
Including All Children

supporting preschool children with disabilities



Name: _____

Site: _____

Trainer: _____

Date of Completion: _____

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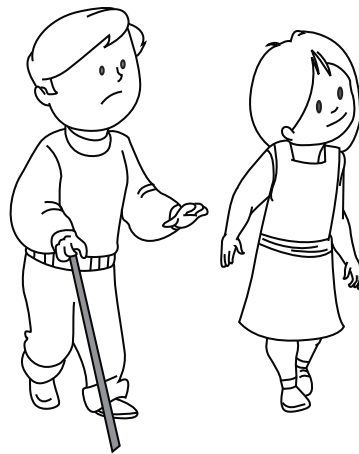
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ENVIRONMENTS — EXPLORING THE WORLD AROUND US

This Skill-Building Journal accompanies the Preschool *Including All Children/ Environments — Exploring the World Around Us* Module. You should read the Module before starting any activities.

In this Preschool Skill-Building Journal...

- You continue to BUILD your knowledge base about how to create environments that say “yes” to preschool children with disabilities
- You COMPLETE activities to help you effectively put your knowledge into practice
- You have lots of opportunities to SHARE your thoughts with your colleagues and your Trainer



LEARNING ACTIVITIES

Encouraging Partial Participation by Children With Disabilities

Playing with toys helps children acquire the concepts and skills they need for learning. The table below lists some examples of toys and materials that young children enjoy playing with, and ways they typically play with these toys.

Age Group	Toys Children Enjoy	How Children Play With Them
3-year-olds	Foam Blocks Pedal Cars, Trucks	<input type="checkbox"/> Build things <input type="checkbox"/> Ride around <input type="checkbox"/> Dramatic play
	Wagons	<input type="checkbox"/> Pull them around <input type="checkbox"/> Load things in them <input type="checkbox"/> Transport things from one place to another <input type="checkbox"/> Dramatic play
	Trucks	<input type="checkbox"/> Push them back and forth <input type="checkbox"/> Load things in them <input type="checkbox"/> Spin wheels, crank parts
	Puzzles	<input type="checkbox"/> Put together, take apart
4-year olds	String Beads	<input type="checkbox"/> Make patterns <input type="checkbox"/> Match colors
	Sticker books	<input type="checkbox"/> Tell stories
	Blocks	<input type="checkbox"/> Build things <input type="checkbox"/> Dramatic play
	Big Wheels	<input type="checkbox"/> Ride around <input type="checkbox"/> Explore <input type="checkbox"/> Dramatic play
	Dress-up	<input type="checkbox"/> Dramatic play
5-year olds	LEGOS	<input type="checkbox"/> Build things <input type="checkbox"/> Use with action figures <input type="checkbox"/> Dramatic Play

Age Group	Toys Children Enjoy	How Children Play With Them
5 year olds (continued)	Play Doh	<input type="checkbox"/> Make into shapes, letters, objects <input type="checkbox"/> Dramatic play
	Action Figures	<input type="checkbox"/> Dramatic play <input type="checkbox"/> Interactive play <input type="checkbox"/> Story telling
	Pickup Sticks	<input type="checkbox"/> Interactive play
	Simple Board Games	

The table below shows, for one toy in each age group, the concepts or skills that children are working on when they play with it.

Directions

- FILL IN this table by matching the toys, shown for each age group on the previous page, with the different concepts and skills the child is working on as he plays.
- Use the Answer Key to COMPARE your answers.

Age Group	Toys Children Enjoy	Concept/Skills
3-year olds	1. Puzzles	<input type="checkbox"/> eye-hand coordination <input type="checkbox"/> discrimination of shapes <input type="checkbox"/> whole-to-part relationships <input type="checkbox"/> grasp and release of objects
	2. _____	_____ <input type="checkbox"/> pull <input type="checkbox"/> push <input type="checkbox"/> in <input type="checkbox"/> out <input type="checkbox"/> empty <input type="checkbox"/> full <input type="checkbox"/> strengthen arms and legs
	3. _____	_____ <input type="checkbox"/> using feet in a coordinated way <input type="checkbox"/> forward <input type="checkbox"/> back <input type="checkbox"/> fast <input type="checkbox"/> slow

Continued

Age Group	Toys Children Enjoy	Concept/Skills
3-year olds (continued)	4. _____ 5. _____	_____ <input type="checkbox"/> counting <input type="checkbox"/> numbers <input type="checkbox"/> big <input type="checkbox"/> small <input type="checkbox"/> textures _____ <input type="checkbox"/> fast <input type="checkbox"/> slow <input type="checkbox"/> forward <input type="checkbox"/> back <input type="checkbox"/> grasp <input type="checkbox"/> color
4-year olds	1. Dress-up 2. _____ 3. _____ 4. _____ 5. _____	<input type="checkbox"/> dressing skills <input type="checkbox"/> turn-taking <input type="checkbox"/> vocabulary <input type="checkbox"/> perspective-taking _____ <input type="checkbox"/> coordinated hand and foot movements <input type="checkbox"/> balance <input type="checkbox"/> spatial awareness directionality _____ <input type="checkbox"/> discrimination <input type="checkbox"/> scanning <input type="checkbox"/> storytelling <input type="checkbox"/> pincer grasp <input type="checkbox"/> counting <input type="checkbox"/> vocabulary _____ <input type="checkbox"/> high <input type="checkbox"/> low <input type="checkbox"/> shapes <input type="checkbox"/> whole-to-part relationships <input type="checkbox"/> grasp and release vocabulary <input type="checkbox"/> turn-taking <input type="checkbox"/> perspective-taking _____ <input type="checkbox"/> sequence <input type="checkbox"/> counting <input type="checkbox"/> numbers <input type="checkbox"/> pincer grasp <input type="checkbox"/> coordinated hand movements

Age Group	Toys Children Enjoy	Concept/Skills
5-year olds	1. LEGOS 2. _____ 3. _____ 4. _____ 5. _____	<input type="checkbox"/> Coordinated hand movements <input type="checkbox"/> hand grasps <input type="checkbox"/> vocabulary <input type="checkbox"/> storytelling <hr/> <input type="checkbox"/> pincer grasp <input type="checkbox"/> balance <input type="checkbox"/> perspective-taking <input type="checkbox"/> turn-taking <hr/> <input type="checkbox"/> turn-taking <input type="checkbox"/> rules <input type="checkbox"/> vocabulary <hr/> <input type="checkbox"/> shapes <input type="checkbox"/> grasps <input type="checkbox"/> tolerate textures <hr/> <input type="checkbox"/> turn-taking <input type="checkbox"/> perspective-taking <input type="checkbox"/> vocabulary

What does this exercise teach you about partial participation and caring for children with disabilities?

Continued

Now compare your answers with these:

Concept/Skills	Toys Children Enjoy	Age Group
<ul style="list-style-type: none"> <input type="checkbox"/> eye-hand coordination <input type="checkbox"/> discrimination of shapes <input type="checkbox"/> whole-to-part relationships <input type="checkbox"/> grasp and release of objects <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> pull <input type="checkbox"/> push <input type="checkbox"/> in <input type="checkbox"/> out <input type="checkbox"/> empty <input type="checkbox"/> full <input type="checkbox"/> strengthen arms and legs <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> using feet in a coordinated way <input type="checkbox"/> forward <input type="checkbox"/> back <input type="checkbox"/> fast <input type="checkbox"/> slow <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> counting <input type="checkbox"/> numbers <input type="checkbox"/> big <input type="checkbox"/> small <input type="checkbox"/> textures <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> fast <input type="checkbox"/> slow <input type="checkbox"/> forward <input type="checkbox"/> back <input type="checkbox"/> grasp <input type="checkbox"/> color 	<ul style="list-style-type: none"> <u>1. Dress-up</u> <u>2. Wagons</u> <u>3. Pedal Cars</u> <u>4. Foam Blocks</u> <u>5. Trucks</u> 	<p>3-year olds</p>
<ul style="list-style-type: none"> <input type="checkbox"/> dressing skills <input type="checkbox"/> turn-taking <input type="checkbox"/> vocabulary <input type="checkbox"/> perspective-taking <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> coordinated hand and foot movements <input type="checkbox"/> balance <input type="checkbox"/> spatial awareness <input type="checkbox"/> directionality 	<ul style="list-style-type: none"> <u>1. Dress-up</u> <u>2. Big Wheels</u> 	<p>4-year olds</p>

Continued

Age Group	Toys Children Enjoy	Concept/Skills
<p>4-year olds (continued)</p>	<p>3. Sticker Books</p> <hr/> <p>4. Blocks</p> <hr/> <p>5. String Beads</p>	<p><input type="checkbox"/> discrimination</p> <p><input type="checkbox"/> scanning</p> <p><input type="checkbox"/> storytelling</p> <p><input type="checkbox"/> pincer grasp</p> <p><input type="checkbox"/> counting</p> <p><input type="checkbox"/> vocabulary</p> <hr/> <p><input type="checkbox"/> high</p> <p><input type="checkbox"/> low</p> <p><input type="checkbox"/> shapes</p> <p><input type="checkbox"/> whole-to-part relation-ships</p> <p><input type="checkbox"/> grasp and release vocabulary</p> <p><input type="checkbox"/> turn-taking</p> <p><input type="checkbox"/> perspective-taking</p> <hr/> <p><input type="checkbox"/> sequence</p> <p><input type="checkbox"/> counting</p> <p><input type="checkbox"/> numbers</p> <p><input type="checkbox"/> pincer grasp</p> <p><input type="checkbox"/> coordinated hand movements</p>
<p>5-year olds</p>	<p>1. LEGOS</p> <hr/> <p>2. Pick Up Sticks</p> <hr/> <p>3. Simple board games</p> <hr/> <p>4. Play Doh</p> <hr/> <p>5. Action Figures</p>	<p><input type="checkbox"/> Coordinated hand movements</p> <p><input type="checkbox"/> hand grasps</p> <p><input type="checkbox"/> vocabulary</p> <p><input type="checkbox"/> storytelling</p> <hr/> <p><input type="checkbox"/> pincer grasp</p> <p><input type="checkbox"/> balance</p> <p><input type="checkbox"/> perspective-taking</p> <p><input type="checkbox"/> turn-taking</p> <hr/> <p><input type="checkbox"/> turn-taking</p> <p><input type="checkbox"/> rules</p> <p><input type="checkbox"/> vocabulary</p> <hr/> <p><input type="checkbox"/> shapes</p> <p><input type="checkbox"/> grasps</p> <p><input type="checkbox"/> tolerate textures</p> <hr/> <p><input type="checkbox"/> turn-taking</p> <p><input type="checkbox"/> perspective-taking</p> <p><input type="checkbox"/> vocabulary</p>

ANSWERS

What does this exercise teach you about partial participation and caring for children with disabilities?

It teaches me that the materials in my classroom can be used to address the needs of children with disabilities. Even when they appear to be just playing, they are learning important skills and concepts.

Share your responses with a colleague and get her/his feedback.



I shared my responses to this activity with _____ on _____.
colleague date