

Supportive Ideas for Circle Time

1. Have a surprise box each day. The children are asked to guess what is inside (perhaps it could be related to the unit). Children ask questions about what is inside and use their imagination to guess what is in the box. Teachers can provide simple cues and descriptions to help. Children may chant patting their knees before the guessing begins: "What's in the box? What's in the box? Is it Goldilocks? Is it a pair of socks? What's in the box?"
2. Use the same transition song to have the children come to the circle each day. Have the children come over and get an instrument to play along with the gathering song as a motivator.
3. Use a picture chart to outline the circle time, i.e., songs, stretching, story or planned language activity, and time to put carpets away.
4. Use picture song cards, i.e., a colored picture or drawing of two black birds on a large index card to represent "Two Little Blackbirds."
5. Use active storytelling. Use the same story for two weeks. Choose stories with repetition and patterns. Let the children sequence the story after providing initial cues. Eventually let the children tell the entire story as the teacher turns the pages. Add props and let the children act out the story choosing the character they would like to be.
6. If the teacher is reading the story he/she should use over-sized books as often as possible and props such as puppets, flannel boards, and even chalk drawings to keep the children's attention and to provide further visual stimuli.
7. Incorporate movement activities in between sitting and listening activities.
8. Utilize lotion and powder for calming activities and for regaining the attention of children. Use breathing and relaxation to calm children before and throughout group activities, i.e., have the children to take long slow deep breaths and pretend to blow up a balloon and then pop it.
9. If you are doing a motor activity during circle time, use visual cues such as lines taped on the floor and designated body spaces to help the children follow and move through the activity with ease.
10. REPEAT, REPEAT, REPEAT!!!! Children benefit from repetition (even though adults may get bored). Expanding on the familiar or adding a slight variation can create a whole new twist to an every day activity.

Supportive Ideas for Circle Time continued

11. Sing the same song or do the same chant each day to indicate that circle time is going to begin you might use a name song or a movement song like "Open Shut Them" which will help the children get their wiggles out and prepare for a focused group time.
12. Keep circle times short, interactive and visual.

Large Muscle Activities

Scooter Boards: Longer scooter boards work well for a child who has a weak trunk or for a child who uses his/her feet to help with movement. An adult can also hold the child's legs up (like a wheelbarrow) to discourage assisting with his feet. If this activity is to be used for several days, the teacher may want to issue "driver's licenses" to children who are safe drivers or learn to perform some of the tasks below. Demonstrate these to the children.

A. On tummy:

1. Push off of wall with feet, propel self to reach for an object such as cone, beanbag, plastic bowling pin, etc.
2. Move forward, push self with both arms, go to target such as beanbag, retrieve, throw in bucket, etc.
3. "Spin" self; use arms to move in circle, go both directions.
4. Pull self with arms using thick stationary rope (tied to sturdy object such as radiator about 6" off the floor), make a "train" having all children follow the leader.
5. Scatter items around the room such as bean bags, rings to stack, puzzle pieces, etc. Have children gather them one at a time and bring to bucket, ring stacker or puzzle tray. Teacher can make it into a race with 2-3 teams.
6. Make a "train". Have children hold on to each other's feet. Adult pulls the leader using a hula hoop, inflated (deflated), or a thick rope. May want to use 2 adults and have 2 lines.
7. Adult pulls individual child using hoop, inner tube, etc.
8. Experiment using arms out at sides and in front.
9. Obstacle course: around, under, through.
10. Follow a path: use tape or heavy rope to make curves, straight, shapes, etc.

Large Muscle Activities continued

B. Sitting: use feet to move:

1. Move forward, backward, or sideways.
2. Gather objects that have been scattered about on the floor (see above).
3. Sit tailor style (feet off floor), pull self along a rope (see "train #6" above).
4. Obstacle course, move self around objects, between, etc.
5. Follow a path: tape or heavy rope (see: "Follow a path #10" above).

Animal Walks:

1. Alligator crawl on stomach (army crawl).
2. Duck walk (hands tucked under arms, move elbows out and in for wings).
3. Puppy (on all 4's). backwards, sideways, forwards, fast, slow.
4. Mule kicks/wheelbarrow: arms on floor, child kicks both legs into the air like a mule, can also hold child's legs so he/she can be a wheelbarrow.
5. Bunny hop (squat, put weight on hands as legs are brought forward in a hop).
6. Frog jump/kangaroo hop
7. Crab walk (lie on back on floor, lift up body so bottom is off the ground, go forward, backward, sideways, different speeds).
8. Snake: slide on floor, up wedge, down wedge.
9. Giraffe stretch: reach to the sky, arms up high.
10. Bear walk: arms and legs are stiff, hands to floor.
11. Cat stretch: all 4's, arch back, then slump.
12. Elephant walk: arms straight, clasp hands, swing arms back and forth for trunk.

Movement Equipment:

1. Balance/balance beam:
 - a. Use tape on floor to make path.
 - b. Use wide board on floor.
 - c. Walk forward, backward, sideways, slow, fast.
 - d. Carry objects while walking different ways.
 - e. Place objects on path, stoop to pick up without falling into the "water".
 - f. Carry puzzle piece, bean bag, etc., to other end, throw or place in container

Movement Equipment continued

2. Sit and spin
3. Hoppity hop ball (an inner tube - deflated - around child's trunk can assist with balance)
4. Blanket: roll up in, roll over, pull child around room (seated, lying), give child a swing (need 2 adults for this), have children hold corners and use as parachute (use ball, stuffed animal, etc.).
5. Tunnel: crawl through forward, backward, carrying object or toy, head first, feet first, etc.
6. Cardboard boxes of different sizes:
 - a. Practice climbing in and out (good practice for getting on/off trike if child holds one hand on each side at corner for "handlebars").
 - b. Place rice, corn, or other sensory materials in large box with sand toys, pegs, board, cars, etc.
 - c. Make into a house, cut windows and doors, (could also paint as group project) peep holes, put in pillows, blankets, flashlights, stuffed animals, etc.
7. Carpet squares:
 - a. Use as "sled" to pull child around room (lie, sit) -hold onto hula hoop.
 - b. Jump over, on, make path to walk on, hop on, jump on, crawl on.
8. Trikes:
 - a. Use stop/go "sign" (language or visual).
 - b. Follow path on floor (masking tape).
 - c. Obstacle course: between, under (adults hold blanket), around
 - d. Use trike pusher for child who cannot pedal (long stick to fit over back of trike for adult to push so child can work on steering and learning to pedal).
9. Balls/beanbags:
 - a. Pass the ball (to music, listen for direction change).
 - b. Throw beanbags at target (on wall, suspended balloon, into a box or bucket).
 - c. Throw from different positions : stand, kneel, 1/2 kneel, sitting.
 - d. Throw different ways: under, over.
 - e. Roll or throw to a partner.
 - f. Roll ball through obstacle course or along path.
10. Parachute: use in different positions (stand, sit tailor sit, kneel, hold with palms up and palms down):
 - a. Call out 2 names and have children exchange places or meet in the center and shake hands.
 - b. Have each child take a turn to move under it in a particular way: hands and knees, jump, hop, etc.

Games/Songs

1. London Bridges
2. In and Out the Window
3. Mulberry Bush
4. Here We Go Looby Lou
5. Hokey Pokey
6. Simon Says
7. Did You Ever See A Lassie?
8. Red Rover, Red Rover

Movement

1. Jumping:
 - a. Both feet
 - b. Forward, backward, sideways
 - c. Over a line or block
 - d. Into a circle (hula hoop) or shape on fall
 - e. Onto a carpet square, etc.,
 - f. Off of an object
2. Climbing: in and out of various size boxes, over chair, up ladder
3. Hopping: see jumping
4. Rolling: over pillow, down/up hill or wedge, under blanket, in a blanket
5. Tug of war, use large thick rope with knots
6. Climber:
 - a. Cover with blankets to make a fort, fill with pillows, etc., use flashlights.
 - b. Use as part of obstacle course
 - c. Place blocks near platform for child who cannot pull up by self
 - d. Mini tramp: hold child's hands for control, jump both feet, one foot, in pattern (feet together/apart), etc., count, say letters of alphabet, spell first name, sing familiar song, etc.

Fine Motor Activities

Two Handed Activities

1. Assembly Toys
 - a. Snap together Beads
 - b. Lego/Duplo Blocks
 - c. Bristle Bears
 - d. Bristle Blocks
 - e. Star Links
 - f. Plumber's Friend
 - g. Marble Works
2. Building
 - a. Large Wooden Blocks
 - b. Large Cardboard Blocks
 - c. Boxes
3. Stringing
 - a. Beads
 - b. Cereal
 - c. Straw
 - d. Paper Shapes (hole punched)
 - e. Macaroni
4. Dressing
 - a. Buttoning
 - b. Shoe Tying
 - c. Zipping
 - d. Snapping
 - e. Lacing
5. Sensory Items
 - a. Playdough
 - b. Fingerpaint
 - c. Sand/water play
 - d. Pudding
 - e. Shaving Cream
 - f. Glurch - equal parts of glue & liquid starch
 - g. Kneading Dough (use rolling pin)
6. Musical Toys
 - a. Pull String, (like "See 'N Say)
 - b. Levers
 - c. Crank
7. Toys/Games
 - a. Catch with a ball
 - b. Telephone
 - c. Cash Register
 - d. Cards
 - e. Squeeze Toys
 - f. Nested Barrel (screw kind)
8. Musical Instruments
 - a. Drum
 - b. Accordion
 - c. Xylophone
 - d. Guitar
 - e. Triangle
 - f. Piano
9. Gross Motor
 - a. Bicycle Riding
 - b. Trapeze
 - c. Bar
 - d. Tug-of-War
 - e. Fishing Pole
 - f. Crawling
10. Paper
 - a. Folding
 - b. Crumpling
 - c. Tearing/Ripping
11. Hand Strengthening
 - a. Spray bottles
 - b. Hole Punching
 - c. Stapling
 - d. Wringing out Sponges
 - e. Squeeze toys
 - f. Water Games (push button)

Eye- Hand Coordination

1. Finger Painting
 - a. Pudding
 - b. Jello (powdered) with ice cube
 - c. Shaving cream
 - d. Fingerpaint
 - e. Edible fingerpaint
2. Painting with cotton swabs
3. Sewing cards
 - a. Cut in a variety of shapes per theme
4. Stringing (on yarn or pipe cleaners)
 - a. Beads
 - b. Macaroni (colored)
 - c. Cheerios/Fruit Loops
 - d. Cut up straw and paper cut outs per theme
5. Glue Bottles
 - a. Colored glue
 - b. Gluing dots
 - c. Drawing glue lines
6. Squeezing Tools (Pick up cotton balls or colored bears)
 - a. Tongs
 - b. Large Tweezers
 - c. Pliers
 - d. Clothes pins
 - e. Strawberry huller (used to remove strawberry leaves or hull)
7. Shape sorters
 - a. Store bought (some that makes noise)
 - b. Coffee can with slit in the top
8. Marble painting
 - a. Painting with car wheels, other common objects, toys, lego prints, fork, etc.
9. Painting
 - a. Rollers
 - b. Combs
 - c. Homemade brushes
 - d. Feather dusters
10. Styrofoam and golf tees
 - a. Draw pattern on paper and have children poke on the dots (place on carpet square to punch)

Eye- Hand Coordination continued:

11. Follow the dot picture and mazes
 - a. Laminate and use washable markers, or use plastic sleeves or plastic covers over mazes, etc.
12. Cutting mazes
13. Cutting
 - a. In the sensory table
 - b. Glurch or playdough
 - c. Snipping edges (make confetti)
 - d. Styrofoam peanuts or meat trays
14. Water Activities
 - a. Squirt bottles (squirt at objects, aim at Styrofoam peanuts)
 - b. Scooping with fish nets in sensory table
 - c. Eyedroppers/basters (example- coffee filters and food coloring or colored tissue on white paper)
 - d. Painting with water outdoors or on the chalkboards
 - e. Sponge painting, squeezing sponges

One-handed Activities

A varied approach can increase the child's interest level. Try changing the pre-writing tool and surface used daily to continually expose the child to new sensory experiences.

Visual Media:

1. Writing on aluminum foil.
2. Writing on different colors of construction paper.
3. Writing on different textures -- paper bags, butcher paper, waxed paper, and tissue paper.
4. Use a variety of writing utensils -- chalk, markers, crayons, pencils, pens, paints (finger paints, tempera, watercolors), sponges, or foam stapled to tongue depressors.

Tactile Media:

1. Writing on sandpaper with crayons or chalk.
2. Writing with chalk on carpet squares. Erase with hands or fingers.
3. Writing in sand or salt tinted with food color or tempera (in cover of box or cookie sheet)
4. Writing with different kinds of media including finger paints, lotion, pudding, whipped cream.

One-handed Activities continued

Olfactory Media: (sense of smell)

1. Drawing with scented markers.
2. Adding a few drops of scented oil or perfume to finger paints.
3. Scented lotion for finger painting.

If a child has trouble grasping the writing utensil, it may be because the diameter is too small. Cylindrical foam padding can be added to build up the handle or you can purchase the chubby chinks, pencils, and crayons. Rubber pencil grips sometimes assist the child to develop a mature 3-point grip.

Positions for Pre-writing Activities

Most young children do not have a mature enough sensory-motor system to sit or write for very long periods of time. It is appropriate to use nonmeeting positions and it is beneficial for increasing stability in shoulders and hips to use positions of all fours, kneeling, propped on elbows on floor, side-sitting on floor with one arm extended, half-kneeling, or standing at an easel.

Scissors Use

Sequential Scissors Usage Overview

- | | |
|----------|--|
| Stage 1 | Student shows an interest in scissors. |
| Stage 2 | Student holds and manipulates scissors appropriately. |
| Stage 3 | Student opens and closes scissors in a controlled fashion. |
| Stage 4 | Student cuts short random snips. |
| Stage 5 | Student manipulates scissors in a forward motion. |
| Stage 6 | Student coordinates the lateral direction of scissors. |
| Stage 7 | Student cuts a straight forward line. |
| Stage 8 | Student cuts simple geometric shapes. |
| Stage 9 | Student cuts simple figure shapes. |
| Stage 10 | Student cuts complex figure shapes. |
| Stage 11 | Student cuts nonpaper materials. |

Cutting with a Scissors

Pre-cutting Activities

1. Clip clothespins on edge of shoe box or paper plate.
2. Clay: pinching, squeezing, and pounding.
3. Pick up and release small objects with thumb and fingers.
4. Hand or finger puppets to stimulate finger manipulation.
5. Kitchen tongs or tweezers: transfer objects from one container to another.
6. Paper punch or kitchen baster.

Cutting with a Scissors continued

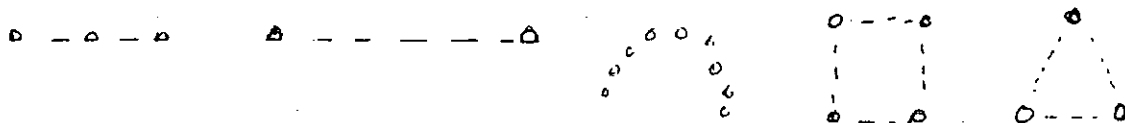
Developmental Sequence of Cutting

1. Tear strips of paper: use different weights and lengths of paper.
2. Snip paper (2-2.6 years): short quick movements.
 - a. Vary width of strips (1/8 - 1 inch)
 - b. Vary type of paper: tissue, newspaper, construction paper, etc.
3. Make a fringe around a sheet of paper - requires one cut.
4. Cut along straight edge of paper (3-4 years): requires opening and closing scissors.
5. Cut straight lines (4 years): use extra thick lines drawn with black magic marker. Gradually reduce the width of the black line.
6. Cut strips: use for chains or weaving paper mats.
7. Gentle curves (4-5 years): begins to involve holding the holding hand which would turn paper as arch is cut.
8. Stop, start, and turn (5 years): cut out simple shapes.

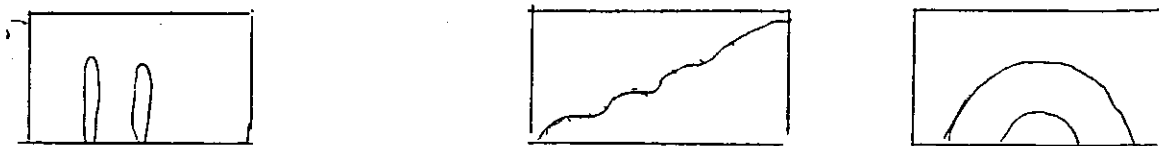
Classroom Scissors Activities

To teach the student to control the direction of the scissors:

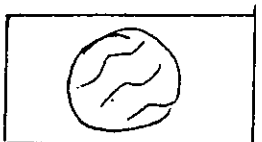
Use a paper punch to punch guide holes for cutting. Begin with short straight lines -- working to longer lines (with fewer guide holes) -- to curved lines -- to geometric shapes.



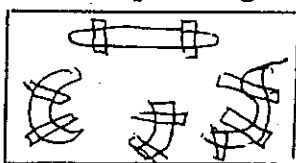
Glue craft sticks to paper parallel to each other. Have the student cut the paper between the sticks. As coordination increases, gradually bring the sticks closer together. This can also be done with yarn or string and the lines can progress from straight to diagonal to crooked to curved lines.



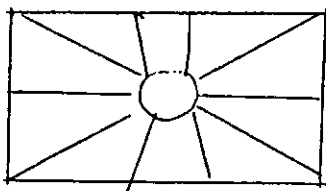
Place a piece of paper between two wood or cardboard circles. Have the student cut out circles using the cardboard to guide the scissors in a curved direction.



Make curved shapes out of cardboard or wood. These can vary from narrow to wide, depending on the student's skills. Tape or glue the shapes to paper. Have the student cut paper strips using the shapes to guide the scissors.



Draw a circle on a sheet of paper. Draw lines to the circle, forming a "sunbeam". Have the student cut along the lines to get to the circle and then cut each sunbeam off to cut out the circle. By cutting out a circle in small curved segments, the student is successful.



Sensory Activities (Tactile)

Activities:

1. Box of textures and fabrics to rub on skin or body parts-i.e.: terry cloth, velvet, soft cottons, batting, furs, sponges, feathers, etc.
2. Lotion (lotion of different scents can be used during our senses unit).
3. Powder (may use paint brushes to paint different body parts with powder).
4. Paint brushes and water or dry paint brushes on body parts.
5. Tactile input involving pressure/different textures:
 - a. People Sandwich: One group of children lies between two mats (the sandwich). The other group goes over them by crawling, rolling or walking. When ready to change groups an individual "lies" on top to "squish" them out. Children can then switch places. Children may want to decide what kind of sandwich they want to be before starting the game to encourage creative thinking skills.
6. Going swimming on different carpets or mats. Children pretend to dry off with terry cloth towels. Dry off body parts one by one. (play Beach Boys music).
7. Texture Road: Children follow the leader over a "highway" of textured objects on the floor. Children go over in different ways, i.e. crawling backwards, blindfolded etc. Some ideas for textures on the road:
 - a. sticky squares(contact paper)
 - b. bubble packing
 - c. towels
 - d. shag carpet, nubby carpet squares
 - e. sheets of vinyl materials
 - f. foam (bumpy)
 - g. orthopedic pads (used on mattresses)
 - h. slick smooth mats and wedges/inclines
8. Hot dog: Children lie on large beach towels on the floor and roll up in the towels. Teachers unroll children by pulling on the end. Have the children tuck their chins in order to avoid bumping their heads.

Vestibular Sensory Activities

1. Bouncing: On mattresses, mini trampolines
2. Shaking activities: Shaking body parts("Shake Your Sillies Out," shake and stop playing "The Freeze" song).
3. Rolling
 - a. Log rolling up and down wedges
 - b. Bowling with our bodies: (kids roll toward cardboard lightweight blocks.)
 - c. Body rocking: Child lies on tummy, child lifts up his/her head and holds onto his/her ankles and rocks on his/her stomach.
 - d. Somersaults (if this is safe for that individual child).

Proprioceptive Sensory Activities

1. Rope stretching (tug of war games).
2. Use rubber stretches to pull with body parts (wrap around heel and stretch with arms).
3. Put stretchies on ankles and children can pretend to skate.
4. Pushing a stack of mats forward (group of children) with one on top. They can use their arms or push with their feet.
5. Wheelbarrow walking.
6. Use large heavy ball to press on body parts. Child lies on tummy and teacher (or students) press ball firmly over back, body parts and roll ball over children.
7. Place bean bag chair on the back of a child. Child crawls like a turtle or passes the bean bag chair to one another.
8. Pushing shopping carts with weights or heavier objects inside.
9. Pulling wagons.
10. Rolling a ball up the wall with bare feet (up/down, right/left).

Sensory Table Ideas

1. Variety of dried beans (lima, kidney, black, black-eyed peas)
2. Rice (you can color part of the rice with food coloring)
3. Cornmeal (very soft and soothing texture)
4. Flour
5. Oatmeal
6. Potato flakes (instant) or mixed with warm water for a squishy feeling
7. Millet, birdseed, sunflower seeds
8. Water (colored, hot, cold, soapy)
9. Sand (wet/dry)
10. Soil/mud
11. Snow and ice (with mittens)
12. Freshly cut grass
13. Straw or hay
14. Leaves and sticks
15. Acorns, pinecones
16. Pebbles with sand
17. Shells, rocks (magnifying glasses)
18. Sensory balls
19. Soft objects (cotton, feathers); texture items (rough or smooth, hard or soft etc.)
20. Cotton batting (pretend it is snow and create a snow village with milk cartons, little people and cars etc.)
21. Corn, dried corn on the cob
22. Styrofoam peanuts (they will disintegrate in water for a science experiment)
23. Cutting materials and scissors tied on the sides with string-variety of paper for snipping, magazine pictures for cutting, different textures and thicknesses of papers, shredded newspapers.

Sensory Table Ideas continued

24. Popcorn
25. Confetti/dots (animal confetti can be combined with sand or other sensory staples, e.g., spider confetti in the sand. Kids can look for spiders with magnifying glasses).
26. Items that will sink and float
27. Add your own ideas to the list!

Calming Strategies

This is a list of a variety of calming strategies for children to be used in the classroom, at home, or in the community. Every child is different, thus every child is calmed in a different way. Pick, choose, and experiment to find the best methods to assist in calming the child you are working with.

Environment:

1. Use a study carrel (even a make-shift cardboard screen) to cut down distractions around them.
2. Use a large folder screen to designate a special quiet area with minimal distractions.
3. Lie on/hug a floor pillow.
4. Dim the lighting.
5. Use an electric fan.
6. Allow the child to be first or last in line.
7. Place the child's desk or chair close to yours.

Physical Activity:

1. Stretching exercises.
2. Take slow deep breaths.
3. Wall push-ups.
4. Yawning game -- Make a fake yawn with mouth wide open, eyes squeezed shut and nose wrinkled. Hold breath for a few seconds and exhale.
5. Go "belly up" -- Lay on back with hand on stomach while taking deep breaths. Try placing a book or stuffed animal on stomach and watch it rise and fall.

Sensory:

Tactile

1. Wrap themselves up in a blanket.
2. Wear a hooded sweatshirt.
3. Pet a stuffed animal or pet.
4. Chew on something (e.g. hard candy, ice, a washcloth, teething ring, gum, chewy candy, etc.).
5. Feel a bucket of feathers or soft textures (e.g. velvet, corduroy, velour, silk, cotton balls, etc.).
6. Draw in sand, salt, sugar and jello or koolaid in a cake pan.
7. Finger paint.
8. Wash dishes or toys in warm water.
9. Take a cool or warm shower or bath.
10. Knead dough, playdoh, meat loaf, etc.
11. Get a back rub, hand or foot massage.
12. Squeeze a stress balloon (fill balloon with cornstarch or flour).
13. Play with kwoosh ball or pom-pom.
14. Pop plastic bubble wrap.
15. Sit in a bean bag.
16. Have sensory containers available for hand play (eg. glurch/Gak, rice, beans, cotton, cornstarch/water, etc.)

Visual

1. Watch liquid timers(oil & water toys).
2. Watch a fish tank.
3. Blow bubbles.

Vestibular

1. Wear a weighted vest or backpack.
2. Wear wrist or ankle weights.
3. Swing or use a rocking chair.
4. Swing in a blanket hammock-- "blanket rock."

Olfactory

1. Smell various soothing scents (eg. vanilla, coconut, basil, camomile, cinnamon, clove, eucalyptus, jasmine, lavender, marjoram, rose, sage, sandalwood, thyme).

Auditory

1. Keep your voice calm and quiet.
2. Wear head phones with music or directions for projects or homework(e.g. classical music, environmental tapes -- whales, loons, etc.)
3. Wear ear plugs.
4. Play calming music.
5. Do homework in the same room as a running dryer or fan ("white noise").

Behavioral:

1. Reinforce positive behavior.
2. Have a schedule written or in pictures for the day.
3. Use secret signals between you and the child for cueing them to slow down or calm down (e.g. three taps on the table).
4. Use rental agreements for favorite toys, games, writing utensils, etc. which are earned or rented with positive behavior (e.g. you were good all morning, you may use this special pencil for the next 3 days).
5. Use an attention tape (for children with self awareness) with tones or a voice to cue the child to ask themselves, "Was I paying attention?" Use yes and no columns to keep track. Children have used a series of 3 tapes with various amounts of time between tones to assist in increasing their attention spans.
Tape 1 1 2 3 2 1 2 3 1 (minute spans)
Tape 2 3 3 2 4 3 3 2 (minute spans)
Tape 3 3 4 3 5 4 2 4 3 2 (minute spans)
6. Use a sticker book to reinforce positive behaviors.
7. Use "happy notes" to reinforce positive behaviors.
8. Allow the child to run a special errand (e.g. bring a note to the office).
9. Doodle on paper.
10. Let them water the plants.
11. Use an imaginary "Distraction Zapper" (e.g. laser beam, superman breath, a magic blink, a magic wand, a finger snap, etc.).

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Pretend Play Themes

Kitchen:

1. Dishes (bowls, plates, real pots and pans, pitchers)
2. Kitchen utensils (spatulas, whisks, hand mixers, measuring cups and spoons)
3. Dish towels, oven mitts, dish rags, sponges, aprons, chef hats
4. Plastic food, playdough (for pretend pizza dough), salt and pepper shakers, spice jars, shakers

Post Office:

1. Cash registers
2. Tape dispensers
3. Magazine stamps, stickers, tape dispensers, packaging tape
4. Boxes, envelopes of different sizes, packaging peanuts, plastic packaging bubbles, wrapping paper
5. Writing utensils, scissors
6. Postman hats, mail bags, create a mail truck out of a large refrigerator box, (have children paint it), play mailboxes

Doctor's Office:

1. Doctor's kits (homemade or Fisher Price)
2. Cotton balls in jars, band aid containers with band aids, ace bandages, gauze and tape, empty medicine bottles, cough drop boxes, tongue depressors
3. White coats, scrubs, patient hospital gowns, rubber gloves
4. Set up a front desk, reception area, waiting room, (tablets, manila files, clipboards, magazines for patients to look at)
5. Children or dolls can act as patients

Veterinary Office

Use the same materials from above also adding stuffed animals: birds, dogs, teddy bears, cats or animal puppets: lizards, fish, crabs, insects etc.
(variation Pet Shop)

Flower Shop:

1. Plastic or silk flowers (bunches and singular flowers for arranging)
2. Plastic pots with clay or foam inside for flower arranging
3. Watering cans, small gardening tools, gardening gloves, aprons
4. Ribbon, wrapping paper, small paper squares for note enclosures
5. Cash registers, check out area, arrangement or work center for floral designers, play money
6. Dirt in the sensory table with gardening tools and seeds for planting may be a nice expansion activity.

Lemonade Stand

1. Use a puppet stage or a small table to set up a stand.
2. Have children decorate and write out a sign for the stand and decide on a price for the lemonade.
3. Cups, pitchers, real or pretend lemons or empty Country Time lemonade containers, measuring cups, large spoons for stirring, metal hand juicers
4. Money, money box or cash register

Pretend Play Themes continued

Fruit Or Vegetable Stands Or Farmer's Market:

1. Boxes from grocery stores with fruit and vegetable labels or have children decorate their own drawing fruit and vegetables on the outside.
2. Plastic or real fruits and vegetables
3. In the Fall use pumpkins, gourds and apples
4. Set up tables, have kids decide prices and decorate signs
5. Use cash registers, play money
6. Aprons, straw hats, paper bags, cloth gunny sacks

Wood Shop or Tool bench:

1. Pieces of wood scraps (nicely sanded)
2. Actual tools (well supervised) and pretend tools and tool boxes
3. Sand paper, paints, nuts and bolts, clamps
4. Tool aprons, goggles, hard hats, work gloves
5. Measuring devices (rulers, tape measurers, yardsticks and pencils for marking or chalk)
6. Wagon or small wheelbarrows for hauling wood

Community Helpers:

Provide props and costumes of a variety of community helpers including: police officer, fire fighter, garbage collector, postman, doctor, nurse, dentist, etc.

Dress Up Play or Imaginary Play:

1. Dress up clothing, jewelry, hats, shoes, use a variety of mirrors both hand and full length mirrors
2. Imaginary play costumes, crowns, flower laurel crowns, capes and magic wands. Use at Halloween time or during Nursery Rhyme unit.
3. Create a hat store (children can create their own hats as well).
4. Have a winter dress up area where children can practice dressing themselves and helping others with: hats, boots, scarves, mittens and gloves, snow pants, jackets, etc.

Beauty Shop or Barber Shop:

1. Curlers, electric curlers and blow dryers with cords off, brushes, combs, barrettes, headbands, bobby pins, empty shampoo bottles, empty gel and hair spray bottles, wigs
2. Provide a variety of hand and full length mirrors
3. Set up a waiting room, a shampoo room using sink from kitchen and a reception desk with appointment book
4. Set up special chairs for hair cutting areas and a manicure table with emery boards and empty bottles with brushes
5. Barbie hair styling heads or dolls can be used (in case head lice is an issue). Children can also fix the hair of stuffed animals or set up an animal barbershop or groomers.

Pretend Play Themes continued

Restaurant(McDonald's or Pizza Hut):

1. Use props from kitchen or bakery.
2. Set up tables with table cloths, candles, vases with flowers
3. paper supplies for props for McDonald's or Pizza Hut. (Some McDonald's restaurants will donate minimal paper supplies to use as props. You can check with Dominoes or Pizza Hut regarding getting some empty pizza boxes. **Note:** Unit could be paired with a field trip to one of the restaurants.)
4. Playdough can be used to create pretend food and pizzas.
5. Costumes could include aprons, hats, order tablets, children could create menus or picture menus could be created for non-verbal children.

Grocery Store:

1. Use food items from kitchen adding more real items such as empty oatmeal boxes, cake boxes, spice jars, etc.
2. Set up check-out area where cash registers, paper and plastic bags and cashier can stand.
3. Divide areas into fruit and vegetables, meats, etc. Have children create the signs and provide picture signs as well to designate specific food areas
4. Grocery carts, shopping bags and baskets.

Wrapping Station:

1. A variety of boxes in different sizes and shapes
2. A variety of toys and small objects to fit in boxes
3. Tape, wrapping paper, tissue paper, scissors, gift tags, envelopes and cards, stamps, packing supplies can be set up during Holidays or for real and pretend birthday celebrations

Camping Center:

1. Back packs, canteens, empty lotion bottles for "mosquito repellent," water jugs, compass, mosquito net hats, pretend food
2. Hang up hammock and clothes line
3. Set up tent in the room or use a box as a tent
4. Create a pretend fire with logs and large rocks or blocks. Children can pretend to roast hot dogs or marshmallows
5. Use rocking boat for a canoe, have fishing rods available.

Beach Area or Picnic:

1. Use props from kitchen adding picnic baskets, blankets, paper plates and plastic utensils
2. Beach towels, beach balls, "suntan lotion," plastic swimming pools with sand, shells, and sand toys, sunglasses, sunhats
3. Play beach music
4. Set up volleyball net to play with beach balls
5. Set up a hot dog stand or lemonade stand

Boxes:

Use boxes to create dramatic play scenarios, i.e. dinosaur caves, animal homes, ant tunnels or hills, castles, buses, puppet stages, homes for the "Three Little Pigs," rocket ship, etc.

Pretend Play Themes continued

Laundromat:

1. Clothes from dress up play and doll clothes
2. Laundry baskets and bags
3. String clothesline and provide clothespins in buckets
4. Empty laundry soap containers and scoops, Bounce sheets
5. Create washing machines out of boxes and use small boxes or cans with slits as coin depositories
6. Set up sorting and folding tables

Bakery:

1. Use kitchen baking supplies and add more cookie cutters and a greater variety of baking utensils
2. Costumes could include: baking hats, oven mitts and aprons
3. Set up cash register and display areas for baked goods
4. Children can help label items, make picture signs and decide on prices
5. Supply of bakery bags and wax paper sheets
6. Labeled containers of flour, sugar, etc.
7. Use playdough and rolling pins, set up prep areas for bakers

Puppet Stage:

1. Hand puppets
2. Big box cut out for stage
3. Small props to fit hand puppet size

Science Table Ideas

1. Magnifying glasses with a variety of nature items.
2. Scales or balance scales and weights
3. Flashlights
4. Kaleidoscopes or color paddles
5. Magnets (juice lids, paper clips, nails)
6. Planting or growing materials, i.e. soil, seeds and seed packets, pots, plastic bags with seeds, peat pots, gardening tools
7. Fall items: Acorns, gourds, pumpkins, dried apples, seeds (pumpkin, apple)
8. Measuring devices: Cups, scales, rulers, measuring tape, measuring spoons
9. Butterfly hatching kit or ant farm
10. Thermometers (use with snow and ice experiments)
11. Pine cones, sea shells, rocks, sticks, driftwood, petrified wood, dried corn on cobs, gourds, crystals
12. Freezing objects in ice and melting, may use different colored ice cubes
13. View finders with animal pictures, science pictures
14. Set up a sound center: Microphones, headsets, "Mister Microphone", noisemakers and instruments (you can make sound shakers with juice cans and materials such as beans inside. Have the children try and match and compare sounds.
15. Set up a smell center: Provide a variety of scented objects such as candles, perfumes, spice containers, scents in jars, potpourri.
16. Texture or touch center: Baskets and bins with a variety of objects that have textures, i.e. hard/soft, heavy/light, rough/smooth, wet/dry... maybe pair this with scales for weighing objects.
18. Sight center: provide view finders, kaleidoscopes, tornado bottles (made with two large plastic pop bottles with water and glitter, food coloring and small plastic items inside), color paddles and objects to observe through the paddles, magnifying glasses and materials, flashlights and sealed shoe boxes with hidden surprises to observe through the hole on top using a flashlight.
19. Aquariums and terrariums: The children can help create terrariums during a plant and growing unit in the spring or by using objects found on nature walks throughout the school year.

Science Table Ideas continued

20. Crystal center: Provide a variety of crystals as well as create your own crystals with charcoal briquettes and laundry bluing (can be found at some grocery stores). Add food coloring to the laundry bluing. Pour laundry bluing on the charcoal and watch the magic begin.

Suggestions For Expanding Cooking Activities

1. Use recipe picture chart:
 - a. Go over at the beginning of lesson
 - b. Use words and pictures for each step
 - c. Refer to chart as you go
 - d. Review using chart at end
2. Have students help as much as possible:
 - a. Cut item with plastic knives
 - b. Stir/shake
 - c. Pour (use small pitchers)
 - d. "Smash" ingredients in plastic bags with hammers or fingers
 - e. Spread with plastic knives
3. Hook up any electrical appliances to AbleNet Power Link so students with limited movement can activate switch (blenders, mixers, electric can openers, juicer, etc.).
4. Sing a song when each student takes a turn:
 - a. One verse per turn to signal when his/her turn ends.
 - b. Have students take turns in predictable order, have children say whose turn is next.
 - c. See attached songs.
5. Have students name items or guess what they are: ingredients, cooking tools, etc.
6. Make mistakes to encourage the children to direct you how to do it:
 - a. Try to pour out of closed box.
 - b. Put uncracked egg in bowl.
7. Discuss how different ingredients look, feel, smell, taste.

Cooking Songs

1. To the tune of "Are You Sleeping?"
Ben is stirring, Ben is stirring,
Stir some more, stir some more,
Stir up all the pudding, stir up all the pudding
Now pass it to A.J.,
It's A.J.'s turn to stir.

Cooking Songs continued

2. To the tune of "Mulberry Bush"
This is the way we shake the pudding, shake the pudding, shake the pudding.
This is the way we shake the pudding to make our favorite treat.

Field Trips

1. Minnesota Children's Museum
Telephone: 225-6002
Classes with 100% Special Education students can get free admission.
2. Dayton's Holiday Display - 8th floor Auditorium,
Downtown Minneapolis, MN
Month of December
Telephone: 375-2200
3. Dayton's Spring Flower Show - 8th floor Auditorium
Downtown Minneapolis, MN
Telephone: 375-2200
4. Model Train Museum
Bandana Square
Telephone: 647-9628
Hours: 10:00 AM-8:00 PM, Mon.-Fri.
5. Neighborhood Fire Station
6. Bill and Bonnie Daniels Fire Museum
Call 435-7015 for appointment and information
Not open during Summer of 1996.
Cost: Approximately \$2 per child and \$4 per adult.
7. Como Zoo
St. Paul, MN
Telephone: 488-5571
8. Apple/ Pumpkin Orchard
 - a. Aamodt's Apple Orchard
Stillwater, MN
Telephone: 439-3127
 - b. Eden Apple Orchard
Telephone: 934-7873
9. Twin City International Airport - Observation Deck
10. Stores: Grocery, Pet, Hardware, Bakery, McDonald's, Domino's Pizza,
Barber Shop or Beauty Shop.
 - a. Use late buses to accumulate free field trip buses.

Field Trips continued

11. Gibb's Farm Museum
2097 W. Larpenteur, St. Paul
Telephone: 646-8629
Hours: Tues.- Fri, 10:00-4:00
Closed Nov. 1 - April 30
Tours: Tickets are discounted \$.50 with tours of 15 or more persons.
Adults, \$2.50 -- Children: \$1
12. Underwater World at Mall of America
Telephone: 883-0202
Groups of 20 or more: \$1 off adult and child's ticket
Cost: Children: \$3.95, Adults: \$7.95
13. Edinborough Park in Edina
Indoor park, free
Telephone: 893-9890
14. Chutes and Ladders Park
Hyland Park Reserve
Bloomington, MN
Telephone: 944-9882

Suggestions For Music

1. Have the children choose what song to sing.
 - a. Have them choose using words or gestures.
 - b. Use pictures or objects to represent songs (from a list or individually laminated picture for child to hold).
2. Have the children choose the part or actions of the songs:
 - a. "Old McDonald": the child could choose an animal by saying its name or making the sound it makes. Non verbal child could use small plastic animal to choose song.
 - b. "Wheels on the Bus": the child could choose the part of the bus to be sung about by labeling it or making the action to represent them. Provide a choice of two for child who cannot come up with own idea.
 - c. Songs involving body parts: child can choose the body part to be sung about by saying, pointing to or moving the appropriate body part (Clap, Clap, Clap Your Hands, Shake Your Sillies Out, I Dropped My Nose, If You're Happy and You Know It, etc.).
3. Have the children choose how to sing the song: fast/slow, soft/quiet
 - a. First sing it in the normal way for comparison then have a child choose a different way to sing it.
 - b. Then sing the opposite way (same song or new one)

Suggestions for Music continued

4. Encourage social interaction with peers.
 - a. Have the child choose a partner for song (Skip to My Lou, Row Your Boat)
 - b. Have children shake each other's hands (If You're Happy and You Know It)
 - c. Other suggestions: London Bridges, Ring Around the Rosie
5. Use musical instruments to encourage more motor involvement:
 - a. Sticks: hit together, tap on a drum or can
 - b. Bells: hold in 1 or both hands to shake (up high, down low, in front, behind, etc.), can attach to arm or wrist of child who cannot hold.
 - c. Tambourines: hold with one or 2 hands
 - d. Rain stick (large or small): hold with one or two hands
 - e. Toy piano
 - f. Finger cymbals
6. To encourage more large muscle movement:
 - a. Hold parachute while singing song, (Mulberry Bush, Ring Around the Rosy), move left, right, hands up, down, etc.
7. Sing "This is the Way" (tune of Mulberry Bush): go upstairs, wash our hands, hop, jump, march, walk backwards, etc.

Resources From PIC

Pre-reading/readiness

1. 6 scene sequencing cards (Frank Schaffer Publications)
2. My First Lotto (Ravenberger)
3. 4 Picture Card Games (Milton Bradley visual and verbal skills)
4. Let's Learn Sequence (Judy Instructo)
5. Sequence Cards (Milton Bradley)
6. Sequential Picture Cards (DLM)
7. Pick Pairs (MM-Media Materials)
8. Shape Up (Visual Perception Educational Games)
9. Tree Sorts (DLM --matching)
10. Color Shapes (Sensibly)
11. Discovering Opposites (Judy Instructo)
12. Classification Game (Judy Instructo)
13. Colors: Learning Experiences (Bendick Association)
14. Relationship Cards (Milton Bradley)
15. Spatial Relationship Cards (DLM)
16. Talk About Books (Aunick Press -board books)
17. Classification and Opposite Pictures (Ideal)
18. Tell Again Story Cards (McGraw -Hill)

Visual Perception

1. Lite Brite
2. Color and Shape Memory Game (DLM)
3. Visual Perception Big Box Activity Cards (DLM)
4. Basic Cut Puzzles (DLM)
5. Find a Pair (Galt and Company)
6. Shape and Color Rodeo (DLM)
7. Graded Pictures (Educational Teaching Aids-small to big)
8. Animal Stencils (DLM)
9. Parquetry (DLM)
10. Puzzles
11. Photo Sequential Cards (DLM)
12. Picture Lacing Boards (DLM)
13. Multivariant Sequencing Bead Patterns (DLM)
14. Write On Cards (Teaching Resources)
15. Creative Art Tasks for Children (Love Publishing Co.)
16. Body Awareness (Look'N Do -Trend)
17. Perceptual Development Cards (Ideal)
18. Teddy Bear Bingo (Media Materials)
19. Memory Card Matching Game (Milton Bradley)
20. Madeline Game (Ravensburger)

Auditory Perception

1. Sound Picture Match Ups (DLM)
2. Auditory Familiar Sounds (DLM)
3. Basic Listening for Following Directions (LakeShore)
4. Listening and Following Directions (Educational Insights)

Math

1. Kat Tracks (Educational Insights)
Following directions, counting, visual discrimination
2. Ice Cream Cones (DLM), beginning math game
3. Peg It Number Boards (Ideal)

Language Area

1. Book series:
 - a. What's Hiding?
 - b. What's Missing?
 - c. I Can Do It
2. Photographic Sequence (DLM)
3. Magnetic Way Into Language
 - a. Nursery rhymes, family, etc.
4. Storytelling books
5. Lotto games
6. Guess My Name Game (Ravensberger)
7. "Discovering Me and My World" kit (AGS)
8. Ethnic Sequential Cards (DLM)
9. Developing Preschool Language Program (Children's World Institute)

Language Area continued

10. Living Parts (Teaching Resources)
11. Basic Concept Stories (DLM)
12. Peabody Language Kit
13. The Picture File
14. Peabody Picture Collection
15. Photo Cue Cards
16. Boehm Resource Guide for Basic Concept Teaching Kit (Ann Boehm)
17. GOAL: Game Oriented Activities for Learning Kit (Milton Bradley)
18. My Friends and Me Kit (AGS)
19. Object Picture Expression Kit (AGS)
20. What's Wrong? Picture Cards (Lakeshore)
21. Language Matters