



Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

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detroitk12.org

Office of Exceptional Student Education

Distance Learning Packet

Early Intervention (Birth-3 years)

Weeks 1-9: April 14 – June 12, 2020

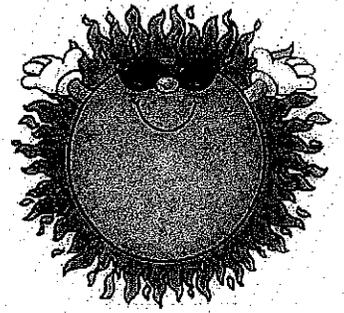


Students Rise. We all Rise

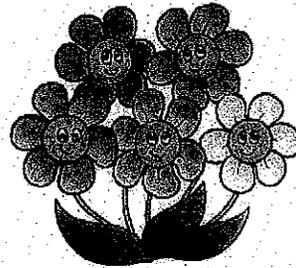
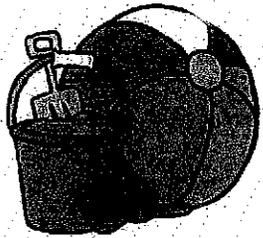
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Contact Compliance for more information at (313) 240-4377 or detroitk12.org/admin/compliance.

SUMMER



FUN



Early Intervention Diagnostic Center
Detroit Public Schools Community District

Detroit Public Schools Community District
Office of Specialized Student Services
Early Intervention Diagnostic Center
4555 John C Lodge Fwy.
Detroit, MI 48201
313-494-0961 Ext. 1

Dear Early Intervention Parents,

The Early Intervention Staff would like to provide you with this summer activity booklet which includes information on various activities, events and dates that you and your family will find beneficial. Please take some time to browse through this booklet and select those activities that your family might enjoy.

Try to set aside a special time (it can be as little as 15 minutes) each day when you and your child can be relaxed and play without interruption. Look for ways that your child can be an active participant in your daily routines around the house.

Remember to have fun with your child. Have high expectations and don't forget to tell your child how proud you are each time he or she attempts to do something new. Hugs, kisses and verbal praise are the best rewards for children of all ages.

We hope you have a safe and wonderful summer. See you in the fall.

Your EIDC Staff

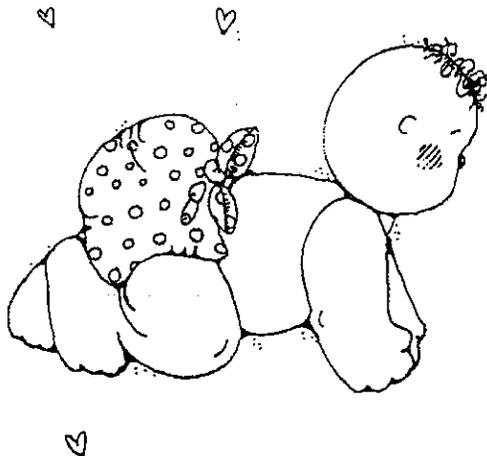
With Words and Love I Grow

So much I'd like to tell you
and so much I'd like to hear,
So much that we can share in
the times when you are near.

To offer words and thoughts,
to share all that you feel,
You take all of my dreams
and make them seem so real.

So much I've yet to learn,
so much I need to know;
By sharing all your wisdom,
with words and love I grow.

Eileen M. Daniel



EIDC Staff Directory 2018-2019

Supervisor

Ninetta Jordan

Administrative Assistant

Angela Turner

MET Coordinators

Vanessa Canady

Saveria DeSouza (Sarah)

Kathleen Marchetti (Tina)

Teachers

Charlotte Adams

Kathryn Burgess

Vanessa Canady

Josavonna Davis (Josie)

Saveria DeSouza (Sarah)

Yekaterina Ferguson

Sherree Giard

Susan Gronow

Zina Hardamon

Lori Harris

Aisha Hedwood

Gail Lee

Kathleen Marchetti (Tina)

Fei-ea Murdock

Mary Jo Petzak

Lorri Robinson

Maria Salinas (Christina)

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Felicia Foster-Gibson

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Yvonne Davis

Meghan McGowan

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Grace Thao

Teal Wilkerson

Kathryn Wotta

Physical Therapists

Raquel Marasigan

Speech-Language Pathologists

Sheryl Covington

Laura Joswiak

School Social Workers

Janet Evans-Covington

Ingrid McIntyre

Psychologists

C. Brent Meyers

Kelly Zetting

Para Professionals

Yvette Agee

Takita Simpson

Karen Wright

Nursery Rhymes

Little Boy Blue

Little boy blue,
Come blow your
horn.
The sheep's in the
meadow,
The cow's in the
corn.
But where is the
boy
Who looks after
the sheep?
He's under a
haystack,
Fast asleep.

Hey Diddle, Diddle

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over
the moon.
The little dog laughed
To see such sport,
And the dish ran away
With the spoon.

Baa, Baa, Black Sheep

Baa, baa, black
sheep, have you any
wool?
Yes, sir, yes, sir,
three bags full;
One for the
master, one for the
dame,
And one for the
little boy who lives
down the lane.

Peter, Peter, Pumpkin Eater

Peter, Peter Pumpkin Eater,
Had a wife and couldn't keep her,
He put her in a pumpkin shell,
And there he kept her very well.



Old Mother Hubbard

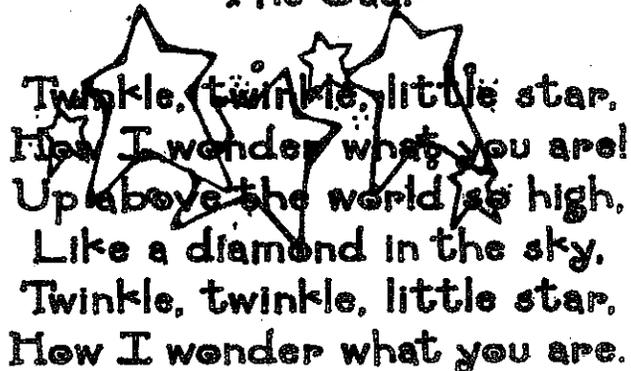
Old Mother Hubbard
Went to the cupboard,
To give her poor dog a bone,
But when she got there
The cupboard was bare,
And so the poor dog had none.

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over
the candlestick.

Nursery Rhymes

The Star



Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses, and all the
King's men
Couldn't put Humpty Dumpty
together again.

Five Toes

This little pig went to market;
This little pig stayed home;
This little pig had roast beef;
This little pig had none;
This little pig said "Wee, wee,
I can't find my way home".

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down, and broke his
crown,
And Jill came tumbling after.

Hickory Dickory Dock

Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck One,
The mouse ran down,
Hickory Dickory Dock.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet
away.



Songs and Fingerplays

EENSY Weensy Spider

The eensy, weensy spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
So the eensy weensy spider
Climbed up the spout again.

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his
crown
And Jill came tumbling after.

Five Little Monkeys

Five little monkeys
Swinging in a tree
Teasing Mr. Alligator
"Can't catch me!"
Along comes Mr. Alligator
Quiet as can be.
Snatch that monkey
Right out of that tree!
Four Little Monkeys
Swinging in a tree...

Where is Thumbkin?

Where is thumbkin?
(Hands behind back)
Where is thumbkin?
Here I am
(Thumbs come out)
Here I am
How are you today, sir?
(Thumbs nod as they
talk)
Very well, I thank you!
Run away.
Run away.
(Thumbs behind back)

Pat-a-Cake

Pat-a-Cake, Pat-a-Cake,
Baker's man,
Bake me a cake
As fast as you can,
Pat it and prick it
And mark it with a B,
And put it in
The oven for
Baby and me.

"Pop" Goes the Weasel

All around the cobbler's bench
The monkey chased the weasel
The monkey thought
'Twas all in fun
"Pop!" Goes the weasel.



More Songs and Fingerplays

Little Sally Walker

Little Sally Walker, sittin' in a saucer,
Rise Sally, rise.
Wipe your weeping eyes,
Put your hands on your hips,
And let your backbone slip.
Ah, shake it to the east,
Ah, shake it to the west,
Ah, shake it to the one that
You love the best.

Ring Around The Rosy

Ring - around a rosy,
A pocketful of posy,
Ashes, ashes,
We all fall down.

Open, Shut Them

Open, shut them; open shut them;
Let your hands go clap.
Open, shut them; open shut them;
Put them in your lap.
Creep them, creep them, creep them,
Creep them right up to your chin.
Open up your little mouth,
But do not let them in.

Loop De Loo

Here we go loop de loo,
Here we go loop de la,
Here we go loop de loo,
All on a Saturday night.
I put my right hand in.
I take my right hand out,
I give my hand a shake, shake, shake,
And turn myself about.
-left hand in...
-right foot in...
-left foot in...
-whole self in...

Mary Mack

Oh, Mary Mack, Mack, Mack.
All dressed in black, black, black.
With silver buttons, buttons,
buttons,
All down her back, back, back.

She asked her mother, mother,
mother,
For fifteen cents, cents. Cents,
To see the elephant, elephant,
elephant,
Jump the fence, fence, fence.

He jumped so high, high, high,
That he touched the sky, sky, sky.
And he didn't come back, back,
back,
'til the Fourth of July, 'ly, 'ly.



Outdoor Play

Sand play Make sure the sand is free from all sharp, dangerous, and unsanitary objects Use containers of various sizes and shapes, cups, bowls, buckets, and sieves, funnels, spoons, scoops, etc Only have 3 or 4 different things at a time Work on pouring, filling, sifting, molding, stacking Make hand and foot prints Add water for mud Use words to describe how it feels hot, cool, soft, slippery, slimy, dusty, grainy

Animals Watch and listen to birds, butterflies, insects such as ants and caterpillars, squirrels Talk about where they live, in a tree, under a rock, on a leaf How do they move? Fly, run, hop, jump, flutter Which make sounds? Loud? Soft? How do they eat? What do they eat? Compare body parts Where are your child's legs? A dogs legs? Compare ears, eyes, mouths, tummies Visit the Nature Center on Belle Isle You'll be surprised at the many types of animals that live in the city of Detroit

Plants Dandelions are great for little children They can pick them and pull them at will Help your child identify the parts of a plant, flower, stem, leaves pull one up and look at the roots blow the seeds off the puffy head Plant a little garden, even if it is just in a big flower pot or window box Help your child plant seeds, learn how to water, watch it develop Enjoy the colorful flowers or eat the vegetables Try tomatoes, parsley, or, if you have space, cucumbers If your child is an adventurous eater, radishes grow fast and are interesting because the food part is underground, bright red on the outside but white inside If you have transportation, go out to a "you-pick" farm and let your children see berries, apples, cherries, beans, and pumpkins growing Many "you-pick" farms also have petting farms and different activities for small children Michigan has more "you-pick" farms than any other state, many are in the tri-county area

Reading Readiness Find a comfortable spot outdoors for you and your child and read to him Get books at the library or bookstore with stories about summer Some may be about some of the activities you have done Some may be about things you would like to do Children enjoy books with animals as main characters acting like people Talk about the books and what is happening on each page Encourage your child to ask questions Sing and recite nursery rhymes and poems, too

Eating Picnics may be marvelous opportunities to improve feeding skills Things are more relaxed and informal There is more finger feeding, which most children enjoy The novelty of eating outdoors may motivate some children to try more new foods or to try to feed themselves Just being outdoors may increase their appetites Talk with your child about picnic foods (sandwiches, cheese, ketchup, salad, chips), tastes (salty, sweet, spicy, sour), and textures (crunchy, creamy, smooth, greasy, slippery) Discuss why we like popsicles, watermelon, and ice cream on hot days

Amusement Parks & Carnivals Many children enjoy the sensory experience of carnival rides Some are frightened Try slower, simple rides first, ones where you can sit with your child on your lap, or stand next to him and hold him Riding "horses" and "driving" cars or trains himself may make your child feel grown up and build confidence Don't overlook children's play areas, where they can safely climb, crawl, swing, spin, and explore Talk about speed & directions up, down, around, fast and feelings fun, happy, scared, dizzy, t i r e d

MRS Gloria S Inglehart,
School Psychologist

Outdoor Play

PLAYING OUTDOORS IN THE SUMMERTIME

Sunshine & Shadow Introduce your child to the changes made by the sun. Give your child sensory experiences and tell her in words what is happening. Feel the heat of the sun on your skin, feel the coolness of a shadow. Feel which textures get hot in the sun: metal chain on a swing, metal fence, tricycle, sidewalk, brick wall which are cooler: grass, leaves, wood. Watch shadows of branches and leaves as they move in the wind. Look at your shadows as you stand still, as you walk, as you run. Get some sidewalk chalk and trace around shadows of familiar things in the yard and of your child's shadow as she stands still. Place a large sheet of paper or cardboard in the sun and use a felt marker to trace your child's shadow. Watch the sky at sunset, talk about the changing colors.

Listening Have a quiet time outdoors when you help your child to listen. Teach him to make connections between sounds and their sources. Try to identify birds, dogs barking, children playing, car engines, sirens, ice cream truck, trains, lawn mowers, wind in the trees, lawn sprinklers, radios playing, people walking. Talk about the sounds: which are loud? soft? quiet? which does he like? dislike?

Smelling Try to identify objects and events by their smell: freshly cut grass, flowers, b b q grills, garbage, the dog, cars, trucks, bus.

Touch Walk around the yard, neighborhood, or a park and find items of different textures: sticks, stones, grass, leaves, pine cones, feathers, flowers, tree bark, fences, sidewalk. Talk about how they feel: hard, soft, stiff, bending (flexible), smooth, rough, bumpy, slippery. Bring some of the things home and make a collage, gluing them on stiff cardboard. On other days, take out the collage and talk about it with your child.

Nighttime Take your child outdoors at night. Talk about the differences between nighttime and daytime, between light and dark. Look at the sky, at the moon and stars. Play in the yard with a flashlight. Look at the streetlights, lights in houses, TV's in houses, car headlights, blinking lights.

Exploring the yard or the neighborhood Children experience more freedom outdoors. They can play harder, with more running, banging, yelling, stomping, climbing, rolling, sliding, throwing, splashing, spilling. This encourages them to try new things and accept greater challenges as well as gives them more exercise and uses up energy. On a playground, they develop social skills interacting with other children and learning to take turns. Help your child develop awareness of space by having her walk, then run the same distance. Use words like faster, quicker, slower, farther, closer. Have her throw a ball up high, then far. Have her jump up, and then farther. Guide your child in looking up at things in the sky: treetops, clouds, utility wires and poles, clouds, planes, things blowing in the wind. Have her try to reach as high as she can. On another day, have her look down at things down on the ground. Later, guide her in looking at things straight ahead, at her eye level. Lift her up so she can things at your eye level. Talk about what she sees at each level, which are the same and which are unique to a particular level.



Art Recipes

Oobleck / Goop

2 parts corn starch
1 part water

Mix together and play.
It will be firm when you hit or
squeeze it and then ooze when you
let it run out of your hand.

Bubbles

1 tsp powdered detergent
1 pkg. soda straws (cut in half)
1/4 to 1/3 cup water

Mix water and detergent
together gently.
Dip straws in mixture and blow!
Bubbles galore!

Play Dough

1 cup flour
1 cup water
1 tablespoon oil
1/2 cup salt

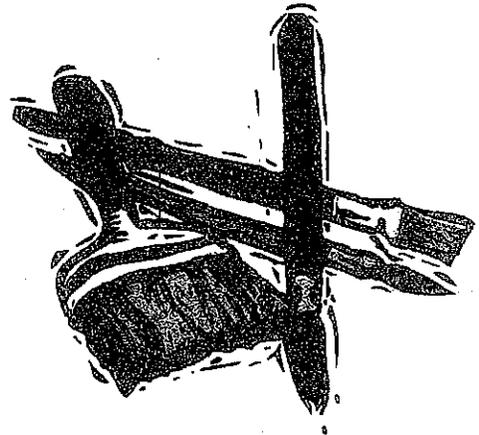
Food coloring (optional)

Mix ingredients (whisk works best).
Simmer on med-low, stirring
constantly until it starts coming
together (getting to look like play
dough). Then knead on wax paper or
counter until ready.
Store in Ziplock bag.

Finger Paint

1 cup flour
1 cup water
1 1/2 tsp. salt
Powder paint for coloring

Combine flour and salt, add water. Add
powder paint for color. This has a grainy
texture, different from other finger paints,
providing a new sensory experience.



Important Records to Keep about Your Child

It is a good idea to keep records. It is also a good idea to carry these records with you wherever you move and to keep them all together in one safe place.

Here are some things to include in your file. Check off the ones you have.

Personal records

- child's name, birthdate, birthplace
- copy of birth certificate
- parents' or guardians' names
- name(s) and phone number(s) of emergency contact person(s)

Health records

- doctor(s) names, phones, and addresses
- hospital(s) names, phones, and addresses
- clinic(s) names, phones, and addresses
- immunizations, type(s), and dates
- list of your child's illnesses since birth
- list of your child's accidents since birth
- your child's medications—what medications and why taken
- allergies, other special conditions or problems
(seizures, fainting, diet, recurring illnesses, unusual fears, etc.)
- notes, letters, or papers from doctors, nurses, clinic staff, therapists, or others

Early intervention records

- name of each early intervention program attended, dates, places
- case manager's name, phone
- teacher(s) and interventionist(s) names
- therapist(s) names
- written progress reports
- evaluation information
- copies of notes, letters, or reports between parent and agency
- copies of notices about testing and evaluations
- copies of notices about IFSP meetings, evaluation meetings
- notes taken during IFSP, evaluation, or placement meeting
(including dates, people present, decisions made, etc.)
- notices or notes taken during any other agency meetings

School records

- name of each school district, dates attended, teachers' and administrators' names
- report cards
- test scores
- record of last grade completed
- written letters, notes, or reports between you and any schools/agencies
(teachers, administrators, etc.)
- copies of notices of testing, IEP meetings, and placement
- copies of IEPs
- copies of consent forms
- notes taken of testing results, IEP, or placement meetings
(dates, names of people present, decisions, etc.)
- notes taken at other school/agency meetings

MSRTS (Migrant Student Record Transfer System)

- a copy of your child's form, including the section called "Special Education Contact Data"

Safety Checklist

As your baby grows and changes, so will the number and kinds of dangerous things around the house and yard

Safety is an around-the-clock job. Check your baby's world time and time again. Since most fatal childhood accidents happen at home, keep a list of emergency phone numbers in a handy spot—on the kitchen wall or next to the telephone. Also list your name and your baby's date of birth—a friend or relative may need this important information under very stressful conditions.

Remember: Prevention is always better than having to deal with an accident. But when one happens, it's important to be prepared!

Here are some areas and items that you may want to check to help keep your baby safe.

Crib and cradle

- Have you checked for loose or missing screws or bolts?
- Are the side slats or ribs less than 2 3/8 inches apart?
- Is the mattress firm? Does it fit tightly?
- Is the paint non-toxic (lead free)?
- Does the drop side latch tightly?
- If the bumper pad has strings, are they less than 6 inches long?
- Have you removed the plastic mattress cover?
- Is the plastic top rail free of breaks or cracks?
- Others? _____

Baby carrier/infant seat

- Is it well padded?
- Does it have a seat belt and a crotch strap?
- Do you *always* stay within reach when the carrier is on a table or counter?
- Others? _____

Baby walker

- Have you checked for places that could pinch baby's fingers?
- Does it have a wide wheel base and large wheels?
- Are there smooth floors to use it on (no throw rugs, carpet edges, or door sills)?
- Are there gates or barriers at the top of stairs?
- Are you *always* close by when baby is in the walker?
- Others? _____

Stroller and carriage

- Is the seat or mattress firm?
- Do the brakes lock securely?
- Does the seat belt work properly?
- Are you *always* nearby when baby is in the carriage?
- Others? _____

Playpen

- Is it placed out of reach of lamps, cords, hot or dangerous things?
- If the sides are mesh or net, are they free of tears?
- If the pen has a drop side, is the drop side *always* in the UP position?
- Others? _____

Common Sources of Poisoning in Children

Here are some of the many common household products that can be deadly in the hands—or mouth—of a child. It is important to store these products safely and use them properly.

A

aerosol sprays
aftershave lotion
alcohol
ammonia
ant and roach killers
antifreeze
antiseptics
arsenic
aspirin

B

bath oils/bubblebath
benzine
birth control pills
bleach
borax
boric acid

C

camphor
carbon tetrachloride
chlordane
chlorine
cosmetics
cough syrup

D

deodorants
detergents
dish
dishwasher
laundry
carpet
DDT
diesel oil
disinfectants
drain cleaners

E

Epsom salts

F

fabric softeners
fingernail polish and
removers
flea powder/spray
floor polish/cleaner
furniture polish/wax

G

gasoline
grease remover
gun cleaner

H

hair products
dyes
cream rinse
hair lotion
hair remover
hair spray
shampoo
hand lotion
hydrogen peroxide

I

inks and markers
insecticides
iodine

K

kerosene

L

lamp oil
laxatives
lubricating oil
lye

M

matches
mercury
metal cleaners
mothballs/flakes
motor oil
mouthwash

N

naphtha

O

oven cleaners

P

paint
paint thinner
perfumes/colognes
pesticides

pills/capsules/tablets
vitamin and mineral
sleeping
iron supplements
prescription medicine
over-the-counter
medicine

pine oil
plants (check with your
local Poison Control
Center)
potash

Q

quicklime

R

rat poison
rubbing alcohol
rust removers

S

salt
scouring powder/cleanser
shaving cream
shoe polish
soap
strychnine
suntan lotion

T

toilet bowl cleaners
transmission fluid
turpentine

W

water softeners
weed killers
wood preservatives

Others

This list is based on information in these publications:

Hayward, M. 1984. *Baby-proofing your home: How to make your home safe for your baby and worry-free for you!* New York: Berkeley Books.

National Poison Center Network (no date). *Fifty common harmful plants*. Pittsburgh: published by the author.

SAFETY MEASURES FOR STORING AND HANDLING MEDICINES

The Food and Drug Administration (FDA) recommends the following safety measures for the storing and handling of medicines:

- Date all over-the-counter drugs when purchased
- Buy medicines and health supplies in realistic quantities—only enough to meet immediate needs
- Store all drugs out of the reach of small children
- Read the label carefully, and observe all warnings
- Do not give or take an unlabeled medicine
- Do not give or take medicine in the dark
- Be attentive when measuring drugs
- Do not take multiple drugs at the same time without first consulting a physician
- Discard any old or leftover drugs
- Flush discarded drugs down the toilet, and rinse out empty containers before discarding

BASICS FOR THE HOME MEDICINE CHEST

Nondrug Items

Adhesive tape
Band-aids—in assorted sizes
Cotton balls
Cotton-tipped applicators
Dosage spoon
Elastic bandage
Eye cup
First-aid manual
Gauze pads and rolls
Heating pad
Hot water bottle
Humidifier
Ice bag or freezable cold compress
Scissors—small size with blunt end
Thermometer
Tweezers

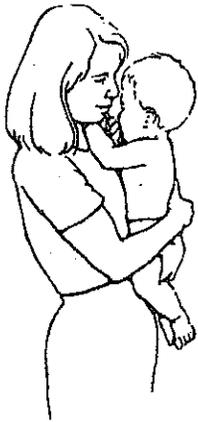
Drug Items

Analgesic (such as aspirin)
Antacid
Antidiarrhetic
Antiseptic
Burn salve or ointment
Calamine lotion
Cortisone cream
Cough syrup
Decongestant
Ipecac
Petroleum jelly

Positioning Techniques for the Caregiver

Carrying...

Facing Toward



- Firmly grasp around child's bottom
Keep one hand on child's back
- Do not allow legs to stiffen or cross
Head, back and shoulders should not arch backward
- May keep one leg bent to relax legs



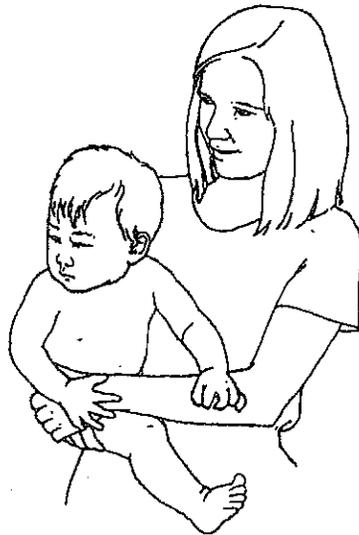
Facing Away

- Grasp child securely around waist
Keep baby's back in contact with your body
Head, back and shoulders should not arch back or flop forward
- May keep one leg bent or lean child's back against you and grasp both knees to prevent legs from stiffening or crossing



Over Hip

- Spread child's legs around your hip
Firmly grasp around child's bottom
- Do not allow head or back to arch backward



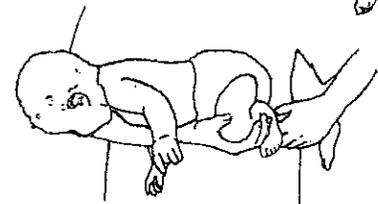
Prone

- Place your forearm under baby between legs
Assist with bringing baby's arms forward
- Do not allow head or back to arch
- Alternately, you may keep one leg bent to prevent legs from stiffening or crossing



Supine

- Keep baby cradled in your arms with shoulder forward and chin on chest
Do not allow head or back to arch
- Keep hips and knees folded toward stomach to prevent legs from stiffening or crossing



Positioning Techniques for the Caregiver

Transferring to and from...

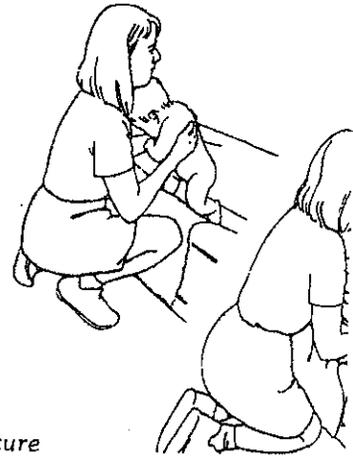
Car

Stand close and keep back straight
Bend knees to put baby in or take baby out of car



Bath Tub

Squat or kneel down
close to edge of tub
to lower child
into tub or
to lift out
Be sure
there is a
safety mat
inside



Floor

Squat down to pick up baby
and bring close before standing up
Use knees and keep back straight



CAUTION

*Never leave child
in tub unattended
Check water temperature*

What's Cooking Mom?

healthy snack recipes

Fresh Fruit Salad

1. Cut one banana, apple, & peel one tangerine & mix.
2. Mix 3Tsp plain yogurt, 1tsp vanilla, pour over fruit.
3. Eat! Fantastic!

Applesauce

1. Chop 4 apples.
2. Boil in 1/2-inch water.
3. Add: 3Tsp honey. Boil and stir.
4. Sprinkle with cinnamon.

Instant Banana Pudding

1. Mash: 1/2 small banana
2. Add: 3Tsp applesauce
3. Stir in: 1tsp plain yogurt. Eat. Instant goodness!

Celery Wagons

1. Pick or buy celery.
2. Wash.
3. Cut into 2-inch sticks.
4. Attach 4 carrot slices for wheels.
5. Pull it into your mouth.

Zucchini Muffins

1. Grate: 1/2C zucchini
2. Add: 1egg
2Tsp oil
1/4tsp oil
3. Add: 3/4C flour
1/2tsp baking power
1/4tsp cinnamon
4. Put into muffin tin.
5. Bake at 400 for 20 minutes.
6. Eat!



Now We're Cooking!



Thumb Pie

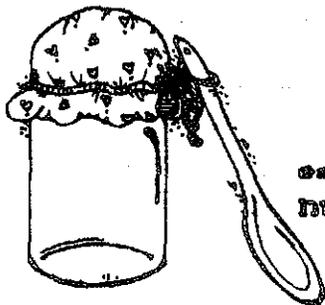
1. Mix 1C flour, 1/2 tsp salt, 4tsp margarine, 2tsp water
2. Form into balls.
3. Make thumbprint in each ball.
4. Bake at 350 for 8-10 minutes.
5. Fill with applesauce or peanut butter.

Sunshine Salad

1. Mix 1/2 carton plain yogurt and 1tsp honey.
2. Put 1 slice pineapple in each dish.
3. Put 1Tsp yogurt mixture in the middle.
4. Eat the sunshine!

Butter

1. Pour 1Tsp whipping cream in a baby food jar.
2. Shake.
3. Shake until soils butter forms.
3. Spread on bread or cracker.
4. Bite it!



•• Remember parents, good nutrition begins at home. ••

Yummers

1. Grate 6tsp cheese.
2. Add:
2Tsp butter
10tsp flour
10tsp rice krispies
3. Form into little balls.
4. Bake at 375 for 10 minutes.
5. Yummy!

What is Sensory Integration (SI)?

Sensory Integration is the brain's ability to interpret and organize information received from the senses. Our senses take in information they receive through touch, movement and position, sight, sound, and pressure about ourselves and our environment. Our central nervous system process, interprets, and directs the information throughout our body so we can plan organize and execute movement. Our muscles and joints respond with an appropriate response (skilled movement, behavior, etc.) The ability to modulate sensory information allows us to select what we pay attention to, and not over or under react to our circumstances.

What is Sensory Processing Disorder (SPD)?

When a child has difficulty registering and interpreting sensory information such that it interferes with the planning and organization of movement and/or the regulation of behavior and emotions, this is referred to as Sensory Processing Disorder. Children with SPD over or under process the sensory feedback of touch, vision, smell, taste and sound; and the internal sensory feedback from muscles, joints, motion, balance and deep pressure. Reduced quality of motor response or skills (involving coordination, balance, tone, planning or sequencing) may have been based on misinterpretation of sensory information.

Typical signs may include:

- excessive seeking of sensory input
- avoiding sensory input, aversion to touch
- activity level that is unusually high or low
- short attention span, difficulty with focus, distractibility
- poor motor planning and coordination
- difficulty with self-regulation
- poorly organized behavior
- delays in speech and language
- difficulty with fine motor activities
- intolerance to stress/easily frustrated/irritability
- emotional sensitivity, meltdowns, or need for retreat
- over or under sensitivity to pain
- sleep problems
- eating/feeding problems
- behavior problems

Some disorders associated with sensory integration dysfunction are: Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADHD), Fragile X, learning disabilities, developmental delay, coordination disorders, Fetal Alcohol Syndrome, and Speech and Language Disorders. However, the child may not have a medical or educational label and may have normal intelligence and still display some of the signs of sensory processing disorders.

Key words: vestibular (movement/balance), proprioception (muscle/heavy work), tactile (touch), praxis (motor planning), dyspraxia (difficulty with motor planning)

SENSORY SYSTEM DESCRIPTIONS

Auditory stimuli are usually generated in the environment, although you may be the one causing the noise through play with objects/toys/musical instruments or your mouth. It is important to be able to localize sound (where is it coming from), and discriminate between two or more sounds (what is the cause, which ones are important, how close is the source, what does it mean). The highest level of this skill is the processing of language (volume, tone, meaning, etc.).

Visual stimuli are also generated in the environment, outside of one's body. It provides information about size, shape, color, brightness, patterns, distance, depth perception, how objects are positioned in space and eventually reading the written word. Visually, we also learn about sequencing and patterns which contribute to abstract thought.

Tactile stimuli are both in the environment and embedded in our nervous system. It tells us where and how we are being touched, when physical contact is made with the environment or the body part, the amount of pressure being applied, temperature, if we are ticklish, and physically painful experiences. It helps us to develop positive attachments with others, functional hand grasps, and the ability to identify an object/person by touch (eyes closed).

Vestibular stimuli tell us about the position of our head and are based in our inner ear. It will inform us if we are moving through space, in what direction, and how fast. This sensory system will coordinate with our vision to help keep us upright and aware of our midline. Over stimulation can cause nausea, e.g. too much rotation in one direction, or increased activity when being bounced or swung through the air. Others may have difficulty processing these stimuli thus displaying poor postures and/or experience gravitational insecurity, preferring to keep their feet on the ground. The vestibular system is also known as the organizer of our nervous system.

Oral sensory processing is a separate system from the tactile system. Sensitivity can exist around and/or inside the mouth limiting the texture or taste of food/liquids one will allow in their mouth. Or there can be decreased sensory awareness around and within the mouth. This can lead to problems with chewing, moving food about the mouth, and a possible tendency to gag or choke if food is not chewed properly. Types of acceptable food may also be limited in this instance to what is familiar and safe to handle. The muscles used to handle food in our mouth (jaw, tongue, and lips) are also used for articulation of speech sounds/words, so as one becomes skilled in handling more complex food, the mechanics for speech also develop.

Proprioceptive stimulation is the awareness of our muscles and joints. How they move in different directions, how much power/strength we need to move or carry an object, or resistive movement for pushing or pulling against a weighted item or person. Activities that involve the proprioceptive system help to calm the nervous system, promote attention to tasks, and provide a sense of well-being. Together with vestibular and tactile sensations, we develop the self-regulation abilities for learning, interacting with others, maintaining a proper sleep cycle, and overall enjoying life.

SENSORY ACTIVITIES

TACTILE/TOUCH

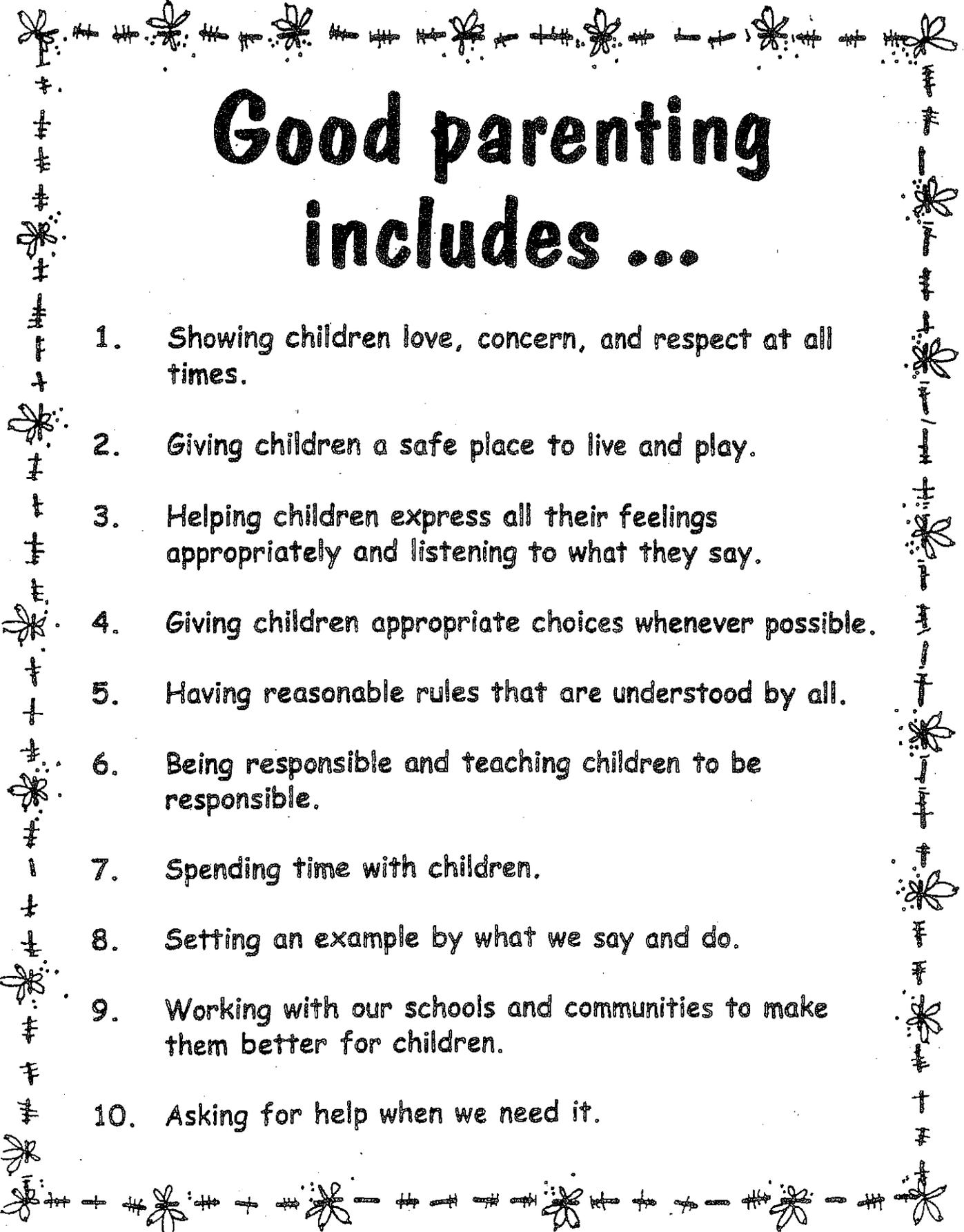
- Bubbles
- Massage
- Shaving cream play
- Textured balls
- Play dough
- Sand play
- Lotion on arms/legs after bath
- Soap bubbles/blow off child's arms/legs during bath
- Let child feel clothes before dressing
- Feel different textures and temperatures of food

VESTIBULAR/MOVEMENT

- Swing in blanket/sheet "hammock"
- Roll over a large ball or beach ball
- Sit on a beach ball while looking at a book (may need support)
- Rock in rocking chair or glider
- Bounce on your lap/knees
- Go to park and try out the swings, slide, and other equipment
- Ride in the wagon
- Rocking in your arms (calming)

PROPRIOCEPTIVE (JOINTS & MUSCLES)

- Rough house play
- Jumping, hopping, marching
- Roll up in blanket or mat (burrito)
- Press between two sofa cushions (sandwich)
- Firm hugs
- Crashing onto safe soft surface (mattress)
- Pushing or pulling (wagon, carts, when putting clothes on, tug of war)
- Crawling under heavy rug, blanket, or mat
- Weighted backpack or weights on ankles (10% child's weight)
- Mini trampoline



Good parenting includes ...

1. Showing children love, concern, and respect at all times.
2. Giving children a safe place to live and play.
3. Helping children express all their feelings appropriately and listening to what they say.
4. Giving children appropriate choices whenever possible.
5. Having reasonable rules that are understood by all.
6. Being responsible and teaching children to be responsible.
7. Spending time with children.
8. Setting an example by what we say and do.
9. Working with our schools and communities to make them better for children.
10. Asking for help when we need it.

PARENTING TIPS FOR FATHERS

Fathers, you have a special place in your children's lives. Children whose fathers take an active part in their daily lives tend to be more well-adjusted and better equipped for success. It's not easy being a father, but don't think that you aren't as important as the mother. Your roles may not always be the same, but your interest in your children can make a significant difference. Be proud of your responsibilities and your efforts. Children don't need perfect fathers; they need caring and involved fathers.

SHOW THAT YOU CARE

- ★ Give your children hugs and kisses often, children need comfort and contact from their fathers
- ★ Tell them how much they mean to you, "You're really important to me "
- ★ Praise their efforts, especially if they don't succeed, teach them the importance of doing their best

GIVE GUIDELINES FOR CONDUCT

- ★ Give your children rules and make sure your rules are clear to them, don't say "maybe" when you mean "no "
- ★ Explain your rules, it's importance that children understand why they need to follow those rules
- ★ Be consistent with your rules, children get confused when you seem to change your mind without any reason
- ★ Use effective discipline to help children develop self-control, set limits and encourage children to feel good about themselves

COMMUNICATE WITH CARE

- ★ Look directly at your children when they talk to you
- ★ Gain your children's trust by listening to them when they come to you with problems
- ★ Children will welcome your guidance, but are not likely to listen to lectures
- ★ Be honest with your children, admit your mistakes and teach your children the importance of taking responsibility and making amends

BECOME YOUR CHILDREN'S EDUCATOR

- ★ Tell your children that they can come to you with any questions, otherwise, they may receive inappropriate answers from other people
- ★ Remember that you are your children's role model, they are looking to you to learn how a responsible and mature adult acts
- ★ Do household chores with your children, make them feel good about helping you and teach them that fathers also share household duties
- ★ Encourage your children to think for themselves, guide and help them with their decisions making process

35 Ways for Fathers to Raise Nurturing Children

- 1 Value them for who they are, not just what they achieve
- 2 Help them learn to identify, feel, and respect their own feelings
- 3 Help them learn how to listen to others, and to empathize with them
- 4 Help them learn peaceful methods of negotiation and compromise
- 5 Teach them how to co-operate and collaborate, as well as how to compete appropriately
- 6 Encourage them to develop a sense of purpose
- 7 Help them learn assertiveness and how to set clear boundaries to protect themselves
- 8 Help them process any violence they see in the media ~ talk about alternative solutions
- 9 Teach them that it is OK to cry, share feelings, and love
- 10 Help them see males and females as equals, to be valued and respected
- 11 Teach them the importance of self-discipline, and the pride that comes with that
- 12 Teach them to respect the earth, and care for it by not littering or pollution
- 13 Help them learn to grieve, express sadness, and cope with loss effectively
- 14 Provide healthy male and female role models who are assertive and empathetic
- 15 Listen to them and let them know you hear them
- 16 Help them learn healthy discernment, who, how and when to trust
- 17 Teach them intimacy and communication skills
- 18 Help them learn to appreciate others who are different in background, race, culture and ethnicity, age, and sexual orientation
- 19 Encourage them to think clearly, to consider options and alternatives
- 20 Help them learn the skills of problem-solving
- 21 Boycott products advertised in a racist, sexist or violent manner
- 22 Encourage their physical, emotional, and spiritual growth
- 23 Help them understand and take responsibility for the consequences of their own behavior
- 24 Help them develop a work ethic, life goals and strategies for accomplishing them
- 25 Help them enjoy and appreciate nature, and quiet
- 26 Support them in developing friendships with healthy and nurturing individuals
- 27 Monitor their television and video game viewing, encourage discussion about sex and violence in the media
- 28 Help them learn that it is all right to ask for help, support and guidance
- 29 Help them learn to forgive others
- 30 Help them learn to control their impulses
- 31 Support them in walking away from a destructive fight
- 32 Help them develop leadership skills
- 33 Find out as much as you can about your children's stages of development so that you know what to expect and how to effectively parent at each stage
- 34 Network and talk with other fathers and mothers in your children's school and neighborhood
- 35 Ask for help and support when you need it

Reasons for Delayed Speech Development

by Elizabeth M Prather, Ph.D.

What is the cause of your child's speech problem?

Finding the exact cause or causes of your child's speech problem can be difficult. Each child's speech is influenced by many factors, including the ability to hear, the physical development of the mouth and throat, and the abilities the child inherits. The most common causes of delayed speech development are:

1 Hearing Loss

One major cause of delayed speech is hearing loss. Even mild and temporary losses, caused by ear infections or *allergies*, can slow a child's development. Children learn to speak by hearing others speak. When they do not hear speech correctly, they cannot learn to talk correctly. For example, the words "cat," "hat," "sat," "fat," "that," "pat," "bat," and "chat" may all sound the same to a hearing impaired child. If your child's speech is delayed, see an *audiologist* (a specialist in testing hearing)

2 Mouth Deformities

Deformities, or physical defects, in the mouth can cause speech problems. Children born with *cleft palates* or other mouth deformities need special help and medical attention. Fortunately, structural problems bad enough to affect a child's speech are very rare.

3 Mouth Movements

Many children with delayed speech development have trouble learning to move their lips, tongue, and jaws properly. Just as some children walk, run, and play ball awkwardly, some children cannot control their mouth movements as well as others. A few of these children may not chew their food well, and may sometimes choke when they swallow. Some children drool because they have trouble swallowing. Your *speech and language clinician* can help you learn more about your child's mouth movements during speech

4 Language Delay

Children may have difficulty learning the meaning of words and how to use words in sentences. This language delay will cause speech

problems as well. Learning to talk is very complicated. It includes learning:

- The meaning and use of words
- How to combine words into phrases and sentences
- How to produce the speech sounds
- Combining sounds to say words and sentences

Some children have difficulty learning the rules for combining speech sounds. Errors like "pasghetti" for "spaghetti" are made by a child who knows how to say sounds, but does not know where the sounds belong in words.

Have you ever tried to learn a foreign language? It is very difficult to master a new language. Yet, we expect children to learn our language in an incredibly short period of time! It is not surprising that some children need extra time or special help.

5 Language Disorders

Sometimes speech problems are part of a more serious language disorder. The speech problem is considered less important than the language problem. First, the child needs help to understand and express ideas. Later the child can learn to say sounds correctly. Usually, as the child learns language, speech also becomes clearer. Speech and language clinicians can help these children improve both language and speech skills.

6 Genetic Inheritance

It is common for late speech development to run in families. One or both parents, or any number of aunts and uncles, may have had speech problems when they were young. But children with slow speech development do not always have parents who had the same problem. And parents who had speech problems will not necessarily "pass them on" to all of their children. *Genetic inheritance* is a strong, but not inevitable, factor in late speech development.

7 Bad Speech Habits

Many actions, including walking and talking, become automatic with time and practice. Sometimes when children are beginning to speak, they say sounds incorrectly. If a child

repeats an incorrect pattern long enough, it may become automatic—a bad habit! A child may say the word “school” correctly. Then, a few minutes later, the child will say “tool” in a spontaneous remark. You may also find that your child repeats your speech incorrectly, but does not realize it. These are all examples of bad speech habits.

Summary

These factors are the most common causes of delayed speech development. Usually a child's speech has been affected by a combination of these problems, not just one. The earlier a problem is detected, the earlier it can be treated and the less effect it will have on your child.

If you have any questions about your child's speech or language development, ask a speech and language clinician. The clinician will help you identify the factors that may be causing your child's problems. Early detection and treatment will save time and money. But, more important, your child will be saved from years of possible frustration, learning difficulties, and emotional problems.

Vocabulary

Allergy—An extreme sensitivity to a normally harmless substance, causing physical discomfort.

Audiologist—A specialist in testing hearing.

Cleft palate—An opening or split in the roof of the mouth.

Deformity—A physical abnormality or defect.

Genetic inheritance—A trait passed on from parent to child.

Language disorder—Any difficulty in understanding and using language.

Speech and language clinician—A person who is qualified to diagnose and treat speech, language, and voice disorders.

Refer to:

- 6 5 1 Developmental Dysarthria
- 6 5 2 Developmental Apraxia
- 6 5 4 Help Your Child Develop Feeding Skills
- 10 2 4 Otitis Media and Speech and Language Development
- 10 3 6 Cleft Lip and Palate: Effects on Speech, Language and Development

Sign Language Can Help Your Child

by Sharon Hendrickson, M.S., CCC

What is sign language?

Sign language is a means of communication. People using sign language make movements with their hands to communicate.

How is sign language used in speech therapy?

Sign language is often used with traditional speech therapy as part of a program of total communication. Sign language can help many children learn to talk. It is easier to learn new things when we are shown as well as told. A child can see an adult sign the name of an object or action while hearing the corresponding word. This helps the child understand and remember the word and its meaning. The process develops listening skills and visual attention. Both skills are important in the development of spoken language.

Signing helps the child learn a word's meaning and how to communicate it effectively. Many children who begin to communicate by signing soon learn to say the corresponding words. Then they learn how to use the words in phrases and sentences.

What are different types of sign language?

The *speech and language clinician* or special teacher working with your child will select a signing system for the child. There are many different systems of signs which vary from country to country. For instance, you may read or hear terms such as "ASL" (American Sign Language) or "SE" (Signed English).

In general, ASL is often used with children who are just beginning to develop communication skills. Many programs for preschool-level children with communication problems tend to use ASL. SE is a system of signs which more closely correspond to written English. It includes signs for many language forms including plurals and different kinds of verb forms. Programs for school-age children with hearing problems often favor the use of SE or other systems which closely correspond to written English.

How does a signing program work?

1. The first step is to develop a vocabulary which is:

- Meaningful and useful for your child
- Within your child's physical abilities to sign
- Appropriate to your child's learning level

Your speech and language clinician, working with you and your child's teacher, can choose a vocabulary of signs for your child. The following signs are often included in introductory programs:

your child's name	"go"
"eat"	"all done"
"drink"	"Mommy"
"Daddy"	"more"
"bathroom"	"milk"
"car"	"sleep"

names of other family members, pets, and favorite foods

2. The second step is to teach these signs to your child. Teach the meaning of each sign by using it together with the object or action it names. It is helpful to give as many examples of its meaning as possible.

To teach your child the sign for "cat," use the appropriate sign each time the child points to, watches, or approaches a cat. While saying "Look at the cat!" make the sign for cat. Then help your child to make the sign as well. Later on, the same series of steps is used to teach simple phrases.

During speech and language therapy sessions, the clinician may use pictures or sets of toy objects to teach the meaning of signs and to practice their use. As your child masters new signs in therapy, you may be asked to help the child practice them at home.

How can I help my child develop total communication skills?

1. Remember: parents are a child's most important teachers. You are the very special people who help your child use new knowledge in the real world. Take time to practice often with your child. Praise your child's efforts.

- 2 Know the signs your child is learning and use them frequently while talking.
- 3 Encourage your child to use signs and words instead of just gesturing.
- 4 Become familiar with how your child makes different signs so that you will understand what the child is trying to communicate.
- 5 Encourage your child to make sounds while signing.
- 6 Accept signs that are not exactly made. Some children will have trouble making some signs.
- 7 Continue to tell your speech and language clinician what additional signs would be useful for your child to learn.

Summary

Signing can give the communication-handicapped child success in conversing with others. This reduces the frustration that often accompanies speech and language disorders or delays. As a result, social behavior often improves as well. The child who can tell you that the soup is too hot is unlikely to push it over to communicate discomfort. The child who can sign "car" to ask to go for a ride has learned that signs and words can convey information and influence others. Used as part of a total communication approach to speech and language therapy, sign language has helped many children to become successful communicators.

Vocabulary

Speech and language clinician—A person who is qualified to diagnose and treat speech, language, and voice disorders.

Total communication—Use of additional ways of communicating, such as sign language or communication boards, to expand the conversational abilities of the child with severe speech and language disabilities.

For more information:

Ricekshof, L. 1978 *The joy of signing: The new illustrated guide for mastering sign language and the manual alphabet.* Gospel Publishing.

Refer to:

7 1 Help Your Child Use Gesture to Communicate



Words with Pictures in Sign Language

Here are some helpful beginning signs to use with your child that may help you communicate with each other

NO



YES



STOP



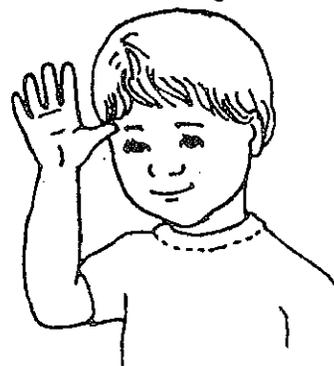
Mommy



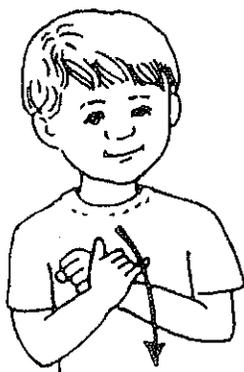
GO



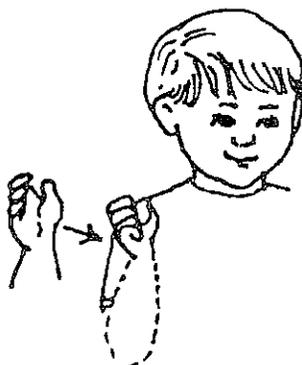
Daddy



Juice



Milk



Water



Words with Pictures in Sign Language

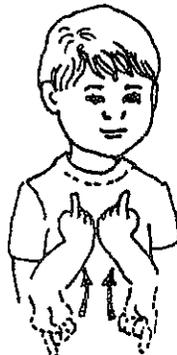
Good



Help



Come



Want



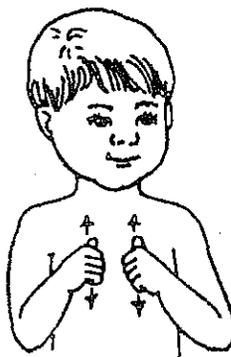
Sit



Eat



Bath



Bed



Play



Toilet



Sock



Shoe



Drink

Baby





WORDS YOUR CHILD NEEDS TO HEAR

♥ I'm so lucky to have you

* You are a great helper

♥ I like it when you try so hard

* Let's talk about it

♥ I'm sorry

* You're very special to me

♥ Thank you for being patient

* You're a great kid

♥ I love you

Reading To Your Child

How to read a book to your child...



Show delight and enthusiasm as you read Never turn reading into a chore

Try to read to your child each day

Find a time when you and the child are relaxed and interested in reading, such as at bedtime or after a nap

Let your child choose the books and pages to read

Point to the pictures as you talk about them

Let the child help hold the book and turn the pages



Tell a familiar story, but leave out words or parts of sentences for your child to fill in

Let your child describe the pictures and tell the story to you

Write down your child's homemade story and read it to him

Ask the child to make up a story, or to finish one you have started

If your child periodically does not show an interest in reading, continue to read to the child as he plays quietly Eventually the child will again be eager to participate in reading

How to choose a good book...

Stories should be appropriate for the child's age level Many school or public libraries offer lists of books by age range and subject matter

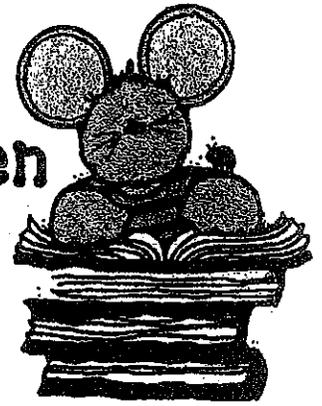
Pictures should be clear with not too many objects on a page

The pictures should tell a story that makes sense without the printed word

Stories should be for pleasure and fun, but include educational books, too Some books may teach new speech sounds, concepts (such as farm animals, things we wear, colors) or morals (how to share, make friends, etc)

Books should help new words to the child's vocabulary

Books For Young Children



Adams, Pam
There Were Ten In The Bed

Ahlberg J. / Ahlberg, A.
Each Peach Pear Plum

Bang, Molly
Ten, Nine, Eight

Base, G.
Animalia

Brown, Margaret Wise
Goodnight Moon

Chute, M.
Rhymes About Us

Freeman, Don
A Pocket for Corduroy

Hale, Sarah Josepha
Mary Had A Little Lamb

Hoban, Tana
I Read Signs

Hoban, Tana
Circles, Triangles, & Squares

Hoban, Tana
Over, Under & Through

Hudson, C. / Ford B.
Bright Eyes Brown Skin

Keats, Ezra Jack
The Snowy Day

Martin, Bill Jr.
Brown Bear Brown Bear

Oxenbury, Helen
Say Goodnight



More Books For Young Children

Adams, Pam

There Were Ten In The Bed

Fleming, Denise

Lunch

Allan, Ahlberg

Peek-A-Boo

Grimes / Walker

Baby's Bedtime

Byron, Barton

The Three Bears

Hoban, Tana

White on Black

Carle, Eric

The Very Hungry Caterpillar

Martin / Archambault

Here are my Hands

Christelow, Eileen

**5 Little Monkeys Jumping on
the Bed**

Murphy, Chuck

Numbers

Darling Kindersley Limited

P.B. Bear's Words

Numeroff / Bond

The Best Mouse Cookie

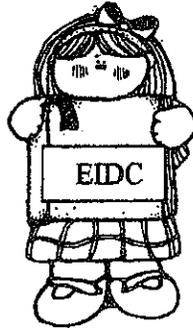
Fleming, Denise

Count

Raffi / Wickstrom

Wheels on the Bus

BOOKS FOR PARENTS



Active Learning for Infants
Dabby Cryer, Thelma Harms,
And Beth Bourland

**A Very Practical Guide to Discipline
with Young Children**
Grace Mitchell

**Baby and Child A to Z Medical
Handbook**
Dr. Miriam Stoppard

Baby Games
Elaine Martin

Healthy Snacks
Susan Hodges

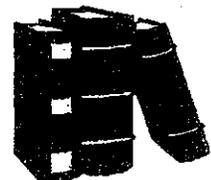
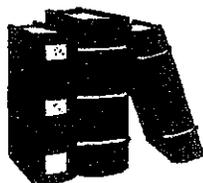
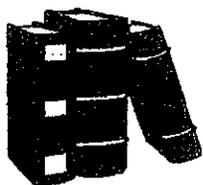
How to Parent
Fitzhugh Dodson

Super Snacks
Jean Warren

The Working Parents Hand Book
Susan Crites Price and
Tom Price

Toilet Learning
Alison Mack

Why Your Child Is Hyperactive
Ben J. Feingold



Emergency Telephone Numbers

Parents' names

Places where parents can be reached

Child's name

Date of birth

Other children's names

Fire department

Police department

Poison Control Center

Ambulance

Family doctor

Phone

Family dentist

Phone

Babysitter

Phone

Names of relatives and friends

Phone

HUGS

There is no such thing as a bad hug:
there are only good hugs and great hugs.

Hug someone at least once a day
and twice on a rainy day.

Hug with a smile: closed eyes are optional.
A snuggle is a longish hug.

Bedtime Hugs help chase away bad dreams.
Never hug tomorrow someone you
could hug today.

Courtesy of Wizard of Ahh



Early Intervention

Learn at Home Fun Page

WEEK 1

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵



Nursery Rhyme Time

*Hickory Dickory Dock.
The mouse ran up the clock.
The clock struck one,
the mouse ran down,
Hickory Dickory Dock.*



Gross Motor Fun

Make a line with tape or chalk.
Have child walk on line, jump over line,
push cars on line ("road").

...

Play volleyball with balloon.



Sensory Fun

Swing in blanket/sheet hammock

Play in shaving cream

March around in a parade

"Sandwich" gently press
between two sofa cushions

Ensure head is free.

Sing a Song

Row, row, row
your boat gently
down the stream.
Merrily, merrily,
merrily, merrily.
Life is but a dream.

Sit opposite child and
hold hands. Push & pull
to row your boat.

Fine Motor Fun

Draw & color with your child
to demonstrate how and
make it FUN for both of you.

...

Crumple paper (newspaper,
tissue, wrapping, scrap) Play
basketball or snowball fight.

Language

During bath time, sing:

*This is the way we wash our **hair**, wash our **hair**, wash our **hair**,*

*This is the way we wash our **hair** so early in the **morning!***

Sing each body part as you wash it.

Sing to the tune of "Here We Go Round the Mulberry Bush"



Books, Books, Books

Choose books that are sturdy and have
large colorful pictures.

Brown Bear, Brown Bear by Bill Martin Jr.



Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Early Intervention Learn at Home Fun Page

WEEK 2

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

*Rock-a-bye, baby, on the tree top!
When the wind blows the cradle will rock,
when the bough breaks the cradle will fall,
and down will come baby cradle and all.*

Sensory Fun

Rock child in your arms
in a rocking chair if you have one
(can say/sing Rock-a-baby)

Play with play dough

“Burrito” roll in blanket or mat

Play Dough Recipe

1 cup flour
1 cup water
1 tablespoon oil
½ cup salt
1 teaspoon cream of tartar
Food coloring (optional)
Mix ingredients (whisk works best).
Simmer on med-low, stirring constantly
until it starts coming together (getting to
look like play dough). Then kneed on
wax paper or counter until ready.
Store in Ziplock bag.



Books, Books, Books

You don't have to read every word on the
page. Just talk about the pictures.
Guess How Much I Love You by Sam

Gross Motor Fun

Play catch with your child
can roll or toss ball or beanbag

...

Do the Hokey Pokey
(because that's what it's all about!)



Sing a Song

*The itsy, bitsy spider
went up the water
spout. Down came
the rain and washed
the spider out. Out
came the sun and
dried up all the rain
so the itsy, bitsy
spider went up the
spout again.*

Fine Motor Fun

Play dough
squish, squeeze, smash, roll,
pinch, push finger in
Show your child how
and help as needed.
(easier clean-up outside)

...

Make spider hand motions
with song.

Language

Sounds are easier for young children to imitate than words.
Make fun sounds and pair them with movements. Say:
Vroom-vroom when pushing a car
Wee-wee when swinging or sliding
Swoosh-swoosh when making crayon marks
Squish-squish when squeezing playdough



Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵



Early Intervention Learn at Home Fun Page

WEEK 3

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

One-two, buckle my shoe
Three-four, shut the door
Five-six, pick up sticks
Seven-eight, lay them straight
Nine-ten, a big, fat hen!

Gross Motor Fun

Jump like the little monkeys in the song.
(be in a safe area & standby for safety and assistance)

...

Have a race with your child.
crawl, roll, walk, run, skip



Sensory Fun

Give child lotion massage

Go for a ride in a wagon or stroller

Jumping and hopping
child may need to hold your hand

Sing a Song

Five little monkeys
jumping on the bed.
One fell off and
bumped his head.
Mama called the
doctor and the doctor
said, "No more
monkeys jumping on
the bed!"
Repeat and count down.

Fine Motor Fun

Show and have your child
count with finger along with
Nursery Rhyme song.

...

Color on paper or chalkboard
with chalk.



Language

Listening to music provides children with opportunities to be exposed to language and helps increase vocabulary. Singing to and with your child develops auditory discrimination and phonological awareness. And it's fun!!



Books, Books, Books

Books with patterned, repetitive text are great for young listeners.

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Early Intervention

Learn at Home Fun Page

WEEK 4

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵



Nursery Rhyme Time



*Hey diddle diddle,
the cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see such sport.
And the dish ran away with the spoon.*

Gross Motor Fun

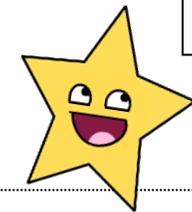
Build with boxes, books, or other stacking objects you find around the house.

...

Walk like a cow or horse.
(can incorporate animal sounds)

Sensory Fun

Blow bubbles and have child catch or pop them
Bounce child on your lap/knees
Crash onto safe soft surface (mattress or pillows)



Sing a Song

Twinkle, twinkle little star.
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle little star.
How I wonder what you are.

Fine Motor Fun

Draw on the ground with a stick
...
Build castle with blocks with your child and all have fun.

Language

"Mirror Talk"

Position yourself and your child in front of a mirror. Watch her respond to her face in the mirror. Repeat any actions, sounds or gestures she uses. Once she recognizes you are imitating her, try to get her to imitate you. Use expressions like smiling, mouth movements like kissing and sounds like raspberries and vowels.



Books, Books, Books

Reading can be a calming part of your bedtime routine.
Good Night Moon by Margaret Wise Brown



Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Early Intervention

Learn at Home Fun Page

WEEK 5

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

*Peter, Peter pumpkin-eater,
had a wife and couldn't keep her.
He put her in a pumpkin shell,
and there he kept her very well.*

Gross Motor Fun

Encourage child to stand then stoop/squat (so going up and down) when playing by bringing toy up high and down low.

...

Play tag with your child.



Sensory Fun

Play in water
can add soap bubbles for fun
(can incorporate language below)

Gently roll child over large ball or beach ball.
(keep hands on child for safety)

Rough house play

Sing a Song

*I'm a little teapot
short and stout.
Here is my handle,
here is my spout.
When I get all
steamed up
hear me shout,
"Tip me over and
pour me out!"
(can do actions)*

Fine Motor Fun

Have child – reach for small objects and then release into container
(can also work on stand/stoop)

...

Use tongs to pick up cotton balls and put into bowl.

Language

Self-talk is talking about an activity as it happens. It involves describing and naming actions and objects. Self-talk can be included in any daily routine. Self-talk at bath time could include:

"Bath!" "Feel the water." "Take a bath!"
"Splash, splash!" "Where's the soap?" "Slippery soap!"



Books, Books, Books

Talk about how book can relate to child.

Eg. how your child takes a bath.

Barnyard Bath! By Sandra Boynton



Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

*Ring around the Rosie.
A pocket full of posies.
Ashes, ashes, we all fall down.*

(Hold hands and walk in circle,
then all fall down.)

Gross Motor Fun

Make a simple obstacle course and
have your child follow it.
(Can use pillows to flop on, stool to climb
over, tape line to walk on, small chair to sit
in. Look around your house for ideas.)



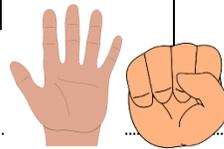
Sensory Fun

Finger Paint

Push child around in a laundry
basket or box.

Wall push-ups
(stand with hands on wall and
bend elbows, then push on wall to
straighten elbows)

Make your own drums out of
containers.



Sing a Song

*Open, shut them,
open shut them,
give a little clap.
Open, shut them,
open shut them,
Lay them in your lap.*

(actions with hands)

Fine Motor Fun

Put a simple puzzle together.

...

Have child tear tissue or paper
and glue it onto another piece
of paper of a different color or
onto a paper plate.

Language

Try the repeat-expand-repeat technique when talking to your child.

Repeat any word your child says.

Child says: "Ball" Parent responds: "Ball"

Expand on the word your child said.

Child says: "Ball" Parent says "Red ball" or "Ball bounces"

If your child imitates your expansion, **Repeat** it.

Parent says: "Red ball" Child repeats: "Red ball"

Parent repeats: "Yes, ball is red!"



Books, Books, Books

Books that introduce numbers are a great
introduction to math.

The Very Hungry Caterpillar by Eric Carle



Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Early Intervention Learn at Home Fun Page

WEEK 7

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵



Nursery Rhyme Time

Mary had a little lamb.
Its fleece was white as snow.
And everywhere that Mary went the lamb
was sure to go.
It followed her to school one day,
which was against the rule.
It made the children laugh and play
to see a lamb at school.



Gross Motor Fun

For babies and toddlers: Roll up a yoga mat and use it as a bolster. Have child straddle it (sit with one leg on each side of roll). Have child reach down to either side to pick up toys or to pick up the pieces of a puzzle to put in. Great core strengthening and midline crossing opportunities here!

Sensory Fun

Play with Oobleck
(Allow & encourage your child to touch things that may be yucky.)

Make child into a "hotdog"
Roll child up in yoga mat with head sticking out end. Don't forget the catsup and mustard!

Oobleck Recipe
1 cup corn starch
½ cup water
Mix together and play.
It will be firm when you hit or squeeze it and then ooze when you let it run out of your hands.



Sing a Song

Head, shoulders, knees and
toes. Knees and toes.
Head, shoulders, knees and
toes. Knees and toes.
Eyes and ears and mouth
and nose.
Head, shoulders, knees and
toes. Knees and toes.

(touch each body part
as you say it)

Fine Motor Fun

Use sidewalk chalk to decorate
driveway or sidewalk.

...

Pop bubble wrap
(great for finger and hand
strengthening)

Language

You can use bubbles to stimulate your child to make a request. It's as simple as blowing the bubbles and putting the lid on so he cannot open them himself. Give the bubbles to your child and wait to see what he does. If after trying to open the bottle unsuccessfully, he hands them back to you for help or even looks at you, he has just made a request!



Books, Books, Books

Books that have "sound" words are fun for imitating.
One Duck Stuck by Phyllis Root

Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

*Jack be nimble, Jack be quick,
Jack jumped over the candlestick.
He jumped so high he touched the sky
and didn't come back 'til the Fourth of July.*

Gross Motor Fun

Toss balls or beanbags or small stuffed animals at a target.
Kick ball at target or into a basket or box turned sideways (so opening is facing child).



Sensory Fun

Make a sensory box with a variety of textured items inside. Have child handle/feel each item as you talk about it. (soft, furry, rough)

Play "leap frog"
(jump like a frog, rabbit, and catch flies on your tongue)



Sing a Song

Five green and speckled frogs, sat on a speckled log, eating the most delicious bugs. *Yum. Yum.* One jumped into the pool, where it was nice and cool. Then there were four green speckled frogs. *Glub, Glub.* Repeat and count down.

Fine Motor Fun

Put paper clips onto a piece of paper and have child take them off and put into old container with slit cut in top.

...

Use green or brown marker as a 'frog' and have it 'jump' around the paper making dots.



Language

Reading with your child is a fun way to develop speech and language skills and you don't even have to read the book from cover to cover to reap its benefits. You can point to pictures, turn pages, name objects, talk about the pictures, etc. Your goal when reading with a young listener is learning language not finishing the book. If your child wants to repeat a favorite page over and over again or turn right to the end, it doesn't matter. It's okay!



Books, Books, Books

Books with predictable text help children "read along" with you.
Jump, Frog, Jump by Robert Kaplan

Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

Everybody smile and wave, smile and wave, smile and wave.
Everybody smile and wave. Hello friends. 🎵

Nursery Rhyme Time

*Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can.
Roll it, pat it, and mark it with a B.
And put it in the oven for Baby and me.*
(actions with hands)



Gross Motor Fun

Paint with water and an old paintbrush on the side of the house or garage. Use big strokes for lot of body movement.



Sensory Fun

Sprinkle powder on a tray or plate and have child draw in it.

Dinosaur stomp

Play "Ten in the Bed"
(roll around on floor or bed, but be careful with the "fall" part)

Sing a Song

*There were 10 in the bed and the little one said, "roll over, roll over." So they all rolled over and one fell out.
There were 9...*

Repeat and count down.

Fine Motor Fun

Drawing with finger in different textures is good pre-writing and sensory input.

(powder, shave cream, paint, pudding, extra fine sandpaper)

...

Draw a wavy line, spiral, any shape, or figure 8. Have child trace it with finger.

Make it into a game & take turns.

Language

Tips on getting your child to say common words:

All Gone=Say "all gone" after eating, playing with toys, putting toys away

Baby=Play with doll or stuffed animals, look at photos, read books

Book=Point to books, read books, put things on and under books

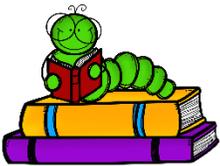
Bye-Bye=Wave bye-bye to everyone and every animal you see, toys as well

Ball=Bounce, roll, kick, throw balls, say ball after every turn

Cookie=Say cookie while eating cookies, count cookies, feed doll cookies

More=Say more when you want more of something or repeat ANY activity

Go=Make ANYTHING go like cars, animals, you, try "ready, set, go!"



Books, Books, Books

Books with repeated actions are fun to act out with your child or stuffed animals.

Ten in the Bed by Penny Dale

Goodbye friends, goodbye friends, goodbye friends.
We'll see you next time. 🎵

SUGGESTED RESOURCES TO ENHANCE GROSS MOTOR LEARNING, STIMULATION AND DEVELOPMENT

A resource with multiple tools, resources, activities and links to learn, promote, enhance and foster development in all areas. They include written instructions, pictures, videos and related links. It is a phenomenal website and easy to navigate <https://pathways.org/about/>

This is a resource website from a pediatric occupational therapist and mom with a baby blog and also answers questions, has multiple free resources, links, suggestions, offers email courses. There are developmental activities for typically and atypically developing children, as well as suggestions for toys, baby positioning equipment, therapy resources and parenting support. <http://www.candokiddo.com/books>

This is a website that offers multiple home program activities for families to enhance the PT and OT activities they have been working on in school. It includes links to home programs (IE painting, putting on shoe games, jumping, balance, coordination, core strengthening, calming, crawling and many many many more!!!) <https://theinspiredtreehouse.com/activities-index/>

A website designed for home bound babies birth to 3 that includes fun activities, links and resources for education, play, sensory stimulation, gross and fine motor and speech games all using objects you have in your home. It is easy to navigate and includes pictures, pages, and free printables. <https://littlelearningclub.com/>

This is a website that covers infant and early childhood development and provides diagrams, education, activities and inspiration to foster all areas of development. There are multiple learning activities, games, positioning ideas focusing on a birth to 3 years old child and <https://www.adam-mila.com/>

A website that offers suggestions, home programs and activities to promote PT (gross motor) play in the home setting to foster tummy time, rolling, sitting, crawling and walking. <https://blog.dinopt.com/>

This is a web link resource developed for families to access multiple activities to encourage development while still being fun. They highlight the early intervention ages of birth to 3 and offer a calendar with daily suggestions and home based activities for every day!!! <https://teisinc.com/30-days-activities-infants-toddlers/>

Informational Websites for Early Intervention Families

<https://www.zerotothree.org/early-development>

Provides information on how young children build social emotional skills and ways to support language and literacy development beginning at birth

<https://www.familyeducation.com/babies-toddlers/activities-toddlers>

Provides creative games and activities to entertain and stimulate young children

<https://www.growingajeweledrose.com/2012/08/56-sensory-play-ideas-for-babies.html#more>

Contains over 50 sensory activities for babies. New activities added weekly.

<https://handsonaswegrow.com/50-toddler-activities/>

Provides sensory activities, arts and crafts and material exploration for toddlers

<https://theimaginationtree.com/20-activities-for-toddlers/>

Provides fun, simple sensory, fine motor and problem-solving activities for toddlers

<https://www.dptv.org/education/tv-programming-resources/>

DPTV has designated blocks of programming to help address the needs of children at home during the school closings. The blocks are geared toward early childhood, middle school and high school learners.

Websites for Language Development Activities for Parents

1. www.asha.org/public/speech/development/Parent-Stim-Activities.htm
Site provides activities to encourage speech and language development in infants and toddlers.
2. www.speechtherapytalk.com/language-development-activities.html
Site provides information regarding games and activities that can be used to improve toddlers' listening, vocabulary, and general language development skills.
3. www.similac.com/baby-development/activities/language-learning
Site provides suggested activities to encourage language development for children birth to 1 year old.
4. www.mtbt.fpg.unc.edu/sites/mtbt.fpg.edu/files/imce/documents/BabyTalk_WEB.pdf
This link takes viewer to a 24-page handout that presents "10 Best Practices" (along with activities for each best practice) that promote language and communication skills in infants and toddlers.
5. www.zerotothree.org/resources/164-play-activities-for-birth-to-12months
Site provided play activities to promote language development for children birth to 12 months old. The given resource also provides links to additional activities for children ages 12-24 months and 24-36 months.
6. www.zerotothree.org/resources/1281-supporting-language-and-literacy-skills-from-0-12months
Site provides activities for developing early literacy skills for children ages birth to 12 months. The given resource also includes activities for developing literacy skills for children 12 months to 36 months.
7. www.speechandlanguagekids.com/speech-language-dailyroutines/
Site provides information, podcasts, and activity links regarding using daily routines to promote speech and language development in young children.
8. www.nubabi.com/articles/promoting-speech-and-language-development-in-everyday-activities/
Site provides guidelines for parents regarding how to make everyday routine activities language learning moments.
9. www.seattlechildrens.org/pdf/PE1600.pdf
Site links to a 4-page informational handout that provides specific steps for using daily routines to promote language development in young children (i.e., "Using Routines to Enhance Your Child's Communication").
10. www.scred.k12.mn.us/UserFiles/Servers/Server_3022443/Files/EarlyChildhood/Promoting_Communication_rev3-19-09.pdf
Site links to a 48-page parent-friendly manual that provides step-by-step guidelines for 7 strategies that promote language development during daily routine activities.

Early Intervention Website Resources

Activities to Encourage Speech and Language Development

<https://www.asha.org/public/speech/development/activities-to-Encourage-speech-and-Language-Development/>

Tummy-Time Activities | Parents

Tummy-time exercises promote your baby's neck and core strength. Use these activities, toys, and boppy pillows to help her grow into a strong, healthy toddler.

<https://www.parents.com/baby/development/physical/tummy-time-activities/>

'Crossing the Midline' ...Activities for Toddlers!

<https://www.theempowerededucatoronline.com/2013/02/crossing-midline-activities-for-toddlers.html/>

30+ Easy Activities for 1 Year Olds - Busy Toddler

<https://busytoddler.com/2018/02/activities-for-1-year-olds/>

50 Montessori Activities for 2 Year Olds | Montessori activities, Toddler activities, Infant activities - Pinterest

<https://www.pinterest.com/pin/346073552597449539/?autologin=true>

Steps Toward Crawling • ZERO TO THREE

<https://www.zerotothree.org/resources/202-steps-toward-crawling>

Kids Books, Games, Videos | Scholastic Kids

<https://kids.scholastic.com/kids/home/>

Scribbling

Encourage your toddler's fine motor skills by introducing him to crayons for scribbling, doodling — and building manual dexterity.

<https://www.whattoexpect.com/toddler/scribble/>

Dr. Jean - Music for Young Children

<http://drjean.org/>

Abundance of resources for parents and providers, including where to get food, diapers, etc. Every one of our parents and providers should know of this site.

<https://www.greatstartwayne.org/>

Preschoolers favorite TV shows will be available online as educational programming for secondary students has taken over some day air time, along with a daily newsletter that addresses learning activities for every age group.

<https://www.dptv.org/>

Parents can access activity ideas at their child's developmental level, they even have an application which will help parent's keep track of their child's development and offer helpful tips.

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Free daily tips for parents and providers based on brain research, you can download the app for free, or access online. Tips are related to daily routines for children ages 0-5yrs. I have attached some information cards from Vroom that you can share.

<https://www.vroom.org/>