

# ERHARDT DEVELOPMENTAL PRODUCTS

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## DVDs AND OTHER INSTRUCTIONAL MATERIALS ABOUT CHILD DEVELOPMENT AND CHILDREN WITH DISABILITIES

### *PREHENSION*



### *VISION*



### *FEEDING*



## PREHENSION



**Normal Hand Development: Birth to 15 Months**  
35 minutes

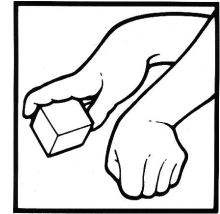
#V10P: \$90

**CEUs available**

This video, winner of the Sage Award by the American Academy of Cerebral Palsy and Developmental Medicine, presents a comprehensive range of prehension behaviors, grouped into self-contained Developmental Sequence Clusters, which demonstrate how skills at each level lead to those at the next. Major topics include involuntary-reflexive patterns (the arms in supine and prone, the ATNR, grasping, placing, and avoiding responses); and voluntary movements (approach in supine, prone, and sitting; grasp and release of the dowel, cube, and pellet; and manipulation skills).

**The Erhardt Developmental Prehension Assessment (EDPA)**

20 pages  
#C14cd: \$25  
#C14Scd (Spanish): \$25  
#C14Jcd (Japanese): \$25



Unlimited copies may be printed for clinical and educational use only.

This assessment, also included in the book *Developmental Hand Dysfunction: Theory, Assessment, and Treatment*, 2nd edition, available from Pro-Ed, Inc. (see page 5), was designed to measure components of arm and hand development in children of all ages and cognitive levels who have cerebral palsy, multiple disabilities, and developmental delays. It can be used to identify intervention needs, modify programs with ongoing assessment, and provide accountability with retesting. This illustrated test includes instructions, description of materials, and scoring procedures.



**Administration of the Erhardt Developmental Prehension Assessment (EDPA): The Child with Developmental Disabilities.** 55 minutes  
#V11P: \$95

This video is correlated with the **Erhardt Developmental Prehension Assessment (EDPA)©** and the video **Normal Hand Development: Birth to 15 Months**. It demonstrates administrative procedures for using the EDPA to assess hand function in a **school-aged child** with cerebral palsy, illustrating appropriate positioning, materials, verbal instruction, and presentation techniques.

**Administration of the Erhardt Developmental Prehension Assessment (EDPA): The Adolescent with Developmental Disabilities.** 55 minutes  
#V18P: \$95



This video is correlated with the **Erhardt Developmental Prehension Assessment (EDPA)©** and the video **Normal Hand Development: Birth to 15 Months**. It demonstrates administrative procedures for using the EDPA to assess hand function in an **adolescent** with cerebral palsy (the same individual in # V11P nine years later).

These files are available on a CD, to print unlimited copies, for clinical and/or educational purposes @ \$25 each:

- #C14cd: **EDPA** (page 2)
- #C13cd: **EDVA** (page 4)
- #HP1cd: **EHPA** (page 6)
- #C19cd: **ELSA** (page 8)
- #C23cd: **VPM Activities Collection** (page 9)

**New! For international buyers only**, these files can be emailed (em) to you @ \$25 each, with no shipping charges:

"The **EDPA** can provide the clinician with a very valuable tool, an excellent framework from which to accurately describe a series of behaviors."  
*Physical & Occupational Therapy in Pediatrics*

"The most innovative aspect of the **EDPA** is the inclusion of a qualitative component: a systematic method for categorizing and analyzing abnormal fine motor patterns to the level of prehension."  
*Canadian Journal of Occupational Therapy*

# NORMAL AND ATYPICAL HAND FUNCTION

Two programs on one 35-minute DVD #V22P: \$95



**1. Components of Hand Function in a Normal Young Adult**  
10 minutes

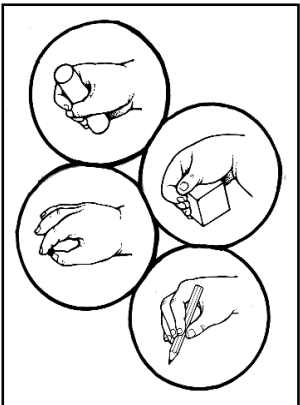
This video presents hand movement patterns of a normal young adult, including the Approach, Grasp, Manipulation, and Release clusters of the **Erhardt Developmental Prehension Assessment (EDPA-S)** short screening form. It is correlated with the videos **Normal Hand Development** and **Administration of the EDPA**, which present the 15-month level as a significant milestone of maturity, when essential prehension components are established, providing a foundation for skilled function throughout life.



**2. Atypical Hand Function in Persons with Disabilities**  
25 minutes

This video presents examples of 15 children and adults with various physical and multiple disabilities, who were evaluated with the **EDPA**. Their atypical arm and hand patterns are linked with their specific medical conditions, compensations they have developed, and implications for function in home, school, and community environments.

**Prehension Stickers and Booklet**  
#CS10: \$20



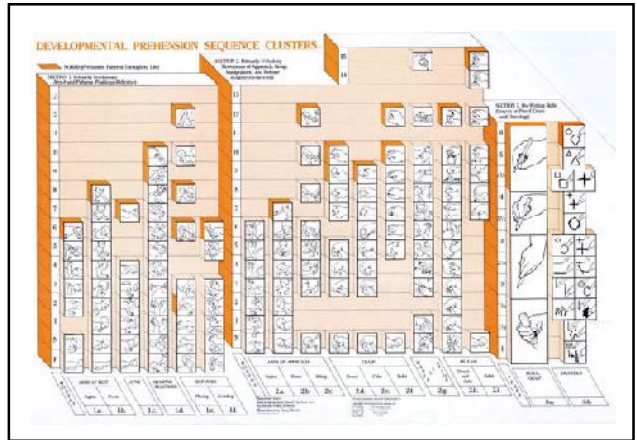
Choose from 16 different hand grasps on 40 sheets (a total of 960 stickers) to apply to evaluation reports, Individualized Education Plans, treatment programs, and progress notes. The accompanying illustrated 12-page booklet links selected pages of the EDPA © to specific examples of how to use the stickers to clarify your written descriptions of hand configurations for professional, paraprofessional, and caregiver readers.

**Developmental Prehension Sequence Clusters**

2' x 3' Poster

#CP1 (black & white on paper): \$8.50

#CP2 (color on adhesive-backed vinyl): \$30



**EXPLORE OUR WEBSITE: [WWW.ERHARDT-PRODUCTS.COM](http://WWW.ERHARDT-PRODUCTS.COM)**

DVDs, Books, and other Materials about Child Development and Children with Disabilities



Home



Curriculum Vitae



Books



DVDs & CDs



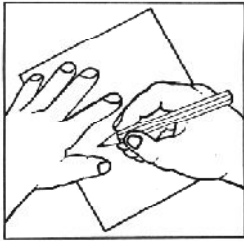
FAQs



Resource Links



## HAND PREFERENCES



### The Erhardt Hand Preference Assessment (EHPA)

12 pages  
#HP1cd: \$25  
Unlimited copies may be printed for clinical and educational use only.

**The Erhardt Hand Preference Assessment (EHPA) ©** measures the components of handedness, which emerges through the developmental process during the first 5 years of life, and is usually well established by 9 years of age. It is designed for professionals to analyze the hand preferences of children with disabilities, in order to plan therapeutic and educational intervention programs in response to questions from teachers and parents. The EHPA was created from an extensive review of the literature, normative data from video research, and clinical field testing.

### Normal Components of Hand Preference

30 minutes

#V24P: \$90

#### CEUs available



This video presents unilateral, bilateral, and bimanual handmovements of 5 typical elementary-age children, following the format of the **Erhardt Hand Preference Assessment (EHPA) ©**. It is organized into sections of exploratory/sensory movements, gestures, and functional tasks, which include power (resistive), precision (fine manipulation), and power/precision (combination). Functional tasks are also grouped according to occupational performance areas: activities of daily living, work/productive activities, and play/leisure activities.

## NORMAL AND ATYPICAL HAND PREFERENCES

Two programs on one 35-minute DVD #V26P: \$95



### 1. Emerging and Mature Hand Preferences and Congruencies

20 minutes

This video, winner of an Excellence in Public Access Television Award, presents unilateral hand movements of a mother and her 2-year-old child, following the format of the **Erhardt Hand Preference Assessment short screening form (EHPA-S)**. It is correlated with the video **Normal Components of Hand Preference**, which is organized into exploratory/sensory movements, gestures, and functional tasks, with the addition of hand, eye, ear, foot, and mouth congruencies.

### 2. Factors Influencing Hand Preference in Persons with Disabilities

15 minutes



This video presents examples of 7 children and adults with various physical and multiple disabilities, who were evaluated with the **Erhardt Hand Preference Assessment (EHPA) ©**. Their choices of hand preference are linked with their specific medical conditions and functional compensations for missing components of unilateral, bilateral, and bimanual hand development.

### ERHARDT VIDEO SEMINARS

Earn continuing education contact hours for our DVD video program purchases, indicated by **CEUs available**. Contact hours include the time viewing the video and the estimated time writing the verification exam. Email us (RPERhardt@ErhardtProducts.com) or telephone (651) 730-9004 to ask for more information.

## Hand Preference

Theory  
Assessment  
Implications for Function



Rhoda P. Erhardt

**C18: \$60.00**

Wire coil binding  
159 photos, video captures, and  
illustrations (133 in color)

## Hand Preference: Theory, Assessment, and Implications for Function

by Rhoda P. Erhardt, MS, OTR/L, FAOTA

Includes a CD of the Erhardt Hand Preference Assessment (EHPA), the EHPA-S (Short Screening Form), and the chart Documentation of Hand Preference. Unlimited copies of these files may be printed for clinical and educational use.

This 94-page book is for therapists, teachers, and parents who are trying to answer these questions:

- What are the most important things we need to know about hand preference, and its relevance to function?
- What can we do to help a child who has problems with functional skills such as handwriting, which may or may not relate to inconsistent handedness?

### Highlights

- Theoretical Concepts
- Normal Components of Hand Preference
- Testing Methods
- Identification of Functional Problems and Practical Interventions
- Clinical questions for self-study or classroom learning

## Parent Articles About NDT

Edited by  
Rhoda P. Erhardt, M.S., OTR, FAOTA

REPRODUCIBLE ARTICLES

#C17: \$70.00

Wire coil binding  
82 photographs and drawings

## Parent Articles About NDT

Edited by Rhoda P. Erhardt, MS, OTR/L, FAOTA

**Included with the book is a CD, to print unlimited copies of articles.**

This 166-page book contains a collection of **reproducible** articles written by leaders in the field on topics related to the theories of Neuro-Developmental Treatment (NDT), which was created by Karl and Berta Bobath. Occupational therapists, speech-language pathologists, and physical therapists can duplicate individual handouts for parents, selecting those that are appropriate to share with a particular parent about his or her child at a specific time. Groups of topics include:

- History and theory of NDT
- Posture and positioning
- Personal care
- Communication and school activities
- Social-emotional aspects
- Movement and touch
- Play and recreation

References are also included to help families learn more about the needs of children with disabilities, as well as the needs and roles of parents in the therapy process.

# VISION



**Normal Visual Development: Birth to 6 Months**  
30 minutes  
#V13P: \$90

**CEUs Available**

This video presents a comprehensive range of visual behaviors, grouped into self-contained Developmental Sequence Clusters, which demonstrate how skills at each level lead to those at the next. Major topics include: reflexive patterns (pupillary reactions, doll's eye responses, and eyelid reflexes), and voluntary movements of localization (visual approach), fixation (visual grasp), ocular pursuit (visual manipulation), and gaze shift (visual release).

## **Developmental Components of Eye-Hand Coordination in the Child with Special Needs.**



45 minutes  
#V21P: \$95

This video demonstrates how the vision and prehension assessments are used to determine missing component of eye-hand skills in a preschool child with cerebral palsy. Treatment ideas and implications for function in home and school environments are discussed with the child and his parents during the assessment process.

## **The Erhardt Developmental Vision Assessment (EDVA)**

16 pages  
#C13cd: \$25  
#C13Scd (Spanish version): \$25  
#C13Jcd (Japanese version): \$25



Unlimited copies may be printed for clinical and educational use only.

This assessment, also included in the book **Developmental Visual Dysfunction** (Page 7), was designed to measure the motor components of visual development in children of all ages and cognitive levels with developmental delays, cerebral palsy, and multiple disabilities. It can be used to identify intervention needs, integrate visual procedures with home, school, and community activities, and modify therapeutic and educational programs with ongoing assessment. The test includes instructions, description of materials, administration, and scoring procedures.

## **Administration of the Erhardt Developmental Vision Assessment**

90 minutes  
#V14P: \$100



This video is correlated with the video **Normal Visual Development: Birth to 6 Months**. It demonstrates administrative procedures for using the EDVA to assess visual-motor function in a school-aged child with cerebral palsy, illustrating appropriate positioning, materials, verbal instructions, and presentation techniques.

## **NORMAL AND ATYPICAL VISUAL-MOTOR FUNCTION**

### **1. Components of Visual- Motor Function in a Normal Young Adult. 10 minutes**

This video presents the eye movement patterns of a normal young adult, following the format of the **EDVA-S (Erhardt Developmental Vision Assessment short screening form)**. It is correlated with the videos **Normal Visual Development: Birth to 6 Months** and **Administration of the EDVA**, which



present the 6-month developmental level as a significant milestone of maturity, when primitive visual reflexes are integrated, and voluntary eye movements are essentially as functional as in the adult.

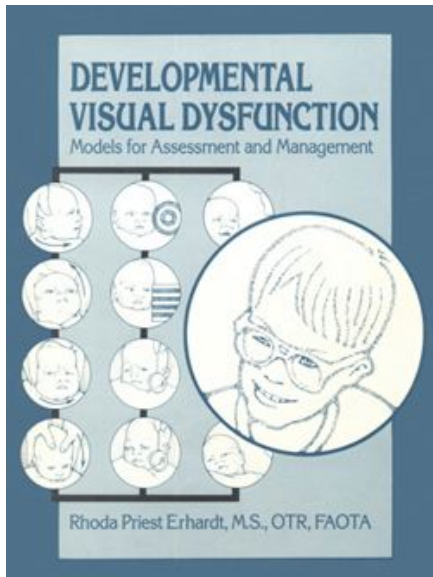
Two programs on one 35-minute DVD #V16P: \$95

### **2. Atypical Visual-Motor Function in Persons with Developmental Disabilities. 25 minutes**

This video presents examples of 12 children and adults with cerebral palsy, multiple handicaps, and developmental disabilities, who were evaluated with the **Erhardt Developmental Vision Assessment (EDVA) ©**. Their eye movement patterns, which show missing reflexive and voluntary motor components below the mature 6-month level, are related to their physical, medical, and optical diagnoses.







#C15: \$70.00

175 photographs and drawings

In the book: **The Erhardt Developmental Vision Assessment (EDVA)** and **EDVA-S** (short screening form), designed for persons of all ages and cognitive levels. These tools will help you: →

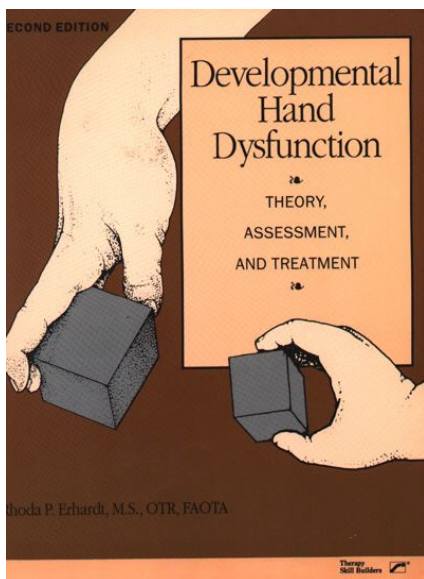
## Developmental Visual Dysfunction: Models for Assessment and Management

by Rhoda P. Erhardt, MS, OTR/L, FAOTA

**Included with the book is a CD with The Erhardt Developmental Vision Assessment (EDVA) to print unlimited copies for clinical or educational use.**

Three case studies, following children with cerebral palsy - mild, moderate, and severe - from infancy to adulthood, will help you understand normal and atypical visual development and plan treatment activities. Traditional frames of reference from medical, educational, and developmental theoretical models are presented to create a practical and functional approach to the assessment and management of the motor components of vision. The sturdy wire coil binding of 210 pages (8 1/2" x 11") contains 134 photographs and illustrations suggesting ways to integrate intervention programs into home, school, and community activities.

- Measure baseline levels
- Identify which skills are present and which are absent
- Determine realistic goals and objectives
- Plan intervention programs
- Document accountability with periodic reevaluation



#C20: \$75

280 photographs and drawings

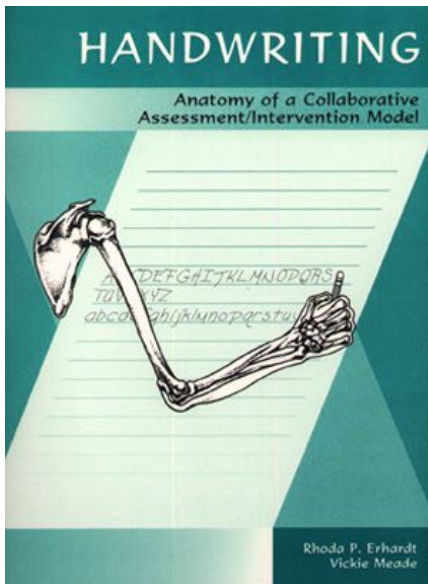
CD of the EDPA is included.  
Book content correlates with DVDs,  
CDs, posters, & stickers on pp 2 & 3.

## Developmental Hand Dysfunction: Theory, Assessment, and Treatment

by Rhoda P. Erhardt, MS, OTR/L, FAOTA

This book follows the case studies of three children with cerebral palsy (spastic, athetoid, and flaccid), demonstrating how their development includes both normal and atypical prehension patterns, and the importance of their hand skills in home, school, and community environments 10 years later as they grow into young adults. This second edition includes:

- Normal developmental hand patterns and atypical variations
- Administration of the **Erhardt Developmental Prehension Assessment (EDPA)** and the **EDPA-S (short screening form)**
- An added chapter about current theoretical concepts, with clear examples for each case study
- Sibling interviews
- Updated sample assessments
- New treatment ideas
- Progress notes
- Individualized educational, transitional, and service plans



# Handwriting: Anatomy of a Collaborative Assessment/Intervention Model

by Rhoda P. Erhardt, MS, OTR/L, FAOTA  
and Vickie Meade, PT, DSc, MPH, PCS

#C21: \$50

This book features:

Spiral bound, 150 pages,  
103 photo and drawings

- Review of handwriting literature and theoretical rationale for a dynamic systems approach to organizational and learning disorders
- Occupational and physical therapy evaluations and interventions, with additional outcomes data from disciplines of psychology and optometry
- Case story format, interweaving the family’s and therapists’ inner voices and dialogue with progress notes, video captures, and corresponding charts from the **Visual-Perceptual-Motor Activities Collection**, to illustrate the team’s collaborative clinical reasoning process
- CD-Rom of all charts from the **Activities Collection** to print unlimited copies for clinical and/or educational purposes

### *Excerpts from an interview with Ammons Scientific Journal*

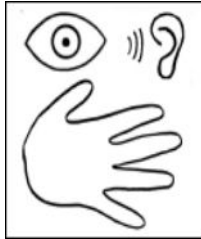
Q. In general terms, what do you think the future of handwriting looks like?

A. So much controversy exists about this issue. In fact, it is one of the hot topics on the discussion board of my online course Improving Handwriting without Teaching Handwriting. One of the lessons states, "Despite the predictions that handwriting would become obsolete as computers became more widespread, its possible demise has been greatly exaggerated. Although technological advances have made handwriting somewhat less important in the everyday lives of children and adults, the keyboard has not totally replaced the pen. In fact, some of the newer computerized products enter information with a stylus, and the handwritten signature still has many practical purposes in daily life, such as completing job applications, writing and endorsing checks, and filling out a medical history in a doctor's office".

Q. How does this learning assessment compare to others?

A. I believe the ELSA is unique because children’s behaviors are documented within multiple contexts (school, clinic, and home), the recommended strategies are directly linked to those behavioral observations, and then modified after evaluation for effectiveness.

## LEARNING STYLES



**The Erhardt Learning-Teaching Style Assessment (ELSA) ©**  
8 pages

#C19cd: \$25  
Unlimited copies may be printed for clinical and educational use only.

**The Erhardt Learning-Teaching Style Assessment (ELSA) ©** is designed to identify specific learning styles of elementary-aged children, and assist teachers, therapists, and parents to select optimal strategies for teaching new skills in schools (academic), clinics (motor), and home (self-help) environments. The assessment checklist is organized into sections of types of learners: Visual, Auditory, and Tactile/kinesthetic, each with two subsections: Behavior Characteristic Observed and Teaching Strategy Recommended. The final section is Summary, Interpretation, and Recommendations. Intervention strategies are selected for the purpose of teaching through children’s strengths, and also through their less strong channels, when necessary, so they can better adapt to different situations and task requirements.



## VISUAL-PERCEPTUAL-MOTOR FUNCTION

The Visual-Perceptual-Motor Activities Collection: #C23 \$55.00

by Rhoda P. Erhardt, MS, OTR/L, FAOTA

This spiral-bound book replaces the popular tabbed multi-pocket "purple folder". It still includes:

- Reproducible gross motor, fine motor, and oculomotor activity charts, with more than 800 activities and 187 illustrations on 160 pages
- Materials/equipment/instructions
- References
- CD-Rom of all charts to print unlimited copies for clinical and/or educational purposes

These charts are the tools you need for working in home, clinic, and school settings with children who have learning disorders. The activities are specifically designed for children 4 to 14 years, featuring tasks and games developmentally-sequenced to promote learning and insure success by:

- Incorporating step-by-step progressions
- Describing methods and teaching techniques
- Suggesting verbal and manual instructions
- Guiding your treatment planning
- Documenting the child's daily progress

#C23cd @ \$25  
is also available  
separately.



### Order these Companion DVD Video Programs!



**Evaluation and Treatment of the Child with Visual-Perceptual-Motor Problems: A 3-Part Series.** 125 minutes. #V23.0P: \$250

(Parts 1, 2, and 3 may be ordered separately)

**Part 1. Evaluation:** 25 min. #V23.1P: \$90  
**Part 2. Treatment:** 75 min. #V23.2P: \$100  
**Part 3. Re-evaluation:** 25 min. #V23.3P: \$90

**Part 1. Evaluation:** Specific administration procedures are demonstrated for observational evaluation to identify problematic performance components in a 6-year-old boy with a learning disorder. Functional problems observed at home and school included delayed fine motor dexterity, difficulty catching balls, general disorganization, letter and word reversals, difficulty copying from far/near/far, left/right differentiation, inability to finish timed assignments with the rest of the class, intermittent blurred vision, and visual fatigue during close work.

**Part 2. Treatment:** Strategies during the 4-month home treatment program include specific adaptation, individualization, and ongoing modification of a selection of gross motor, fine motor, and oculomotor activities including those demonstrated on the video: Sensory Discrimination, Chalkboard Templates, Chalkboard Racetrack, Chalkboard Railroad Track, Chalkboard Ladder, Chalkboard Hills, Flashlight Games, Suspended Ball, and Rocker Board.

**Part 3. Re-evaluation:** Results are demonstrated through re-evaluation one year later. By age 7 he had achieved better balance, postural flexibility, and rhythmic control. Improvement was also seen in tasks of neuromuscular differentiation, especially writing skills, with much more ease, automatic movement, organization, accuracy, and minimal signs of stress or visual fatigue.

# FEEDING



## Self-Feeding in the Child with Special Needs

55 minutes

#V20P: \$95

This video demonstrates procedures for informal observational evaluation of self-feeding in a school-aged child with cerebral palsy and developmental delays, emphasizing the transition from finger feeding to utensil use. Major topics include:

- drinking (lip closure, wrist position and splints)
- finger feeding (head control, biting and chewing)
- spoon and fork use (eye-hand coordination)
- intervention activities (assistive, bilateral hand use)

Task analysis, discussion, and problem-solving by parents, child, and therapist are interwoven with recommendations for intervention and demonstration of techniques to facilitate more appropriate positioning and movement patterns.

## Development of Self-Feeding in the Normal Child

25 minutes

#V19P: \$90



### CEUs available

This video presents the prerequisites for self-feeding during the first year of life, and developmental sequences of independent feeding behaviors during the second year, emphasizing the transition from finger feeding to utensil use. Major topics include:

- drinking (from bottle to cup to straw)
- finger feeding (imitative behavior, actions of opposite hand)
- spoon and fork use (grasp orientation, hand preference)
- mealtime social skills (cognitive interactions and napkin use)

This program also describes and illustrates the importance of postural support, the contribution of exploration to skill development, problem-solving by the child at each age level, and the process of generalizing skills.



## A Sensorimotor Approach to Feeding Problems and Failure to Thrive

55 minutes

#V25P: \$95

This video demonstrates the integration of sensorimotor treatment into a home based feeding program for a 17-month-old toddler with diagnoses of Fetal Alcohol Syndrome and Failure to Thrive. Recommendations were made for specific strategies addressing the child's sensory regulation issues and his developmental delays. The process of task analysis and problem solving by the foster mother and therapist led to facilitation of appropriate positioning, utensils, foods, and movement patterns which resulted in decreased oral sensitivity, a greater variety of solid foods, and independence in all self-feeding skills.

## The Consultant's Role in Evaluation and Treatment of Developmental Eating Dysfunction

30 minutes



#V15P: \$90

This video illustrates the therapist's role as consultant to families with children who have eating problems. A preschool child with cerebral palsy is observed being fed by her mother, as a developmental approach is used to analyze positioning, feeding methods, oral reflexes, and developmental behaviors. Techniques to facilitate more appropriate feeding methods and positive interaction are then discussed and demonstrated by the therapist.



## Developmental Prehension Components of Independent Feeding: From Assessment to Treatment to Function

30 minutes

#V12P: \$90

This video illustrates how the EDPA is used to determine missing components of hand skills for functional activities such as feeding; the relationship of fine motor, gross motor, oral-motor, visual, and cognitive development; and methods of integrating treatment into a home program. A school-aged child with cerebral palsy begins independent feeding as all family members become involved.





**HAND FUNCTION (PREHENSION) . . . . . 2**

- Normal Hand Development: Birth to 15 Months
- \* The Erhardt Developmental Prehension Assessment
- Administration of the EDPA: The Child with Developmental Disabilities
- Administration of the EDPA: The Adolescent with Developmental Disabilities
- Components of Hand Function in a Normal Young Adult . . . . . 3
- Atypical Hand Function in Persons with Disabilities
- \* Prehension Stickers and Booklet
- \* Prehension Poster

**ERHARDT VIDEO SEMINARS . . . . . 4**

**HAND PREFERENCE**

- \* The Erhardt Hand Preference Assessment (EHPA)
- Normal Components of Hand Preference
- Emerging and Mature Hand Preferences and Congruencies
- Factors Influencing Hand Preference in Persons with Disabilities
- \* Hand Preference: Theory, Assessment, and Implications for Function . . . . . 5
- \* Parent Articles About NDT

**VISION . . . . . 6**

- Normal Visual Development: Birth to 6 Months
- \* The Erhardt Developmental Vision Assessment (EDVA)
- Developmental Components of Eye-Hand Coordination in the Child with Special Needs

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- Administration of the EDVA
- Normal and Atypical Visual-Motor Function in Persons with Developmental Disabilities
- \* Developmental Visual Dysfunction . . . . . 7

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- \* Handwriting: Anatomy of a Collaborative Assessment/ Intervention Model . . . . . 8

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**VISUAL-PERCEPTUAL-MOTOR-FUNCTION . . . . 9**

- \* The Visual-Perceptual-Motor Activities Collection
- Evaluation and Treatment of the Child with Visual-Perceptual-Motor Problems

**FEEDING . . . . . 10**

- Self-Feeding in the Child with Special Needs
- Development of Self-Feeding in the Normal Child
- A Sensorimotor Approach to Feeding Problems and Failure to Thrive
- The Consultant's Role in Evaluation and Treatment of Developmental Eating Dysfunction
- Developmental Prehension Components of Independent Feeding: From Assessment to Treatment to Function

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