



METRO
NASHVILLE
PUBLIC
SCHOOLS

Metro Nashville Public Schools (MNPS) Accessibility & Accommodations Resource Guide

***Adapted from and credit to Williamson County Schools Resource Guide
Updated 4/3/2020**

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Metro Nashville Public Schools Updates

Please note: The provided learning opportunities and resources **are not required and **do not** impact student grades, fulfillment of graduation requirements, or grade level advancement.*

NASHVILLE, Tenn. (March 29, 2020) – Metro Nashville Public Schools are continuing to serve their students and families during the closures caused by the COVID-19 public health crisis. Below are a couple of updates to previously announced programs:

Learning Opportunities

[As Dr. Adrienne Battle announced on Thursday](#), Metro Schools will be providing optional enrichment materials in grade-/age-appropriate packets at MNPS-run student meal distribution sites, including 16 schools and more than 40 bus stop locations, on Monday, March 30, and every Monday while school facilities are closed. These materials will also be online at <https://www.mnps.org/digitaltools> for students, parents, and teachers to download and use.

In partnership with MNPS, Nashville Public Television (channel 8) will begin airing educational enrichment programming targeted at all student age groups starting Monday, March 30. [More details available here.](#)

This week, district officials will be working with high school principals and staff to distribute MNPS-networked laptops to students who need them for credit recovery programs in order to graduate on time at the end of the 2019-20 school year in May. Principals and school staff will be contacting students and families identified as being in need, and there will be a hotline for reservations open starting on Tuesday, March 31, at 615-269-5956.

Breakfast and Lunch Meals

MNPS nutrition services and transportation teams were able to provide more than 22,000 breakfast and lunch meals across Davidson County last week and will continue to offer service on weekdays while school facilities are closed. Locations and times can be found online at <https://www.mnps.org/covid19>

In addition to the previously announced meal pickup locations, YMCA and Camp Widjiwagan will be providing meals to children under 18 at the following locations from 10 a.m. to 12:30 p.m. on weekdays:

- Camp Widjiwagan, 3088 Smith Springs Rd., Antioch, TN 37013
- Donelson Middle School, 110 Stewarts Ferry Pike, Nashville, TN 37214
- Margaret Maddox YMCA, 2624 Gallatin Pike, Nashville, TN 37216

Accessibility for English Learners

To access translated versions of this information please click [HERE](#).

MNPS Digital Tools: This page offers tools, links, and resources for continued learning opportunities and optional digital resources by subject area for your Metro Schools student. <https://www.mnps.org/digitaltools>

The ideas below can help your English Learner as they complete optional activities or resources.

Ideas for English Learners	Description/Options
Draw a picture	Instead of writing the answer to a question, have your child draw a picture to explain their thinking. They can label the picture in English or their native language.
Use native language	<ul style="list-style-type: none">• Practice asking and answering questions in both English and your child’s native language.• Allow your child to explain their thinking or retell a story using their native language.

	<ul style="list-style-type: none"> • Have your child read in their native language. • Read aloud to your child in their native language.
Chunk the text	Separate a long text into smaller pieces or “chunks.” Ask your child what they read after they complete each “chunk.”
Closed captioning	When viewing educational programming on NPT, turn on closed captioning so that your child can read the words in English as they hear them.
Home Items	Use items to help your child solve math problems (for example, beans, coins, any small items that can be used for counting). Find items in the house that resemble 2D or 3D shapes. Use recipes and cooking to help your child understand measurement and steps in a process.
Immersive Reader	<p>This accessibility feature can help your child read and understand text by:</p> <ul style="list-style-type: none"> • Changing font size, text spacing, and background color. • Allowing students to choose between two fonts optimized to help with reading. • Reading text aloud in English or other languages and changing the speed of reading. <p>Immersive Reader can be used for Microsoft Word files in Microsoft Office 365. Your child’s Office 365 login is their <u>first name + last name initial + last 5 of district id</u>. Ex. juans12345@mnpsk12.org.</p>
Microsoft Lens	Office Lens trims, enhances, and makes pictures of documents readable. You can use Office Lens to convert images to PDF, Word, and PowerPoint files. Office Lens is like having a scanner in your pocket. Printed and handwritten text will be automatically recognized so you can search for words.
Questions about Reading	<p>Below are some ideas for questions to ask your child before, during, and after reading a text.</p> <p>Before Reading: What are some things that you already know about this topic? What do you wonder?</p> <p>During Reading: What has happened so far? What do you think will happen next?</p> <p>After Reading: What was the most important part of what you read? What connections can you make to your own life or another book you’ve read? What questions do you have about what you’ve read?</p>
Homework Hotline	<ul style="list-style-type: none"> • https://www.homeworkhotline.info/resources • Teachers are available by phone at 615-298-6636 or 901-416-1234 from 4pm–8pm CST. Online chat is open 5pm–7pm CST.
Additional Supports for English Learners	https://tinyurl.com/tjezjah

General Accommodation for Students with IEPs or 504 Plans

Accommodation	Definition	Example(s)
Allow Movement and Breaks	Allow student to have frequent movement breaks to help with attention/focus	<p>Timer</p> <p>Brain breaks</p> <p>First/then statements (ex: first complete *insert task*, then you may *insert reward*)</p>
Calculator	A small electronic device used to make mathematical calculations using a keyboard and visual display.	Calculator on phone, computer, tablet, or hand-held calculator

Checks for Understanding	A periodic check of student understanding	Checking student's work to ensure he/she is understanding the material or asking if the student has any questions about the content
Chunking/Segmenting Assignment	Break assignments into smaller sections	Have students complete 5 problems at a time instead of the entire assignment at one time.
Grid Paper or Lined Paper	Paper with built in spacing to help organize and solve math problems such as long division, decimals, and fractions.	Grid Paper
Highlight Keywords/Points	Highlight or underline keywords/points within the text to maximize understanding Highlight clue words indicating the task the directions are asking them to do	Math - highlight key words that indicate the needed operation(s). Reading - highlight clue words for the task the questions are asking them to do.
Math Manipulatives	Any small objects used to help student solve math problems	Cereal Coins Blocks Crayons Skittles
Quiet Location	To ensure focus, ensure the student has a quiet location to work.	Student works away from environmental distractions such as TV, siblings, center of the home
Redirection	Prompting to refocus attention to the current task.	"You've been doing a great job, let's keep working"
Repetition/Rephrasing	Rephrase/Reword the question or directions in a way that students can understand Repeat the directions or questions as needed for task completion	Simplify or re-explain the directions by using language at the level of a child's understanding. Take unnecessary words out of questions or directions to simplify

Rewards and Reinforcers	Provide a reward to reinforce good choices upon completion of tasks or a specified number of tasks.	Student chooses their favorite activity Stickers Star on paper Positive reinforcement (nice work)
Scribe	A person will write a student's answer as they dictate it, word-for-word.	If your child states "the boy runned at the park" you will write the answer exactly as they stated it. *Do not correct grammar*
Speech to Text	Students can talk while the software will type what they say. Remember to say punctuation marks ex. "period"	Google Voice Typing Dictate in Microsoft Word Online Dictation on mobile devices
Text to Speech	Software will read the text on the screen	Immersive Reader in Office365 Google Read & Write (extension) Speak Screen feature on mobile device.
Visual Aids	Visuals such as pictures, charts, or drawings that help students complete a task.	Multiplication Chart 100s Chart Graphic Organizers Task Strips Checklist
Word Processor	Any technology that can be used to type a response	Google Docs Microsoft Word

Behavior Supports Resources

Behavior Apps

App Name	App Function	Targeted Age
Visual Countdown Timer	Visual Timer (with real pictures)	All ages
Visual Timer	Visual Timer (with colors)	All ages
StickerPOP!	Incentive/ Sticker Chart	All ages
Trello	Scheduling/ To do Lists	Middle school or older

<p>Starfall FREE</p> <p>Starfall ABCs</p> <p>Starfall Learn to Read</p> <p>Starfall It's Fun to Read</p>	<p>Educational</p>	<p>All ages of early readers</p>
<p>ABCya!</p>	<p>Educational</p>	<p>All ages of early readers</p>
<p>Model Me Going Places 2</p>	<p>Social/Emotional Regulation</p>	<p>All ages</p>
<p>Autism Emotion</p>	<p>Social/Emotional Regulation</p>	<p>All ages</p>
<p>Social Story Creator & Library</p>	<p>Social Stories</p>	<p>All ages</p>
<p>Sesame Street and Autism</p>	<p>Social/Emotional Skill Building</p>	<p>Early childhood and up</p>

Online Behavior Resources

Resource Name	Link	Description
<p>University of South Florida Family Engagement Page</p>	<p>https://challengingbehavior.bcs.usf.edu/Implementation/family.html</p>	<p>Contains resources across a variety of languages on teaching social/emotional skills, addressing problem behavior (found under “backpack connection”), family connection (teaching play skills), social stories, and general resources.</p>
<p>Autism Speaks</p>	<p>https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit</p>	<p>“Challenging Behaviors Toolkit” contains videos for parents to watch.</p>
<p>Child Mind Institute - Guide to problem behavior</p>	<p>https://childmind.org/guide/parents-guide-to-problem-behavior/</p>	<p>Contains information on providing reinforcement for appropriate behaviors, setting boundaries/not delivering rewards for inappropriate behaviors, how to deliver instructions, and helping deal with emotions</p>
<p>Handwriting Heroes</p>	<p>https://appytherapy.com/handwriting-heroes/</p>	<p>Our playful heroes teach students how to form their letters through captivating</p>

		stories, hilarious animations, and catchy songs. The format is simple, and the pace is fast!
GoNoodle	https://www.gonoodle.com/	GoNoodle® engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!
Walkabouts Active Learning Platform	http://info.activedinc.com/co-vid	Walkabouts are more than brain breaks! Our web-based lessons activate Pre-K through 2nd grade curriculum with fun, standards-based movement.
Vanderbilt Kennedy Center	https://vkc.mc.vanderbilt.edu/HealthyBodies/	A guide for puberty written for parents of individuals with disabilities which includes booklets for males and females in English and Spanish.
Token Board/Economy	http://www.educateautism.com/token-economy.html	Contains information about creating a token board and how to use a token board
Token Boards/Schedules/Behavior Charts	http://www.victoriesnautism.com/behavior-charts-token-systems-and-schedules.html	PDF files of charts, schedules, and templates

Sensory Resources and Activities

Early Childhood/Elementary:

- Using headphones or earplugs to help with noise
- Using lotion to help with touching or itchy skin
- Smellies: like essential oils or smelly Chapstick
- Silly Putty or Wikki Stix
- Oral tools such as gum, star bursts, crunchy snacks
- Using fidgets
- Using timers
- Opportunities for movement that involve heavy work and use of both sides of the body (e.g., obstacle courses, swinging, climbing, etc.)
- Using weighted or compression items

Middle/High:

- Using ear buds, headphones, or earplugs to help with noise

- Using lotion to help with touching or itchy skin
- Smellies: like essential oils or smelly Chapstick
- Silly Putty or Wikki Stix
- Oral tools such as gum, star bursts, crunchy snacks
- Using fidgets
- Using timers
- Using weighted or compression items
- Opportunities for movement that involve heavy work and use of both sides of the body (e.g., obstacle courses, swinging, climbing, etc.)

Example Sensory Diet

1. Wake up
2. Big, chewy bagel and a thick smoothie for breakfast while sitting on an exercise ball
3. Basket of stress balls/sensory balls, or silly putty to fidget with on the car ride to school
4. Allowance for “down time” upon arrival in the classroom – computer time, working a challenging puzzle
5. Oral motor strategies available throughout day – gum, now-n-later candy, lollipops, etc.
6. Send chewy/crunchy snacks, or those that require a straw – thick yogurt through a straw, applesauce through a straw, bagels, Twizzlers, Use Twizzlers as a straw for yogurt, beef jerky, big pretzels, etc.
7. Daily classroom responsibility – something that requires student to use muscles like moving desks, holding a door open at a certain time, carrying library books, pushing a cart, etc.
8. Sitting on move-n-sit, or using a weighted lap pad, throughout day when at a desk
9. Encourage swinging and peer engagement as much as possible when at recess and in PE
10. Provide “down time” in car and once at home, have a basket of balls/silly putty available
11. Any kind of heavy work for at least 15-20 minutes before starting homework – playing outside, vacuuming, mopping, sweeping, unloading groceries, helping prepare veggies for dinner, etc.
12. Sit on a ball or a move-n-sit while doing homework, and when it is an option, do written work on a vertical surface [either standing or while seated on ball].
13. Bath time – provide shaving cream or foamy soap to write and play with in tub
14. Wrap snugly in a blanket while reading before bedtime and cover with as many blankets [or a weighted blanket] to provide extra pressure... or try TIGHT fitting pajamas
15. Start over again tomorrow!

Online Sensory Resources

Name	Link	Description
Childhood 101	https://childhood101.com/sensory-play-ideas/	A list of general sensory play activities to promote brain development.

Zones of Regulation	www.zonesofregulation.com	A learning program with strategies to support self-regulation and social skills.
Learning4Kids	https://www.learning4kids.net/list-of-sensory-play-ideas/	A list of sensory play/messy play activities to develop gross and fine motor skills, coordination, concentration, etc.

Motor Development Activities and Resources

The Six Building Blocks for Motor Development

Sitting Posture and Core Strength

Refers to the ability to be able to sit upright without using their arms for support.

Shoulder Development

Refers to the ability to be able to move and control their arm and hand movements.

Arm and Hand Control

Refers to the ability to control objects they are holding or manipulating.

Pencil Grasp

Proper sitting posture, shoulder strength, and finger control will allow your child to use an appropriate grasp when holding a crayon or pencil.

Bilateral Hand Skills

Refers to the ability to use your hands together to accomplish a task. This is necessary for writing (one hand writes while the other prevents the paper from slipping) and cutting (one hand holds the scissors while the other hand holds or turns the paper).

Visual Motor Control

Visual motor control is the ability to coordinate your eyes, arms, and hands to complete fine motor activities.

Early Childhood Motor Development Activities (ages 3-5)

Scissor Use / Cutting

Learning to use scissors in a controlled way takes lots of practice. Make it fun by using a variety of materials to cut, as in the list below. Cutting materials that are stiff and thick are easier to cut than thin and flimsy materials. For example, it's easier to snip a plastic straw than cutting a string. Card stock paper is easier to learn on than thin tissue paper or regular paper.

Encourage your child to keep "thumbs up"; that is, when cutting, the thumb on the scissor hand and the thumb on the hand that is holding the paper or object should both be up toward the ceiling.

Look for scissors that have a large hole to fit 2 fingers and a smaller thumb hole. The index and middle fingers should be in the large hole. Two fingers opposing the thumb gives them more power for controlling the scissors. The ring and pinky fingers should be tucked into the palm.

<p>Snipping</p> <ul style="list-style-type: none"> · licorice laces or Twizzlers: glue on paper to take a picture · plastic straws: string up the pieces to make a necklace · Styrofoam packing peanuts · Play-doh and putty · string cheese · hot dogs, French fries · dandelion (or other flower) stems and leaves · short strips of paper to make paper chains · edges of paper plates, Styrofoam plates and cups · edges of index cards 	<p>Cutting Straight Lines</p> <ul style="list-style-type: none"> · place 2 rows of stickers or dots on a card or paper; practice cutting in between the rows · draw a wide line (1/8 to 1/4-inch-thick) to cut short strips of paper to make paper chains · cut up junk mail in strips · cut along straight lines to cut out coupons
<p>Cutting Shapes</p> <ul style="list-style-type: none"> · circles: cut out the inside circle of a paper plate or along the edge · draw triangles, circles, and squares on small squares of paper (card stock or index cards are best) that are only slightly larger than the shape. It's easier at first for the child to cut off corners or edges to learn how to cut out the shape. 	<p>Complex Cutting</p> <ul style="list-style-type: none"> · cut up magazine or catalog pictures to make puzzles or collages · cut up used greeting cards to make a collage · fun projects: snowflakes (using folded paper), paper airplanes, paper chains · use scissors to cut out circles, triangles and square shapes

Grips on Tools / Writing Utensils

People hold pencils and other writing tools in a variety of ways. The most common grip is called a "tripod" grip. This involves pinching the pencil between the pads of the thumb and index finger while the pencil rests on the side of the middle finger. Many people use a quadruped grip which is similar except two fingers are on top of the pencil opposing the thumb and the pencil rests on the side of the ring finger. There are many variations. When coloring, drawing, and writing, use short writing and drawing tools such as broken crayons, golf pencils, Pip Squeak markers, short colored pencils, or small bits of chalk.

Drawing and Writing Activities

Copy crosses, squares, and X's in a top to bottom direction	Draw people, animals, and objects
Use multisensory materials to keep drawing and pre-writing interesting, such as drawing in shaving	Use coloring books to color within the lines of the picture

cream, whipped cream, pudding, hair gel, finger paint, sand, etc.	
Print a few capital letters	Practice writing first name

Fine Motor Activities

<p>Interlocking Construction Toys</p> <ul style="list-style-type: none"> • Mega Blocks are large sized Legos and are best for preschool age children • Bristle (Krinkles) blocks are also a good choice for preschool age • Legos, Tinkertoys, and K'nex are best for older children • Pop beads: large size for preschool, small (play jewelry type) for older children • Linking chains 	<p>Clothespin Games</p> <ul style="list-style-type: none"> • Use the <i>pads of the thumb and index finger</i> to open the clothespin rather than pinching it open against the side of the index finger • When pinching open, try alternating each finger to squeeze opposite the thumb. • Place clothespins along the top of a container and then on top of each other to construct a design. • Pick up small objects with the clothespin: cotton balls, pompoms, crumpled paper, beads, pegs, etc. • Attach several clothespins along the bottom hem of the shirt and then pull them off. • Place clothespins around an index card • Hang up pictures or plush toys on a string, like a clothesline.
<p>Hole Puncher</p> <ul style="list-style-type: none"> • Punch holes along strips of paper (1 to 2 inches wide) or along the edges of a sheet of paper or paper plate. • Use hole punch clippings to make confetti or 'snow' to glue on paper for pictures • Grip style hole punchers are easier for children to use, rather than the small punchers that require a strong pinch to operate. 	<p>Water Play</p> <ul style="list-style-type: none"> • Spray bottles: help water plants or spray the windows to clean, play with it in the bathtub, play outdoors in warm weather. • Add food coloring to make spray bottle pictures in the snow. • Water guns and squirt toys: outdoor summer fun as well as in the bathtub. • Sponges: squeezing to wring out the water is great for strengthening hands and forearms. • Help wash the car, wash toys and dolls in the sink or bathtub, squeeze sponges on your friends during water play outdoors, bring a bucket or cooler filled with water and sponges to cool off on a hot day when on picnics, soccer games and other outings.
<p>Doughs and Putty</p> <ul style="list-style-type: none"> • These are all excellent materials for squeezing, squishing, pushing, pulling and molding 	<p>Bubble Packs</p> <ul style="list-style-type: none"> • Pop the bubbles on large or small bubble pack by pinching with thumb and index finger

<ul style="list-style-type: none"> • Try hiding small objects (beads, pennies, beans) inside and then try pulling them out • Use a rolling pin to flatten it out, then use cookie cutters to make shapes • Silly putty, play-doh, Sculpey, bread dough, modeling foam (Crayola Model Magic) • Encourage play with clay, therapy putty, etc. 	<ul style="list-style-type: none"> • Pop the bubbles by pushing down on bubbles when sheet is placed on a hard surface
<p>Pinch Strengthening</p> <ul style="list-style-type: none"> • Tongs, tweezers, connected chop sticks, strawberry hullers: use these to pick up small objects for sorting, such as beads, marbles, beans, pompoms and cotton balls. • Corn cob holders or large push pins (thumb tacks): Place a picture over a sheet of craft foam or cork board (or trivet). Then use the push pin or corn cob prongs to punch holes along the lines of a picture. Hold it up to let the light shine through. • Push a toothpick point into a Styrofoam tray or plate, or in aluminum foil placed over craft foam or corkboard, to make a picture. • Dress up dolls: requires a surprising amount of hand strength and endurance 	<p>Squeeze Toys and Materials</p> <ul style="list-style-type: none"> • Foam balls, animals, and shapes • Tennis ball "Hungry Guy" (tennis ball with a "mouth" cut open) -squeeze the ball, the mouth will open. Hide pennies, pegs, beads and other small things inside. Squeeze to open and shake out the contents, then feed the "hungry guy" by slipping in the "food". The wider the slit, the easier it will be to open the mouth wide. Start with a wide slit for young children. • Rubber "pinky" balls • Bulb syringe (usually in infant supply sections of stores) or turkey baster to squirt water or have a race by squeezing them to blow cotton balls and pompoms across a finish line. • Craft activities that require using bottles to squeeze: glue, glitter glue, puffy paint, fabric paint, etc.

Early Childhood and Elementary Motor Development Activities

1. Sitting Posture, Core & Shoulder Strengthening Activities

- Pushing heavy objects (chairs, bags of leaves, shoveling dirt, raking leaves, taking out the garbage, carrying in groceries)
- Pushing/Pulling games
- Wheelbarrow walk
- Animal walks (bear walk, crab crawl, snake crawl, donkey kicks)
- Crawling hide and seek, crawling forward and backward
- Cooking (kneading dough, stirring cake mixture, rolling dough)
- Working on vertical surfaces (finger paint on an easel, finger paint using shaving cream in the shower, drawing, coloring or writing on an easel, etc.)
- Lying on their stomachs using their elbows to prop them up while listening to a story, coloring, drawing, writing, watching TV (Encourage your child to keep their chest off the ground when

lying on their stomachs) Playing “superman” [head, chest. Arms, legs held off the surface for 20 counts]

- Blow pens or blowing through straws to move paint or marbles or pom poms. These special mouth markers will increase your child’s stomach muscles, which will help increase their posture and fine motor development.

2. Hand and Finger Strength & Coordination (which will help your child develop the appropriate pencil grasp)

- Lacing or threading activities (macaroni, straws, blocks, etc.)
- Paper tearing (to make or decorate a picture or frame)
- Using tongs, tweezers, or clothespins to pick up small objects
- Use water bottles to spray sidewalk chalk, windows, to pop bubbles, etc. (squeezing water bottles targets the same muscles needed for coloring and cutting!)
- Cutting thick construction paper for crafts
- Peeling the wrappers off crayons and break their crayons (using small pieces of chalk, crayons or golf pencils strengthens your child’s finger and wrist muscles!)
- Play games with small pieces (Bed Bugs, Hi Ho Cheerio, LEGOS, Operation, Pick up sticks)
- Making eyedropper paintings
- Shaving cream or finger-painting pictures
- Playing with Play-Doh, putty, or clay

3. Bilateral Hand Activities

- Crawling races: Such as crab walk, bear walk, etc.
- Craft activities (cutting, gluing, tracing, mazes)
- Lacing or threading objects
- Cooking (kneading, stirring, rolling, whisking)
- Games requiring use of two hands (Twister & Simon Says)
- Ball games
- Playing with Play-Doh and clay

4. Visual Perceptual/Motor Activities

- Mazes
- Dot to Dots
- Tracing over straight and curvy lines
- LEGOS and making block designs
- Writing letters and numbers in shaving cream, finger paint, pudding and sand
- Puzzles
- I spy or Where’s Waldo games/book
- Playing games such as memory

Middle and High School Motor Development Activities/Practice

1. Sitting Posture, Core & Shoulder Strengthening Activities

- Wheelbarrow walk lie on the exercise ball and walk out on your hands, then walk back. Maintain the position and throw at a target
- Superman pose: lying on stomach and lifting arms and legs off floor, hold 20 seconds.
- Swinging
- Sit ups, ball posture, bring chin to chest and curl up holding knees with hands, hold 20 seconds
- Riding a bike
- Sitting on an exercise ball, reach to the floor to pick up items and return to sit maintaining balance
- Pushups either on the floor or against the wall

2. Hand and Finger Strength & Coordination (which will help your child develop the appropriate pencil grasp)

- Pop Bubble Wrap or have a Bubble Wrap Race - get the small bubble wrap and give everyone an equal portion, have a race to see who can pop all the bubbles first
- Wiping down windows and appliances - vertical surfaces.
- Crumpled Paper Basketball (or soccer ball) – crumple up pieces of newspaper, or scrap paper, until it is big enough to make a “ball” then tape it together and shoot/kick it until you need to make another one.
- Folding clothes, matching and folding socks
- Writing letters to friends or family
- Making jewelry: with beads, strings, friendship bracelets, or looms
- Origami
- Cooking: making simple snacks, spreading, stirring
- Playing card games
- Counting or sorting coins
- Board games with small pieces
- Art projects with painting, coloring, tearing paper, gluing

3. Bilateral Hand Activities

- Movement songs
- Yoga
- Jumping jacks
- Animal walks
- Craft activities
- Lacing or threading activities
- Games such as twister or Simon says

4. Visual Motor/Perceptual Activities

- Mazes
- Word search
- Puzzles
- Drawing
- Playing games such as memory
- Lacing activities
- Lego kits

Gross Motor Activities

Strengthening/Core Exercises

1. Tummy Play

- Lay on your tummy, up on your elbows.
- No propping your chin on your hands.
- Keep your legs as straight as you can, stretched out behind you
 - **Activity Ideas:**
 - Read a book
 - Play dough games
 - Sticker games
 - Manipulatives/blocks/magnetic tiles
 - iPad games

2. Tall Kneeling

- Position yourself up tall on your knees
- Do not sit down on your heels, stay up tall on your knees
 - **Activity Ideas:**
 - Tossing a ball/balloon back and forth
 - Bouncing a ball to a person
 - Bouncing a ball to the wall
 - Painting/drawing on a paper hung on the wall
 - Puzzles/Games in front of the couch

3. Superman

- Lay on your belly with arms out in front, slowly lift head, chest, legs and feet at the same time (stomach and hips should be the only thing touching ground)
- Work on arm position first: hit a rolled or tossed ball with both hands or with alternating hands
- Work on maintaining head, chest, and arms in correct position between hits with the ball
- Work in short bursts (1-15 seconds) and focus on increasing QUALITY of the position and then increase how long the child can hold it.

4. Hands and Knees:

- Position yourself on hands and knees
- Hold your tummy up and flat and keep your feet on the floor
 - i. Activity ideas:
 - Reaching for pieces of a game
 - Texture play on the floor
 - Texture play on the wall/mirror
 - Freeze game/animal pretend play

5. Popcorn Exercise

- Have your child lay down, supine (back) on the floor, with arms and legs extended
- Encourage the child to bring chin to chest and curl up by supporting knees with their hands

- Then, with control over their movements, have the child bring their body back to its original position
- 1. Stretch, 2. (curl up) Cross arms, head up, feet and knees up, 3. POP!!

6. Leg Extension Activities

- Start with back on the floor, head and feet up with support through your elbows by your side.
- Work on leg extension exercises with tossed or suspended ball
- Hips should be flexed about 90 degrees and feet remain off the floor
- Encourage head up with long neck for leg extension activity
- Encourage legs working together and then alternating

7. Reverse Tabletop Exercise

- Come to sitting with your palms flat behind you and the soles of your feet flat in front of you
- Lift your buttocks to create a table (like the beginning of a crab walk position)
- Work on flat tummy (no sagging) for short bursts (1-15 seconds) and focus on increasing QUALITY of the position and then increase how long the child can hold it.
- When the child is able to hold the position with good alignment, begin lifting and straightening one leg at a time

8. Dog Position Activity

- This exercise is built upon the skills learned in popcorn/supine flexion work.
- Pull into partial popcorn position initially and then touch one hand or elbow to the opposite knee in an alternating pattern
- This exercise is good to use during memory or spelling work to help increase memory work and recall of information
- This exercise also supports processing speed.

9. Tree Activities

- Begin teaching standing on one foot by supporting the child at the hip joint and then fading your support to finger-tip touch. When child can maintain balance on one foot with finger-tip touch for 10 seconds, you are ready to move to the next step
- Encourage the child to place their hands on their hips or stretched out to the side while standing on one foot.
- Encourage them to maintain balance skills for increasing periods of time, building to at least one minute
- Make it harder by repositioning flexed leg into an abducted/angle position with the foot resting on the opposite knee
- Make it harder by repositioning the hands touching above the head
- Build tree strength in the new positions to at least 60 seconds
- Work on dynamic balance by standing on one foot and reaching with arms to complete a task or reach down to the ground to pick up objects.

Other Gross Motor Activities for Kids

1. Balance Boarding/Pillows.

- Stand on a balance board or pillows
- Fun way to help improve your child's balance and coordination while also getting the wiggles out

2. Balloon Tennis

- Grab a couple of fly swatters, paper towel rolls, pool noodles (cut into 24 in pieces) and blow up some balloons. Hit the balloon back and forth or toward a target.

3. Tightrope Walking

- All you need is a bit of masking tape and a little imagination, and you can make all kinds of tightrope obstacle courses using your child's favorite toys.
- A simple example is to have him/her walk from one end of the room to another with an object in each hand and then have him/her stand on a step stool at the end of the "tight rope" and bend over to place each object into a bucket.

4. Stair Scavenger Hunt

- Using 2 puzzle sets, create a scavenger hunt on your staircase.
- Have your child choose 1 puzzle piece from a bucket and then walk up the stairs to find the matching piece.
- If able, don't use handrails while walking up and down the stairs and make sure your child crouches down into a squat position when picking up each puzzle piece

5. Egg/ball races

- You can make this as easy or as hard as you want to. All you need are large spoons and an egg/ball/pom-pom
- Start with a simple race across your living room, and then make the game more difficult by putting blankets and pillows on the floor.
- You can also have your child switch between his right and left hand to add an even bigger twist.

6. Animal Walking

- Write a bunch of different animals on different pieces of paper, throw them into a hat, have your child randomly choose a few, and then have them walk across the living room while pretending to walk like the animal he chose
- Let the rest of the family try and figure out what animal he is

7. Simon Says/Red light Green light

- If you have multiple kids, let them take turns being "Simon" or the one that says "red" or "green"

8. Twister

- If your child has weak core muscles, this classic party game offers a brilliant way to engage the core while still having fun.

9. Fun with Pillows

- You can do a lot of core exercises for kids with pillows
- If you have a couch with big pillows, set them up on the floor and ask your child to turn them over as many times in a row as possible
- You can also have them drag big pillows from one end of the living room to the other end. To make this more challenging, add a couple of toys on top of the pillows while dragging and see how long your child can drag without the toys falling off.

10. Bike Riding

- Riding a bike/tricycle is one of many fabulous gross motor activities for kids
- Work on keeping feet on pedals first and work on a slight downward slope for more feedback because the bike/tricycle will roll with the slope.

11. Jump Rope

- Start with just jumping over a rope or line if swinging the jump rope is too difficult.
- Progress to starting with rope behind your child, have your child flip it forward over their head, then jump over it. This is a 3-step process:
 - start with rope behind feet,
 - flip rope over head to front of feet
 - jump over rope while holding handles of jump rope
 - repeat

12. Hide and Seek

- Classic game the whole family can play.
- One family member counts, while others hide throughout the house, then counter searches house for all the family members.

13. Yoga/dance parties

- Many online resources: Go Noodle, Yoga Time! Yoga for Kids!
- “Dancing” Sidesteps
- With assistance as needed, turn on some preferred music and sidestep across the floor, then back the other direction

14. Wall Slides

- Position back against a smooth, flat surface, slide down to a mini-squat position and back up again.

15. Wall Pushups

- Position hands on a wall, shoulder width apart. Lean forward allowing elbows to bend, keeping trunk and hips straight. Push away until elbows are straight.

16. Stair Climbing

- With assistance and handrails as needed, incorporate stair climbing several times a day

17. Picking Up

- Practice stooping down to pick up items from the floor. Place items or toys on a coffee table or couch if unable to safely reach the floor.

18. Curb Negotiation

- Practice stepping up and down a curb or single step. Provide hand-held support as needed for safety

19. Play and sing “YMCA” by the Village People with hand motions

20. “Ride” a rolling chair, using feet to propel backward and forward across the floor or garage.

21. Pushing and pulling laundry baskets or cardboard boxes across the floor

22. Put objects on the counter and a box or basket on the floor and have the child put the objects into the box one at a time alternating right and left sides

Online Resources for Motor Skills

Name	Link	Description
Connecting for Kids	https://connectingforkids.org/Previous-Speakers	Family education website that addresses topics such as anxiety, fine and gross motor issues, sensory issues, social skills, attention issues, etc.
The Inspired Treehouse	https://theinspiredtreehouse.com/hand-strength-35-fun-activities-for-kids/	Activities for kids that facilitate hand strengthening
The OT Toolbox	https://www.theottoolbox.com/improving-pencil-grasp-with-fine-motor/	Activity ideas from an occupational therapist that address skills such as pencil grasp, pencil control, fine motor strengthening, in-hand manipulation, etc.
Your Kid’s Table	https://yourkidstable.com/proprioceptive-activities/	A look at the proprioceptive sensory system and proprioceptive activities that promote calming and organization of the central nervous system.
Typing Club	Typingclub.com	A web-based learn-to-type program that includes leveled typing lessons, games, and videos to promote typing skills.
ABCya!	Abcya.com	A common core-friendly website with various learning games and activities that are leveled from pre-K to grade 6+
The Imagination Tree	www.theimaginationtree.com	Includes lots of learning-through-play activities for young learners.

Lakeshore Learning	www.lakeshorelearning.com	Lakeshore’s “Learn and Play at Home” resources.
Buggy and Buddy	www.buggyandbuddy.com	A variety of learning activities for young learners that include motivating crafts and science projects.
Education.com	www.education.com	A wealth of educational resources that include guided lessons, lesson plans, workbooks, printable worksheets, common core resources, etc.
Fun Learning for Kids	www.funlearningforkids.com	Offers low-prep printables for differentiated instruction. Includes letter learning, math, literacy, science, and art activities.
Therapy Street for Kids	http://therapystreetforkids.com/fm-strength.html	A bountiful list of hand strengthening activities for kids.
OT Mom Learning Activities	http://www.ot-mom-learning-activities.com/hand-exercises-for-kids.html	Activities for both gross and fine motor strengthening.
Hands-On As We Grow	http://handsonaswegrow.com/objects-fine-motor-skills/	A list of objects/materials that can be used to promote fine motor and eye-hand coordination development.
Royal Children’s Hospital	http://www.rch.org.au/uploadedFiles/Main/Content/ot/InfoSheet_E.pdf	Occupational therapy ideas for grip strength, hand and finger strength, pinch strength, etc.
Make the Grade - OT	http://make-the-grade-ot.com/Hand%20Strengthening.pdf	Hand strengthening activities to promote pencil grip from Carrie Lippincott OTR/L
School – OT.com	http://www.school-ot.com/fine%20motor%20activities.html	A website with links to resources that target specific upper extremity motor skill areas such as shoulder and postural stability, in-hand manipulation, hand and finger strength, bilateral coordination, etc.

English Language Arts Resources

Accessibility Guidance

Graphic Organizers

Graphic organizers are a helpful tool for students to help structure their thoughts through an illustration as part of the writing process. Graphic organizers can be structured to help generate/organize ideas, determine

main ideas, order and sequence, compare and contrast, show a process, or learn vocabulary. Follow the links below to access a variety of graphic organizers that students may find helpful:

Holt Interactive Graphic Organizers. Follow this link to access:

<https://my.hrw.com/nsmedia/intgos/html/igo.htm>

Houghton Mifflin Harcourt: Graphic Organizers. Follow this link to access:

<https://www.eduplace.com/graphicorganizer/>

Tech & Learning: Top 15 Popular Graphic Organizers. Follow this link to access:

<https://www.techlearning.com/tl-advisor-blog/9736>

PBS Learning Media

PBS provides learning videos across a variety of skill areas. Students and parents can also search the site for resources based on a student's grade level or specific subject area. The English Language Arts section has resources for literature, informational texts, reading foundational skills, writing, speaking and listening, language, reading in history/social studies, reading in science/technical subjects, and writing for history, science, and technical writing.

Follow this link to access: <https://tn.pbslearningmedia.org/subjects/english-language-arts-and-literacy/>

Storyline Online

Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Each book notes a suggested reading level as well as video running time. In addition, each book has an activity guide for teachers (red tab) and some include a parent activity guide as well. Follow this link to access: <https://www.storylineonline.net/>

Unite for Literacy

Unite for Literacy provides free digital access to more than 100 picture books, narrated in a variety of languages including (but not limited to) English, Spanish, Arabic, German, and Chinese. These books are recommended for students on a lower reading level (e.g. K-1).

Follow this link to access: <https://www.uniteforliteracy.com/>

ELA Content Activities and Resources for Beginning/Emerging Skills

Do2Learn

Do2Learn has educational resources across a variety of areas. For ELA, we encourage families to look at the literacy section which includes activities for early literacy skills, phonics, reading comprehension, and sight words.

Follow this link to access: <https://do2learn.com/academics/Literacy/index.htm>

Into the Book

Into the Book is a reading comprehension resource for elementary students that focuses on eight research-based strategies: Using Prior Knowledge, Making Connections, Questioning, Visualizing, Inferring, Summarizing, Evaluating and Synthesizing. Each area has a video that reviews the skill and an activity for students to practice. Parents and students can create a login to save their progress in activities, but this is not required to access activities.

Follow this link to access Into the Book: <https://reading.ecb.org/student/entry.html>

PBS Learning Media

PBS provides learning videos across a variety of skill areas. Students and parents can also search the site for resources based on a student's grade level or specific subject area. The Reading Foundational Skills section includes print concepts, phonological awareness, phonics and word recognition, and fluency.

Follow this link to access: <https://tn.pbslearningmedia.org/subjects/english-language-arts-and-literacy/reading-foundational-skills/fluency/>

Reading Bear

Reading Bear provides videos and activities for students needing practice with phonics. Lessons range from short vowel sounds to vowel teams to digraphs to three/four syllable words. Activities have options for students to practice with and without audio modeling. In addition, quizzes are available after each lesson to monitor student understanding.

Follow this link to access Reading Bear: <https://www.readingbear.org/>.

For parents/guardians accessing this site for the first time, consider reading through the Getting started page for more information. Follow this link to access: <https://www.readingbear.org/GettingStarted.aspx>

Sight Word Review

Sight words include number and color words. Students need to practice reading and accurately spelling/writing sight words. Sight words should be able to be read in 3 seconds.

Fry sight words are 1,000 of the most common words in reading materials used in 3rd through 9th grade. This site chunks the words into groups of 100 words. This site also includes links to flash cards, Fry sight word games, and Fry sight word lessons. Follow this link to access Fry sight word lists and activities: <https://sightwords.com/sight-words/fry/#lists>

Fry instant phrases are a combination of words that come directly from the Fry sight words list. Each list gets increasingly more difficult, beginning with the first 100 sight words in phrases. These phrases help students start to read words in a small chunk of connected text rather than in isolation. These phrases are recommended for use after students are successful with the majority of these words in isolation.

Follow this link to access the Fry phrases:

http://www.timrasinski.com/presentations/fry_600_instant_phrases.pdf.

Follow this link to access an example activity for using Fry instant phrases:

<https://www.uen.org/lessonplan/view/13705>

Dolch sight words are the most commonly used set of sight words. The list contains 315 words which are divided into groups by grade level (Pre-K to 3rd) and a separate list of nouns. This site also includes links to flash cards, Dolch sight word games, and Dolch sight word lessons.

Follow this link to access Dolch sight word lists and activities:

<https://sightwords.com/sight-words/dolch/>

Alternate link to printable Dolch sight word lists by grade:

<http://www.gvaschools.org/ourpages/auto/2015/9/4/40271891/mrprintables-dolch-words-all-bw.pdf>

Scholastic

Scholastic offers two weeks of ELA reading activities for students grades Pre-K through 9th grade. Each grade level grouping is divided into daily activities. For a Pre-K/Kindergarten level student this includes an interactive read aloud book and activities that correspond. For a 6th-9th grade student, an article that compares and contrasts a topic may be presented.

Text-to-speech access is embedded within articles. Follow this link to access Scholastic:

<https://classroommagazines.scholastic.com/support/learnathome.html>

Follow this link to access free worksheets and activities from Scholastic divided by grade level:

<https://teachables.scholastic.com/teachables/learn-at-home.html>

Starfall

Starfall offers various resources to help kids and young learners develop reading and writing skills through interactive games and activities. Starfall's emphasis on phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity has proven effective in teaching emergent readers.

Follow this link to access Starfall: <https://www.starfall.com/h/index-grades123.php>

Reading Rockets

Reading Rockets provides a library of resources of research-based classroom strategies to help build and strengthen literacy skills in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

Each strategy is categorized as useful for “before reading, during reading, or after reading.” After selecting a strategy, the following is provided: instructions on how to use the strategy, a model video, downloadable templates, examples, recommended children’s books to use with the strategy, differentiation for a variety of learners, and supporting research. Follow this link to access Reading Rockets:

<https://www.readingrockets.org/strategies#skill1040>

Math Resources

Online Math Resources

Resource	Link	Description
Snappy Math	http://snappymaths.com/	Website developed to provide free worksheets, interactive activities, and other resources to help with the teaching and learning of mathematics facts and skills in the Foundation Stage, Key Stage 1, and Key Stage 2.
Worksheet Fun	https://www.worksheetfun.com/	Free printable worksheets
Do 2 Learn	https://do2learn.com/academics/overview.html	Do2learn provides thousands of free pages with social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills. In addition, Do2learn offer premier products including View2do, Job TIPS, and books.
Khan Academy	https://www.khanacademy.org/	Students practice at their own pace, first filling in gaps in their understanding, and then accelerating their learning.
Free Touch Math and Money	https://www.touchmath.com/index.cfm?fuseaction=freestuff.sheetcal	Click on grade level needed.
Super Teacher Worksheets	https://www.superteacherworksheets.com/generators-basic-math.html	This website will help generate math worksheets to your specific needs.

Sheppard Software	http://www.sheppardsoftware.com/math.htm	Sheppard Software offers a variety of math calculation games.
Math-Aids	https://www.math-aids.com/Money/	This link will direct you to a variety to different money worksheets.
Math-Aids	https://www.math-aids.com/Time/	This link will direct you to a variety to different time worksheets.
Math Drills	https://www.math-drills.com/mathwordproblems.php	This website offers some worksheets with word problems.
Online Math Learning	https://www.onlinemathlearning.com/	This website offers printable math worksheets and interactive online math worksheets for math calculation and problem solving at all grade levels.
SpecialEdSimplified	https://priceandwilloughby.com/	Click on to Freebies in the toolbar to access.
Touch Math	https://www.youtube.com/watch?v=f4VI5TcqcPs	Video showing how to do Touch Math.

Speech/Language Resources

Speech Sound – Articulation Practice

At home ideas for practicing articulation with your child:

1. Choose your child’s favorite book and highlight/note all of the target sounds (i.e. if working on /s/ sound, find words with /s/ in them!) When you get to the word, be sure to focus in and model/practice the sound correctly!
2. Utilize the “Children’s Literature Titles by Speech Sound” handouts find books that repetitively target different speech sounds. You can search for a read-aloud version of the book on YouTube and view it alongside your child if you do not own a copy.

3. Find toys that begin (or end) with a target sound. Use a container or bag to “collect” items around the house. Then place them on the table to talk about and play with OR use the bag of items as a way to initiate a game of hide and seek!
4. Play “I Spy” with a focus sound. All items named must have the practice sound! The *Where’s Waldo* books are a good way to practice target sounds too in this way! Have the child find items on each page that start with their practice sound.
5. There are some great songs with focus sounds available on websites such as YouTube. You can search “speech songs” or search by a specific sound.
6. Make a bookmark with 5 words containing a target sound in the appropriate position. Let your child decorate the bookmark anyway they choose. Then, use that bookmark throughout the week (for instance, in a bedtime story) and have your child practice the words twice, when reading begins and when reading ends.

Fluency

At home ideas for practicing fluent speech with your child:

1. Try reducing your rate of speech when talking with your child while still maintaining a natural cadence or rhythm.
2. Do not allow your child to be interrupted by others when he/she is speaking or allow others to finish their sentences for them. Do allow time for your child to complete his/her statement. Try to maintain eye contact and use gestures, such as an occasional head nod to indicate you are listening and attending to his/her thought.
3. Reflect your child’s sentences back to them at a slower rate of speech. For example, if the child says, “I-I-I went outside a-a-and played baseball,” you could reply, “You went outside and played baseball?” in a slow, steady, and relaxed manner.
4. When your child is experiencing moments of disfluency, reduce the complexity of your questions. Instead of asking open-ended questions (i.e. “What did you do today?”), ask close-ended questions (i.e. “Did you play inside or outside today?”). Note, this should be reversed for disfluent instances only and following suggestion number 2.
5. Make talking fun! Let your child discuss their different interests or pick their favorite games. Follow their lead and show your interest, both verbally and nonverbally.

Receptive Language

At home ideas for strengthening receptive language (comprehension & understanding):

1. Utilize books that are read aloud on YouTube if you do not own them!

2. Ask functional wh- questions throughout daily activities (for instance, what/when/where questions can be utilized while doing laundry, making dinner, or playing a board game).
3. When reading a book together, practice labeling pictures, retelling the story, sequencing story events, answering open- (i.e. "What do you see in the picture?") and close-ended questions (i.e. "Do you see the bear?"), and prompting appropriately.
4. Play "I Spy" while looking out of the car window or around the house. Practice labeling familiar/basic (i.e. food, animals) and unfamiliar (appliances, businesses) vocabulary items. You can also label familiar and unfamiliar vocabulary items in the Where's Waldo books.
5. Practice sequencing events together within your daily routines (i.e. washing their hands, making breakfast/lunch/dinner, getting dressed, getting buckled up in the car). For example, when preparing cereal for breakfast, ask your child, "What do I need first? Help me get the items." Or you can start by presenting them with the cereal box and bowl and stating, "What should I do next? Show me." It may get messy, but that's okay!
6. Life skill activities are a great way to work receptive language. For example, following directions while cooking and baking or completing household chores such as dusting and doing the laundry. As an extension, take pictures of your child at each step of the activity then later have them put the pictures in order of the steps.
7. Scavenger Hunt for Indoors and Outdoors - fun, language immersive activity that asks participants to embark on a scavenger hunt, both inside and outside of the home.

Pragmatics

Elementary book suggestions for fun reading WHILE learning social skills:

1. My Mouth is a Volcano
2. The Girl who Never Made Mistakes
3. One
4. Decibella and Her Six Inch Voice
5. Wilma Jean the Worry Machine
6. It's My Way or the Highway
7. Bubble Gum Brain
8. Personal Space Camp
9. A Bad Case of Tattle Tongue
10. Lying up a Storm
11. Interrupting Chicken
12. My Friend Is Sad

At home ideas for strengthening pragmatic language skills:

1. Create comic strips about specific situations (ie., resolving an argument, problem solving through a lost item, sharing with a sibling, etc.)
2. Record yourself and others in the household (including your student!) making faces to match emotions. For example, happy, sad, frustrated, scared, mad. Then watch the videos together and discuss why certain expressions show certain emotions. This activity can be extended to writing a sentence or paragraph about each face expression or composing a story about a character who felt a certain way.
3. Watch a TV show of choice. Pause the show when characters are socially interacting. Discuss the interaction both concretely and abstractly. How far apart are they standing? Where are they looking? How is the way one character is speaking affecting the way the other character is responding?
4. Print out pictures of children online or use emojis from your phone and have the child identify and label emotions. Ask the child, "How does he/she feel?" and to make it a little harder, ask the child to give you a circumstance or situation that could have led to the child feeling that way.

Expressive Language

At home ideas for strengthening expressive language (use of words, sentences and writing to convey meaning and messages):

1. Name items together when looking at a book, in the car, looking outside or while playing.
2. Ask questions about what is happening in a story and why it is occurring. For example, "what is she doing?" "How is she feeling?" "What's happening in this picture?"
3. Bubbles: Blow bubbles and then pause. Ask your child to say, "More bubbles", "I want bubbles", "big bubbles" or "My turn". This targets appropriate requesting and expanding their sentence lengths.
4. Sing songs together and allow your child to imitate a repetitive sound/word (i.e. "E I E I O") or finish the sentence (i.e. sing "Old MacDonald had a _____," and allow your child to finish the sentence).
5. Use pictures/drawings/photos to make a book or sequence of events and make up a story about the pictures.
6. Use picture books: Ask questions like, "What is this?" or "What color is this?". You can expand your child's answers by saying things like, "You're right; that's a dog. He's a brown dog".
7. Write letters to friends.

8. Pretend play: Use toy cars or animals. Give your child the opportunity to make requests “I want...” or “I need...” phrases. Ask your child to express what the animals/cars are doing. Have your child verbalize “go again” or “go up/down” or “ready...set...go”.
9. Play games that elicit speaker-listener interactions. These can be board games that you might have at home, or games that do not require materials, such as Simon Says or 20 Questions.
10. Life skill activities are a great way to elicit expressive language. For example, have your child participate in chores or activities such as cooking and baking. You can ask questions, talk about the steps needed to complete the activity, and talk about repair strategies (ie. what to do if you forgot an ingredient).
11. *Mad Libs* provide a great tool for expressive language practice. No need to purchase, you can create your own! Simply write a paragraph that would interest your child and is something at their level of reading/understanding. You can even utilize sources from the ELA resources provided. Then, delete one word per sentence, a noun, verb, adjective, or adverb. Everyone playing gets to “fill-in” the blanks with a word of their choice that matches the part-of-speech of the missing word (fill-in nouns with nouns, verbs with verbs, etc.). Finally, take turns reading your paragraph aloud.

Online Resources for Speech/Language

Name	Link
American Speech-Language Hearing Association	www.asha.org
National Stuttering Association	https://westutter.org/who-we-help/nsa-family-programs/parents/
Vanderbilt Bill Wilkerson Center - Tips and Resources for Parents	https://vkc.mc.vanderbilt.edu/assets/files/tipsheets/stutteringtips.pdf

Early Childhood Resources

Cognitive / Pre-Academic Activities for Early Childhood

Activity	Activity Modifications for Learners
<p>This website provides a thematic story, informational text, video, and activity daily. There are 10 days uploaded and possibly more to be added.</p> <p>https://classroommagazines.scholastic.com/supplement/learnathome/grades-prek-k.html</p>	<p>Ask your child questions during the book-reading portions. This is a great resource for coming up with questions of different complexities:</p> <p>https://salda.org.au/wp-content/uploads/2019/03/SALDA-Blanks-level-of-questioning.pdf</p>
<p>Open your pantry and have your child go on a letter hunt. See what letters they can find on different packages.</p>	<p>Give your child a specific letter to match to packages in your pantry (you could write it out on a post-it, use magnetic letters, etc.).</p> <p>When you are preparing a meal, have your child match letters to a smaller set of packages on your counter.</p> <p>Write out the entire alphabet along the left-hand side of a piece of paper; have your child tally how many of each letter s/he finds in the pantry.</p>
<p>Go on a color or shape hunt with your child. Choose a color or shape and go through the house identifying these items.</p>	<p>Use masking tape or painter's tape to outline specific shapes, then have your child point to them on your recording sheet as you find them. If your child is really quick with naming shapes, challenge him/her to tell you how they know that shape is what they say it is (how many sides does it have, are all the sides the same, how many points or corners does the shape have?). You could even look for 3-D shapes and talk about their different faces (ex: a cylinder is round and has circles at the top and bottom).</p>
<p>Take a brown paper bag and put several slips of paper with numerals written on them. Have your child pick a piece of paper from the bag; that is the number of dishes s/he has to take out of the dishwasher or the number of toys s/he can bring in the car. Use this strategy throughout the day to help him/her practice matching quantities to numerals. Be sure to use this strategy for preferred activities/tasks as well as non-preferred ones</p>	<p>Just use numerals 0, 1, and 2 and practice having your child give you those quantities. Help your child count out the items by providing hand-over-hand guidance as you collect the items. Use larger numerals if your child is ready for them or have your child select two smaller numerals and add them together.</p>

<p>While driving in the car, practice clapping out syllables with the names of the roads you are passing. Help your child count the syllables.</p>	<p>As you're talking, playing, singing together, model clapping out a 1- or 2-syllable word and have your child imitate the clapping and the word (if appropriate). To make this more challenging, have your child identify the beginning sound of the street name. (ex: Commonwealth has 3 syllables and starts with the /k/ sound).</p>
<p>Read books with rhymes and point out the rhymes; have your child be a "rhyme detective" and point out rhymes as you go along.</p>	<p>Have your child repeat back the words that rhyme (ex: "Cat hat"). Sing songs that feature rhyming words such as "Down by the Bay", when the rhyming word comes up in the song, wait and see if your child can fill in the missing rhyming word. When you find a set of rhyming words in the book, challenge your child to come up with another word or list of words that rhyme with that word (ex: "Cat hat, what else rhymes with those words?"). Write out the rhyming words and help your child notice the pattern that rhyming words end the same way because they (usually) have the same letters at the end of the word.</p>
<p>Memory:</p> <ol style="list-style-type: none"> 1. Print and cut out 2 copies of the attached core vocabulary pictures or access https://matchthememory.com/ This website allows you to type in any title for a memory game; you can also adjust the number of cards in the array at the top of the game menu or create your own memory game. 2. Arrange pictures face down. 3. Take turns selecting two cards at a time, trying to collect matches. 4. The person with the most matches wins the game. 	<p>Use fewer cards at a time and/or leave the cards face up after each; focus on having your child flip cards over and find the matching card. If playing in a group of more than 2, you may want to give your child every other turn rather than waiting 3-4 turns for his/her next turn. Use the Core vocabulary version with words only.</p>
<p>Play the Turtle Diary compound word game on your computer or tablet:</p> <p>https://www.turtlediary.com/game/making-compound-words.html</p>	<p>Sing the compound boogie and help your child repeat and clap out the compound words in the song.</p> <p>https://www.youtube.com/watch?v=jP88434Whjs</p>
	<p>Sing songs with repeating beginning sounds or read stories that have alliteration (many Dr. Seuss books do).</p>

<p>Play the Clifford beginning sound matching game on your computer or tablet: http://teacher.scholastic.com/clifford1/flash/phonics/</p>	<p>Challenge your child to participate by singing along or repeating the alliterative phrases.</p>
<p>Reuse your egg cartons and have your child explore the different ways s/he can make different quantities of numbers using toys or objects. For example, your child could make 5 by having a row of 2 and a row of 3 or by having a row of 4 and a row of 1.</p>	<p>Give your child a collection of objects and challenge him/her to put one in each egg spot, then go back and count them together. Write out simple addition problems and have your child represent them with objects in each row of the egg carton.</p>
<p>Form letters with play-doh and discuss what they are, how they look, what sounds they make, etc.</p>	
<p>Use shaving cream to practice writing letters/numbers/shapes/words. Hold up a flashcard of what you want them to write.</p>	<p>You can draw first and then have them copy.</p>
<p>Use plastic eggs to put objects in -can be food items such as cereal with marshmallows (lucky charms/crunch berries) and have them sort colors/shapes into piles and then count to see which has most/least.</p>	

Language Activities for Early Childhood

Activity	Activity Modifications for Learners
<p>Mystery box: put items in a box or container. Have your child pull out an item. You can target describing, answering yes/no or "wh" questions, increasing sentence length (I see ____, I found ____), vocabulary, turn taking.</p>	<p>At the vocabulary level, hold up the item and say its name. Have your child repeat after you. Or hold up 2 items and say "Get the (item)" to work on understanding names of items. Or hold up 2 items and say "get the blue one."</p>

<p>Books: Use books to target vocabulary, "wh" questions, joint attention, predicting, sequencing. Here is a way to ask questions called Blank's Levels of Questioning: Level 1 (the item is present) What is it? Who is that? What is the lady doing? Level 2 (you look at the item in more detail) What's happening? Where is Spot? What color is it? Tell me something that is a (fruit). How are these different? Level 3 (the questions become more complex and subtle) What will happen next? Tell me something different that is a (toy). Find things that are not (blue). Find one to use with this (knife goes with fork). How are these the same? Level 4 (Items are not present, and the child must reason and problem solve.) What will happen if..? What could you do when...? Why can't we ..?</p>	<p>Vocabulary can be targeted receptively (point to the _____) and expressively (What is it?). Questions can be adjusted to your child's level, starting with most concrete (What is it? What color is it? What is he doing?) to more abstract (What do you think will happen next? Why did he do that?)</p>
<p>Read books with your child as much as possible. Some skills you can work on during reading include: Book orientation- Show your child how to hold a book and properly turn the pages; Prediction- Look through a book together before actually reading it and try and predict what might happen; Following directions and vocabulary- Have your child point to pictures you name on each page; Vocabulary- Have your child name pictures you point to on a page; Answering questions- Read a page or two and ask simple questions about the pictures and the story; if your child does not answer, give them the correct answer and move on; Book concepts- Talk about the parts of a book including the front cover, back cover, title page, pages, etc.</p>	<p>Any time your child does not give a correct answer or does not respond, just provide a model of a correct answer and move on. They will be able to learn just by hearing you give your models.</p>
<p>Play simple board games. You can work on these skills: Turn-taking, following directions, attention, asking and answering questions.</p>	<p>Have another family member play with you too. The more models of appropriate play your child can see and hear, the better. Help your child take the turn and give a turn.</p>
<p>Arrange a group of toys in front of your child and have them point to the one(s) you name. Start with a small group of 3 items and build from there. You can ask questions such as "which one can you build with?" for a block, "which one eats?" for a baby doll or "which one can drive?" for a toy car. You can also ask questions related to colors, shapes and sizes.</p>	<p>You can begin working on this skill just by showing your child how you would do it. Provide them a model of what to point to then ask the question again and see if they can do it. If not, you can gently guide their hand to the correct item.</p>

<p>Have your child work on sorting items into groups such as same color, shape or size. You can do this with any toys or items - even socks.</p>	<p>You can begin working on sorting skills by showing your child how to do it. For example, you can show them sorting by colors by using Legos and putting red block in one bowl, blue block in another bowl and yellow in another. Model several rounds for them and then have them try.</p>
<p>Have your child work on requesting “more” of an item they really like. Give them a turn at an activity they like or a bite of a snack they like and then wait for them to request more. Once they make the request, given them another turn or item.</p>	<p>They can request by using verbal words, signing, pointing to a picture or using a communication device. If they do not request, you can model for them how to ask and help them try, and then give them the item. Some really fun ideas for requesting might include things such as tickles, bubbles, stickers, blocks and snacks.</p>
<p>Work on early conversational exchanges by you making a statement and he/she follows with a similar statement. You can use carrier phrases such as “I see ___” as you read a book, you model 'I see a dog' and he/she responds with 'I see a cow'. Or while on a walk, you could model “I see birds” or “I see cars” and see if your child can follow the pattern 'I see cat'.</p>	<p>You can work on expanding your child's sentences. He/she says 'dog', you say 'I see dog.' Your child says 'block', you say 'I want block.'</p>
<p>Play ‘I spy’ with your child. You can use anything for this (newspaper/weekly grocery ad/book). Use words to have each other find things and use describing words such as something blue that you can wear instead of just saying I spy jeans.</p>	<p>Point to the item as you look at a book. This can be done on many levels: name of the item, name the color, name the shape, name the category, name what it is not.</p>
<p>Do a family Show and Tell. Have each member bring an item to talk about and take turns asking/answering questions. The "audience" can each ask questions of varying levels, such as "What is it?," "What color is it?," "What do you do with it?," "Where do you play with it?," "Can you tell me another ___" - if the item is an animal, have them name another type of animal, "How does it feel?," "What do you like about it? etc. Then go around the circle and have the child ask the family members questions about their items.</p>	<p>To vary the difficulty of the activity, you can alter the difficulty level of the questions - going from very concrete, such as "What is it?," and "What color is it?" to more abstract questions such as "What does it do" or "Tell me another (item in the same category). To decrease the difficulty, ask the child to identify characteristics of the other family members' items, such as "Which one is red; big; soft; says moo," etc. To increase the level of difficulty even more, ask the child to name two characteristics of the item (e.g., red and soft, round and heavy, it has legs and flies, etc.) or hold your item behind your back and describe it to see if the child can guess what it is.</p>
<p>Talk about activities out loud as you do them throughout the day- narrate them in a way. Talk about what items you are using, what you are doing with them and what your steps are. Use word like 'first, then, next' and 'last.'</p>	<p>To modify, use simpler language and fewer words.</p>

<p>Work on describing and expanding your child's sentences. Have your child describe their actions. For example, while coloring with your child, say "I am coloring" and then ask your child what they are doing. Hopefully they will model a similar answer.</p>	<p>If your child answers, but it is in a shortened form, acknowledge their effort and then provide them an example with an expanded response so they can hear and learn what a longer answer could sound like. For example, if they answered "coloring," you could say "yes, coloring is right, I am coloring."</p>
<p>Find several common objects around the house, such as a toy car, a small animal, a ball, a block, a small cup. Take turns with your child giving and following directions using prepositions such as in, on, off, under, in front, behind, next to, etc. For example, put the bear under the car, or put the block in front of the cup. Then ask your child to tell you where to place the items</p>	<p>This activity can be modified by reducing the number of objects, or by simplifying the directions (e.g., "Give me the ball", "Find the green one", "Put the ball in"). To increase the level of difficulty, find multiple objects of the same type, but with different colors, sizes, etc. (e.g., different color bears, different sized cups) and ask the child to find an item based on two characteristics, such as "Find the big blue bear and put it in the cup" or give two directions, such as "put the block behind the car and put the fish under the cup".</p>
<p>As you do normal routine activities, list out the items and steps that you will need and that will occur in an activity before you do them. For example, for brushing teeth- talk about needing a toothbrush, toothpaste and water- 'What's next?' and talk about putting the toothpaste on the brush, using the water, etc.</p>	<p>Or just get the item as you are doing the activity: For toothbrushing, hold out 2 items, get the toothbrush.</p>

Speech Activities for Early Childhood

Activity	Activity Modifications for Learners
<p>Scavenger hunt: Walk around the house or outside and look for objects that begin with the target speech sound. Practice saying the sounds in words.</p>	<p>Provide a verbal model for correct sound production as needed.</p>
<p>Print off pictures of words that include target speech sounds. Play Memory or Go Fish.</p>	<p>Provide a verbal model for correct sound production as needed.</p>
<p>Hide and Seek: print pictures of words that include target sounds. Hide them around the house. Have your child find them and say the words. Use a flashlight to make it extra fun!</p>	<p>Provide a verbal model for correct sound production as needed.</p>
<p>Read a book with your child and practice each word you come across with your child's sound(s) in them. Make a list as you go and then you can practice them all together at the end of the story.</p>	<p>Provide a verbal model for correct sound production as needed.</p>

Go on a "sound walk" outside or through the house and look for things around you that have your child's sound(s) in them. Practice saying them in the moment and write them down for later practice.	Provide a verbal model for correct sound production as needed.
Play a board game or game that has your child's sound(s) in it.	Provide a verbal model for correct sound production as needed.
Cut pictures out of old magazines that have your child's sound(s) in them and make a "sound book."	Provide a verbal model for correct sound production as needed.
Cars: print pictures of objects that include the target speech sound. Roll a car and say the word on which the car lands.	Provide a verbal model for correct sound production as needed.

Social / Emotional Development Activities for Early Childhood

Activity	Activity Modifications for Learners
Play a board game with your child. Practice waiting and taking turns.	If your child is still learning to wait for his/her turn or request turns, search "My turn images" on your web browser. You can print or just pull up the image of "My turn" and have your child give the picture or point to the picture when s/he wants a turn. It may be helpful for your child to have a turn every other time rather than waiting 3-4 cycles for his/her turn as in traditional board game rules.
<p>Print or pull up one of the linked feelings charts. Have your child point to or talk about how s/he is feeling every morning. You can model this by talking about how you are feeling and why. Feel free to use these charts throughout the day as feelings change for you and/or your child. You can also make your own feelings chart with pictures of your child's feelings.</p> <p>https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf</p> <p>https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_C_FeelingFaces_Colored.pdf</p> <p>https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_E_FeelingWheel.pdf</p>	If your child is not yet talking, you may need to point to the pictured feelings and help label his/her feelings. You may also want to limit how many feelings choices are presented visually.

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_feelings_signin-chart.pdf

Pre-Vocational Activities for Early Childhood

Pre-Vocational	Activity Modifications for Learners
<p>Play stop and go games such as Freeze Tag, Mother May I, or Simon Says to practice impulse control.</p>	<p>Search your web browser for "Stop sign images," pull up on your phone or tablet or print out the picture and hold it up whenever there is a verbal direction to "stop"; you could do the same thing with "Go".</p>
<p>Multi step activities such as making a sandwich.</p>	<p>Draw or print pictures of each ingredient/step to use as a visual</p>
<p>If your child is having difficulty with the new routine, try drawing out a visual schedule of what will happen during your day. Have him/her cross off activities as they are completed.</p>	<p>You can also search your web browser for "Picture schedule" or "Visual cues" and print out pictures of your schedule or use clipart in whatever word processor you use on your computer (i.e. Word, Pages, etc.). Some children may need object cues if they are not yet associating pictures with real things. Use object cues that relate to the activity at hand. For instance, when it is time to eat, give your child an empty plate or cup or utensil; when it's time to wash hands, give him/her the bottle of soap.</p>
<p>Play red light, green light to help with following directions. Use a red or green card to hold up as a visual. To make it harder you can print the word go/stop on appropriate colors and have the student read the words to participate.</p>	
<p>Eating to zero game. When eating snack at home, have your child wait for your directions and then tell them the amount you want them to eat. For example, if you have goldfish, tell them to eat only 2 fish. After doing so they must wait for next direction. Eat 4 fish.</p>	<p>If your child is not yet able to provide a quantity, you can provide the number of items to them as you label it. "Two fish." To make it harder, you can have them add the total number eaten thus far. Ask your child each time how many are left until they eat to nothing left.</p>

Adaptive Behavior Skills Activities for Early Childhood

Activity	Activity Modifications for Learners
Have your child help you fold laundry, like small towels or wash cloths.	
Have your child help you follow a recipe by measuring out ingredients. One trick you can use is to have him/her measure out an equivalent of a measurement (i.e. four 1/4 cups rather than 1 cup) to get more practice. At the end of the activity, leave the ingredients out and help your child recall how you made your recipe.	Pre-load your measuring tools or provide hand-over-hand guidance to load your measuring tools; your child is still working on scooping and pouring into a container. Alternately, you could also fill a tub or container with dry rice or flour and put in some different measuring tools and have your child practice transferring the rice/flour from one measuring tool to another. Another alternative is to tell your child the numbers you are looking for on your measuring tools (a 4 for a 1/4 cup a 2 for a 1/2 cup) and challenge him/her to locate that measuring tool and use it to measure the appropriate ingredient.
Scrub fruits & vegetables.	
Make play dough or bake a simple recipe together.	
Have your child practice making a simple snack. Allow him or her to practice spreading with a butter knife, practice getting water from the tap, etc.	
What a perfect time to work on the handwashing routine! See how many steps they can complete independently and give minimal prompts for the rest (like a gesture or point). Even if it's just turning off the faucet, praise the steps they complete by themselves.	Draw or print pictures of the handwashing steps to prompt your child as they complete the routine.
Have your child set the table for your family. Have them count how many will be eating and gather the appropriate number of items. Start small with just one item, then add more.	
Move items from washer to dryer or dryer to laundry basket.	
Put on and take off coat/jacket and practice zipping/buttoning/etc. Have 2 sets of clothes set out for your child-one that is appropriate for weather and one that is not. Have them pick the one they think they should wear based on weather outside. Then they put clothes on themselves or with help as needed.	

Sensory Strategies for Early Childhood

Using ear buds, headphones, or earplugs to help with noise
Using lotion to help with touching or itchy skin
Smellies: like essential oils or smelly Chapstick
Silly Putty or Wikki Stix
Oral tools such as gum, star bursts, crunchy snacks
Using fidgets
Using timers

Fine Motor Activities for Early Childhood

Activity	Activity Modifications for Learners
Sorting small objects: beans, rice, buttons, etc.	<p>Easier: Just use beans and have them drop them into a bottle or cup using a pincer grasp (thumb and first finger). They could sort between two different types beans vs. rice.</p> <p>Harder: Use clothes pins to pick up the small objects to sort. Sort between several different items: beans, rice, buttons, lentils, etc.</p>
Clothes pins: Pick up small objects. Hang clothes on a line.	<p>Clothes pins come in different strengths. Make sure they aren't too hard to squeeze. Model how to squeeze them using three fingers.</p> <p>Easier: use large clips that require their whole hand and have them place them on the lip of a surface. Cut a large gap in a tennis ball and have them feed it smaller objects.</p> <p>Harder: use harder strength clothes pins and have them pin clothes to a line. They pin up paper or clothes.</p>
Print out a black and white picture and color or draw on laying on the floor or draw with chalk outside if it is nice! Encourage them to lay on their tummies doing this. Model how to hold your crayon the correct way while doing this.	Use small crayons, you can break old crayons to make them about 1 inch long which will make it easier for your child to use a correct grasp when coloring. If holding a tool is challenging, you can spend time laying on the floor on your tummies doing anything and they are still strengthening their core.
Tear strips of paper into small pieces to make a picture collage (ex. a rainbow or tree) and glue them, can use squeeze glue or stick glue to stick pieces on paper. Encourage your child to rip the paper with the fingertips of their thumb, index and middle finger.	If ripping the paper is difficult, put small rips in the strips of paper in order to make it easier to tear or tear magazine or newspaper, can also just practice gluing the pieces anywhere on the paper rather than focusing on making a picture.

<p>Paint with Q-tips: Have your child trace letters or color in a picture with paint, this is a fun way to practice holding a tool with just their fingertips.</p>	<p>Your child can practice drawing lines or simple shapes with the paint rather than letters, if holding the Q-tip is difficult just paint encouraging the use of just the index finger to imitate lines and shapes.</p>
<p>Practice cutting with scissors: Draw simple shapes and lines for your child to cut with scissors</p>	<p>Have your child practice snipping the outside edge of a paper with scissors, talk through how you hold the scissors to cut the paper.</p>
<p>Play 'I draw, you draw': Draw simple shapes and have your child imitate them (circles, cross, squares), see what pictures you can make by putting the shapes together (ex. house is a square with a triangle on top and squares inside for windows).</p>	<p>Draw lines either vertical or horizontal or circular patterns and see if they will imitate what you are drawing on their paper.</p>
<p>Writing in shaving cream, sand or salt: Practice drawing letters and shapes in different media on a cookie sheet using your index finger.</p>	<p>If your child is sensitive to touching messy things you can use a paintbrush to let them play and explore the media.</p>
<p>Sticker pictures: Use stickers to create pictures or you can draw large letters or shapes and encourage them to put stickers on the lines.</p>	<p>If peeling stickers off is difficult for your child, you can begin pulling the edge of the sticker off and then allow your child to pull it off the rest of the way and put it on the paper.</p>
<p>Scooping with spoons: Practice moving small items (rice, beans, beads, sand) from one container to another.</p>	<p>You can vary the size of the spoon and the size of the container to make this activity harder or easier.</p>
<p>Lacing shoes. Pull the shoestrings from a shoe and have your child lace the back up.</p>	<p>Easier: use a hole punch to put holes in cardboard and have them lace the holes. If they have difficulty lacing, first model it for them and see if they can copy you. If not, pull it slightly through the hole and let them pull the rest. Harder: have them copy different patterns of how to lace up the shoe.</p>
<p>Stacking items: See how high they can stack items.</p>	<p>Easier: use large items (couch cushions, pillows, large blocks, cardboard boxes, plastic cups) and stack them as high as they can and have them knock it over. Harder: use very small items like cheerios, coins, buttons.</p>
<p>Toothpicks, playdoh and a spice container. Put toothpicks into the playdoh. Have them pull them out and put them into the holes of the spice container</p>	<p>Easier: use any container to place the toothpicks into (something with a larger hole). Lay straws on the table and have them pick them up and place them into a cup.</p>

	Harder: color the tips of the toothpicks different colors and color the holes different colors and have them match by placing the correct colored toothpick into the same color hole. Drop toothpicks into openings of straws.
Playdoh, dry angel hair pasta, beads. Place the dry pasta into the playdoh straight up and have them place beads on the pasta without breaking it.	Easier: use pencils and larger circular items like cookie cutters. Harder: Have them hold the pasta in their hand and try to string beads without break it. Try stringing smaller beads with a very thin string in their hands.

Gross Motor Activities for Early Childhood

Visit www.gonoodle.com and pick a music/movement activity to do with your child.
Have a dance party with your child.
Write letters, numbers, shapes on pieces of paper and have your child toss a beanbag and call out what they hit.
Roll up socks and practice aiming/throwing into a container such as a laundry basket, box or bowl.
Make patterns with movement (jump, step, jump step) around the house. Other movements: clap, stomp, pat, twist, turn, bend, etc. Work on ABAB, ABC, AABAAB, AABB or have your child create their own pattern.
Play red light/green light having your child perform different gross motor activities: crawling, hopping, galloping, skipping, running, walking, tiptoeing
San Diego Zoo, Georgia Aquarium, and Panda Cam at Zoo Atlanta all have free live cameras. Allow your child to watch the animals and then practice "animal movements." Frog hop, crab walk, bear walk, penguin waddle, snake slide, donkey kicks, flamingo balance, horse gallop. "If You're A Kid Animal Remix on YouTube."
Use a deck of Uno cards or regular cards. For each color/suit pick an exercise such as hopping on one foot, jogging in place, push-ups, sit ups, etc. So, if blue = pushups and your child draws a blue 5 then they will do 5 pushups. Go through deck or until interest is lost. This can be as easy or hard as you want it to be for exercises.

Online Early Childhood Education Resources

Information Available	Website Link
Learning at Home, Prevention & Care, and Emotional Well Being	https://healthyathome.readyrosie.com/en/
Reading, Math, Science, Art, Color Activities	https://www.abcmouse.com/abt/homepage?8a08850bc2=T1665634395.1585070868.9962
Sensory	https://yourkidstable.com/proprioceptive-activities/
Hand Strength	https://theinspiredtreehouse.com/hand-strength-35-fun-activities-for-kids/
Grasp	https://www.theottoolbox.com/improving-pencil-grasp-with-fine-motor/
Stories, Text, and Activities	https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html
Levels of Questioning	https://salda.org.au/wp-content/uploads/2019/03/SALDA-Blanks-level-of-questioning.pdf
Phonics	http://teacher.scholastic.com/clifford1/flash/phonics/
Matching/Memory	https://matchthememory.com/
Compound Word Boogie	https://www.youtube.com/watch?v=jP88434Whjs
Movement	https://www.gonoodle.com/
Social/Emotional Books	http://csefel.vanderbilt.edu/resources/strategies.html#booknook
Feelings Chart	https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_template.pdf
Feelings Faces	https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_C_FeelingFaces_Colored.pdf
Feelings Wheel	https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_E_FeelingWheel.pdf
Feelings Check In	https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_feelings_signin-chart.pdf

Vision Resources

Assistive Technology

Name	Link	Description
JAWS, ZoomText, and Fusion	https://www.freedomscientific.com	They are offering free access for home computers until June 30, 2020. JAWS – screen reader

		ZoomText – magnifier/reader Fusion – screen reader, magnifier, visual enhancements powered by JAWS and ZoomText
National Homework Hotline for Blind/Visually Impaired Students (NHH-BVI)	http://www.vistaseducation.com/homeworkhotline/	Can help with technical support for various vision specific technology, along with braille & ECC.
Accessibyte	https://www.accessibyte.com/stay-safe/	Makes fun, funky, fully accessible apps for users who are blind, visually impaired, deaf, dyslexic, or have other reading difficulties.” Includes an online keyboarding/typing program.
Hadley School for the Blind	https://hadley.edu/InstructionalVideos/	Instructional videos and tips on using vision accessibility features across tech tools and applications
Bookshare	www.bookshare.org	Bookshare is a service that provides free digital books to students with print disabilities. To learn more, visit their website for more information, or click here for the Bookshare Flyer

Career Education

- Talk with your child about the differences in working in an office versus working at home. Discuss the pros/cons. Ask your child what his/her preference is regarding work and provide reasons to support the viewpoint.
- In our current state of emergency, discuss the difference between essential vs. non-essential workers. For younger students, this can be as simple as who is and is not going to their normal worksite right now.
- Many universities offer virtual tours through their web sites. Information regarding majors, housing, and disability accommodations may be included in the tours or on other parts of websites. Some questions that you might discuss:
 - What schools have the major(s) you are interested in?
 - Compare school websites. Which are more accessible and why? What suggestions would you make to improve them?
 - Is there information about how to get accommodations for your disability? Where is the contact point for this?

Independent Living Skills

- ANYTHING you do in the kitchen or around the home is a perfect opportunity to practice independent living skills. Here are some tips to assist your child:
 - When working, remember to “search” for items from left to right and top to bottom. Also, both of your child’s hands should remain planted on the work surface when looking for items.
 - If your child needs physical prompts, remember to place your hands under your child’s hands. Another way of thinking about this is to let your child’s hands ride on top of your hands.
- FOR TEENS/HIGH SCHOOL--Talk about shopping for groceries when you are blind/low-vision. This is a perfect time to discuss the advantages/disadvantages of using a grocery delivery service. Consider stopping by the customer service desk at several stores and asking what type of assistance is provided for someone with disabilities.
- FOR TEENS: Talk about Poison Control and what to do in an emergency involving household chemicals or medication. Have your child memorize the phone number for poison control. 1-800-222-1222
- FOR OLDER CHILDREN WITH SUPERVISION: If you’re using disinfectant wipes at home (Clorox, Lysol, etc.), have your child read the directions using his/her magnification tool. If your child is blind, read the instructions on the back aloud to your child. You might be surprised to find out that most wipes suggest that you clean the area with water afterward when using the wipe on a surface for food preparation. You should also be teaching your child to wash his/her hands after using the wipes and avoid touching eyes, nose, and mouth while cleaning.
- Arrange food items in a bin/cabinet/etc. so that your child may access a snack independently. Provide options so that your child has choices. Let your child participate in deciding where the snacks should be kept and how many snacks should be available. How often will you fill the basket? Once the time period has elapsed, discuss whether you had too many/not enough snacks. How can you arrange things better or make better plans for the next time period?

Orientation and Mobility

- Remember to practice and reinforce using proper human guide technique when you are traveling to those essential locations.
- When you and your child interact, use position words to direct their actions.
 - Some ex: Put the fork **beside** the plate. Place your dirty clothes **in** the hamper. Fold the towel by taking the **top** edge of it, bringing it down towards the **bottom**.

Recreation and Leisure

- Have your child begin a gratitude journal. Encourage your child to write down three things he/she is grateful for that day. This doesn't have to be fancy, just a simple list. Discuss gratitude as a family and how it's important to focus on the positive, especially when things are uncertain.
- Have your child use voice to text to write letters or email to family members, or to write their own journal.
- For Middle and HS students especially - if your child has internet, help them find games or activities online that let them connect with their peers in a positive way.

- Hop on YouTube and complete a fitness/dance video or a yoga workout together. The "KidzBop" and "Cosmic Kids Yoga" channels are great places to start. "The Body Coach TV" is hosting a daily P.E. class! Body awareness transfers over into O&M skills and establishes foundational concepts.

Self-Determination

- Provide the opportunity for your student to make choices throughout the day.
- Let your student create his/her own daily schedule. Provide reasonable parameters such as allowing enough time for sleep and personal care. Include opportunities for the student to go outside and engage in movement.

Sensory Efficiency

- Allow your child to sort items by attribute (shape, size, texture). Practical ways to implement this include matching socks (adult socks vs. kids socks, crew socks vs. ankle socks). With supervision, older children can practice using forks vs. spoons. This can be accomplished with virtually any type of item (measuring cups, measuring spoons, rubber bands, different packaged food items/cans). Of course, use good judgment and only provide items that are appropriate for your child's particular needs. AVOID CHOKING HAZARDS.
- For younger children, use simpler sorting tasks such as which are cardboard boxes and which are plastic containers in the pantry, which are pans and which are lids in the cabinet. Sort by textures or shapes.

Social Interaction Skills

- Encourage your child to phone a friend. This is a great way to practice using the phone. You can incorporate many skills (dialing the phone using gestures, Siri, Google assistant, etc.) If you still have a traditional phone, make sure your child can also use the keypad.

Online Resources for Vision

Name	Link	Description
Paths to Literacy	https://www.pathstoliteracy.org/resources/virtual-learning-academy	This is an opportunity for students to participate in fun, daily activities, each day covering a different area of the Expanded Core Curriculum and presented by TVIs and O&Ms from all over the country. Students can join in the live presentations at the specified times or use the replay option once it is offered and it is all free!
Audible	https://stories.audible.com/start-listen	Free audible account. Help students practice listening skills by having them select a story/book and ask them to retell and then “who, what, when, where, why questions” regarding what they have listened to.
I’m Determined	https://www.imdetermined.org	This resource has a dedicated parent section all about promoting self-determination in students with disabilities.
YouTube	https://www.youtube.com/user/StorylineOnline/videos	Choose a story from the “Storyline Online” channel from YouTube. These are children’s stories read by professional actors like Oprah, James Earl Jones, and Rami Malek. Listen to the story and ask your child questions about the characters or main idea. Ask your child questions about the sequence of the story’s events.
Perkin’s Learning	https://www.perkinselearning.org/technology/blog/virtual-instruction-om# .	A virtual orientation and mobility website
Vistas Education Partners	http://www.vistaseducation.com/homeworkhotline/	National Homework Hotline for Blind/Visually Impaired Students (NHH-BVI)

<p>Career Connect</p>	<p>https://aphcareerconnect.org</p>	<p>For high school students it is never too early to start thinking and preparing for adult employment. The APH Career Connect has a variety of resources for job seekers who are visually impaired. You will need to register for free in order to access the resume builder and personal data sheet.</p>
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Hearing Resources

Reminders for Home

Closed Captioning

- Closed captioning is available on most/all TV services. When you watch with your student remember to activate this free resource so your student gets practice using this tool.

Enhancing Communication:

- Remember to have speakers turn their face and look at your student when speaking so your student has access to mouth movement and facial expressions which enhance comprehension of the verbal message
- Encourage your student to ask for repetition and clarification
- Have your student wear his/her hearing aids during all waking hours.
- Minimize background noise in the home (turn off TV or music) during learning times
- Stand close to your child when talking to them
- Use of the hearing aid dramatically increases the quality of communication for your student.

Activities

Activity	Beginner	Mediate	High
<p>Manual/Sign Communicators</p>	<p>Take a nature walk in the neighborhood, take pictures and make an experience book of your walk. Have the child dictate/sign the language to you and write in the “book” what they saw. Opportunities to practice language structure and vocabulary</p>	<p>Education.com - Learning library resources - You need to sign in but free access to at home learning during school closures</p>	<p>Education.com - Learning library resources - You need to sign in but free access to at home learning during school closures</p>

	<p>Take photos of family members and make a “Family Book” and a photo of their name sign placed beside it</p> <p>Take photos and print to make an “Action Book” of your child doing “actions” activities such as running, writing etc. with a picture of the sign along with the photos</p>		
Auditory Communicators	Make a comment of sounds you hear in your environment (Ex. ambulance going by, birds singing outside)	Take a walk, discussing the sounds and have a discussion regarding those sounds (build language)	

Online Resources for Hearing

Name	Link	Description
Youtube	https://www.youtube.com/	Search: Signing Time Videos to access a variety of stories that include both voice and sign.
ASL Stem Forum	https://aslstem.cs.washington.edu/	For high school students. This website provides a variety of signed videos on STEM topics.
American Sign Language University	https://www.lifeprint.com/	A resource site for ASL students and families. Here you will find information and resources to help you learn ASL and improve your signing.
Signed E-Books and Resources for Children with Hearing Loss		Signed e-books and resources.

	https://docs.google.com/document/d/1rgAG1vqyU1RAIOZOXsvdyPk0Y4gPN51jOFTqLKN00hw/mobilebasic	
ASL CORE	http://aslcore.org/	Topical sign vocabulary resources.

Functional Communication Information and Resources

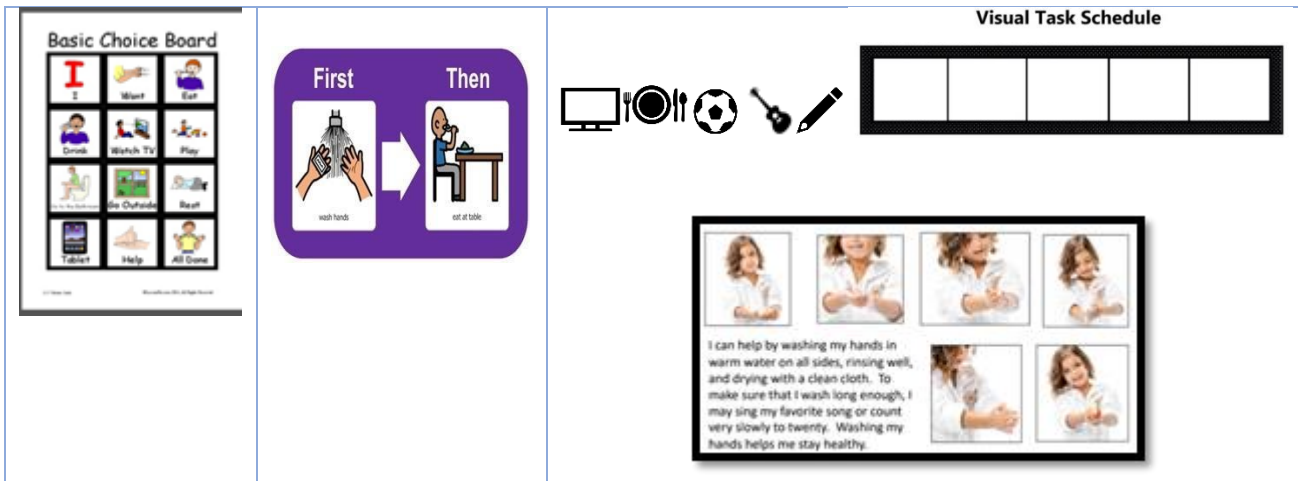
Students with complex communication needs have limited verbalizations, nonverbal, or unintelligible speech. They may use a picture system in a book or on a board to communicate their needs, wants, and feelings. They may be using a speech generating device to communicate for a variety of purposes. Students with disabilities such as autism or a significant cognitive disability may have limited or nonverbal communication skills and they may express themselves through challenging behaviors. Children with these challenges need to express their basic desires, likes, needs, wants, and feelings daily with the use of visuals, photographs, or voice output device.

Below you will find links to educational resources and training modules to support your child’s functional communication at home.

Best Practice Tips

- Identify an appropriate means of communication for your child. Responses to task can be obtained with eye gaze, gestures, visuals or their voice output device to engage in activities of daily living or structured educational activities.
- Children that have difficulty communicating can make choices to decrease anxieties. They can choose from photographs of specific items or activities to make choices. This is a choice board.
- Desired items or rewards can motivate/assist children with making choices and/or completing tasks/activities. You can use objects, drawings, pictures or words to show your child what you want them to do and objects, drawings, pictures or words to show your child what they will earn when the task/activity is completed. This is a first/then board.
- Select a consistent time and area in your home with minimal distractions to complete work tasks. Try to stick to a predictable schedule to decrease your child’s anxieties. Timers, checklist or virtual organizers reinforce a healthy work pace individualized for your child and can assist with completing a task or activity.
- Pictures or words can be used to create a visual schedule for each day. It can help your child understand and manage the daily events in their lives.

Examples		
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Argumentative and Alternative Communication (AAC)

<https://www.assistiveware.com/blog/using-proloquo2go-to-talk-about-the-coronavirus>

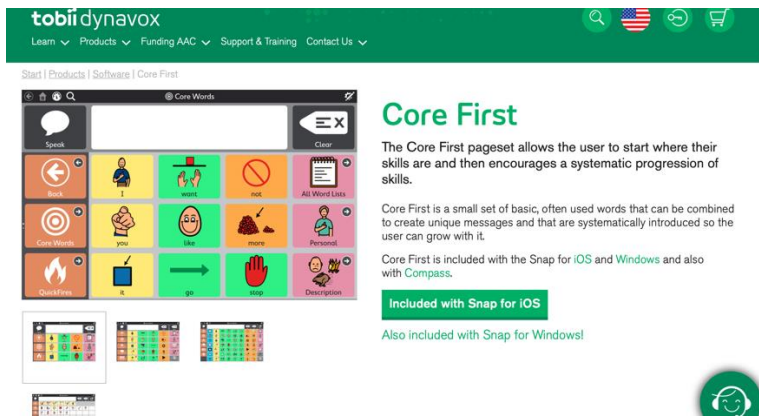
This is a link to Assistiveware.com the makers of Proloquo2go! It has helpful tips in discussing the virus with your child that uses an alternative way to communicate. It also has additional links to social stories and picture symbols about COVID-19 and ways to support your child with the sudden change in routines.



Core First Learning by Tobii-Dynavox

<https://www.tobiidynavox.com/en-US/software/content/core-first/#CoreFirstLearning>

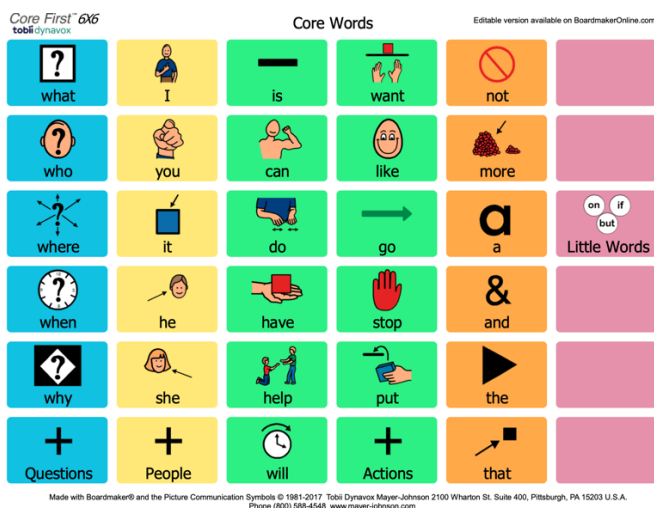
This is a link to 144 free Core word books that target functional communication and literacy. These are PDFs that can be printed or downloaded and accessed on a computer, tablet, or smart phone. They include daily lesson plans for each vocabulary word with specific step-by-step instructions



Core Boards by Tobii-Dynavox

<https://www.tobiidynavox.com/en-US/software/content/core-first/#CoreFirstBoards>

This is a link to free printable communication boards that include core word vocabulary. These are great to use with the free books and also as a back-up communication system if there are issues with your child's communication device.



Practical AAC for Home

<https://practicalaac.org/practical/practically-april-aac-resources-for-a-year-of-core-words-the-learn-at-home-edition/>

This is the most comprehensive resource for families and professionals supporting students with complex communication needs. This is a link to at home learning resources with a calendar of suggested daily activities and picture resources to support your child's functional communication skills at home. Once you open the link the calendars are at the bottom of the page.



Resources

Intervention Resources & Materials (AFIRM)

<https://afirm.fpg.unc.edu/>

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP (Evidence-Based Practice) with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download. AFIRM Modules are available at no cost.

Directions for Accessing AFIRM Modules: Functional Communication

Once you have created a free account and login, follow the steps below.

Modules that support Functional Communication:

Functional Communication Training & Picture Exchange Communication System (PECS)

- Click AFIRM Modules
- Select **Functional Communication Training** or **Picture Exchange Communication System (PECS)**

Autism Internet Modules (AIM)

<https://autisminternetmodules.org/>

AIM is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. AIM is available at no cost. Each module guides you through case studies, instructional videos, pre-and post-assessments, a glossary, and much more.

Directions for Accessing Autism Internet Modules (AIM): Functional Communication

Once you have created a free account and login, you will be on the **Dashboard** page. Follow the steps below.

Modules that support Functional Communication include

Functional Communication Training, Language & Communication, Picture Exchange Communication System (PECS), & Speech Generating Devices (SGD).

- Click **Browse Alphabetically**
- Select from the following modules: **Functional Communication Training, Language & Communication, Picture Exchange Communication System (PECS), or Speech Generating Devices (SGD)**

Free Parent Training Opportunities

TRIAD at Vanderbilt Kennedy Center On-line BOTS & Webinars

<https://triad.vkclearning.org/>

TRIAD offers quality, current information via brief online training sessions and webinars to caregivers and professionals across the state.

Directions for Accessing TRIAD Modules: Functional Communication

If you are new to Vanderbilt Kennedy Center TRIAD, you will need to register and create an account. Once you are a Registered Learner, simply login and follow the steps below.

Modules that support Functional Communication:

Teaching Communication Skills: A Toolkit for Educators

- Click **My Courses** tab
- Click **TRIAD Training** folder
- Click **School Age** folder
- Click **Building Blocks of Communication** folder
- Click **Teaching Communication Skills: A Toolkit for Educators** folder

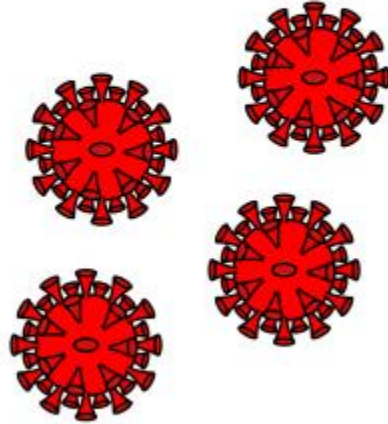
Early Childhood Communication

- Click **My Courses** tab
- Click **TRIAD Training** folder
- Click **Archived Webinars** folder
- Click **Early Childhood Communication Webinar Series 2017-2018** folder

Specific Covid-19 Resources

What is Coronavirus – a Social Narrative

What is Coronavirus?



People are becoming sick from a new virus called Coronavirus or COVID-19.



**People get sick by touching germs.
We can't see germs, but they can
live on all things.**



**One way to keep from getting sick
is by washing your hands.**



When you wash your hands, the soap cleans off all of the germs.



When you wash your hands, scrub with soap and count to 20 or sing the “ABCs” before washing off.



This means no handshakes, high fives, or hugs for now.



“Social distancing” means stand far away from people and keep our hands to ourselves so we do not spread germs.



Covid 19-How can I help?

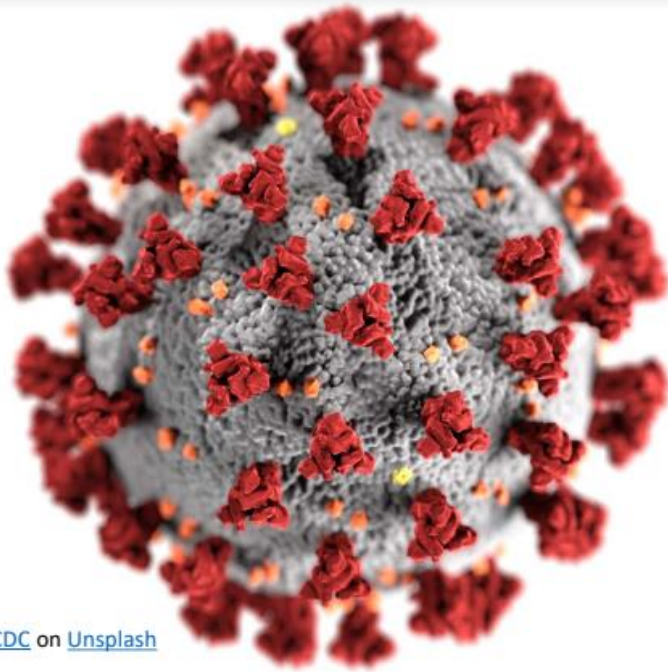


Photo by [CDC](#) on [Unsplash](#)

COVID 19: I Can Help!

- Carol Gray

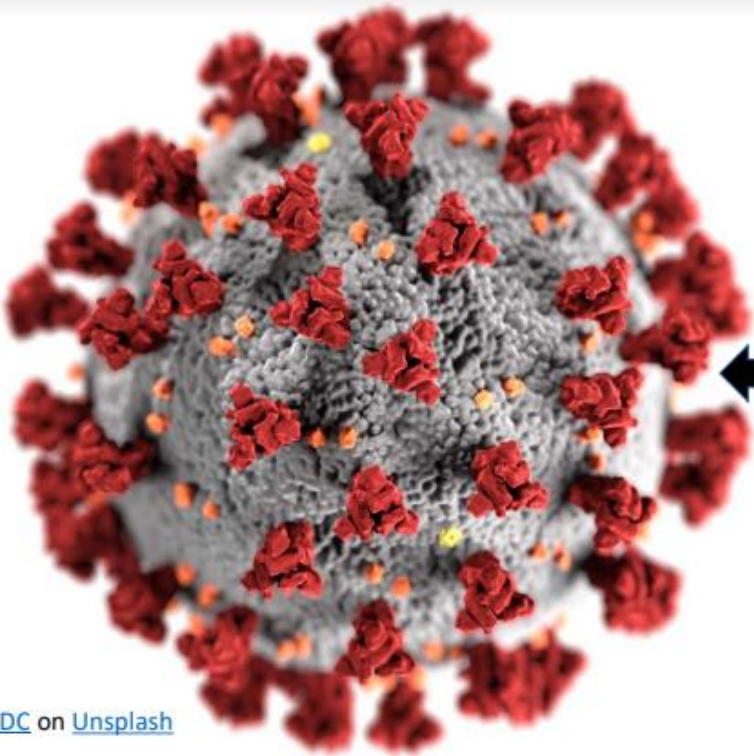
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I am learning about a new virus called COVID-19. It is the cause of a *pandemic*. A pandemic is when many people in a large area become sick. COVID-19 is moving around the world from one person to another faster than colds or flu. Kids like me can help.

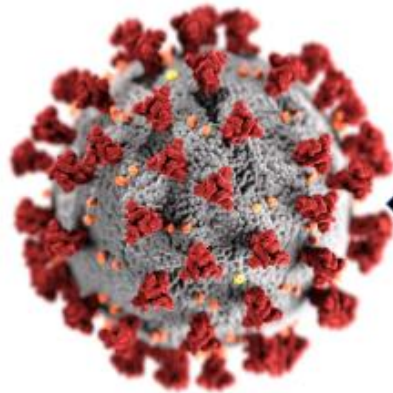


Like many kids, I learned to wash my hands when I was very young. It helps to wash germs away. A *virus* is one kind of germ.



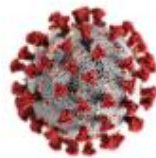
This is a picture of a COVID-19 virus taken with an electron microscope. A real virus is much smaller than this.

Photo by [CDC](#) on [Unsplash](#)



That's better,
except the real
COVID-19 virus is
much smaller than
this, too.

Photo by [CDC](#) on [Unsplash](#)



That's better,
except the real
COVID-19 virus is
much smaller than
this, too.

Photo by [CDC](#) on [Unsplash](#)



Yes, that's it! People need an electron microscope to see the COVID-19 virus.

Photo by [CDC](#) on [Unsplash](#)



The Covid-19 virus is smaller than tiny and causing huge problems for many people.

Photo by [CDC](#) on [Unsplash](#)

Washing Hands Helps



I can help!



I can help by washing my hands in warm water on all sides, rinsing well, and drying with a clean cloth. To make sure that I wash long enough, I may sing my favorite song or count very slowly to twenty. Washing my hands helps me stay healthy.





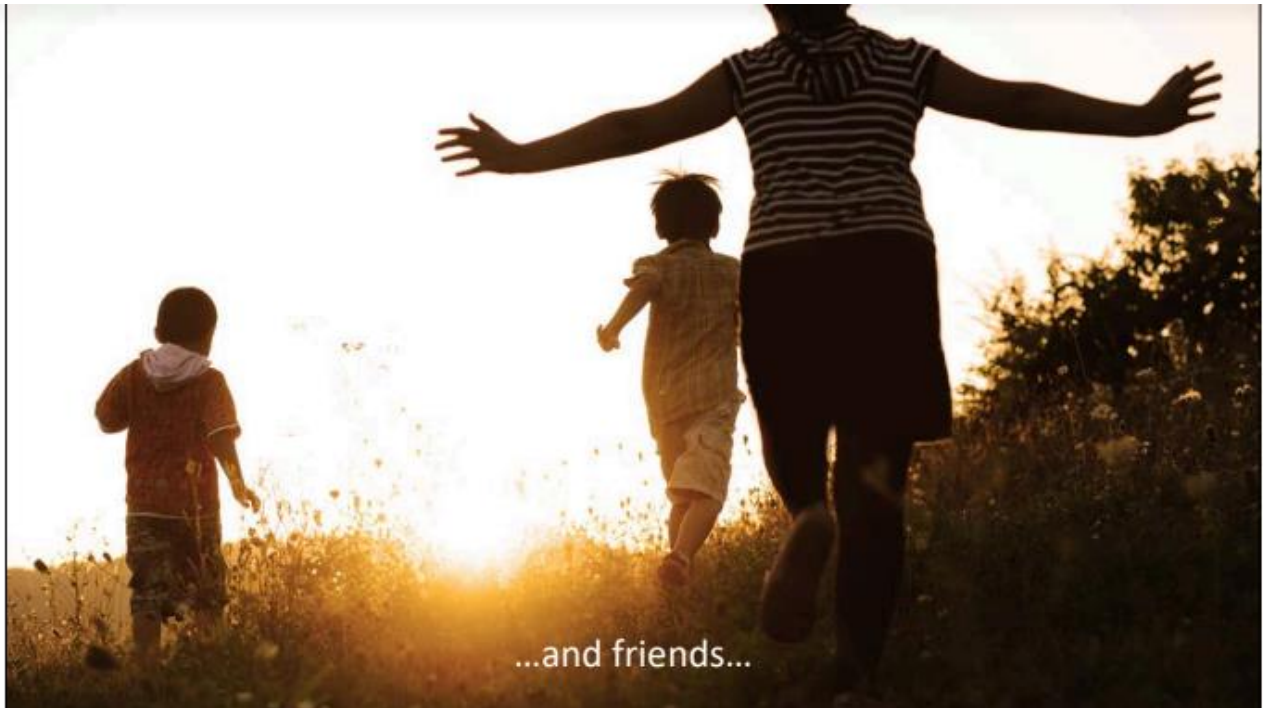
Especially during a pandemic, washing hands well and often helps to keep moms and dads healthy, too.



...and brothers and sisters...



...and grandparents...



...and friends...



...and people I have never met



In a pandemic, it's amazing how kids can help by washing their hands well and often! I will try to help, too!

What about my schedule during this time?

My routines and daily schedule will look different for a few weeks, but it is important that I stay home and do not spread germs.



This also means that schools, restaurants, and stores are closed so people will stay home and not spread germs.



CLOSED



CLOSED



CLOSED

I can do school work at home, play games with my family, talk to my friends on the phone, and walk around my neighborhood.



Once the Coronavirus is over, schools, restaurants, and stores will open again!



OPEN



OPEN



OPEN

**I will get to see my friends again
and go back to school!**



**But until then, I will stay home to
keep germs from spreading. This
will keep everyone safe.**



M

My Task Checklist

Done

1

2

3

4

5

6