

## Discuss these scenarios in your breakout rooms and be prepared to share in the main group

### People first language

Casper is a new child in your classroom who uses a wheelchair. In order to best help Casper move around your classroom, you are having a meeting with his parents to discuss what concerns or recommendations they may have.

Prepare yourself to ask Casper and his family about the classroom layout with some questions practicing people first language.

### Choices

Ryland is a child in your classroom that has Autism Spectrum Disorder (ASD). He does not like sticky textures and refuses to participate in the current classroom activity that involves gluing feathers onto a picture of a bird.

Practicing the concept of allowing room for choices that we discussed, come up with as many choices as possible you could give Ryland instead.

### Extra supports

Amber is a child in your classroom that experiences fine motor skills delays. She has trouble grasping items with her fingers and a lack of motor control when trying to complete a task such as painting, drawing, or scooping. You are planning a lesson in which the children will dig and plant seeds in the garden.

List as many supports as possible to plan ahead for Amber so they can participate and have fun.

## Give breaks

Anthony is a child in your classroom with Attention Deficit/Hyperactivity Disorder (ADHD). He struggles with impulsive behavior and become very easily distracted during circle time. Anthony struggles with sitting for more than 5 minutes at a time.

Discuss as many options as possible you could do to make circle time more successful for Anthony.

## Other Children

Brandie is a new child in your classroom who is hard of hearing and mostly uses sign language to communicate. She is very excited to meet her new classmates and wants to communicate with them. What are some ways you can foster communication between Brandie and the other children?

Discuss some ideas on how you would prepare the class.

Read through one of the lesson plans in your breakout rooms and discuss how you would adapt them to support a child with special needs in your classroom. Be prepared to share in the main group.

**Title:** *Frog Jump Measurement*

**Age group:** *School Age*

**Objectives:** *Children will explore an appropriate tool to measure the length of a jump in standard units.*

**Materials:**

- *measuring tools (ruler, yardstick, measuring tape, etc.)*
- *colored tape*
- *pencil*
- *paper*

**Procedure:**

- Before beginning the activity, refresh children on how to accurately measure (make sure the measuring instrument is lined up correctly at the beginning of what you are trying to measure, make sure the instrument is straight when you are measuring, etc.).
- Have children select a partner.
- The partner that is jumping first will stand behind a line and jump as far as they can.
- When they land, their partner will mark their spot with tape on the floor.
- The child that did the jumping will measure their own jump using a measuring tool of their choice.
- Have them record their jump on a piece of paper.
- The other child can then give it a try.

# **Title:** *Rainbow Slime*

**Age group:** *Toddlers*

**Objectives:** *Children will interact and explore new textures and increase sensory motor skills.*

## **Materials:**

- *liquid starch*
- *glue*
- *food coloring*
- *large bin*

## **Procedure:**

- *Create slime by mixing equal parts liquid starch with glue.*
- *Add in a few drops of food coloring and mix to create desired color.*
- *Repeat this process for each color of the rainbow.*
- *When finished, put the different colored slimes into a large bin.*
- *Move the bin to an appropriate learning location.*
- *While they are exploring the new texture, talk with them about what they are experiencing.*
- *You can discuss the different colors, as well as provide adjectives (such as gooey, squishy, and mushy).*