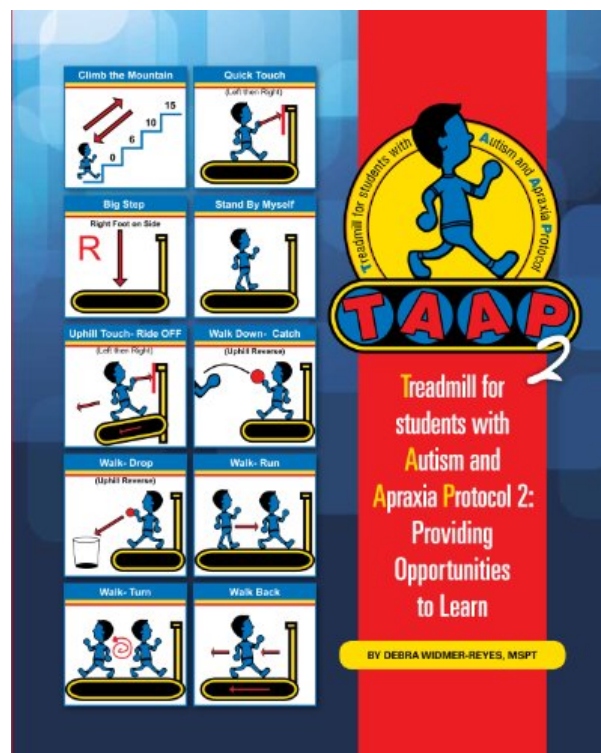


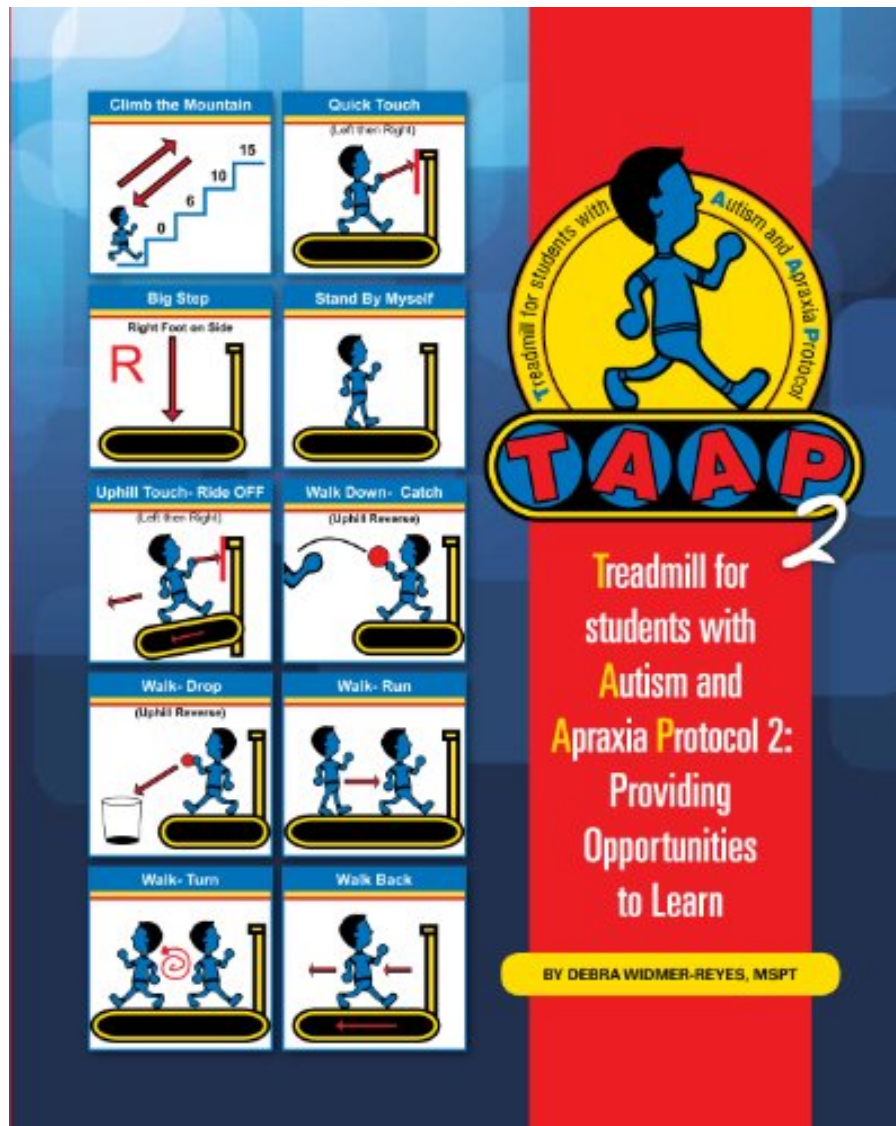
TREADMILL FOR STUDENTS WITH AUTISM AND APRAXIA PROTOCOL 2: PROVIDING OPPORTUNITIES TO LEARN (TAAP 2)



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Review

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I like your approach and ideas. Don t underestimate the movement you are doing in connection to the four planes. This is where you are ahead of Harvard. Feed-Forward must occur before there is accurate feed back-memory. --Dr. William Padula, Neuro-Optometrist

I have worked with young special needs children using TAAP for 3 years. Students were able to sustain attention to activities, attend to teacher s structured activities and gain academic skills needed to succeed in the academic curriculum. I also saw significant improvements in fine and gross motor control needed to be successful in school. I am a firm believer in the potential value of this program. Utilizing this program in conjunction with weekly consultation with the PT made a huge impact on the students regulation and academic and social skill acquisition in the classroom.. --Melissa Ribner, 20 year Special Education Teacher

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Debra Widmer-Reyes, MPT attended University of Southern California. She graduated with two degrees, Psychology, AB-1977 and Physical Therapy, MS-1978. Physical Therapy internship study during Year I-1977 was in neurology and pediatrics at Rancho los Amigos Hospital-Downey, California, sports medicine and orthopedics at Southwestern Medical Orthopedic Group-Inglewood, California and school based Physical Therapy at Children Health Services, Los Angeles, California. Internships during Year II-1978 were Adult Rehabilitation at Northridge Hospital, Northridge, California, Pediatric Surgery and Out-patient services at San Diego Children s Hospital, San Diego, California and Pediatric/Adult Arthritis and Collagen Disorders at the Robert Breck Brigham Hospital, Boston, Massachusetts. As a student athlete at USC, Debra experienced training effects of visual motor training to enhance performance. The immediate improvements and lasting effects of visual-gross motor training and visualization planning on sport performance became a

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TAAP, Treadmill for students with Autism and Apraxia Protocol, published in 2009 was written to share an effective therapy program to help children learn.

Children who receive Physical Therapy services in schools to support their educational programs face limitations. Effective programs face barriers of time, priority, space, equipment and peer engagement. TAAP is a visual-gross motor developmental program that expands expertise to the educational team, Paraprofessionals and families. The program can be performed for 10-minute intervals daily. A treadmill implies smaller space and can be easily moved. Non-therapists can easily follow the program precisely.

TAAP 2, Providing Opportunities to Learn continues the explanations from TAAP. Students improve posture and gross motor skills that lead to enhanced fitness with engagement in recess, PE and recreational sports. Improved visual processing skills promote attention, regulation and organization, eye-hand coordination, imitation, and independence. Students completing performance modules using TAAP have documented increase in sitting posture with visual attention, classroom motor organization for transitions and independent access to learning centers. They have improved learning behaviors of initiation and completion of work, visual tracking and reading as well as performing non-preferred activities.

TAAP 2, Providing Opportunities to Learn begins with milestones of visual-gross motor development. Key elements of development are related educational components necessary for learning. The visual processing system is further related to the motor system to provide insight to methods to improve independence. Case Studies and research projects are detailed in stages to indicate therapy and integration with the educational team.

As a therapist, educator, or family member, read this book and discover the authentic, effective link to visual processing through the gross system that enhances learning.

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