

Synopsis: Ever wonder what duct tape, clapping, sandpaper, strange facial contortions, and a preschooler all have in common? It is called learning. More so than any other decade of the past, the preschoolers entering our classrooms today are coming from a vast and varied combination of backgrounds, socio-economic statuses, and home situations. We often wonder how to reach each child, and find ourselves scratching our heads over those students who have delays in the developmental levels, Can we fully prepare them in time for kindergarten, 1st and 2nd grades? The answer is a resounding YES! Dotty Dice, Walking Letters, Still Time, Count and Clap are a few of the techniques we will cover in this informative workshop meant to arm you with a variety of techniques to use in your classroom instruction.

Materials needed: Sandpaper, duct tape, dice printouts, sound boxes, play dough-blocks-writing, letter game at school, magnetic letters, picture/word cards, dry-erase markers

Define Developmental Delay: According to the American Heritage Medical Dictionary this is a chronological delay in the appearance of normal developmental milestones achieved during infancy and early childhood caused by organic, psychological, or environmental factors.

Key to Solution: Think Duct Tape

D: Doable (Every student manifesting developmental delays has different strengths and weaknesses)

U: Understandable (Model for them, do it with them, have them do it alone, assess their work)

C: Contact (Hands-on)

T: Training of motor, sensory, and mental capabilities (include the entire body, slowly moving to fine motor skills. Repeat, repeat, repeat, repeat!)

Tape: Stick it to them with Praise!

Count and Clap: Patterns, counting forward and backward, skip counting

Cadet (Training): 0-20, clap on each number, stomp and clap on multiples of 5

Captain : Whisper all numbers not multiples of 5, shout the multiples of 5 as you stomp and clap

General: Clap, stomp, whisper together and write multiples of 5 on board or table

Counting Cop: Count by 5s with no clapping, stomping, or any other helps

Check DUCT: Is it doable, understandable, is there contact, have you trained, did you praise?

What type of student would not be able to do this activity? Which ones would it work well for?

Dotty Dice: Patterns, One-to-One correspondence, number sequencing, number identification

Use as Flashcards

Dominoes: number sequencing, identifying similarities, teach key words like fewer, less, more, greater

Dice Bingo:

Roll dice, find the number you just rolled, find the number on your paper and trace it. First one to trace all numbers on their paper wins.

Check DUCT: Is it doable, understandable, is there contact, have you trained, did you praise?

How can you make the words “fewer” “less” and “greater” more understandable to a child before you even use the dominoes to teach those key words? Skittles, M&Ms, etc

Letter Laughter (can be used with numbers as well)

Tape on floor-walk it as you say it, balance, formation

Make letters out of play dough-gross motor skills

Trace letters on sandpaper or in sand-sensory

Add sound of letter or special sound as you do it

Magnetic letters, phoneme cards

Writing letters/numbers

More advanced students-after creating a word and manipulating sounds, create a story

Check DUCT: Is it doable, understandable, is there contact, have you trained, did you praise?

This technique shows the importance of contact and training. Involve whole body moving from gross tactile to fine tactile. Train, train, train, do it over and over, and over again a variety of ways until you find one that works for that student.

Sounds boxes: phonemic awareness

Show from book

Finger Fun: show technique

LIPS: speech

Roof Raisers: L

Air Puffers: P

Teeth Tapers: T

Still Time (teaching stillness and quiet to students)

Timer: , Start at small increments: “doable” for each student, Up the time increments by seconds as needed.

Fold hands, slow down, deep breathes

“Settle Brain” Time: Their minds are racing, over-stimulated, organization isn’t there (explain this-filing cabinets) Piaget’s theory of cognitive development.

Praise profusely!

Illustration of Michael Lovitt-“Brain settle, settle brain!”

Check DUCT: Is it doable, understandable, is there contact, have you trained, did you praise?

Memory Monster (teaching Memory pegs)

Pictures on desk of their schedule

+ means you leap forward show with an arc next to +, pictures next to math directions
(operation signs, etc)

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Problem: Developmental Delay
Solution: Duct Tape

Color Code things

colors next to pictures of something that is always that color

red-fire truck or apple

blue-sky

green-leaves

Key Words: Still time, Please Police your work

Check DUCT: Is it doable, understandable, is there contact, have you trained, did you praise?

Please Police Your Work: responsibility

Stickers: unique to each student, brought at the beginning of the year, looking for only one thing at a time.

Special Spot: special corner decorated as a police station or car