

# Resources for Navigating the Different Possibilities

## Walking into your Program

[OCALI.org](http://OCALI.org)

Ohio Center for Autism and Low Incident  
Information and trainings

[Time Timer APP](#)

[theottoolbox.com](http://theottoolbox.com)

OT information and ideas

[speechandlanguagekids.com](http://speechandlanguagekids.com)

Speech/Language information and ideas

[childmind.org](http://childmind.org)

Social-Emotional information and ideas

[pathways.org](http://pathways.org)

Developmental milestones from birth to 6 years

[pinkoatmeal.com](http://pinkoatmeal.com); [theinspiredtreehouse.com](http://theinspiredtreehouse.com)

PT information and ideas

[CHADD.org](http://CHADD.org)

ADHD/ADD information and ideas

[Information for blind or low vision students](#)

### THINGS TO DO

1. Transitions
  - a. Nature-building schedules, photo or necklace to take with. Physically rearranging schedule if you know there will be a change.
  - b. Songs, songs, songs. Auditory and visual signals during transitions.
    - i. Some children need more time and strategies than others-Caiden needing to clean up his own work
  - c. [Special Ed-red timer](#) (demonstrate on phone)
  - d. "First - Then" strategy
  - e. Modifications and accommodations may need to be put in place. ([FAPE Accommodations and Modifications - Wrights law handout](#))
2. Social Emotional (Emotional Intelligence)-See [Sticks and Stones Trainings](#)
  - a. Nature-endless opportunities
    - i. On the same level. Play Face from Lisa Murphy!
    - ii. Recognize the victim, keep other one close-what's your plan, get to the bottom

1. Sharing-recognized the need of the child who has it first to finish turn-you can have it when I'm done.
  2. Look at their face, how can you help?
  3. Wishing well
  4. Thumbs up-thumbs down
  5. Puppets to model how to work through problems in a non-accusatory way. Teachers modeling and broadcasting thoughts.
  6. Use words with children and broadcast when they exhibit that behavior
    - a. Flexibility with Caiden, teamwork, community, blue jays work together to get the job done.
- iii. "Heart Spot" A quiet place in the classroom indoors or out where folks can go (teachers can model-lol) where they can go when things aren't going their way and they need a break. Label it with a heart, heavy blanket, books.
- b. Special Ed
1. Building a relationship between teacher and student/family is most important
  2. Figure out child's learning preference (visual, auditory.) and make sure lessons are presented in this manner
  3. Visual cues/aids paired with verbal information works best, especially for young children
  4. Acknowledge/focus on the good/positive
  5. Acknowledge negative behaviors with a balanced approach. Don't over talk a situation. Use short sentences, remain calm, and guide the student
  6. Make sure all students are included
    1. Sensory
      - a. Nature-especially at the beginning having things to make it ok-clean up bucket right at messy points. Towels available. Tools available, sticks, paint brushes, safety goggles. Allow a child to sit off to the side or observe from a distance.
      - b. Special Ed - (show pictures of variety of sensory materials I use & explain why)
      - c. Art/crafts - using a variety of materials to create while improving fine motor skills
    2. Attention
      - a. Nature-Classroom management, asking for child to hold something. If they don't want to hold still, ask them to stand on stumps instead. Infuse movement and challenges. Does everyone attend the same? They may be paying attention even if they are playing in the mud kitchen. Acknowledge without shaming.
      - b. Special Ed - refer back to sensory items/info
      - c. Plan lessons/activities/crafts around child's interest (e.g. R.G. with Peekaboo Barn App - all lessons built around this interest using adaptive equipment, such as GoTalk, tabletop scissors)
      - d. Meet the student where they are at developmentally
      - e. Most importantly is the relationship you build with ALL students/families - the stronger the relationship, the easier it should be to redirect student back to task
    3. Physical-

- a. Nature-What CAN you do? A student who had foot surgery, we couldn't agree to carry him everywhere, BUT we could commit to our 3<sup>rd</sup> teacher being on his pace or have a wagon for the open portion of our hikes to reduce time walking. How can we accommodate?
  - 1. If our spaces and program can't accommodate, can we set up a special program for a group of families to engage 1x/month or regularly and build toward more inclusion?
  - 2. Can we push in and partner with our public preschools who serve ALL kids and bring nature to their programs on a regular basis?
  - 3. Ratio is key!
- b. Special Ed - Everything should be ALL PERSON accessible. I believe there is a solution for every problem. For those with physical challenges, it may be a trial/error of ideas and strategies to see what works best. MacGyver-like thoughts
  - 1. Ask the student or the family for input during this process. Sometimes it's as simple as asking the student what he thinks...
  - 2. If you have access to related services, such as speech, OT, PT, use them as a resource. Also, you could reach out to your local Board of DD for resources/ideas.
  - 3. Keep in the front of your mind that students with any type of challenge will spend more energy than their typically developing peers trying to keep up with them. So, the goal is to streamline the situation to make it more efficient and conserve energy so that they will have the energy to fully participate throughout the school day.