Encouraging Language Development Through Experience: An Aid to Language Programming.

Rhode Island State Div. of Mental Retardation, Providence.; Rhode Island Univ., Kingston. Dept. of Speech.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

49-55H-72

72

133p.

Class Activities; Curriculum Guides; Custodial Mentally Handicapped; Exceptional Child Education; Individual Activities; Language Development; Lesson Plans; Mentally Handicapped; Motor Development; Perceptual Motor Coordination; Trainable Mentally Handicapped

Elementary Secondary Education Act Title I; ESEA Title I

Presented are approximately 110 lesson plans for six mental age levels (from 0-9 months to 3 1/2-4 1/2 years) to teach language, gross motor skills, and manipulative skills to severely and profoundly retarded children. Provided for each lesson is information on the experience area (whether motor or language), the dominant modality used, materials needed, appropriate setting (whether classroom or individual activity area), and number of participants. Also provided are a general description of the activity instructions, helpful suggestions, and referral to associated lessons. Teachers are encouraged to coordinate daily lessons around similar concepts and to make use of all available time to teach useful skills and needed words and concepts. Examples of activities are licking off a portion of food placed on upper lip (Level I-gross motor), following the light of a flashlight on a wall (Level II-language), making instant pudding (Level III-manipulative), looking for a hidden object (Level IV-gross motor), passing a bean bag (Level V-manipulative), and describing self (Level VI-language). (DB)
Encouraging Language Development through Experience:
An Aid to Language Programming
by the Communication Services Grant Staff:

Jane K. Gates, M.A., C.C.C.
Barbara Bennett, I.L.A., C.C.C.
Nancy Peckham, M.S.
Patricia M. Webb, M.Ed.
Marlene Spiegel, M.A.
Betty Berman, M.A.
Jane K. Gates, M.A., C.C.C.
Barbara Bennett, M.A., C.C.C.

and many members of the R.I. A.R.C. Day Care Centers' Staffs:

Supported primarily by:

ESEA Title I (89-313) Grant 49-55H-72
State Office of Special Education
Providence, Rhode Island

Copyright 1972, by the Communication Services Grant (Jane K. Gates, Coordinator)
Division of Retardation, 600 New London Avenue, Cranston, RI 02920

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent the official position or policy of the National Institute of Education.
About the Authors

Jane Krohn Gates, M.A., C.C.C., received her Bachelor's Degree from the University of Massachusetts in Education and Sociology. She was a first grade teacher in Wallingford, Connecticut before receiving her Master's Degree in Speech Pathology and Audiology from the University of Connecticut. She was involved in the learning disability program at the University of Rhode Island for four years as a speech and language diagnostician and clinician. During this time additional coursework was completed at the University of California, Berkeley. She was later involved in the speech and hearing program at the University of Arizona in Speech Pathology and Audiology. She operated her clinic from 1971 to 1996 from the University of Rhode Island. Mrs. Gates holds a Certificate of Clinical Competence from the American Speech and Hearing Association. Mrs. Gates is an active member of the American Association on Mental Retardation. She has written a book, written for the neurologically impaired child, age 5-7 years, and of a language-based curriculum for the mentally retarded. She was a Field Supervisor of Public School Clinicians in the Department of Speech at the University of Rhode Island. Mrs. Gates was a Field Supervisor of Public School Clinicians in the Department of Speech at the University of Rhode Island. She was involved in the Learning Disability Program in the Mt. Diablo Unified School District. She was a first grade teacher in Wallingford, Connecticut. Mrs. Gates received her Bachelor's Degree from the University of Massachusetts in Education and Sociology.

Barbara Reid Bennett, M.A., C.C.C., received her Bachelor's Degree from the University of Arizona in Speech Pathology and Audiology. She obtained her M.A. degree in 1968 from Ohio University in Speech Pathology and Audiology. Mrs. Bennett was on the faculty of the University of Cincinnati and was involved in diagnosis and therapy with stroke patients and young children. She was later involved in the Speech Therapy Program at the University of Massachusetts, Amherst. Mrs. Bennett was on the faculty of the University of Massachusetts, Amherst. She was later involved in the Speech Therapy Program at the University of Massachusetts, Amherst. She was later involved in the Speech Therapy Program at the University of Massachusetts, Amherst.
Nancy Peckham, B.A., M.S., received her Bachelor's Degree from the University of Rhode Island in Speech Pathology and Audiology. She was awarded her Master's Degree in 1971 from the Rhode Island University in Speech Pathology. At present Miss Peckham is a Clinical Instructor for the University of Rhode Island Department of Speech. She is a staff member on the Communication Services Grant providing Language Development programs for severely and profoundly retarded within the Regional Day Care Centers for the Mentally Retarded. Miss Peckham holds certification in the State of Rhode Island.

Patricia M. Webb, B.A., M.Ed., received her Bachelor's Degree from Northeastern University in 1967 in elementary education. Upon completion of her Master's Degree in Speech Pathology and Audiology in 1969, Miss Webb served as Head Speech Therapist in the public school system of Burlington, Massachusetts where she initiated the language program for the educable and trainable mentally retarded. She also directed the language program at the Burlington summer camp for the mentally retarded. Currently she is employed as a Clinical Instructor in the Department of Speech at the University of Rhode Island, where she directed the language program at the public school system of Burlington, Massachusetts. In 1979, Miss Webb received a Head Speech Therapist in the public school system of Burlington, Massachusetts. She is currently employed as a Clinical Instructor in the Department of Speech at the University of Rhode Island, where she directed the language program at the public school system of Burlington, Massachusetts. In 1979, Miss Webb received a Head Speech Therapist in the public school system of Burlington, Massachusetts.

Marlene Spiegel, B.A., M.A., received her Bachelor's Degree from Ohio University in Speech Pathology and Audiology. She worked with emotionally disturbed children for the Cleveland Public Schools. In 1972, Miss Spiegel received her Master's Degree from Ohio University in Speech Pathology and Audiology. She is currently employed as a Clinical Instructor in the Department of Speech at the University of Rhode Island, where she directed the language program at the public school system of Burlington, Massachusetts. In 1979, Miss Webb received a Head Speech Therapist in the public school system of Burlington, Massachusetts. She is currently employed as a Clinical Instructor in the Department of Speech at the University of Rhode Island, where she directed the language program at the public school system of Burlington, Massachusetts.

Patricia N. Hallett, B.S., R.N., M.S., received her Bachelor's Degree from Boston University School of Nursing and her Master's Degree in Child Development (1970) from the University of Rhode Island. Mrs. Hallett was the Director of the Child Development Program, 2, Arthur Treadwell Rhode Island. Mrs. Hallett was the Director of the Child Development Program, 2, Arthur Treadwell
Regional Day Care Center for the mentally retarded before holding the position of Clinical Instructor, Department of Child Development and Family Relations, University of Rhode Island, 1971. Mrs. Hallett was a consultant for the Model Cities Project (Providence, Rhode Island) and the Communication Services Grant (Cranston, Rhode Island). As a member of the American Association on Mental Deficiency, she has participated in Region X Conference presentations ("A Developmental Evaluation Checklist" and "A Language-Based Curriculum for the Mentally Retarded").
BY WAY OF INTRODUCTION

Good books about children who are severely or profoundly retarded are rare, but a book describing successful strategies for building the communication skills of these children deserves the awe and respect of a veritable lunar landing! In a very real sense the authors of An Aide to Language Programming are practical pioneers in the most challenging "space race" of our century: the race to bridge the gulf between the retarded child and his right to human dignity in society.

Goals were developmental responses to "baseline capabilities" of individual children to specific situational expectancies. Strategies were designed not only to meet and support the child "where he is" but also "where he lives." The contents of the book reflect the book's emphasis on the many creative clinicians, graduate students, consultants, and special education personnel who were urged to contribute. The organization and character of the book are supported primarily by a Title I Serivces Project.

As the Project's principal investigator I am justifiably proud of this achievement -- and that Mrs. Gates and her associates have done so much more than what was implied in a professor's simple hypotheses. Walter J. Beaupre, Ph. D.

Director of Graduate Programs in Speech Pathology

Walter J. Beaupre, Ph. D.

Good books about children who are severely or profoundly retarded are rare, but a book describing successful strategies for building the communication skills of these children deserves the awe and respect of a veritable lunar landing! In a very real sense the authors of An Aide to Language Programming are practical pioneers in the most challenging "space race" of our century: the race to bridge the gulf between the retarded child and his right to human dignity in society.

Goals were developmental responses to "baseline capabilities" of individual children to specific situational expectancies. Strategies were designed not only to meet and support the child "where he is" but also "where he lives." The contents of the book reflect the book's emphasis on the many creative clinicians, graduate students, consultants, and special education personnel who were urged to contribute. The organization and character of the book are supported primarily by a Title I Serivces Project.

As the Project's principal investigator I am justifiably proud of this achievement -- and that Mrs. Gates and her associates have done so much more than what was implied in a professor's simple hypotheses. Walter J. Beaupre, Ph. D.

Director of Graduate Programs in Speech Pathology

Walter J. Beaupre, Ph. D.

Good books about children who are severely or profoundly retarded are rare, but a book describing successful strategies for building the communication skills of these children deserves the awe and respect of a veritable lunar landing! In a very real sense the authors of An Aide to Language Programming are practical pioneers in the most challenging "space race" of our century: the race to bridge the gulf between the retarded child and his right to human dignity in society.

Goals were developmental responses to "baseline capabilities" of individual children to specific situational expectancies. Strategies were designed not only to meet and support the child "where he is" but also "where he lives." The contents of the book reflect the book's emphasis on the many creative clinicians, graduate students, consultants, and special education personnel who were urged to contribute. The organization and character of the book are supported primarily by a Title I Serivces Project.

As the Project's principal investigator I am justifiably proud of this achievement -- and that Mrs. Gates and her associates have done so much more than what was implied in a professor's simple hypotheses. Walter J. Beaupre, Ph. D.

Director of Graduate Programs in Speech Pathology

Walter J. Beaupre, Ph. D.

Good books about children who are severely or profoundly retarded are rare, but a book describing successful strategies for building the communication skills of these children deserves the awe and respect of a veritable lunar landing! In a very real sense the authors of An Aide to Language Programming are practical pioneers in the most challenging "space race" of our century: the race to bridge the gulf between the retarded child and his right to human dignity in society.

Goals were developmental responses to "baseline capabilities" of individual children to specific situational expectancies. Strategies were designed not only to meet and support the child "where he is" but also "where he lives." The contents of the book reflect the book's emphasis on the many creative clinicians, graduate students, consultants, and special education personnel who were urged to contribute. The organization and character of the book are supported primarily by a Title I Serivces Project.

As the Project's principal investigator I am justifiably proud of this achievement -- and that Mrs. Gates and her associates have done so much more than what was implied in a professor's simple hypotheses. Walter J. Beaupre, Ph. D.

Director of Graduate Programs in Speech Pathology

Walter J. Beaupre, Ph. D.
The mentally retarded individual must have an existence as close to the normal as possible. Thus the mentally retarded individual must have available to him patterns and conditions which are as close as possible to those of everyday living.

The normal child develops self concept and body awareness through everyday living. In contrast, the mentally retarded individual is often not introduced to these experiences because he is often not allowed to be in the living room because his family is afraid he will break something. Often he is not spoken to as one would speak to a normal child, because he won't understand. How then is he going to develop a concept of himself and a system of symbolization which he must have in order to express himself?

The normal child develops self concept and body awareness through everyday living. In contrast, the mentally retarded individual is often not allowed to be in the living room because his family is afraid he will break something. Often he is not spoken to as one would speak to a normal child, because he won't understand. How then is he going to develop a concept of himself and a system of symbolization which he must have in order to express himself?

The mentally retarded individual must have an existence as close to the normal as possible.
The intent of each lesson included in this book is to provide an open-ended activity. This activity is an idea for you to use, change, adapt or add-to; this is the reason for printing one side only of each page. For each idea presented perhaps you can add ten more on the blank side of each page. Leave the puzzles for free time play, get as much practical work in as you can.

Too often as teachers we resort to non-functional and non-practical activities when it is constructive learning time. If a child is working in a fine motor lesson, teach him to pick up an item, to open a jar, to cut a project which she can use. If a child is working in a gross motor lesson, teach him to reach up for an object.

Each of these activities is an idea for you to use, change, adapt or add to. The intent of each lesson included in this book is to provide an open-ended activity.

Use of this book:

Know your group's strengths and weaknesses, work through the strong modality, be it auditory, visual, or tactile. Be aware of each child. By the end of the week these, build logical progressions from one concept to the next--be consistent. Keep the week the same. Build logical progressions from one developmental and coordinative level to the next. Review the concept presented in the gross motor area. Build the fine motor area and language for example. If you choose a lesson in the gross motor area, build the fine motor and language portion of the day around the concept presented. Keep in the day for example. If you decide the group's day into much aware of concentration, choose one activity. If you decide the group's day into much aware of concentration, choose one activity. The page allows you to use, change, adapt or add to. The intent of each lesson included in this book is to provide an open-ended activity.
If you are working in language, teach the words and concepts he needs through experience. Remember this child will learn a limited vocabulary. He does not have much use for castles, alligators, or even ducks, but he can use more, all gone, milk, mommy, and me.

In the approach to meaningfully teach the severely handicapped children, it is not a crash program or a curriculum, merely an aide—a resource—a philosophy. The severely retarded child can learn. The lessons here are a few of the "it worked."
<table>
<thead>
<tr>
<th>Page</th>
<th>Level (Mental Age 0-9 Months, Approximately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Range of Motion</td>
</tr>
<tr>
<td>2</td>
<td>Gross Motor</td>
</tr>
<tr>
<td>5</td>
<td>Tasty Pops</td>
</tr>
<tr>
<td>15</td>
<td>Powder Clouds and Vibrations</td>
</tr>
<tr>
<td>18</td>
<td>Tactile Toe-Touching</td>
</tr>
<tr>
<td>19</td>
<td>Tasty Ice Cream</td>
</tr>
<tr>
<td>20</td>
<td>Lunch Time and Language</td>
</tr>
<tr>
<td>21</td>
<td>Banana</td>
</tr>
<tr>
<td>10</td>
<td>More Mats and Mirrors</td>
</tr>
<tr>
<td>9</td>
<td>Lollipop Mobile</td>
</tr>
<tr>
<td>8</td>
<td>Paddle Ball</td>
</tr>
<tr>
<td>7</td>
<td>Mats and Mobiles III</td>
</tr>
<tr>
<td>6</td>
<td>Mats and Mobiles II</td>
</tr>
<tr>
<td>4</td>
<td>Tactile Toe-Touching</td>
</tr>
<tr>
<td>3</td>
<td>Tasty Pops</td>
</tr>
<tr>
<td>2</td>
<td>Range of Motion</td>
</tr>
<tr>
<td>1</td>
<td>Whipped Cream I</td>
</tr>
<tr>
<td>ix</td>
<td>Whipped Cream II</td>
</tr>
</tbody>
</table>

Table of Contents
<table>
<thead>
<tr>
<th>Page</th>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Listen-Look</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>Peek-a-Boo</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>Tickle Talcum</td>
<td>18</td>
</tr>
<tr>
<td>22</td>
<td>Babbling Tapes</td>
<td>23</td>
</tr>
<tr>
<td>26</td>
<td>Faces</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>Light Up &amp; Look</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>A Panful of Bubbles</td>
<td>31</td>
</tr>
<tr>
<td>31</td>
<td>Touch the Nose</td>
<td>32</td>
</tr>
<tr>
<td>32</td>
<td>Puddling Bubbles</td>
<td>33</td>
</tr>
<tr>
<td>33</td>
<td>Noisy Balloons</td>
<td>34</td>
</tr>
</tbody>
</table>

**Level II (Mental Age 9-12 Months, Approximately)**

<table>
<thead>
<tr>
<th>Page</th>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Follow Balloon</td>
<td>26</td>
</tr>
<tr>
<td>28</td>
<td>Tickle Talcum</td>
<td>29</td>
</tr>
<tr>
<td>30</td>
<td>Light Up &amp; Look</td>
<td>31</td>
</tr>
<tr>
<td>32</td>
<td>You’ll Like It</td>
<td>33</td>
</tr>
<tr>
<td>33</td>
<td>Listen-look</td>
<td>34</td>
</tr>
</tbody>
</table>

**Language**

**Language (Level I Continued)**
<table>
<thead>
<tr>
<th>Page</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>Blow Pitch</td>
</tr>
<tr>
<td>57</td>
<td>Easter Eggs</td>
</tr>
<tr>
<td>56</td>
<td>Instant Pudding</td>
</tr>
<tr>
<td>55</td>
<td>Punch the Pins</td>
</tr>
<tr>
<td>54</td>
<td>Stretch and Pop Surprises</td>
</tr>
<tr>
<td>53</td>
<td>Pull Surprises</td>
</tr>
<tr>
<td>52</td>
<td>Play dough Pancakes</td>
</tr>
<tr>
<td>51</td>
<td>Peppermint</td>
</tr>
<tr>
<td>50</td>
<td>Mirrors and Meal times</td>
</tr>
<tr>
<td>49</td>
<td>Bouncing Alley</td>
</tr>
<tr>
<td>48</td>
<td>Manipulative</td>
</tr>
<tr>
<td>47</td>
<td>Cross the Box</td>
</tr>
<tr>
<td>46</td>
<td>Bag of Laths</td>
</tr>
<tr>
<td>45</td>
<td>Balloon Walk</td>
</tr>
<tr>
<td>44</td>
<td>Jack-in-the-Box</td>
</tr>
<tr>
<td>43</td>
<td>Blow it comes</td>
</tr>
<tr>
<td>42</td>
<td>Fun with Fruit</td>
</tr>
<tr>
<td>41</td>
<td>Auditory Alert</td>
</tr>
<tr>
<td>40</td>
<td>Hide and Seek</td>
</tr>
<tr>
<td>39</td>
<td>Here is the Nose?</td>
</tr>
<tr>
<td>38</td>
<td>Language (Level II Continued)</td>
</tr>
</tbody>
</table>
Level III (Continued)

Toy Boat Blow

Pudding Pleasure

Level IV (Mental Age 1½-2½ Years, Approximately)

Shoe Parts

Hand Fishing

Hand Fisting

Toasting

Popcorn matching

Language

Color Experiences

Tactile Egg Whites

Popcorn watching

Level III Manipulative

Bag Blowing

Drop the Clothes Pin

Bag Blowing

Hide and Go Seek

Balloon Kick

Gross Motor

Toy Boat Blow

Hand Fishing

Shoe Pairs

Manipulative (Level III Continued)
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Self-Descriptions</td>
</tr>
<tr>
<td>106</td>
<td>Taking a Trip</td>
</tr>
<tr>
<td>105</td>
<td>Simple Rhyme</td>
</tr>
<tr>
<td>104</td>
<td>What, Where and How Many</td>
</tr>
<tr>
<td>103</td>
<td>Matching with Words</td>
</tr>
<tr>
<td>102</td>
<td>Snowmen</td>
</tr>
<tr>
<td>96</td>
<td>Family Circle</td>
</tr>
<tr>
<td>94</td>
<td>Make-a-Home</td>
</tr>
<tr>
<td>95</td>
<td>Making Butter</td>
</tr>
<tr>
<td>93</td>
<td>Manipulative</td>
</tr>
<tr>
<td>99</td>
<td>Musical Chairs</td>
</tr>
<tr>
<td>98</td>
<td>Shave</td>
</tr>
<tr>
<td>97</td>
<td>Graham Surprises</td>
</tr>
<tr>
<td>97</td>
<td>Make-a-Home</td>
</tr>
<tr>
<td>96</td>
<td>Telephone Training</td>
</tr>
<tr>
<td>96</td>
<td>Telephone Training</td>
</tr>
<tr>
<td>95</td>
<td>Unexpected Surprises</td>
</tr>
<tr>
<td>94</td>
<td>Make-a-Home</td>
</tr>
<tr>
<td>93</td>
<td>Manipulative</td>
</tr>
<tr>
<td>92</td>
<td>Level VI (Mental Age 3-1/2 to 4-1/2 Years, Approximately)</td>
</tr>
<tr>
<td>91</td>
<td>Gross Motor</td>
</tr>
<tr>
<td>90</td>
<td>Cook and Taste</td>
</tr>
<tr>
<td>89</td>
<td>Sequencing with Clothing</td>
</tr>
<tr>
<td>88</td>
<td>Language</td>
</tr>
<tr>
<td>87</td>
<td>Language (Level V Continued)</td>
</tr>
<tr>
<td>86</td>
<td>Language</td>
</tr>
<tr>
<td>85</td>
<td>Language</td>
</tr>
<tr>
<td>84</td>
<td>Language</td>
</tr>
<tr>
<td>83</td>
<td>Language</td>
</tr>
<tr>
<td>82</td>
<td>Language</td>
</tr>
<tr>
<td>81</td>
<td>Language</td>
</tr>
<tr>
<td>80</td>
<td>Language</td>
</tr>
</tbody>
</table>
Pre-Language Sensations for Everyday Living Skills

Level I (Mental Age 0-9 Months, Approximately)

The lessons in Level I are concerned with developing pre-language sensory awareness. This is accomplished through experiences provided by the teacher as she talks, stimulates, and motivates a child to participate.

Focus of Level I Awareness Activities:

**Gross Motor:**
- to hold head erect
- to sit
- to grasp and begin to play with hands

**Fine Motor:**
- to follow object with eyes
- to pick up objects
- to grasp

**Language:**

*Receptive*
- to smile
- to respond to "Hi"

*Expressive*
- to make sucking, cooing, and grunting sounds
- to respond to environmental sounds and locate source
- to smile, respond to "Hi"

The lessons in Level I are concerned with developing pre-language sensory awareness. This is

Level I (Mental Age 0-9 Months, Approximately)
Experience:

Gross Motor

Modality: Tactile

Range of Motion:

Materials: mat

Setting: floor activity

General Description:
Normal range of motion activities to introduce concepts of up, down, and around.

Activity:
Have child on his back on a mat. Tickle him. When he raises his arms or legs, say, "You are looking around." "Around." "Move head from side to side," "You are looking around." "Move arms around." "Up." "Down." "Move arms around full normal range and say, "Up." "Down." "Move arms around." "Put your leg (or arm) up." "Now put your leg (or arm) down." "Raise his arm(s) (legs) up and down." "Move arms around." "Now put your leg (or arm) down."

Helpful Suggestions:
These activities are basic to all physically handicapped. Do these gently and slowly.

Associated Lessons:
IV-68, V-83

Written by: Patricia Hallett, Grant Consultant

Developmental Level: I-2

Assisted Lessons: 1Y-68, Y-83

Done Infrequently if the child is immobile.

They can be done individually as you walk by the child. They should be slow.

Activities: Have child on his back on a mat. Tickle him. When he raises his arms or legs, say, "You are looking around." "Around." "Move head from side to side," "You are looking around." "Move arms around." "Up." "Down." "Move arms around full normal range and say, "Up." "Down." "Move arms around." "Put your leg (or arm) up." "Now put your leg (or arm) down." "Raise his arm(s) (legs) up and down." "Move arms around." "Now put your leg (or arm) down."
Experience: Language
Modality: Visual, Auditory

Materials:
- mat
- blanket roll
- cookie sheet
- mirror
- blinker light
- noise maker

Setting: floor activity
Participants: two-three

General Description: to stimulate awareness of self using lights and noises

Activity: Place child on abdomen. Arrange blanket roll under chest. The cookie sheet should be measured to fit under child's chest. Prop cookie sheet in front of child. Call his attention to this reflection. Reinforce his attending by placing the flashing light behind him. Use noise maker coordinated with light to gain attention.

Helpful Suggestions: Talk to child as you work with him. Smile at him. Point to his reflection in the mirror.

Associated Lessons: II-24, 31

Written by: Patricia Hallett, Grant Consultant
Developmental Level 1-3

Associated Lessons: 11-24, 31
General Description: Stimulate awareness of body parts

Setting: Floor activity

Materials: mirror, blinker, light, note

Modality: Visual, Auditory

Experience: Language

Developed by: Patricia Hallett, CRM Consultant

Materials:
- mat, blanket roll, large mirror, blinker light, noise maker

Setting:
- floor activity

Participants:
- two-three

Activity:
Place child on abdomen with blanket roll under chest. Place mirror (large enough for 2-3 children to see their image) so that each child can easily view his face. Call attention child's eyes as he is looking at his reflection. Touch the child's eyes while he is looking at his reflection. "These are eyes, see your own eyes." Pointing to your own eyes, "see my eyes." The child will turn to look at your eyes while he is looking at his reflection. Touch the child's nose and say, "These are nose." Point to your own nose and say, "See my nose." Help the child see his own nose. Continue with hair, etc.

Helpful Suggestions:
- Work no longer than 5 to 10 minutes. Child gets tired holding up head. Occasionally rub neck muscles to reduce rigidity.
- Child gets tired holding up head. Occasionally rub neck muscles to reduce rigidity.

Associated Lessons: 11-24, 31

Written by: Patricia Hallett, CRM Consultant

Developmental Level 1-4
Experience: Gross Motor

Modality: Visual, Auditory

Mats and Mobiles

Materials: stretchy rope, bright colored objects, music

Setting: floor (crib) activity

Participants: individual, two-three

General Description: Stimulate visual awareness through reaching for brightly colored mobiles

Helpful Suggestions: Talk to children, rhythmically move their arms and hands through the motions of objects. Child should be exposed to mobile for a short period of time. Mobiles need to be changed frequently.

Activity: Arrange mobile or brightly colored objects on stretchy rope above child. (Place low enough for child to reach or move objects.)

Put on music (waltz or gently moving rhythmic music). Place child on mat. Blow at or move objects to attract child's attention.

Associated Lessons: II-77, ZB, 36; III-52; IV-70

Written by: Patricia Hallett, Grant Consultant

Developmental Level 1-5

Preparatory: Infant/Toddler, Group Consultant

Materials: Mats and Mobiles, IX

Modality: Visual, Auditory

Experience: Gross Motor
Manipulative Modality: Visual, Auditory

Mats and Mobiles II

Materials: Stretch rope, noisy squeeze toys

Setting: Floor (mat or crib) Activity

Participants: Individual, two to three

General Description: Stimulate auditory and visual awareness; stimulate grasping and releasing objects

Helpful Suggestions: Talk to child, "See the (name of object)?" "Now watch!" "Let's move!" (Be excited.) Encourage reaching, squeezing. Throw and catch one silent toy. Introduce several noisy toys and one silent toy. Encourage reaching, squeezing. When the child is centered, move object slowly along rope to the next child. Introduce several noisy toys by reaching or touching. Help him squeeze it so he can hear the noise. Once attention is centered, move object slowly along rope. Help him squeeze it. As child attends to object, put child on mat or in crib. Hang object on stretchy rope. As child attends to object.

Activity:

Associated Lessons: III-20, 51, 52

Written by: Patricia Hallett, Grant Consultant

Developmental Level: 1-6
Experience: Manipulative

Modality: Visual, Auditory, Tactile

Mats and Mobiles III*

Materials:
On flexible stick extend a mobile made of:
- baby rattle
- rick-rack
- cardboard covered with foil
- syrofoam ball made into a face
- chain of bells
- mirrors
- sandpaper
- musical objects
- balloons, etc.
Suspend object with 1" elastic.

Setting:
Floor activity (sitting or prone)

Participants:
Individual

General Description:
Encourage grasping of objects and visually following moving objects to develop fine motor control.

Activity:
Place child in position to grasp objects to develop fine motor control. He will receive different sensations from the different textures used on the mobile. He will develop auditory discrimination by use of bells, rattles, musical toys; eye control will develop by following the moving objects; concentration and focusing attention is encouraged by pulling different sensations from the different textures used on the mobile. He will develop muscle strength.

Helpful Suggestions:
If at first child does not react to mobile, pin bottom of mobile to bottom of shirt sleeve.
Child will pull on it to get off with other hand, or pin to middle of shirt when child is prone position which helps to develop arms to mid-line. Child will pull on it to get off with other hand, or pin to shirt sleeve.

Associated Lessons: 11-28, 40; V-80

*Written by: Joan Coelho, Teacher Assistant, John E. Fogarty Center

Developmental Level 1-7
Experience:
Manipulative
Modality: Visual

Paddle Ball*
General Description: eye tracking and eye-hand coordination

Materials:
sponge rubber ball (surf ball)

Setting: individual attention area

Associated Lessons: 11-25, 28

Helpful Suggestions:
On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited, exclaiming, "Get the ball. Hit the ball. See the ball go!"

Later, and let him do it alone.
Hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompt. To hit the ball by moving his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him hit it for himself. To make it move faster, when he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him grasp the idea of the task, fade out the prompting, and let him do it alone.

Activity: Swinging the ball slowly in front of or over child's face, when he is following the ball with his eyes. When he grasps the idea of the task, fade out the prompting, and let him do it alone.

Helpful Suggestions:
On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited, exclaiming, "Get the ball. Hit the ball. See the ball go!"

Later, and let him do it alone.
Hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompt. To hit the ball by moving his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him hit it for himself. To make it move faster, when he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him grasp the idea of the task, fade out the prompting, and let him do it alone.

Activity: Swinging the ball slowly in front of or over child's face, when he is following the ball with his eyes. When he grasps the idea of the task, fade out the prompting, and let him do it alone.

Helpful Suggestions:
On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited, exclaiming, "Get the ball. Hit the ball. See the ball go!"

Later, and let him do it alone.
Hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompt. To hit the ball by moving his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him hit it for himself. To make it move faster, when he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him grasp the idea of the task, fade out the prompting, and let him do it alone.

Activity: Swinging the ball slowly in front of or over child's face, when he is following the ball with his eyes. When he grasps the idea of the task, fade out the prompting, and let him do it alone.

Helpful Suggestions:
On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited, exclaiming, "Get the ball. Hit the ball. See the ball go!"

Later, and let him do it alone.
Hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompt. To hit the ball by moving his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him hit it for himself. To make it move faster, when he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him grasp the idea of the task, fade out the prompting, and let him do it alone.

Activity: Swinging the ball slowly in front of or over child's face, when he is following the ball with his eyes. When he grasps the idea of the task, fade out the prompting, and let him do it alone.

Helpful Suggestions:
On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited, exclaiming, "Get the ball. Hit the ball. See the ball go!"

Later, and let him do it alone.
Hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompt. To hit the ball by moving his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him hit it for himself. To make it move faster, when he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him grasp the idea of the task, fade out the prompting, and let him do it alone.

Activity: Swinging the ball slowly in front of or over child's face, when he is following the ball with his eyes. When he grasps the idea of the task, fade out the prompting, and let him do it alone.
Experience: Manipulative

Modality: Visual

Materials: Lollipop, Styrofoam, elastic

Setting: Table work (high chair)

Instruction: In order to get child to hold head up and to reach out, put stick of lollipop into a piece of Styrofoam. Hang this with string or elastic (Mobile style) within reach of child.

Helpful Suggestions: Especially effective if child is sitting up or in a high chair. Give child taste of lollipop first, then hang it up so child must lift his head to see and reach it.

Associated Lessons: II-13, 26; III-50, 52, 55, 59

Written by: Joan Coelho and Fran St. Lawrence, Teacher's Aides, John E. Fogarty Center

Participation: Individual

Table work (high chair)

Lollipop Mobile

Developmental Level 1-9
Experience:

Language

Whipped Cream

Materials: can of whipped cream, towels

Modality: Visual, Auditory, Tactile

Setting: table work (sitting position)

Participants: individual, two-three

General Description: experience in awareness using element of surprise

Activity: Sit in front of table or directly in front of child. Shake can and spray a small amount on hand. Show it to the child. Ask, "Is this whipped cream?" If child does say, "Yum," ask, "Want some more cream?" Do the same for each child.

Helpful Suggestions: Always use small amount to avoid giving child too much.

Associated Lessons: 11-26, 33, 34, 35, 36, 37, 38, 39, 42, 44, 54, 65

Written by: Patricia Hallett and Jane K. Gates, Grant Consultant and Grant Coordinator

Developmental Level: 1-10
Experience; Language
Modality: Visual, Auditory, Tactile

Materials: can of whipped cream, towels, bibs

Setting: table work (sitting position)

Participants: individual, two-three

General Description: experience in awareness using element of surprise

Activity: seated in front of child spray cream from can onto table. Stop and say, "Listen." Turn your head as if to listen, "What do you hear?" Spray again. "It goes sh-sh-sh." "Unm, it is good," as you stick your finger into cream and taste it. Repeat last step only spray onto his hand, and have child stick his tongue out to lick and explore cream. Spray small amount on table in front of child. Let him touch it--play in it, lick it, encourage him to put it on his face (nose, mouth), show him in the mirror what he looks like. "Show me your tongue." "Show him in the mirror where he looks like. Lick it. Encourage him to put it on table in front of child. Let him touch it--play in it, lick it. "It goes sh-sh-sh. "Yum," "It is good," as you stick your finger into cream and taste it. Repeat last step only spray onto head as if to listen, "What do you hear?" Spray again. "It goes sh-sh-sh." "Yum," "It is good," as you stick your finger into cream and taste it. Let him explore.

Helpful Suggestions: do not force activity on child if he does not want to do it or if he is afraid. Let him explore. Be cheerful and encouraging. Don't worry about the mess!

 Associated Lessons: II-26, 33, 34, 36, 37; III-42, 54; IV-63

Developmental Level I-II
Written by: Jane R. Gates and Perriella Hallett, Grant Coordinator and Grant Consultant

Parallel Parts: Auditory, Visual, Tactile
Modality: Visual, Auditory, Tactile
Experience: Taste

Materials: Visual, Auditory, Tactile

Experience: Taste
Language: Visual, Auditory

Peek-a-Boo

Materials: blanket

Setting: quiet corner

Participants: individual

General Description: visual stimulation and social development

Activity: Sit in front of child and obtain eye contact by talking saying, "Hi." Put hands or blanket over own face and quickly move hands or cover and say, "Hi (Name)" (smiling). Repeat several times. Before putting your hands over child's eyes and taking hands away saying, "Hi (Name)" (smiling), repeat several times, place your hands or blanket over own face and quickly move hands or cover and say, "Hi (Name)" (smiling). Repeat several times. After several repetitions, place your hand or blanket in front of child and observe eye contact by talking saying, "Hi (Name)."

Helpful Suggestions: "Peek-a-Boo" or "Boo" may be used for variety. The next level would be to use same procedure with a piece of blank cardboard. Hide behind a large object and peek around saying, "Hi (Name)." See if child can locate where you are. The final goal would be to have child look up in response to your entering the room saying, "Hi (Name)."

Associated Lessons: 11-42, V-82

Developmental Level: 1-12

Written by: Patricia Hallett, Grant Consultant

Participates: Infant/Toddler, Preschooler

Materials: blanket, Peek-a-Boo" or "Boo"
Experience:
Language
Modality: Visual, Auditory

Listen-Look

Materials:
whistle, musical Jack-in-the-Box

Setting:
quiet corner

Participants:
two-three

General Description:
To begin to gain visual and auditory attention; a child learns to respond and continues to respond if he is rewarded. Initially his attention span may be only the length of a blow on a whistle.

Activity:
Begin with blowing whistle once, show surprise and say, "Hi (name)!," smile. Repeat with same enthusiasm several times. After several lessons bring in the Jack-in-the-Box.

Helpful Suggestions:
Always give the child a reason to look and listen.

Auxiliary Lessons:
11-32, 33, 34, 35; III-56, 57; IV-67; V-81, 88; VI-99

written by: Jane K. Gates, Grant Coordinator

Developmental Level: I-13
Experience: Language
Modality: Tactile
Try It; You'll Like It*
Materials:
tasting pairs:
honey - vinegar, salt-sugar, baking chocolate-sweet chocolate, powdered jell-o - salt, flour - confectionery sugar
Setting:
table work
Participants:
two-three, more than 3
Textures:
taste, smell, sight, sound
General Description:
sensory experiences in tasting; a sequence to encourage awareness of different tastes and textures
Activity:
The object is for the child just to taste! Honey and vinegar would be presented in a spoon; salt and sugar from a bowl. Let child wet his finger in water, then place finger in sugar, salt and sugar from a bowl. Let child wet his finger in water, then place finger in sugar. Encourage child to taste by saying, "Try it." Wait and watch for reaction. If taste is pleasant say, "Timm sugar!" or "Try it." If taste is not pleasant say, "Oh salt!" or "Oh sugar!" Use eye contact so child can say "Mmm." Encourage child to react by saying, "Try it." Wait and watch for reaction. If child does not react, encourage child to react by saying, "Try it." Table work is easy work. Let child wet his finger in water, then place finger in sugar, salt and sugar from a bowl. Let child taste honey and sugar with a spoon.
Helpful Suggestions:
- Encourage child to react!
- To encourage awareness of different tastes and textures, participants: two-three, more than 3.
- Setting: Table work
- CONNECTIONS: Sweet, sour, bitter, salty, spicy
- General Description: Sensory experiences in tasting a sequence to encourage awareness of different tastes and textures
- Activity:
- The object is for the child just to taste! Honey and vinegar would be presented in a spoon; salt and sugar from a bowl. Let child wet his finger in water, then place finger in sugar. Encourage child to taste by saying, "Try it." Wait and watch for reaction. If taste is pleasant say, "Timm sugar!" or "Try it." If taste is not pleasant say, "Oh salt!" or "Oh sugar!" Use eye contact so child can say "Mmm." Encourage child to react by saying, "Try it." Wait and watch for reaction. If child does not react, encourage child to react by saying, "Try it." Table work is easy work. Let child wet his finger in water, then place finger in sugar, salt and sugar from a bowl. Let child taste honey and sugar with a spoon.
- Helpful Suggestions:
- Associated Lessons: II-16; III-45, 47, 48, 53; IV-65, 66; V-90, 93; VI-97, 115, 116
*Written by: Jane K. Gates, Grant Coordinator
Developmental Level: I-14
Materials: testing pairs: honey
TRY IT; YOU'LL LIKE IT!
Developmental Level I-15

Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Experience: Gross Motor

Modality: Tactile

Materials: "Tasty Pops" ice cube popsicles, extract

Setting: Individual Attention area

Participants: Individual, two-three

General Description: Increase tongue mobility through introducing different tastes

Associated Lessons: IV-66

Some Notes: Coldness is most effective for stimulating initial movement of tongue.

Helpful Suggestions: One of the ways of reintroducing a same flavor is to color the ice cubes or ice cubes with appropriate food coloring. Colors may then be introduced in this lesson. The same flavor may be introduced several lessons in a row. Accompany the child's sucking the flavor off the ice cube with appropriate vocabulary, i.e., "taste, sour, lemon, ooh, lemon!" etc. Continue to build an awareness of several different flavors, and then introduce discrimination of two different flavors. Continue with the same flavor until the child tires of it. The same flavor may be continued with the same flavor until the child tires of it. The same flavor may be introduced several times. The child may then be challenged to the ice cube with a flavoring such as lemon, vanilla, strawberry, etc. Continue to build an awareness of several different flavors.

Activity: Coat the topmost part of the ice cube with a flavoring such as lemon, vanilla, strawberry, etc. Accompany the child's sucking the flavor off the ice cube with appropriate vocabulary, i.e., "taste, sour, lemon!" etc. Continue to build an awareness of several different flavors, and then introduce discrimination of two different flavors. Continue with the same flavor until the child tires of it. The same flavor may be continued with the same flavor until the child tires of it. The same flavor may be introduced several times. The child may then be challenged to the ice cube with a flavoring such as lemon, vanilla, strawberry, etc. Continue to build an awareness of several different flavors.

Participations: Individual, two-three

Setting: Individual Attention area (optional)

Flavorings, food colorings

Materials: "Tasty Pops" ice cube popsicles, extract

Note: Coldness is most effective for stimulating initial movement of tongue.
Experience: Gross Motor
Modality: Tactile

Activity: *Lick It Off*

Materials: pudding, tooth paste, peanut butter, marshmallow fluff, etc.

Setting: Table work with mirror

Participants: Individual

General Description: To increase tongue mobility through different tastes.

Activity: Place small dab of pudding (or other tasty substance) on upper lip. Encourage child to let child look at himself in the mirror and lick it off.

Helpful Suggestions:

Associated Lessons:

Written by: Marlene Spiegel, Grant Instructor, John E. Fogarty Center

Developmental Level: I-15A
Experience:
Manipulative Modality: Visual, Tactile

Powder Clouds and Vibrations

*Materials: baby powder, vibrator

Setting:
Individual attention area

Participants:
Individual

General Description:
Initiate blowing for lip-rounding and direction of airflow; stimulate awareness;

Activity:

Helpful Suggestions:
- Encourage the sensation of the vibrator and begin to vocalize.
- Place power on his hand. Gradually stimulate child's arm, then back, even his cheek. Children enjoy the sensation of the vibrator.

Associated Lessons:
11-27, 29, 30, III-28, 60, IV-67, V-79

Written by: Jane K. Gates for Freda Haworth and Steve Levinson, Graduate Students, Dr. Joseph H. Ladd

School: Developmental Level I-16

Modality: Visual, Tactile

Experience: Manipulative

Participation: Individual

Setting: Individual attention area

Materials: Baby powder, vibrator

General Description: Initiate blowing for lip-rounding and direction of airflow; stimulate awareness;
**Experience:** Language

**Modality:** Tactile

**General Description:** Tactile stimulation

**Helpful Suggestions:** Go easy on the powder. A little goes a long way. A lot just flies all over the room and lungs.

**Activity:** Tickle gently arms, hands, legs, tummy, and face with the puff, exclaiming, "Feel how soft, it tickles." Place puff in powder, puff face lightly exclaiming, "Smell the powder; it smells so good." Brush arms, legs, etc., "The powder smells good, now you smell good all over."

**Materials:** Talcum powder, powder puff

**Setting:** Individual attention area

**Participants:** Individual

**Associated Lessons:** III-47, 48, 49, 51, 52; IV-64; VI-78; VI-98

---

*Written by: Marilyn Marcus and Barbara Naughton, Clinical Instructor and Speech Therapist,
Dr. Joseph H. Ladd School Developmental Level 1-17

*Associated Lessons: 111-47, 48, 49, 51, 52; IV-64; V-78; VI-98*
Experience:
Gross Motor
Modality:
Tactile
Materials:
carpet sample, cold floor
sand, cotton balls, snow or ice, soapy water, towel
Setting:
open classroom
Participants:
individual, two-three

General Description:
Sensory experiences using different textures and temperatures will aide in self-awareness. It will help the child learn to react, encourage exploring, and re-tracting from one feeling that is not so pleasant.

Activity:
Begin with standing the child barefoot on carpet sample. Let him explore with his feet. After adequate exploration (maybe several days) stand child on rug, then cold floor. Each time give the child ample time to relax and explore with his feet. When finished, set child down and rub his feet—call attention to his feet. Continue building the sequence of tactile sensations. Help手感 Suggestions:
While standing in standing box or tube, the child may enjoy standing barefoot on comfy water, have a Turkish towel ready and really rub—and talk!

Developmental Level 1-18

Written by: Jane K. Gates, Grant Coordinator

Associated Lessons: III-44

- Particpant: Individual, two-three
- Setting: open classroom
- Materials: carpet sample, cold floor
- Sensory: Tactile Tone-Touching

*Written by Jane K. Gates, Grant Coordinator
Developmental Level 1-18

Associated Lessons: III-44

Helpful Suggestions:
While standing in standing box or tube, the child may enjoy standing barefoot on comfy water, have a Turkish towel ready and really rub—and talk!

Activity:
Begin with standing the child barefoot on carpet sample. Let him explore with his feet. After adequate exploration (maybe several days) stand child on rug, then cold floor. Each time give the child ample time to relax and explore with his feet. When finished, set child down and rub his feet—call attention to his feet. Continue building the sequence of tactile sensations. Help手感 Suggestions:
While standing in standing box or tube, the child may enjoy standing barefoot on comfy water, have a Turkish towel ready and really rub—and talk!

Activity:
Begin with standing the child barefoot on carpet sample. Let him explore with his feet. After adequate exploration (maybe several days) stand child on rug, then cold floor. Each time give the child ample time to relax and explore with his feet. When finished, set child down and rub his feet—call attention to his feet. Continue building the sequence of tactile sensations. Help手感 Suggestions:
While standing in standing box or tube, the child may enjoy standing barefoot on comfy water, have a Turkish towel ready and really rub—and talk!
Experience:

Gross Motor

Modality:

Tactile

Materials:

Ivory Snow Hands and Feet*

bowl, beater, Ivory Snow flakes, food coloring, construction paper

Setting:

floor activity, table activity

Participants:

individual, more than 3

General Description:

increase awareness of tactile sense and texture; begin awareness of my hands and feet.

Activity:

In a hand basin whip Ivory Snow flakes with water until the consistency of "Whipped Cream;" add food coloring if desired. Let child feel the mixture and cover his hands (or feet) with it. Have child make a handprint on a piece of construction paper. Or place an amount of the mixture on the construction paper, if desired. Let child feel the mixture and cover his hands (or feet) with it. Have child make an impression of his hands (and/or feet). Display at child's eye level.

Helpful Hints:

Let child explore before print is made.

*Written by: Jane K. Gates for Kathy Green, Gross Motor Instructor, South County Regional Center

Developmental Level I-19

Associated Lessons: III-44

Participates: Individual, more than 3

Activity:

Setting: Floor activity, table

Construction paper, Ivory Snow flakes, food coloring, bowl, beater, Ivory Snow flakes, Ivory Snow Hands and Feet

Modality: Tactile

Gross Motor
Experience:
Manipulative
Modality: Visual, Tactile

Materials:
banana, bowl, spoon, wet and dry towels, bibs

Setting:
individual attention area

Participants:
individual

General Description:
visual and tactile awareness; taste experience

Activity:
Begin with whole banana, identifying as a fruit.
Let child hold banana; as you begin to peel it, have child help, prompt him. If he is able to, have him complete the peeling. Tell him, "We're going to mash the banana." Put small amount on your finger, approach child slowly. Tell him, "It's squishy and sticky. Taste it."

Tell him to "smell it. If he tastes it, encourage child to place fingers in banana. "Peel it." If he has child help, prompt him. If he is able to, have him complete the peeling. Tell him, "It's good activity for teaching finger feeding. Be enthusiastic!"

Helpful Suggestions:
Good activity for teaching finger feeding. Be enthusiastic!

Associated Lessons:
11-16; II-16, II-45, 47, 48, 53; IV-65, 66; V-90, 93; VI-97, 115, 116

Developmental Level 1-20

Written by: Marilyn Marcus, Clinical Instructor, Dr. Joseph H. Ladd School

Participating: Individually
Setting: Individual attention area
Materials: bowl, spoon, wet and dry towels, banana

Experience: Manipulative
Modality: Visual, Tactile

Written by: Marilyn Marcus, Clinical Instructor, Dr. Joseph H. Ladd School
Experience:
Modality: Tactile
Lunch Time and Language
Materials: lunch or snack
Setting: table activity
Participants: individual
General Description: opportunity for individual attention, development of language and fine muscle skills in chewing, sucking, and swallowing--the same muscles used for speech.
Activity: Seated in front of child, get the child to smile (smile and call his name), then "plop" the food into his mouth and say, "Chew." Make chewing motions yourself. If child will not eat, sometimes he will respond to a plastic or metal spoon. If a child will not eat or maintain eye contact, develop his interest in food into his month and say, "Chew." Build a positive feeling by being verbal; "mmm, milk is good." Good for imitative behavior. Develop his interest in eating, in you, and maintaining eye contact. Build a positive feeling by being verbal; "mmm, milk is good." Helpful Suggestions: Seated in front of child. Get the child to smile (smile and call his name), then "plop" the food into his month and say, "Chew." General Description: opportunity for individual attention, development of language, and fine muscle skills in chewing, sucking, and swallowing--the same muscles used for speech.

Associated Lessons: II-39, III-45
Helpful Suggestions:

Written by: Nancy Mitchell and Connie Sutherland, Woonsockc Regional Center

Developmental Level: II-39, III-45

Participants: Individual
Setting: Table activity
Materials: Lunch or snack
Experience: Manipulative
Modality: Tactile
Lunch Time and Language
Developmental Level I-72

Author: Jane Gates, SRA, Frank, Language Clinician, Dr. E. Zambarano Hospital

Materials: pre-recorded tape of babbling sounds, tape recorder

Setting: quiet corner

Participants: individual, more than 3

General Description: encourage auditory awareness and the stimulation of imitative babbling and first sounds

Activity: When children are lying on mats for rest period, play tape of babbling sounds. Have volume of tape recorder at a comfortable listening level. Con-contract on one babbling sound before introducing a second sound. Sounds in developmental order are: m, b, p, v, t, d, k, ng (ing), j, f, v, th, sh, l, z, s, r. The first five sounds will be the concern of this lesson.

Helpful Suggestions:

Associated Lessons: II-37, 40

Sounds:

General Description: encourage auditory awareness and the stimulation of imitative babbling and first sounds

Participants: Individual, more than 3

Setting: Quiet corner

Materials: Pre-recorded tape of babbling

Modality: Auditory
Focus on Advancing Awareness and Beginning Discrimination Activities:

**Gross Motor:**
- to sit with no support
- to bag toys or objects together
- to play with body (feet, eyes, nose, etc.)

**Fine Motor:**
- to bring hand to mouth, i.e., begin self-feeding
- to transfer objects from one hand to other

**Language:**
- (Receptive) to locate source of sound with eyes or by turning head
- to begin differentiating sounds
- to use different inflectional patterns
- to produce vowel sounds (ba-ba, da-da, etc.)

- (Expressive) to talk, (babble) to toys
Experience: Language

Modality: Visual

Light Up & Look*

General Description: visual awareness and tracking

Materials: flashlight, colored cellophane

Setting: floor activity

Participants: individual, two-three

Activity:
The light is flashed on the wall and/or ceiling in order to get the child's attention. Surprise and excitement should be generated by the instructor as he plays the tray across the room in various patterns to be followed by the child. Say "where is the light?" Flash it on and off. "Where does it come from?"

Helpful Suggestions: Can use different colored cellophane over light to diversify and perhaps hold attention. Child may show interest and want to hold light and follow its own patterns. Can use different colored cellophane over light to diversify and perhaps hold attention.

Associated Lessons: IV-74; V-80; VI-I

Participating Individual: Two-three

Setting: floor activity

Activity:
The light is flashed on the wall and/or ceiling in order to get the child's attention. Surprise and excitement should be generated by the instructor as he plays the tray across the room in various patterns to be followed by the child. Say "where is the light?" Flash it on and off. "Where does it come from?"

Helpful Suggestions: Can use different colored cellophane over light to diversify and perhaps hold attention. Child may show interest and want to hold light and follow its own patterns on wall alone or with assistance.

Developmental Level: II-24

Written by: Nancy Peckham, Grant Instructor, J. Arthur Trudeau Memorial Center

*Writte by: Nancy Peckham, Grant Instructor, J. Arthur Trudeau Memorial Center.
Experience: Gross Motor
Modality: Visual

Follow balloon

General Description: Visual awareness and tracking

Materials: partially inflated "punching" balloons

Setting: Floor activity

Participants: two-three

Activity: Pick up several balloons and gently put them in front of children. Let children touch and feel the balloons. But the balloons and let children creep after them. Let child try to pick one up and help him pick it.

Helpful Suggestions: If regular balloons are used and completely filled, they will break easily.

Associated Lessons: V-80; VI-114

Developmental Level II-25

Written by: Patricia Haller, Grant Consultant
Experience: Language Modality: Visual

Faces:

Materials: see-through TV tray, eye, nose, mouth, eyebrow cutouts

Setting: Individual attention area

Participants: Individual

Associated Lessons:
III-42, 46; VI-96, 98, 107, 108, 110; I-12; IV-64, 73, 75; V-86

General Description:
condition child to respond to faces and develop body image

Activity:
Put child on back in crib or on mat. Place TV tray over him (so when he looks up he can look through the clear tray surface; like looking through a window). Arrange the facial features (eyes, etc.) above him in many different configurations. Note his response. Arrange face in normal way; kneel beside child and, take his finger and point to eyes—then nose and so on. . . .

Helpful Suggestions: Move slowly and gently. When noting child's response to configurations be aware if he responds differently to each facial arrangement.

Helpful Suggestions: Move slowly and gently. When noting child's response to configurations be aware if he responds differently to each facial arrangement.

Written by: Patricia Hallett, Grant Consultant

Developmental Level II-26
Experience:

Manipulative

Modality: Visual

Feather Blowing

Materials: rope or string with feathers, tissue animals, etc. strung on it

Setting: Floor activity on it

Participants: more than three

General Description: develop breath control for support of speech; increase interoral pressure

Activity: With children in semireclining position on floor, children inhale and hold breath. Exhale with no sound trying to make objects move.

Helpful Suggestions: Objects with a broader shape tend to catch air better.

Facilitate lip control

Associated Lessons: I-16; III-58, 60, 61; IV-67; V-79

Written by: Patricia M. Webb, Grant Instructor, Blackstone Valley Regional Center

Developmental Level: II-27

Developmental Level: II-27
Experience: Language
Modality: Visual

Watch the Bubbles

General Description: to develop visual awareness and tracking

Materials: jar of bubbles and wand
Setting: individual attention area or floor activity
Participants: individual, more than 3

Activity: With children seated on carpet sample, teacher (holding loaded bubble wand) calls the children by name and says, "See the bubbles?" "Watch...where did the bubbles go?" Blow bubbles near the child's face. Let child try to reach or catch them. Hold the bubble wand up for child to blow through. Exclaim over the bubbles as they are blown out by the child.

Helpful Suggestions: Be enthusiastic! Talk to each child. Reinforce each child's response to the bubbles. Help each child to watch and catch the bubbles.

Associated Lessons: I-8; III-43; IV-70, 74; V-80; VI-93, 102, 114

Developmental Level 11-28

Written by: Jane K. Gates, Grant Coordinator

Associate Lessons:
1-8, III-43; IV-70, 74; V-80; VI-93, 102, 114

Helpful Suggestions:
Be enthusiastic! Talk to each child and reinforce each child's response to the bubbles.

Activity:
With children seated on carpet sample, teacher (holding loaded bubble wand) calls the children by name and says, "See the bubbles?" "Watch...where did the bubbles go?" Blow bubbles near the child's face. Let child try to reach or catch them. Hold the bubble wand up for child to blow through. Exclaim over the bubbles as they are blown out by the child.

Helpful Suggestions:
Be enthusiastic! Talk to each child and reinforce each child's response to the bubbles.

Associated Lessons:
1-8, III-43; IV-70, 74; V-80; VI-93, 102, 114
Experience:
Manipulative
Modality: Visual

A Panful of Bubbles*

Materials:
detergent, basin, water, straw, small toy or bar of soap

Setting: table activity

Participants: individual, two-three

General Description: continue to develop blowing ability; lip rounding; direction of air stream

Activity:

Place about an inch of warm water in a basin, pour in detergent making lots of bubbles. "Hide" toy or bar of soap under the suds. Present basin to child(ren). Demonstrate blowing through straw to make a mountain of bubbles. (Usually a child will drink only once.) After many blows and bubbles, blow into the bubbles without a straw. The bubbles will separate.

Helpful Suggestions: A very active child who is usually not cautious has been found to very gently and carefully carry a basin of water to and from a table. (Marlene Spiegel-Instructor)

 Revealing the "surprise"-bar of soap, or toy.

 Associated Lessons: I-16; III-18, 60; IV-67; V-79

*Written by: Nancy Peckham and Barbara Mattson, Grant Instructor and Graduate Student, J. Arthurd

Developmental Center II-29
Trudeau Memorial Center

Written by: Nancy Peckham and Barbara Mattson, Grant Instructor and Graduate Student, J. Arthurd

Associated Lessons: I-16; III-18, 60; IV-67; V-79

Developmental Level 11-99
Experience:

Modality: Auditory, Visual

Pudding Bubbles*

Materials:
"soupy" pudding, large plastic straws, shallow bowls

Setting:
quiet corner

Participants:
individual, two-three

General Description: increase breath volume and control; more difficult blowing exercise

Activity: With freshly made pudding in a shallow bowl, let the child direct his air flow through the straw into the pudding. He'll be making bubbles that have a distinctive "plop" sound. He can both watch the bubbles and listen to the sound. As the pudding thickens, he has to use more air pressure to make the bubbles. The pudding can be used later for a Pudding Pleasure experience.

Helpful Suggestions: When the pudding gets too thick, dilute it with milk or water. The pudding can be used later for a Pudding Pleasure experience.

Associated Lesions: I-16; III-28, 60.61; IV-67; V-79

*Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Developmental Level II-30
Experience:
Language
Play With Sound and Light
Materials:
flashlight

Modality:
Visual, Auditory

Setting:
Individual attention area

Participants:
Individual

General Description: Using light and sound to stimulate auditory and visual awareness and tracking

Activity:
Leave lights off in work area and have the child sitting or lying down. Call child's name and at the same time quickly flash light on his face; the child will reach to the light as he hears his name. Quickly move the flashlight under your face and say child's name again. Laugh and smile, making the surprise game fun. So he can see you speak his name. Laugh and smile, making the surprise game fun.

Helpful Suggestions: Gradually eliminate the flashlight until the child responds only to his name.

Associated Lessons: I-3, I-56

Written by: Theresa Gelosoimo and Peter Holden, Teaching Aides, John E. Fogarty Center

Developmental Level II-31
Experience:
Manipulative

Modality:
Auditory

General Description: Detecting and locating specific sounds

Materials:
Noisy toy, cloth bag

Setting:
Individual attention area

Participants:
Individual, two-three

Activity:
With child seated in front of you, show him the toy and let him discover how to make the toy squeak. Put toy in bag and give bag to child, "Where is it?" "Find the (name of toy)." "Listen." Make toy squeak, and let child find the toy. For a group, repeat for each child. Helpful Suggestions: Exclaim when child finds toy. If toys are rhythm instruments, move from this activity to a rhythm band. Put on a record and let the children respond freely.

Activity: Touch the noise*

 Associated Lessons: 11-32, 33, 34, 35, 37, 17-67, 73, 11-63, 81, 88, 91-99

*Written by: Patricia Hallett, Grant Consultant

Developmental Level: 11-32
Experience

Language

Modality: Visual, Auditory

Noisy Balloons*

Materials: balloon with noise maker in stem

Setting: floor activity

Participants: individual, two-three

General Description: to develop auditory awareness and tracking

Activity:

With children seated on carpet samples in a circle, partially blow up a balloon. Gradually let air out of balloon. As air escapes from balloon, noise will occur. Say, "Listen—where does the noise come from?" Move from child to child and let them listen. Blow up balloon again and let it fly. If will fly around the room making a noise as it flies. Watch the children to detect their awareness of the moving sound. Then let the noise escape from balloon, noise will occur. Say, "Listen—where does the noise come from?"

Helpful Suggestions: Associated Lessons: 11-32, 33, 34, 35; 111-56, 57; IV-67; V-81, 88; VI-99

*Written by: Patricia Hallett, Grant Consultant

Developmental Level II-33
Experience:
Language: Visual, Auditory

Where is the Noise?
Materials: soft squeaky toys, toys with bells, etc.
Setting: individual attention area
Participants: individual

General Description: to encourage playing with toys and responding to the sounds they make
Activity:
Observe child with noisy toys in front of him. If he does not use them, help him touch and make each toy squeak or ring. Remove all except the one he responds to best. Hold that toy to right side and have it make noise. If he follows by turning his head or eyes, "that's good, you heard it." Let child squeak toy for reinforcement. Repeat actions from left to right, then try from greater distances.

Helpful Suggestions:

Associated Lessons: II-32, 33, 34, 35; III-35, 36, 37; IV-67; V-81, 88; VI-99

Written by: Patricia Hallett, Grant Consultant
Developmental 11-34
Experience: Language Modality: Visual, Auditory

Materials: Wind-up playschool radio

Setting: Open classroom

Participants: Individual, more than 3

General Description: To locate sound and develop concepts of Where and What

Activity: With child seated in front of you, wind up radio and let him listen to and handle radio. Put it near each child's ear so he can hear it clearly. Wind it up a little again, and hide it. While the other hides the radio, make hiding place very simple and close at first. Write the group on the blanket. Once hidden say, "Listen—what is that? Where is it?" Go find it. Upon discovery, "A RADIO!" Keep directions short, and simple. In sequence and consistent.

Reinforcement is to let the child who found it hide it next time. If two teachers are leading the activity, one can keep the group on the blanket. With child seated in front of you, wind up radio and let him listen to and handle radio. Put it near each child's ear so he can hear it clearly. Wind it up a little again, and hide it. While the other hides the radio, make hiding place very simple and close at first. Write the group on the blanket. Once hidden say, "Listen—what is that? Where is it?" Go find it. Upon discovery, "A RADIO!"

Helpful Suggestions: Keep directions short, and simple. In sequence and consistent.

Associated Lessons: Covery, "A RADIO!" 11-32, 33, 34, 35; III-42, 56; IV-67; V-81, 88; VI-99

Written by: Jane K. Cates, Grant Coordinator
Experience:
Language

Hide and Seek*

Modality:
Visual, Auditory

Materials:
small toy, bottom of shoe box with hole cut in surface

Setting:
table activity

Participants:
individual

General Description:
to arouse curiosity by stimulating interest in grasping and exploring through using element of "surprise"

Activity:
With shoe box upside down, show child toy saying, "See the CAR?" Drop toy through hole saying, "Where is the CAR?" Help child find toy and praise him for his discovery. Continue activity:
With shoe box upside down, show child toy saying, "See the CAR?" Drop toy through hole

Helpful Suggestions:

This activity may be expanded to two boxes (1 white, 1 red). Drop toy in one, then move boxes around to see if child follows and is able to discover where the toy is. This is a good way to increase vocabulary understanding.

Associated Lessons:
II-26, 33, 34, 35, 36, 37; III-42, 50, 51, 54; IV-65; VI-94

Related Lessons:
11-26, 33, 34, 35, 36, 37; 111-42, 50, 51, 54; IV-65; V1-94

Developmental Level:
II-36

Written by:
Jane K. Gates, Grant Coordinator

Participating Individually:
Table activity with hole cut in surface

Materials:
small toy bottom of shoe box

Hide and Seek

Modality:
Visual, Auditory

Language:
Experience:
Experience:
Language
Modality: Auditory

Auditory Alert*

Materials:
tape recorder with tape of child's name

Setting: individual attention area

Participants: individual

General Description: foster recognition of name as a prerequisite to gaining attention for following directions

Activity: Make a tape for the child.

Helpful Suggestions: For a group tape, sections of music could be interspersed with different children's names. This could be a passive, relaxing, uninterrupted listening period. This lesson could be interwoven with dabbling tapes. Other tasks might include "Mary, hear the car," "Mary, hear the music," etc. This lesson could be used over and over again.

Associated Lessons: I-22; II-40; III-7; VI-1-3

Tapes (Developmental Level I-22)

Developmental Level II-37

Written by: Jane K. Carse for Nancy Peckham, Grant Instructor, Trudeau Memorial Center

For a Group Tape: sections of music could be interspersed with different children's names.
**Developmental Level II-38**

**Written by:** Michael McMahon, Graduate Student, Blackstone Valley Regional Center

**Experience:** Manipulative

**Modality:** Visual, Tactile

**Sticky Tape**

**Materials:** Masking Tape

**Setting:** Individual attention area

**Participants:** Individual

**General Description:** To stimulate reaching and grasping for a purpose (particularly good for passive children); to develop self-awareness.

**Activity:** Child may know some body parts, e.g., nose, mouth, eyes, but is reluctant to point or touch them. Have child pull tape off your nose, etc. "Where is your nose?" Child will reach and pull off tape. "Where is your nose?" Child also becomes aware of his hands as tape will stick to fingers. Have child pull tape off your nose, etc.

**Helpful Suggestions:**

Continue teaching new body parts. Above all, make it fun to learn.

*Written by:* Michael McMahon, Graduate Student, Blackstone Valley Regional Center

**Associated Lessons:** 1-12, III-42, 46; 1V-64, 73; VII-86, 91, 92, 99, 106, 109, 110
**Experience:**

Language

**Fun with Fruit**

**Modality:** Visual, Tactile

**Materials:**
- orange for each child

**Setting:**
- table activity

**Participants:**
- two-three
- more than three

**General Description:**
- to experience the actual food, texture, color, taste;
- to clean up using time to reinforce body parts and self help skills

**Activity:**
- Allow the children to handle their oranges while talking about color and shape.
- Talk about removing the orange peel, and start peeling one.
- Help some of the children start removing the peel, and allow them to eat the orange and explore the taste or anything else that interests them.

**Helpful Suggestions:**
- Child does as much as he can by himself. This lesson can be done with any fruit or vegetable. (Bananas, for example, may be easier than oranges at first.)
- Some fruits and vegetables can be cut into small pieces so the children will have to ask for more.

**Associated Lessons:**
- II-16;
- III-45, 47, 48, 53;
- IV-65, 66;
- V-90, 93;
- VI-93, 97, 115, 116

**Written by:**
- Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

**Developmental Level:** II-39
Experience:

Language Modality: Auditory

Here It Comes*

Materials: tape recorder, environmental sound tape

Setting: quiet corner

Participants: more than three

General Description: to build awareness and recognition of familiar environmental sounds

Activity: Record a tape of environmental sounds as follows:

"Listen, a car." (Sound of a car and horn)
"Listen, the telephone." (Sound of phone ringing)

This lesson may be reinforced with sound and picture during a lesson time.

Associated Lessons: I-I; II-40; III-7; VI-113

Helpful Suggestions:

Walking, running, hopping.

General Description: to build awareness and recognition of familiar environmental sounds

Participating: more than three

Setting: quiet corner

Materials: tape recorder, environmental sound tape

Experience: Jane K. Gates, Grant Coordinator
Focus on Self-Awareness and Pre-Speech Activities:

DEVELOPMENTAL LEVEL III

Language and Pre-Speech Activities for Everyday Living Skills
Level III (Mental Age 1-1/2 Years, Approximately)

Gross Motor:
- to put self into sitting and standing positions
- to begin crawling
- to gain balance skill
- to put toys in and out of boxes
- to work for objects out of reach
- to put toys in and out of boxes
- to gain balance skill
- to begin creeping
- to begin crawling
- to put self into sitting and standing positions

Fine Motor:
- to finger feed
- to use thumb-finger grasp
- to begin to hold spoon
- to use thumb-finger grasp
- to finger feed
- to hand toy to another person
- to probe with index finger
- to begin to hold spoon
- to use thumb-finger grasp
- to finger feed

Language:
(Receptive)
- to stop activity when name is called or when "no-no" is said

(Expressive)
- to follow simple commands (give the toy to me.)
- to use two word sounds meaningfully for parents (ma-ma, da-da)
- to imitate definite speech sounds (congue clicking, lip smacking, coughing)
- to use two word sounds meaningfully for parents (ma-ma, da-da)
- to imitate definite speech sounds (congue clicking, lip smacking, coughing)

DEVELOPMENTAL LEVEL III
Experience:

Cross Motor

Modality: Auditory

General Description:

"Jack-in-the-Box"

Materials:

tambourine, bell, or similar distinct noise maker

Setting:

open classroom

Participants:

individual, two-three

Activity:

Using a cardboard box large enough for a child to get into, have the child "hide" in the box. Have several children in boxes. When the bell is called, the child pops up. When music stops, up they pop. As they pop up, they say "Here I am," or "See me!" or "I am."

Helpful Suggestions:

Read child for coming up out of the box each and every time to establish the idea of the bell being called. They pop out of the box and say, "Here I am," or "See me!"

Associated Lessons:

*Written by: Jane N. Gates, Grant Coordinator

Developmental Level: III-42

Modality: Auditory

Concept of sound "off"

Concept of sound "on"

Concept of sound "off"/on"

Concept of sound "on"/off"
Experience: Manipulative
Modality: Visual
Bowling Alley

Materials: empty detergent bottles, large rubber ball
Setting: open classroom
Participants: individual

General Description: To develop eye-hand coordination and following directions

Activity: With the bowling alley being a narrow, long strip of floor, have the child sit (or stand) at the starting line and is helped to direct ball towards pins

Helpful Suggestions: A beginner sits on the starting line and is helped to direct ball towards pins. This can be expanded to a capable child setting up pins, etc. "Roll the ball" and exclaims when pins fall over. Teacher sits behind pins; teacher says, "Roll the ball." Teacher sets bowling pins. Teacher says, "Roll the ball." Setting: open classroom; large ball, bowling alley

Associated Lessons: Developmental Level III-47

Written by: Jane K. Gates, Grant Coordinator
Experience:

Gross Motor

Modality: Visual, Auditory

Balloon Walk*

Matt's: medium to large size balloons filled with a small amount of air, music with a rhythm to walk to

Setting: floor activity

Participants: individual, two-three

General Description: to develop balance and coordination

Activity:

Tape neck of balloon to floor, each close enough together for the child to step on

Demonstrate walking on balloons. Take the child by the hand, and while walking on each balloon (child standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Associated Lessons: 11-25, 74-68

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Participating: individual, two-three

Setting: floor activity

Walk to each balloon with a rhythm to filled with a small amount of air, music with a rhythm to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Participating: individual, two-three

Setting: floor activity

Walk to each balloon with a rhythm to filled with a small amount of air, music with a rhythm to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Participating: individual, two-three

Setting: floor activity

Walk to each balloon with a rhythm to filled with a small amount of air, music with a rhythm to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Participating: individual, two-three

Setting: floor activity

Walk to each balloon with a rhythm to filled with a small amount of air, music with a rhythm to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Participating: individual, two-three

Setting: floor activity

Walk to each balloon with a rhythm to filled with a small amount of air, music with a rhythm to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons) instead of balloons.

Activity may be done by dancing, "walk" to each balloon (child left standing beside), say, "See the balloon? Step on the balloon. Find the next one."

Take the child by the hand, and while walking on each balloon, each close enough together for the child to step on one to the next one. This is best accomplished by teacher and child in stocking feet.

As he presses on to the next, he hears a sound from the toy.
Experience:

Manipulative

Mirrors and Mealtimes*

Modality:

Visual, Auditory

Materials:

food, mirror, eating utensil

suited for child

Setting:

table work

Participants:

individual, to-three

General Description: to develop self feeding skills and awareness of function of body parts

Activity:

At mealtime have the child seated with the mirror in front of him. As the child is helped to load utensil (or loads utensil for himself), and brings the food to his mouth, he sees himself load utensil (or looks in the mirror) and brings the food to his mouth, he sees himself eat. Helpful Suggestions: If more than one child, move from one child to another with enthusiasm.

If child not self feeding, say:

"See, (child's name) is putting food in his mouth."

"See, you are holding the spoon in your hand."

"See, (child's name) is putting food in the mouth."

"Look at (child's name) eat his lunch."

"See, you are holding the fork in your hand."

"Look at (child's name) eat his lunch."

*Written by: Patricia Hallett, Grant Consultant

Associated Lessons: 1-10, 11, 15, 20, 21, 11-29, IV-65, 66; V-77, 90; V1-97

Developmental Level III-4.5
Experience: Language
Modality: Visual, Auditory

Color Experiences*

Materials: finger paints, paper, mirror
Setting: table work
Participants: individual, two-three

General Description: to develop body awareness

Activity: Tape paper to table in front of the child. Put a dab of paint on the finger tips of one hand (same color on each finger), then have him put fingers down on paper. Exclaim, "See the (color) spots!" Prop mirror in front of child. With paint tipped finger, put finger on nose, "See your (red, blue, etc.) nose?" Do same with cheeks, chin, lips, etc.

Helpful Suggestions: Too much paint on finger will be difficult to get off. Too little paint won't show. Vary the colors; red nose, yellow cheeks, blue chin.

Associated Lessons: I-4, 19; II-28; IV-73,75,64; V-84,88,98; VI-107,108,109,110

*Written by: Patricia Hallett, Grant Consultant

Developmental Level III-46
Experience:
Language
Modality: Visual, Auditory, Tactile

Pudding Pleasure*

Materials: pudding, wax paper or freezer paper
Setting: table work
Participants: individual, two-three

Activity: Tape wax paper or freezer paper in front of child. Put a reasonable amount of pudding in front of each child, and let them discover. For those who will not touch pudding, gently help them put their fingers in it. Put some pudding in your mouth, and as you are doing this, call the child by name saying, "yummy, good!" Smack lips. Repeat this action periodically during activity.

General Description: Tactile and expressive lip and voice sounds

Associated Lessons: I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Developmental Level: III-47

Helpful Suggestions: Let imagination go to find other activities within this setting.

Written by: Patricia Hallett, Grant Consultant

Associated Lessons:
I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Developmental Level: III-47

Experienced Language Modalities: Visual, Auditory, Tactile

Pudding Pleasure*

Materials: pudding, wax paper or freezer paper
Setting: table work
Participants: individual, two-three

Activity: Tape wax paper or freezer paper in front of child. Put a reasonable amount of pudding in front of each child, and let them discover. For those who will not touch pudding, gently help them put their fingers in it. Put some pudding in your mouth, and as you are doing this, call the child by name saying, "yummy, good!" Smack lips. Repeat this action periodically during activity.

General Description: Tactile and expressive lip and voice sounds

Associated Lessons: I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Helpful Suggestions: Let imagination go to find other activities within this setting.

Written by: Patricia Hallett, Grant Consultant

Associated Lessons:
I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Developmental Level: III-47

Experienced Language Modalities: Visual, Auditory, Tactile

Pudding Pleasure*

Materials: pudding, wax paper or freezer paper
Setting: table work
Participants: individual, two-three

Activity: Tape wax paper or freezer paper in front of child. Put a reasonable amount of pudding in front of each child, and let them discover. For those who will not touch pudding, gently help them put their fingers in it. Put some pudding in your mouth, and as you are doing this, call the child by name saying, "yummy, good!" Smack lips. Repeat this action periodically during activity.

General Description: Tactile and expressive lip and voice sounds

Associated Lessons: I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Helpful Suggestions: Let imagination go to find other activities within this setting.

Written by: Patricia Hallett, Grant Consultant

Associated Lessons:
I-10, I-20; IV-64, 65, 66; V-90; VI-93, 97

Developmental Level: III-47
Experience:

**Manipulative**

**Modality:** Tactile

**Spaghetti**

*General Description:* Develop tactile and visual awareness

**Materials:**
- Large serving tray, cooked spaghetti

**Setting:** Table work

**Participants:** Individual, two-three

**Activity:** Child is seated with tray of spaghetti in front of him. Encourage him to feel, squeeze, and "write" in the spaghetti with his finger. Pack spaghetti in cups. Encourage children to taste it.

**Helpful Suggestions:** If spaghetti begins to dry, add a little cold water to make it slippery.

**Case It:**

"Write" in the spaghetti with his finger. Pack spaghetti in cups. Encourage children to "write" in the spaghetti in front of him. Encourage him to feel, squeeze, and taste it.

**Associated Lessons:** I-10, I.11, 20, I.V-64, 65.66; V.90; VI-93, 97

**Written by:** Barbara Mattson, Graduate Student, Newport County Regional Center

**Developmental Level:** III-48
Experience:

Manipulative Modality: Visual, Tactile

Playdough Pancakes

Materials:

Popsicle stick, soft playdough

Setting:

Table work

Participants:

Individual, two-three

General Description:

Feeding skills; eye-hand coordination

Activity:

Help the child make a pancake out of playdough (thick enough to cut). Help him use popsicle stick to cut dough in pieces. "See, we are cutting the dough."

Helpful Suggestions:

For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti!"

 Associated Lessons:

For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti!"

Helpful Suggestions:

For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti!"

Activity:

Help the child make a pancake out of playdough (thick enough to cut). Help him use popsicle stick to cut dough in pieces. "See, we are cutting the dough."

Helpful Suggestions:

For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti!"

Activity:

Help the child make a pancake out of playdough (thick enough to cut). Help him use popsicle stick to cut dough in pieces. "See, we are cutting the dough."

Helpful Suggestions:

For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti!"
Experience:
Manipulative toil Surprises*

Modality: Visual

Materials: wooden blocks, toy mailbox or aluminum foil
Setting: table work

Participants: individual, aluminum foil or any box

2 or more than 3

General Description: to develop fine motor skills and visual perception

Activity:
Wrap blocks in foil previous to activity. Child will unwrap the blocks before putting them in the box. 

Helpful Suggestions: Talk to the child, saying, "What's in the paper?" Calling his name, "What did you find?" Also can be done with cookies or candy for snacktime. Foi is also excellent for teaching the shape of the wrapped object, and child can guess what might be in the "find." 

Associated Lessons: 1V-74; V-88; V1-94, 97, 100, 101, 114

Developmental Level: III-50

Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Developmental

Level

III-50

Associated Lessons: 1V-74; V-88; V1-94, 97, 100, 101, 114

Helpful Suggestions: Talk to the child, saying, "What's in the paper?" Calling his name, "What did you find?"

Activity:
Wrap blocks in foil previous to activity. Child will unwrap the blocks before putting them in the box.

General Description: to develop fine motor skills and visual perception

Materials: Wooden blocks, toy mailbox, aluminum foil
Setting: Table work

Participants: Individual, aluminum foil or any box

Experience: Manipulative

Modality: Visual
Experience: Manipulative
Modality: Tactile

Stretch and Pop Surprises

Materials: elastic bands, newspaper, cookies and/or small toys

Setting: table work

Participants: individual, more than 3

General Description: to develop fine motor skills

Activity: Wrap cookies or toys in newspaper with elastic around the package. Attract a bow. Make it fun!

Helpful Suggestions: Talk to the child about the elastic and the package. Put two elastics around the package. Attract a bow. Make it fun!

The child a package with elastic around it. Have him open it and get the surprise. Introduce child to elastic: stretch the elastic, pop the elastic, put elastic around wrist, etc. Give child to elastic: stretch the elastic, pop the elastic, put elastic around wrist, etc. Give

Associated Lessons: IV-74, V-88, VI-94, 97, 100, 101, 114

Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Developmental Level: III-31

Associated Lessons: IV-74, V-88, VI-94, 97, 100, 101, 114
Experience:
Manipulative
Modality: Tactile

Pinch the Pius*

Materials: mirror, coffee can, clothes-pins

Setting: floor activity, quiet corner

Participants: individual

General Description: to help develop and exercise grasp for fine motor skills

Activity: Clip clothespins to the child’s clothes. Name the pins. Let me see you pinch those pins off. Demonstrate the pinch type motion to the child. As the child is looking in the mirror, the instructor says, “Look at you. Look at child’s clothespins in the hair and on pant legs, etc.”

Have the child pinch the pins from your own clothing if he is afraid at first, or just to make the lesson more pleasant.

Helpful Suggestions: Explain the lesson as being fun. Have the child pinch the pins from your own clothing if he still seems afraid. Don’t allow him to pull the pins off, help him grasp if necessary. Give him much positive verbal encouragement.

Developmental Level III-52

Written by: Nancy Pedeham, Grant Instructor, Newport County Regional Center

Associated Lessons: IV-69; V-86; VI-94-96, 100-114

Developmental Level 111-52

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center
Experience: Manipulative
Modality: Tactile

Materials: instant pudding, milk, bowl, beater

Set Up:

General Description: provide multisensory experience to help the child see change

Activity:
Children open package of pudding and pour contents into bowl. Allow them to feel the powder and pour milk into bowl. Let each child have a turn using the egg beater. Periodically point out that the pudding is thickening. When thick, let each child eat some. Help children wash face and hands. For lower groups, pudding can be made in a shaker.

Helpful Suggestions: During clean-up, review body parts as children wash face and hands. During activity review parts of the eye.

Participating: more than three
Set-Up: table activity

Participating: more than three
Set-Up: table activity

Participating: more than three
Set-Up: table activity

Participating: more than three
Set-Up: table activity


Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center
Developemental Level III-54

Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

Associated Lessons: I-10, I-20: IV-65, 66; VI-93, 97, 115, 116

General Description: experience food and food preparation; review body parts during clean-up

Helpful Suggestions: allow each child to do as much as he can for himself.

Activity: Allow each child to put bread in toaster. Push button "down"—wait for toast to pop "up." Compare bread with toast for color, taste, texture, and temperature. Clean up time—review washing face, hands.

Toasting:

Materials: bread, toaster, knife, butter, peanut butter, jelly

Participates: more than three

Setting: table activity

Experience: Language Modality: Visual, Tactile

Associated Lessons: 1-10, 11, 20; IV-65, 66; VI-93, 97, 115, 116

*Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center
Experience:
Manipulative Modality: Tactile

Easter Eggs*

Materials: hard boiled eggs, food coloring or Easter egg dye

Setting: table activity
Participants: more than three

General Description: develop color concept; develop fine motor control

Activity: Talk about what color the eggs will be colored. Let child dip egg in cup of dye of his choice. At juice time, allow children to peel shells from eggs to be eaten with juice.

Helpful Hints:

Associated Lessons: III-101, 84, 85, 86; IV-71, 72, 73; VI-103, 109

Written by: Barbara Bennett for Sally Demars, Graduate Student, South County Regional Center

Developmental Level III-55

Helpful Hints:

Associated Lessons: III-101, 84, 85, 86; IV-71, 72, 73; VI-103, 109
Experience: Gross Motor

Modality: Auditory

Bag of Laughs

Materials: "Bag of Laughs" (commercial gimmick that makes loud laughing noise)

Setting: Open classroom

Participants: Three or more

Activity: The "bag of laughs" attracts children. They look, and begin to laugh. Teacher says, "Shhh—listen. Cover your eyes. Teacher quietly moves over to chair and 'hides' bag of laughs. Listen. Cover your eyes. Teacher quietly moves over to chair and 'hides' bag of laughs."

Next time make the act of "hiding" less conspicuous, and see if children can find bag of laughs. This activity is good for encouraging looking, listening, and finding (the element of surprise). As language and understanding increase, laughing bag can be hidden on, in, or under something. In each case, as language and understanding increase, laughing bag can be hidden on.

Helpful Suggestions: Call out a child's name. "Tom, go find the laughing bag." Use the same phrase.

General Description: Localization of sound; to stimulate "listening"

Participating: Three or more

Setting: Open classroom

Laughing noise

Exhilarates that makes loud

Bag of Laughs (commercial)

Associated Lessons: II-22, 24, 25, 29, 31, 32, 33, 34, 35, 37, 39, 40; I-22; VI-99

Written by: Michael McMahon, Graduate Student, John E. Fogarty Center

Developmental Level III-56
Experience: Language
Modality: Visual, Auditory

Materials: toy telephone that rings or taped telephone ringing

Setting: table work

Participating: individual, two-three

Participants: individual, two-three

Setting: table work

Materials: toy telephone that rings or taped telephone ringing

General Description: To develop auditory and visual awareness; identification of self

Activity: With child seated in chair at table or seated on floor with mirror or cookie sheet in front of him, have phone ring. Point to child's ear and say, "Listen," make ring again. Pick up phone and put to child's ear, making sure he sees his reflection in mirror or cookie sheet. Point to reflection and say, "See, (child's name) is listening to the telephone."

Helpful Suggestions: If more than one child, sit them in circle with yourself in the middle.

Associated Lessons: II-31,32,33,35,37,40; IV-72; VI-94

Written by: Patricia Hall for Jane Gates, Grant Consultant

Developmental Level III-57

Materials: toy telephone that rings or taped telephone ringing
Experience: Manipulative

Bloc' Fish*

Modality: Visual

Materials: shallow pan of water, fish shapes cut from styrofoam meat

Setting: table work

Participants: individual, two-three

General Description: to develop blowing (directing air-flow) as a pre-speech activity

Activity: With children seated at a low table and using pan for a fish pool, teach children to blow fish "across pool." Clap and say, "Where did the ball go?" Where did the ball go?" Make the ball go!" Hole (portion of large, smooth box with hole cut in center). A variation for a blowing activity could be blowing ping pong balls towards large hole (portion of large, smooth box with hole cut in center). Make the ball go!"

Helpful Suggestions: A variation for a blowing activity could be blowing ping pong balls towards large hole (portion of large, smooth box with hole cut in center). Make the ball go!"

Associated Lessons: II-27,28,29,30; IV-67, 79

Written by: Jane K. Gates, Grant Coordinator
**Experience:**

**Language**

**Modality:** Tactile

<table>
<thead>
<tr>
<th>Hand Fishing*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: sandbox, water, plastic fish</td>
</tr>
<tr>
<td>Setting: open classroom</td>
</tr>
<tr>
<td>Participants: individual, more than three</td>
</tr>
<tr>
<td>Setting: open classroom</td>
</tr>
</tbody>
</table>

**Activity:**
- Fill sandbox with water.
- Put in fish.
- Have children put hands in water to find the fish.
- Say, "We are going fishing." For higher level, put letters of alphabet in water. Ask child to fish for "B" or "M." Say, "We are going fishing." For higher level, put letters of alphabet in water. Ask child to fish for "B" or "M."
- For higher level, have children put hands in water to find the fish.
- Have plenty of dry towels.

**Associated Lesions:** 11-29

**Written by:** Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Developmental Center

**Developmental Level:** III-29

**Helpful Suggestions:** Have plenty of dry towels.
Experience:

Manipulative

Toy Boat Blow*

Materials:

medium size tub or basin half

Modality:

Visual, Settir; T filled with water, (light weight that over) table work toy boats will blow

Participants:

two-three, more than three

General Description: pre-speech activities to get lips moving into "0" position and to strengthen lips;

Activity:

(This activity is a variation in the sequence of blowing activities.) With children at table

Teacher may need to show child how to purse lips to direct lips to direct air at boat. Boat may
does not hold up as high as before.

For water play, demonstrate how they can blow the boat over and/or make it move. As the child

Teacher can also have child blow down dominoes. Teacher may need to show child how to blow down

over, it knocks all others down (as with dominoes),

Helpful Suggestions: Teacher may need to show child how to blow dominoes. Teacher can also have child blow down dominoes.

Associated Lessons: I-V, II-27,28,29,30, IV-67, V-79

*Written by: Patricia Hallett, Grant Consultant

Developmental Level III-60

Participation: two-three, more than three

Setting: table work

Materials: medium size tub or basin half

Toy boat blow

Modality: Visual, Auditory

Experience: Manipulative
Experience: Manipulative  
Modality: Visual

Blow the Roller*

Materials: paper towel or toilet paper, cardboard rolls, ping pong ball, marble or balloon

Setting: floor or table activity

Participants: individual, two-three

General Description: to develop breath control (a pre-speech activity)

Activity: Have children blow through rolls. Help them direct air flow at ball, marble, or balloon. Child can blow object over the line to teacher, and teacher can blow it back to child's side of the line. This can be done on the floor or while sitting or standing at a table. Child can blow object over the line, or setting up a course to blow object through.

Helpful Suggestions: Other variations could include two children blowing object back and forth over the line, or having two objects to blow back and forth over the line.

Associated Lessons: I-16; II-7,27; IV-67; V-79

Written by: Patricia Hallert, Grant Consultant

Developmental Level: III-61

Participation: Individual, two-three

Setting: floor or table activity

Materials: paper towel or toilet paper

Blow the Roller*
Experience:
Language
Modality: Visual

Shoe Pairs*

Materials:
pairs of shoes, gloves, socks

Setting:
table work

Participants:
individual, more than three

General Description: Develop recognition of common household items and develop self-help skills

Activity:
Show child one shoe. Let him touch it. Talk about it. Ask the child, "Where's the other shoe?" Show him the other shoe. Help the child to put shoes on. Present other pairs in the same way.

Helpful Suggestions:

Associated Lessons: V-84,85,91

*Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Developmental Level III-62
Language Activities for Everyday Living Skills

Level IV (Mental Age 11-23/4 Years, Approximately)

Focus on Developing Understanding Through Simple Experiences:

Gross Motor:
- to balance when walking
- to use pull toy when walking
- to balance when walking
- to use spoon (with some difficulty)

Fine Motor:
- to scribble
- to use spoon (with some difficulty)

Language:

(Receptive)
- to attend when spoken to
- to find familiar objects in large picture
- to name some specific objects (cat, dog, book, spoon)
- to know names of own family and pets

(Expressive)
- to drink easily from cup
- to name some specific objects (cat, dog, book, spoon)
- to indicate wants by naming (cookie, bread, milk, juice)
Experience: Language
Modality: Tactile

Tactile Egg Whites*

Materials: bowl full of stiffly beaten egg whites, mirror

Setting: circle activity

Participants: two-three, more than 3

General Description: to develop sensory awareness and self image

Activity:
With children seated on carpet squares begin activity.
Pour unbeaten egg whites into bowl.
Let group watch as white foam appears. Let them feel, smell, and taste egg whites. Encourage them to put some on cheeks and look in mirror. Egg whites will dry and pull on skin, much the same as a facial mask treatment would.

Helpful Hints:

Associated Lessons: I-19; II-38; V-86; VI-107,108,109,110,98

Written by: Pam Reeves and Fancy Moore, Language Aides, Blackstone Valley Regional Center

Developmental Level: IV-64

*Written by: Pam Reeves and Fancy Moore, Language Aides, Blackstone Valley Regional Center

Developmental Level: IV-64

Helpful Hints:

General Description: to develop sensory awareness and self image

Materials: bowl full of stiffly beaten egg whites

Setting: circle activity

Particpants: two-three, more than 3

Modality: Tactile

Experience: Language
Experience:
Language: Popcorn Watching
Materials: popcorn popper with clear plastic top, popcorn, salt, and a picture of popcorn
Modality: Visual
Setting: Table work
Participants: more than three
Materials: popcorn popper with clear plastic top, popcorn, salt, butter, and a picture of popcorn
Helpful Suggestions:
Activity: Salt, butter, and salted unpopped; let them feel a few kernels. Place corn in the popper and let them watch. Good visual activity.
Activity: Show children picture of popcorn; ask, "Would you like to make popcorn?" Show children corn--
Activity: Show children picture of popcorn; ask, "Would you like to make popcorn?"

General Description: Visual awareness; Change in texture and appearance; taste awareness

Associated Lessons: I-3, 4, II-24, VI-99

Written by: Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Center

Developmental Level: IV-65

Modality: Visual
Language: Experience

ERIC
Experience: Language

Materials: Popcorn cooking with clear plastic top, popcorn, salt, butter, and a picture of popcorn.

Setting: Table work
Participants: More than three

Activity: Show children picture of popcorn, ask, "Would you like to make popcorn?" Show children unpopped corn, let them feel a few corns. Place corn in popper and let them watch. (Pod visual activity)
Salt, butter, and taste!

General Description: Visual awareness; change in texture and appearance; taste awareness.

Helpful Suggestions:

Associated Lessons: I-3, 4, II-24, VI-98

Written by: Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Developmental Center

Developmental Level IV-65
Experience:

**Language Modality:** Visual, Auditory

**Tasting Party**

**General Description:** experience various tastes

**Materials:** salt, pretzels, lemon, lime, strong coffee, unsweetened chocolate, honey, candy

**Letting:** circle activity

**Participants:** more than three

**Setting:** circle activity

**Activity:** On table place items to be tasted. Have child taste a few grains of salt. Present pretzel and show pieces of salt. Proceed with sour, sweet, and bitter items. And show pieces of salt. Proceed with sour, sweet, and bitter items. End with sweet taste. Talk to children throughout activity to label tastes uses facial expressions to show pleasure for sweet and pucker for sour, etc.

**Helpful Suggestions:**
- Use words to label tastes
- End with sweet taste
- Use facial expressions to show pleasure
- Use words to label tastes

**Associated Lessons:** I-15, 15A, 9, 10, II-20, 10, 8, 7, Y-90, 4, V-79, 93

**Developmental Level:** IV-66

**Participating:** more than three

**Setting:** circle activity

**Materials:** salt, pretzels, lemon, lime

**Tasting Party**

**Modality:** Visual, Auditory

**Language:** Experience

**Developmental Level:** IV-66
Experience:

Manipulative

Modality:

Auditory

Bag Blowing

*Materials:

Paper bags and string

Setting:

Open classroom

Participants:

Individual, more than 3

General Description:

Pre-speech activities to develop use of lips through blowing, heighten listening skills, and experience cause and effect.

Activity:

(Consider this activity an extension on the sequence of blowing activities)

Teach demonstrates putting bag over mouth and blows. Child sees bag is a ball filled with air. The bag begins to pop.

Helpful Suggestions:

For more advanced groups set up a relay. One blow up bag, and the next one pops it popped! Have child do the procedure.

Associated Lessons:

II-27.28.29.30; III-28.30.60.61; IV-79

Developed by:

Patricia Hallett, Grant Consultant

Developmental Level IV-67
Gross Motor Modality: Visual, Tactile

Materials: balloon or balloon-like punching bag

Setting: circle activity

Participants: two-three, more than 3

General Description: to exercise arms and legs; to discriminate left from right; to reinforce arm and leg concepts.

Activity: Have children seated in low chairs in a circle. Then tell the children you want them to hit each other with their left or right hand or leg. Then have them hold the balloon with their hands and kick the balloon to each other. First have them clap their hands and kick the balloon, reinforcing the arm and leg concepts. Then have them hold the balloon and kick the balloon to each other. Left and right concepts can be reinforced here by having them hit or kick with their left or right hand or leg.

Helpful Suggestions: Have children seated in low chairs in a circle. Then tell the children you want them to exercise arms and legs and to discriminate left from right. To reinforce arm and leg concepts.

Participates: two-three, more than 3

Setting: circle activity

Equipment: punching bag

Materials: balloon or balloon-like

Experience: Gross Motor Modality: Visual, Tactile

Associated Lessons: I-111-42,43,44; IV-101

Written by: Karen Carper and Clotia Morgeria, Blackstone Valley Regional Center
Experience: Manipulative
Modality: Visual

Materials: large and small coffee can, clothes pins of different colors

Setting: circle activity
Participants: two-three

Activity: Child kneels on chair, arm extends over back. Can is placed on floor several inches from chair. Child drops three clothespins from basket into can. Each child drops three pins during his turn.

Helpful Suggestions:

Associated Lessons: V-36, 88; VI-93, 96, 114

General Description: to stimulate eye-hand coordination; review colors; turn-taking

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level IV-69

Associated Lessons: V-36, 88; VI-93, 96, 114

Helpful Suggestions:

Associated Lessons: V-36, 88; VI-93, 96, 114

General Description: to stimulate eye-hand coordination; review colors; turn-taking

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level IV-69
Experience: Language Modality: Visual

Shell Game*

General Description: to teach visual tracking and memory

Materials: a reward treat, or a favorite small object

Setting: table work

Participants: individual

Activity: Like the shell game, the object is placed under the cup. Depending on the level, two or more cups could be used. The child is asked, "Can you find the raisin?" "Watch!" Then the cups are moved slowly about, and the child is asked, "Where is the raisin?" "Can you find it?" If he succeeds he plays with the toy or eats the surprise.

Helpful Suggestions:

Associated Lessons: V-87, V-103, 104, 114

Written by: Nancy Pecchiari, Grant Instructor, Newport County Regional Center

Developmental Level IV-70

General Description: To teach visual tracking and memory

Materials: a reward treat, or a favorite small object

Setting: table work

Participants: individual

Modalities: Visual

Experiences: Language
Experience: Gross Motor.

Modality: Visual, Auditory

Hide And Go Seek*

Materials: common objects of same color (car, feather, pencil, balloon)

Setting: open classroom

Participants: more than three

General Description: teach color concept; stimulate concept of where; work on prepositional concepts

Activity: Instructor shows item to all children then tells them to Close your eyes. Teacher hides object in room (on chair, under table, behind book) and returns to circle. One child goes to look for hidden object -- Where is the green balloon? Teacher hides object again in room. Instructor shows item to children and returns to circle. One child goes out to look for hidden object.

Helpful Suggestions:

Associated Lessons: V-84, 85; VI-103, 104

Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level: IV-71

Modality: Visual, Auditory

Experience: Gross Motor
Experience: Manipulative

Modality: Visual

Shoebex Garage*

Materials: shoebox "garages," small cars

Setting: individual attention area

Participants: individual

General Description: Introduce colors and matching; developing ability to follow simple commands

Activity: Place the colored shoeboxes in a row and have color coordinated cars about four feet away. The child drives the car into its garage designated by color. Then the cars are mixed and the child has to match the color of his car with the same color garage. The teacher uses appropriate vocabulary and sentences. "Put the red car in the red garage." "Put the blue car in the yellow garage, etc."

Helpful Suggestions: When the child can match the same colors, have him follow the commands, "Put the blue car in the yellow garage, etc."

Associated Lessons: III-46; V-85, 84, 80; VI-103

Developmental Level IV-72

Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Helpful Suggestions: When the child can match the same colors, have him follow the commands, "Put the blue car in the yellow garage, etc."
Experience:

Language: Visual, Tactile

Materials:

Setting: Quiet corner

Participants: More than three

Counting With Colors

Activity: Squeeze small amount of red food color on the length of each finger of right hand. Do the same with yellow on left hand. Each child has five red fingers and five yellow fingers.

Helpful Suggestions: Since coloring does not wash off immediately, these concepts can be brought to the child's attention throughout the day and even brought home.

 Associated Lessons: V-84, 85, 86, 79, VI-103

General Description:
Teach color, discriminate between two colors, review of body parts-fingers, work on concept of five (5)
Experience:
Mai.,.pulative
Modality: Tactile

Materials:
roll of white
toxic paints,
dishes

Setting:
open classroom

Participants:
two-three

General Description:
develop fine motor control; visual tracking

Activity:
Prepare for lessons by halving potatoes and imbedding a sharp cookie cutter about half way

Helpful Suggestions:
Use wide easy to grasp potatoes. Large simple designs work best. Display the
finished product, "Look what you did!" Three or less colors are not so confusing.

"You made this, this, this."

Display the finished product, "Look what you did!" When finished, point to each design he has made all
down the table. "You made this, this, this."

In the shallow dishes (TV dinner trays are good) then have each child dip his potato
design in the pan and apply it to a strip of tape. "Look, you're
design in the pan and apply it to a strip of tape length. Lapped down paper. "Look, you're
design in the pan and apply it to a strip of tape length. Lapped down paper. "Look, you're

Collect the potatoes and put them away for next time.

Associated Lessons: V-70; VI-114

Particpation: two-three, more than three
Setting: open classroom

Materials:
roll of white shelf paper,
Several large potatoes, non-toxic paints, shelf paper

Developmental Level: IV-74

Written by: Nancy Peckham for Marilyn Reed, Teacher Aide, J. Arthur Trudeau Memorial Center

Modalitity: Manipulative
Experience:

Language: Visual, Auditory

Look At Me*

Materials: floor mirror, rug square (Optional)

Setting: open classroom

Participants: two-three, more than three

General Description:

Develop self image; critical listening skills; group interaction; reinforce colors

Activity:

Children seated on floor or chairs. Teacher says, "Everyone looks so nice today!" Let's have a fashion show so each of us can show how nice we look. Choose child to get up and stand in front of the mirror, stop, turn around with arms out, slowly and stop. Show child a pose like a model. Explain as you walk through the motions with him. "Walk up with your back from the mirror. Explain as you walk through the motions with him. "Thank you (child's name). Now let's see..."

Helpful Suggestions:

Have others clap for the child. "Doesn't (child's name) look nice?" As they become familiar with the process, have them help explain the outfits themselves, begin to familiarize others. They might even begin to prepare outfits themselves and be prepared to explain the outfits that others have prepared.

Associated Lessons:

V-82, VI-107, 108, 109, 110

V-82; VI-107, 108, 109, 110

Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Developmental Level: IV-75

Modality: Visual, Auditory

Language: Visual, Auditory
Language Activities for Everyday Living Skills

Level V (Mental Age 2½-3½ Years, Approximately)

Focus on Beginning Basic Concept Development:

Gross Motor:
- to run
- to walk up and down stairs
- to throw bell overhand
- to jump
- to ride tricycle
- to walk up and down stairs
- to run

Fine Motor:
- to hold glass in hand
- to insert spoon in mouth with ease
- to hold large crayon
- to hold large book or page of a book
- to probe and point with index finger
- to imitate vertical strokes
- to imitate vertical strokes
- to hold large crayon
- to point to one named body part
- to probe and point with index finger
- to probe and point with index finger
- to combine two different words (go, car)
- to follow 2-3 verbal instructions, without gestures
- to follow 2-3 verbal directions, without gestures
- to point to one named body part
- to hold glass in hand
- to ride tricycle
- to jump
- to throw ball overhand
- to hold large crayon

Language:
(Receptive)
- to point to one named body part
- to follow 2-3 verbal directions

(Expressive)
- to combine two different words
- to name object in picture
- to refer to self by pronoun (I, me, you, we) rather than name
- to refer to self by pronoun (I, me, you, we) rather than name
- to name object in picture
- to combine two different words (go, car)
Experience:

Manipulative

Modality:

Visual

Fill It Up* Materials: pitcher (small, lightweight), paper or plastic cups, glasses, corn meal, rice, sand, or beans. Setting: table work or beans.

Glassess, corn meal, rice, sand, paper or plastic cup, or pitcher (small, lighter weight).

Activity: With child standing at sand box table, regular table, or standing box. Teacher pours rice into glass in front of child saying, "Fill up the glass." Teacher guides the child in pouring by holding child's hands. When child spills, teacher assists by starting again. If for others, fill glass spills, refill pitcher and begin again.

Helpful Suggestions:

In a group, pretend serving a glass. Pretend pouring. If done as a group, pretend serving a glass.

General Description: To develop fine motor control for pouring.

Associated Lessons: III-48, V-115

Written by: Jane K. Gates, Grant Coordinator

Developmental Level: V-77
Experience:

Language Modalities; Visual, Tactile Textures—Same and Different

Materials: child's and teacher's own clothes, texture ball

Setting: quiet corner

Participants: individual, two-three

General Description: to establish concepts in a deaf or retarded child; concept of same and different

Activity: The child is shown one part of the ball and feels the surface (ex.) plastic smooth surface. The instructor motions as if in search of same or similar surface, which may be shoe or plastic coated boot. The process is repeated with each successive texture of the ball or board of material until all are compared to similar textures. To teach different, instructor would perhaps stroke two entirely different textures, shaking her head "No," then do two similar textures, smiling and nodding, "Yes," until concept is understood.

Helpful Suggestions:

Associated Lessons:

Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Developmental Level: V-78
Experience: Manipulative
Modality: Visual

Straw Painting*

Materials: paper, paint of a thin consistency, straws

Setting: table work

Participants: individual, two-three

General Description: pre-speech activity; breath control; self-expression through art

Activity: Have child or children blow through straw and feel the air coming through on their hand. Teacher may blow through straw onto child's face or hand. Pour paint on paper and direct straw blowing at paint. See how the air moves the paint. It's fun for everyone--do individually or group participation.

Helpful Suggestions:

Associated Lessons: I-16: II-27, 28, 29, 30; III-60, 61, 58; IV-67

*Written by: Patricia Hallett, Grant Consultant

Developmental Level: V-79

Participation: individual, two-three

Setting: table work

Straw Painting

Materials: paper, paint of a thin consistency
Experience:

**Manipulative Modality:** Visual

*Color Tracking*

**General Description:** Visual tracking; introduction to colors

**Materials:** Paper, fat crayon, building block

**Setting:** Table work

**Participants:** Individual, two-three

**Activity:** Tape paper to table. Have child push crayon to block. "See the line? You are making a (color) line."

**Variation:** Child can also push crayon to block.

**Helpful Suggestions:**

**Associated Lessons:**

**Developmental Level:** V-80

**Written by:** Patricia Hallett, Grant Consultant

<table>
<thead>
<tr>
<th>Developmental</th>
<th>Experience: Manipulative</th>
<th>Modality: Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level V-80</td>
<td>Color Tracking: Introduction to colors</td>
<td></td>
</tr>
</tbody>
</table>
Manipulative Modality: Visual, Auditory

Bean Bag Throw*

Materials: bean bag, carpet sample

Setting: circle activity

Participants: more than three

General Description: to establish a quiet area for improving listening skills and following directions

Activity: Bean bag is thrown back and forth between child and instructor. Vocabulary stressed is: "Watch, here it comes, catch it, throw it gently, throw it to me."

Instructor suggests we throw it in a circle. All children make circular motion with arm and hand. Bean bag is thrown from child to child.

Helpful Suggestions:

Associated Lessons: II-35, 34, 36; III-56; VI-106, 113

Developmental Level: V-81

Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Participates: more than three

Setting: circle activity

Materials: bean bag, carpet sample

Experience: Manipulative

Modality: Visual, Auditory
Experience: Language

Modality: Visual, Auditory, Tactile

**Hot Potato**

**General Description:** to develop awareness of others, hot-cold, and textures

**Materials:**
- **Hot:** washcloth, warm baked potato, (things normally hot, heated in oven);
- **Cold:** ice cube, snowball, etc;
- **Textures:** rub on sandpaper, velvet, feather, fur, lotion, etc

**Setting:** circle activity

**Participants:** more than three

**Activity:** With group seated in a circle on the floor or in chairs, begin to develop (1) an awareness of others,

- (a) "Touch your neighbor," combine this with "Hi" if possible. Teach touch and gentle (if necessary).
- Actually go around circle left to right helping one touch his neighbor.

- (b) "Mimic the leader." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic.

**Activity:** With group seated in a circle on the floor or in chairs, begin to develop (2) awareness of hot-cold:

- (1) "Touch your neighbor." Combine this with "Hi," it is possible. Teach touch and gentle.
- (2) "Hot potato." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic.

**Activity:** With group seated in a circle on the floor or in chairs, begin to develop (3) textures:

- (a) "Touch your neighbor." Combine this with "Hi," it is possible. Teach touch and gentle.
- (b) "Hot potato." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic.

- (c) "Mimic the leader." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic.

**Helpful Suggestions:**

- (a) "Touch your neighbor." Combine this with "Hi," it is possible. Teach touch and gentle.
- (b) "Hot potato." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic.

**Associated Lessons:** V1-72, V1-107, 108, 109, 110

**Written by:** Jane K., Coordinator

**Developmental Level:** V-82
Experience:

Language: Auditory, Tactile

A-Hunting We Will Go

Materials:

Setting: Circle activity

Participants: Individual, more than 3

General Description: Fingerplay activity to stimulate language through imitation, gesture, and imagination

Activity: Children seated Indian style on rugs. We take a "walk through the jungle." We imagine walking with your hands on your knees and on the floor in front of you. Walk hands up (hand over hand) on a motion of climbing a tree. "What do you see? Let's climb a tree." -- wait to get response from children. Hand to forehead "look." Build a story on activities of eating lunch, resting, naming, looking, describing.

Helpful Suggestions: Constant tone of excitement, pleasure, surprise, and stimulate imagination, etc.

Associated Lessons:

Variations:

- Turkey hunt
- Trip to Santa's workshop
- Hat shop
- Grocery store
- Etc.

Preparation: Turkey hunt, trip to Santa's workshop, hat shop, grocery store, dinner, etc.

Developmental Level: V-83

Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Modalities: Auditory, Tactile

Experience: Language: Language

Participation: Individually

Setting: Circle activity

Materials: A-hunting we will go
Experience:

Language Modality: Visual

Color Surprises*

Materials: many common objects of same color in box

Setting:
circle activity

Participants:
three or more

General Description:
to teach color concept; following directions

Activity:
For element of surprise, keep objects out of sight. Object is named (red car) and placed in child's view. Each child is given one or two objects. Instructor then says, "Give me the red mitten," and holds box out in center of circle. Object is put in box. Or teacher may say, "Billy, give the red car to Mary."

Helpful Suggestions: Lots of verbal praise and clapping.

Associated Lessons: IV-72

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level: V-84

Practice Points: Three or more

Setting: circle activity
color in box
Materials: many common objects of same color

Modality: Visual

Language: Instruction
Experience:

Language

Modality: Visual

Colored Feathers and Things

Materials: common objects in two or more colors, ex., red, yellow pencils, cars, balloons

Setting: circle activity

Participants: two-three

General Description: Review color concept and stimulate visual discrimination and auditory memory span

Activity: Place red, yellow, green feathers on table. Ask child to go to the table and get red feather. This child returns it to the table and brings green feather back to circle. Ask child to circle and is told to "Give this yellow feather to yellow feather."

Helpful Suggestions: Lots of verbal praise and clapping.

Associated Lessons: IV-72; VI-103

Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level: V-85
Experience:
Manipulative Modality: Visual Body & Shade
Materials: paper, crayon (1 color)
Setting: table work
Participants: two-three

General Description:
teach color and shape concepts; review body parts

Activity:
draw small and large circles on paper for each child. Have child draw around the circles. Talk about coloring red circles. When he's finished coloring, draw in body part. Point to his eyes. Let him say "eyes" and then draw.

Activity 2:
draw in body part. Point to the eyes. Let him say "eyes" and then draw.

Helpful Suggestions:
Use Elmer's glue and completely out the drawing. Allow glue to dry. This will provide a tactile guideline (bump) to help the child color within the lines.

Reinforce activity by talking to child about what he is doing. Use Primer's glue and let it dry. This will provide a tactile guideline (bump) to help the child color within the lines!

Associated Lessons: II-26

Participates: two-three
Partner/Pair: table work
Materials: paper, crayon (1 color)
Body & Shade

Modality: Visual
Experience: Manipulative

Written by: Barbara Bennett, Grant Instructor, South County Regional Center
Experience: Language.

Modality: Visual, Auditory

Sequencing With Clothing*

Materials: mannequins, clothing from Peabody kit, picture cards of clothing

Setting: table activity

Participants: more than three

General Description: teach concept of clothing and to develop idea of sequencing.

Activity: Identify and name clothing in pictures and on children. Dress one doll. All items of clothing are layered out and children pick out what to put on first, next, etc. Doll can be dressed in several outfits.

Helpful Suggestions: Dress only one doll per session due to short attention span.

Associated Lessons: IV-72, VI-96, 107, 108, 109, 110

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Developmental Level: V-87

Development
Experience:
Manipulative
Modality: Visual

Invisible Drawings

Materials:
8k x 11 white paper, piece of clear wax (parafin), deep red wash (paint color in a lot of water) placed in bowl

Setting:
Table work

Participants:
two-three, more than 3

General Description: to develop visual recognition and fine motor control

Activity:
Teacher, using wax as a crayon, draws a face on white paper. Use good, thick lines. Give each child a paper with this invisible drawing on it. Child proceeds to "paint" with thin wash paint, the face becomes visible.

Helpful Suggestions:
Instead of painting whole paper, invisible picture could be placed in pan of colored wash paint to "expose" face.
Different drawings using same technique could be used, e.g.: happy face-sad face, house-car, square-circle.

Associated Lessons:

Written by: Jane K. Gates, Grant Coordinator
Developmental Level: V-88
Experience:

Manipulative

Modality: Visual

Refrigerator Goodies*

Materials: magazines, card board freezer and refrigerator

Setting: table work

Participants: more than three

General Description: teach concept of food; encourage the motor control with cutting and pasting

Activity: Children are to find pictures of things to eat that are kept in the refrigerator or freezer.

Items are cut out and pasted in on shelves of the refrigerator.

Associated Lessons: VI-94, 112, 114

Helpful Suggestions:

Written by: Barbara Bennett for Janice Ritchie, Teacher, Westerly-Chariho Regional Center

Developmental Level: J-89

Modality: Visual

Experience: Manipulative

Refrigerator Goodies
Experience: Visual, Auditory

Language Modality: Visual, Auditory

Cook and Taste

Materials: egg, milk, salt, pepper

Seating: Table activity

Participants: Three or more

Associated Lessons: II-39, III, 3-7, VI-115, 116

Helpful Suggestions:

Developmental Level V-90

Written by: Barbara Bennett, Grant Instructor, Westerly-Chariho Regional Center

General Description: To teach concept of breakfast and to provide children with opportunity to cook and taste. 

Activity: Following discussion of breakfast foods, children prepare one.

Fry bacon.

Allow children to each break an egg in the bowl. Children take turns adding milk, salt, and pepper. Each child uses beater. Eggs are poured in pan and all children take turns stirring. Vocabulary stresses all the senses. Children taste what they have made.

Assisted Lessons: 11-39; III, 3-7, VI-115, 116
Experience: Gross Motor

Making the Bed

Modality: Visual, Auditory

Materials: cot, pillow, blanket, sheet, alarm clock

Setting: circle activity

Participants: 2 or more

Activity:

Discuss and show children parts that go on bed. Children help make bed, putting items on in order. When bed is made, each child takes a turn going to sleep. Alarm clock is set. When it rings, children say, "Time to get up. Time for school." Bed is re-made for the next child.

General Description:

Teach concept of bed, develop sequencing in making the bed.

Helpful Suggestions:

Associated lessons: III-62

Written by: Barbara Bennett for Sally Demars, Graduate Student, South County Regional Center

Developmental level: V-91

Associated Lessons: 111-62
Language Activities for Everyday Living Skills

Level VI (Mental Age 33-4.1 Years, Approximately)

Focus on Continued Development of Concepts and Verbal Expression:

Gross Motor:
- to balance carrying objects
- to go places and do things
- to act out or pretend in play
- to speak in sentences (3-4 words; not always correct)

Fine Motor:
- to feed self well, only occasional spills
- to manipulate objects to build or fit together (building blocks, puzzles)
- to read self well, only occasional spills

Language:

(Receptive)
- to point to all body parts
- to understand gestures (shake of head for yes and no)
- to point to many familiar objects on request

(Expressive)
- to ask "why" when asked to do a task to exert self in saying, "I do myself"
- to insist or request objects or requests

Focus on Continued Development of Concepts and Verbal Expression:

Level VI (Mental Age 33-4.1 Years, Approximately)
Experience:

Modality: Visual

Making Butter*

Materials:
- fine seive (strainer), spoon,
- small bowl, 1 pint heavy cream (allow cream to warm to room temperature),
- 2 clear jars with tight tops, salt and crackers (store butter for demonstration)

Setting:
- table work

Participants:
two-three or more

General Description:
to see before-after changes through discovery; to encourage watching, visual awareness

Activity:
"Let's make butter. " Do you know how to make butter that looks like this?" (show sample)

Place cream in jar--fill to half full. Tightly screw cap on. Let everyone shake and look. "Is is butter, yet?"
Butter will dramatically separate from milk. Then strain with help of strainer. No need to rinse butter, just "squeeze" out extra milk with back of spoon. Add a pinch of salt, mix, then let each person take a spoonful to taste and a knife-full of butter to spread on their cracker. Use for the morning snack.

Helpful Suggestions:
- Let individuals do as much of the preparation as possible, depending on their abilities.
- It is a must that they can see close-up what is happening.
- Bon appetit!

Associated Lessons: IV-65; V-77, 78, 79, 88, 90, 91

Written by: Jane K. Gates, Grant Coordinator
Developmental Level VI- 93
Experience:

*Make A Home*

Modality:

Visual and Auditory

Materials:

Art paper (9 x 18) white; one for each child, 1 optional: photos of mother and father.

Setting:

Table work

Participants:

Two-three or more

General Description:

Identification of family and home through simple art

Activity:

Teacher folds large paper in half and draws roof of house, two windows, and front door. In open doorway paste child's photo or draw (have child draw) child. In windows place photos or drawings of mother and father. Teacher talks about home and who lives there, as child cuts around 3 sides of windows and 2 sides of door (if child is unable to do such fine cutting). In open doorway paste child's photo or draw (have child draw) child. Teacher talks about home and who lives there, as child cuts around front door. Teacher talks about home and who lives there, as child cuts around front door. Teacher talks about home and who lives there, as child cuts around front door.

Helpful Suggestions:

Child may color a roof on house. Draw in windows.

Application:

Two-three or more

Setting: Table work

Participant: Child

Option(s): Photos of mother, one for each child.

Materials: Art paper (9 x 18) white.

Associated Lessons:

See page 95 for illustration.

Developmental Level VI-94

Written by: Jane K. Gates, Grant Coordinator

Modality: Visual and Auditory

Experience: Manipulative

Associated Lessons:

Staple or glue total house shut. See page 95 for illustration.
4. Have children cut through both thickness of paper and draw in roof.

5. Fold house together.

6. Paste roof, front door, and windows. Staple or paste house together.

1. Draw in roof. Front door and windows. Staple or paste house together.

2. Draw in two windows and front door. Cut out.

3. Paste photo of child in open door or have child draw self portrait. Do the same with placing Mother and Father in each window.

4. Have child color roof, front door, and windows. Cut open windows on three sides (through top paper only) so windows can be opened. Do same with front door. Cut. Draw in two windows and front door. Cut.

Experience: Language

Modality: Visual, Auditory

Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Associated Lessons: Vy-75, V-87

Setting: Setting: open classroom

Materials: Old clothing--all types and sizes

Participants: Three or more

General Description: To teach concept of family unit and review clothing unit

Helpful Suggestions: When discussing family unit, use snapshots of child's family when available.

Activity: After learning to identify pictures of mommy, daddy, baby, brother, sister (and grandparents), that, dress, shoes, and handbag.

Each child assumes role of one family member. Daddy: hat, shirt, tie, sport coat; Mommy: hat, dress, shoes, and handbag.
Experience: Manipulative

Modality: Visual and Tactile

Materials: Graham crackers, confectionery sugar, milk, flavoring (optional), several small bowls, spoons, knives, and napkins

Setting: Table work

Participants: Two-three or more

General Description: Improve fine motor skills involving mixing, spreading with a knife, and appropriate placement of small pieces; build self approval and approval of others; and enjoying a taste experience.

Activity: "Would you like to decorate cookies for a snack this morning? What do we need?" Let several children mix, several measure and pour, several add coloring. Make frosting fairly soft. Each child decorates two or three crackers with frosting, etc. Then show, sound, exclaim and taste! Several of the children "saved" one cookie to bring home--one child had never brought anything home before! This lesson was one of the first times all of the group became involved doing, sharing, and enjoying.

Helpful Suggestions: Several of the children "saved" one cookie to bring home--one child had never brought anything home before! This lesson was one of the first times all of the group became involved doing, sharing, and enjoying.

Associated Lessons: I-10, 11, 20; IV 65, 66

Written by: Jane K. Gates for Marcia Gagnon, Nurse and Teacher, Woonsocket Regional Center, Developmental Level VI - 97
Experience:

Manipulative and Language

Modality: Visual, Auditory and Tactile

Shave*

Materials: wash basin with water, towel, empty razor, mirror (improvise with cookie sheet), can of shaving cream, or whipped cream

Setting: table work

Participants: two-three or more

General Description:
develop awareness of self (degree of self-concept); observation of facial expression; discriminate textures--rough, dry, wet, smooth; develop fine motor control and self-help skills; encourage verbal expression

Activity:

Show picture of a man, and explain the difference as to why men shave, and women do not shave their face.

Teacher proceeds to perform, by direct participation using verbal explanation accompanied by gestures.

"I will wash my face, put shaving cream in my hand and spread it on my face. I will rinse the razor and remove beard from my face to make it smooth and clean. I will dry my face with the towel, and look in the mirror to see a neat and clean face."

Helpful Suggestions:

If possible have male subject with slight beard, so that the child can feel the difference.

Question each child whether or not they have observed their father shaving.

A can of whipped cream should be available for children who cannot fully participate in activity. Some children may not enjoy the shaving cream, but will respond well to whip cream.

Associated Lessons: I-19; 11-38; V-98

Woven by: Helen Millitte, Teacher Aide at Woonsocket Regional Center

Developmental Level: VI-95

*Written by: Helen Millitte, Teacher Aide at Woonsocket Regional Center

General Description: Develop awareness of self (degree of self-concept); observation of facial expression; discriminate textures--rough, dry, wet, smooth; develop fine motor control and self-help skills; encourage verbal expression

Associated Lessons: I-19; 11-38; V-98

Helpful Suggestions:

If possible have male subject with slight beard, so that the child can feel the difference.

Question each child whether or not they have observed their father shaving.

A can of whipped cream should be available for children who cannot fully participate in activity. Some children may not enjoy the shaving cream, but will respond well to whip cream.

Activity:

Show picture of a man, and explain the difference as to why men shave, and women do not shave their face.

Teacher proceeds to perform, by direct participation using verbal explanation accompanied by gestures.

"I will wash my face, put shaving cream in my hand and spread it on my face. I will rinse the razor and remove beard from my face to make it smooth and clean. I will dry my face with the towel, and look in the mirror to see a neat and clean face."

Helpful Suggestions:

If possible have male subject with slight beard, so that the child can feel the difference.

Question each child whether or not they have observed their father shaving.

A can of whipped cream should be available for children who cannot fully participate in activity. Some children may not enjoy the shaving cream, but will respond well to whip cream.
Musical Chairs

General Description: Training in listening.

Materials: Record, record player, rug.

Setting: Open classroom, squares.

Activity: In the style of musical chairs: play music. When music stops, child must sit on rug square. For each child, and start again. Do not use the elimination aspect, i.e., always have a square and start again. Do not use the elimination aspect, i.e., always have a square and start again.

Helpful Suggestions: Use slow music, but at an easily heard volume. Use whistle as signal to get up. Always have a square and start again.

Associated Lessons: 1-22; II-34, 35, 36, 37, 40

Written by: Jane K. Gates, Grant Coordinator

Developmental Level: V1-99

Experience: Gross Motor

Modality: Auditory
Unbuttoning Surprises*

Materials:
- picture with solid backing
- or picture puzzle which child enjoys, a piece of cloth that fits around picture, cloth should have 3 large button holes in order to be fastened around picture

Setting:
table work

Participants:
individual

General Description:
self-dressing and eye-hand coordination

Activity:
Have child unbutton cloth to get his picture or puzzle. Allow him to look at picture and enjoy the picture, or let him put puzzle together as a reward for having unbuttoned the wrapper. Demonstrate and tell child what he is to do. Encourage him in the process.

Helpful Suggestions:
If material is stretchy, it will fit over several sizes of objects. Material may button, snap, or lace shut. Give the child a reason to learn to button, snap, or lace! (J. Gates)

Assorted Lessons:
IV-69; V-86, 88

*Written by: Patricia Hallett, Grant Consultant

Developmental Level: VI-100

Participation: Individual

Setting: Table work

Materials: Picture with solid backing

Unbuttoning Surprises:

Experince: Manipulative

Modality: Visual
Experience:

Auditory

Modality:

Mailman*

Materials:

Mailman hat, rhythm instruments or doll that says "mama" when tipped over, have these wrapped in a brown paper package

Setting:

Circle activity

Participants:

Two-three or more

General Description:

Foster community awareness and sound identification

Activity:

Mailman comes in with packages. Shakes them. Ask children, "What does it sound like- what is in the package?" When one guesses give him package to open to discover if he has guessed right. Talk about mailman bringing letters and packages. You may want to have packages addressed to each child. Let him find his name. What is in the package? When one guesses give him package to open to discover if he has guessed right. Mailman comes in with packages. Shakes them. Ask children, "What does it sound like?"

Helpful Suggestions:

One can do this with a rhythm band. Have each instrument in a package. Have packages addressed to each child. Let him find his name. What is in the package? When one guesses give him package to open to discover if he has guessed right. Mailman comes in with packages. Shakes them. Ask children, "What does it sound like?"

Associated Lessons:

Poster community awareness and sound identification

Developmental Level: VI-101

Written by: Pat Hallett, Grant Consultant

Participates: Two-three or more

Skip: Circle activity

Materials: Mailman hat, rhythm instruments or doll that says "mama" when tipped over, have these wrapped in a brown paper package

Mailman
Experience:
Language Modality: Visual, Auditory
Snowmen
Materials:
large lightweight sheet of paper folded in half twice, scissors, magic marker
Setting:
circle activity
Participants: individual, or two-three

General Description:
January activity—visual training; concept of one-to-one counting

Activity:
Teacher folds paper and draws snowman. Be sure edge of hand and base touches folded edge. Have fun!

Materials: Large Lightweight sheet of of snow, etc., and by folding backpapers 4-7-2-1 and then there were none. They made of snow, etc., is he cold, several times it interests holds. Point out eyes, nose, arms, etc. Discuss, "Is he cold, number four?" Unfold #4 snowman, "One, two, three, four—aren't there anymore?" (No!) Repeat one, two, are they blue? Unfold #3 snowman, "One, two, three, little snowman, where is one little snowman—standing all alone. Unfold #2 snowman, "Two little snowman. Can't around pattern, unfold, and mark in facial features. Be cold so only one is showing. Say: "One little snowman—standing all alone. Unfold #1 snowman. "One little snowman--"Show me your eyes, nose, arms, etc. Discuss, "Is he cold, made of snow, etc."

Helpful Suggestions:

Associated Lessons: IV-73
Written by: Jane K. Gates, Grant Coordinator
Developmental Level: VI-102

Participations: Individual, or two-three
Setting: circle activity
Materials: Magic marker, scissors
Snowmen

Modalities: Visual, Auditory
Language: Language
Experience: Language Modality: Visual and Language

Materials: easel with paints, or Peabody Manikin, or Flannel Board

Setting: open classroom

Participants: two-three or more

General Description: Words can convey pictures; every time a word is added, the meaning changes. Encourage child to participate to be aware of details, and add more details himself.

Activity: Begin with simple sentence. "Here is a boy." (Just outline of boy) Add a red sweater. "Here is a boy wearing a red sweater." Paint in blue pants. "Here is a boy wearing a red sweater and blue pants." Continue adding details. "Here is a red apple." "Here is a red apple fell off of the tree." Begin simple and build a story. Have child tell story as he creates a painting story.

Helpful Suggestions:

Associated Lessons: IV-72

Written by: Jane K. Gates, Grant Coordinator

Developmental Level: VI-103

*Written by: Jane K. Gates, Grant Coordinator

Developmental Level: VI-103
**Experience:** Language

**Modality:** Visual, Auditory

**What, Where and How Many**

**Materials:** 3-6 styrofoam coffee cups

**3-6 small, familiar objects which will fit under cups**

(penny, ball, whistle, balloon)

**Setting:** Table work

**Participants:** Individual, or two or three

**General Description:** Visual recall--memory; review what, where, and how many; developing concentration

**Activity:** Have child (children) name each object. "What is this?"

"It is a **(cup)**."

As each object is named, drop it in a cup. Begin with only two objects. Tip cup over and ask, "What is under this cup?"

"(cup)"

As each object is named, drop it in a cup. Begin with only two objects. Tip cup over and ask, "What is under this cup?"

"(cup)"

Then show what is under cup. See if child can remember two, then three, then four items. Have child identify 3 items; remove one. Have him lift cups to discover which one is gone.

**Helpful Suggestions:**

Have child (children) name each object. "What is this?" Encourage full answer. "It is a **(cup)**."

Begin with only two objects. Tip cup over and ask, "What is under this cup?"

"(cup)"

Then show what is under cup. See if child can remember two, then three, then four items. Have child identify 3 items; remove one. Have him lift cups to discover which one is gone.

**Associate Lessons:**

IV-70

**Developmental Level:** VI-104

Written by: Jane K. Gates, Grant Coordinator

**Modalities:** Visual, Auditory

**Language:** What, Where and How Many
Experience: Language

Modality: Auditory

Simple Rhyme

Materials: none

Setting: floor activity

Participants: more than three

General Description: Verbal fun with rhyming: for listening, for meaning, and for following directions.

Activity: In the style of "1,2, Button my shoe."

Count holding up fingers

"One, two" "Three, four" "Five, six" "Seven, eight"

Teacher

"See my shoe" (pointing to shoe)

"Run, you are late!" (up, run around, sit down)

"Shh, the clock ticks" (point to clock)

"See the door" (point to door)

Helpful suggestions:

Associated Lessons:

Written by: Jane K. Gates, Grant Coordinator

Developmental Level: VI-105
Experience: Language
Modality: Auditory

Taking a Trip

Materials: comb, sweater, money, etc.
Setting: circle activity
Participants: two-three, or more

General Description: Interaction in a group; stimulate memory

Activity: Let’s pretend each of us is going on a trip. We’ll go around the circle and say “I’m going on a trip and I’m going to take...” and each bring something different. (Initially show actual objects until idea of sequencing is established. Let each child hold the item he adds to everyone’s memory. J. Gates)

Helpful Suggestions: If some member is stuck, then the other members can help him think of something to take. Discussion and participation are essential to this activity. Foods, clothing, favorite objects, pets, help keep the “trip” fun.

Associated Lessons: V-83

Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Developmental Level VI-106
Experience:
Language Modality: Visual, Auditory
Self-Descriptions*

Materials:
tape recorder, full length mirror near by

Setting:
circle activity

Participants:
two-three or more

General Description:
develop awareness of self; develop descriptive words; encourage verbal expression; provide for critical listening skills

Activity:
First activity of awareness series. Teacher describes self (taping description):

"I have blond hair. I have blue eyes. I am wearing a red dress. I am wearing black shoes."

Teacher plays tape back, pointing to each item named. Each child goes through same procedure. Use mirror as needed to enable person to see his whole self.

Helpful Suggestions:
Begin with three words only: "hair, eyes, nose." Using mirror, have each child tape his description. Begin with one descriptive sentence only, "I have blond hair." Have each child tape his description. Begin with one descriptive sentence only, "I have blond hair."

Associated Lessons: V-82

Associated Lessons: V-82

Participating: two-three or more
Setting: circle activity
Mirror near by
Materials: tape recorder, full length

Self-Description:

Modality: Visual, Auditory

Experience: Language

Written by: Jane K. Cares for Marcia Gagnon, Woonsocket Regional Center

Developmental Level: VI-107
Experience: Language
Modality: Visual, Auditory
Self-Descriptions

Materials: Tape recorder, full length mirror near by
Setting: circle activity
Participants: two-three or more

General Description: continued development of self-awareness; this activity begins awareness of others and fosters increased group interaction.
Activity: Second activity of awareness series. Teacher describes another member of the group, "I am wearing... Who am I?" Whoever identifies the person described may tape the next description, not of himself but of someone else, ending with "Who am I?"

Helpful Suggestions: This activity involves "pretending," pretending to be someone else, and you must describe him or herself. However, note that it is not the person described who must identify himself, but the person hearing the description. Teacher describes another member of the group. "I am wearing... Who am I?"

Associated Lessons: V-82

Written by: Jane K. Cates for Marcia Cagnon, Woonsocket Regional Center
Developmental Level: VI-108
Experience:

Language Modality: Visual, Auditory

Self-Description III

Materials: tape recorder, full-length mirror, Halloween masks, pictures of Halloween characters (witch, ghost, devil, etc.)

Setting: circle activity

Participants: two-three or more

Activity:

Third activity of awareness series. Let group look at and try on masks. Have them see themselves in the mirror. Talk about what kind of person a witch, (etc.) is. Pass picture around in the mirror. Talk about what kind of person a witch, (etc.) is.

Helpful Suggestions:

Point to outstanding features as person is describing character, such as: witch's black hat, witch's big nose, witch's black dress, witch's broom, etc. Many children can be identified.

Associated Lessons:

Can be identified.

Participations: two-three or more

Setting: circle activity

Characters (witch, ghost, devil, etc.)

Pictures of Halloween characters

Mirror, Halloween masks

Materials: tape recorder, full-length mirror

Self-Description III

Modality: Visual, Auditory

Language: Visual, Auditory

Written by: Jane K. Cases for Marcia Gagnon, Woonsocket Regional Center

Developmental Level: VI - 109
### Experience:

**Language**

**Modality:** Visual, Auditory

### Self-Descriptions IV*

**Materials:**
- Tape recorder, full length
- Mirror, pictures of community helpers, or pictures of animals, or any category of pictures desired

**Setting:** Circle activity

**Participants:** Two-three or more

### General Description:

Continued development of awareness; recognizing others through listening.

### Activity:

Fourth activity of awareness series. Discuss set of pictures—community helpers. Why do they wear rubber boots, badges, etc.? What do they do? Then have members tape descriptions ending with “Who am I?”

### Helpful Suggestions:

Associated Lessons: V-82

*Written by: Jane K. Gates for Marcia Gagnon, Woonsocket Regional Center*

---

*Developmental Level VI-110*
Experience:
Language and Lunch*

Materials: each child with his school lunch box or bag

Setting: table work

Participants: more than three

General Description:
To foster discussion and recognition of food

Activity:
Sitting around the table, each person in turn opens his lunch box. Taking each item out, one at a time, he describes to the class what he has brought. Helpful Suggestions: Be specific. Ask what kind of sandwich he has, what kind of bread it is on, what kind of fruit, etc.

Associated Lessons:
Developmental Level VI-III

Written by: Barbara Lacasse and Ted Polak, Teacher Aides, John E. Fogarty Center

Language: Visual
Modality: Visual

Language: Language
Modality: Language
Experience:
Modality: Auditory
Restaurant Lingo*
Materials: cutouts of food (breakfast-juice, eggs, cereal, toast; lunch, dinner)
Setting: table work
Participants: more than three

General Description: to foster discussion and recognition of food
Activity: Place picture cutouts of various foods on table. Tell child to "go into the restaurant and order your breakfast." When each person has done this, ask him what he has ordered (he should have these cutouts in front of him now) and then which he will eat first.

Helpful Suggestions: The "waiter" asks the "diners" what they would like for lunch. This is a good memory exercise, too. Diners may pretend to eat, and upon departing, "pay".

Associated Lessons: v-89

Written by: Barbara Lacasse and Ted Polak, Teacher Aides, John E. Fogarty Center
Developmental Level VI-11?
Experience:
Modality: Auditory

Manipulative Training

General Description: Teach child use of telephone

II-57

Materials: toy telephone, cassette tape recorder

Setting: quiet corner

Participants: individual or two-three

Activity:
1. With a toy telephone, have child practice dialing his own phone number.
2. On a cassette recorder - record a dial tone, pause, then record, "This is the Operator, may I help you?”, pause, “What do you want?” pause, “What is your name?”, pause, “What is your address?”, pause.
3. After child has mastered Parts I and II of this activity, on the same cassette recorder, record "One minute please, I'll connect you to the police, fire department, etc., etc.” Can I help you?”
4. Pause - then in another voice record, "This is the police station, fire house, etc.” Pause - then in another voice record, "This is the police station, fire house, etc.”

Helpful Suggestions:

Associated Lessons: I, 111-57

Written by: Ted Polak and Barbara Lacasse, Teaching Aides, John E. Fogarty Center

Developmental Level: VI-113
Experience: Manipulative

Modality: Tactile

Tracing to Handwriting

Materials: cookie sheet with clay or flour-paste spread smooth (this provides a medium in which to write)

Setting: table work

Participants: individual or two-three

General Description: teaching tracing and handwriting designed especially for the motor-involved child.

Activity: Get a smooth surface on which to "write." Place a shape on the clay. This will help a child or shaky hand make a smooth trace around shape. Eyes, etc. added to a circle or face. A triangle over a square for a house. Lollipop, ice cream.

Helpful Suggestions:

Particpation: individual or two-three

Setting: table work

Materials: cookie sheet with clay or flour-paste spread smooth.

 Associated Lessons: I-10, II-20; IV-64, 65, 66; V-90

Developmental Level - VI - 114

Written by: Jane K. Gates for Mrs. Mitchell, Teacher, Woonsocket Regional Center

Assocaed Lessons: I-10, II-20; IV-64, 65, 66; V-90

Developmental Level - VI - 114

Written by: Jane K. Gates for Mrs. Mitchell, Teacher, Woonsocket Regional Center

Associated Lessons: I-10, II-20; IV-64, 65, 66; V-90

Helpful Suggestions:

Particpation: individual or two-three

Setting: table work

Materials: cookie sheet with clay or flour-paste spread smooth.

Tracing to Handwriting

Modality: Tactile

Experience: Manipulative
Experience:
Language
Modality: Visual

Lemonade 5C*

Materials: pitcher, lemonade (can or mix), spoon, ice (optional), sugar, money (real money is best!), sign "Lemonade 5c"

Setting: Table used as "Lemonade Stand" and sign "Lemonade 5c"

Purchase supplies for next project—see page II6! Snack and even invite others in to buy. What others buy may provide the change ($) to match, measuring, watching, and TASTING! Sell up simple "stand" to sell. Sell morning mix, sell, buy, clean-up! Keep the whole group involved

Activity: Organize—what do we need? Who will mix, sell, buy, clean-up? Who will do the money

Helpful Suggestions:

Associated Lessons: II-3-4, 35, 36; III-3-56

Developmental Level—VI-115

Written by: Jane X. Gates, Grant Coordinator

Participants: two-three or more

General Description: to follow directions; to set-up a task and follow it through; to establish function and value of money.

Participation: two-three or more

Setting: Table used as "Lemonade Stand" and sign "Lemonade 5c"

Money (real money is best!), sign "Lemonade 5c"

Materials: pitcher, lemonade (can or mix), spoon, ice (optional), sugar

Modality: Visual

Language: English
**Experience: Language**

**Modality:** Visual, Auditory

**Materials:** popcorn, popcorn popper, oil, salt, paper cups, napkins, and butter (optional), sign, "Popcorn"

**Setting:** Table activity, Table Popcorn Stand

**Participants:** Two-three or more

**General Description:**
- To follow directions; to set-up task and follow it through; to see cause and effect
- To establish function and value of money

**Activity:**
- Let's pop corn. First we heat the oil, pour in corn, watch, listen, and smell! Add salt, butter (optional). Fill cups and sell as in preceding activity, page 115. Let everyone do as much as possible themselves.

**Helpful Suggestions:**
- This experience, like the one on page 115, is practical and provides fun and ways to introduce everyday living skills, e.g., making food, spending money, and working cooperatively.

**Associated Lessons:**
- 11-35, 34, 36, 111-56

**Written by:** Jane K. Gates, Grant Coordinator

**Developmental Level:** VI-116