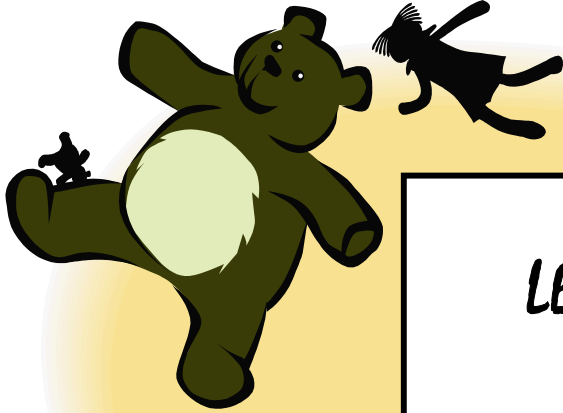


Arizona State Schools for the Deaf and the Blind
Parent Outreach Program



LEARNING THROUGH PLAY
WITH
HOMEMADE TOYS

Activities to Share with Families



This book about
Making and Using Toys to Enhance Development in Children with Sensory Impairments

was developed by
ALISA BURROUGHS & ASHLEY TALMADGE

ASDB Statewide Early Childhood Parent Outreach Program

TABLE OF CONTENTS



ACKNOWLEDGMENTS	.....iv
INTRODUCTION	.....v
SAFETY	.....1
TYPICAL HEARING DEVELOPMENT	.....2
TYPICAL VISION DEVELOPMENT	.....4
AUDITORY BEHAVIORS	.....7
VISUAL BEHAVIORS	.....8
EVERYDAY CONCEPT DEVELOPMENT	.....9
CREATING THE PLAY ENVIRONMENT	.....10
DEAF-BLIND CONSIDERATIONS	.....11
ADAPTING TOYS TO THE CHILD'S NEEDS	.....12
ADAPTATIONS FOR CHILDREN WITH ADDITIONAL DISABILITIES	.....14
TOYS TO MAKE	
1. Mobiles	.....15
2. Mobile Mania	.....16
3. What's That in the Window?	.....17
4. Easy-to-Hold Baby Rattle	.....18
5. Foot/Arm Rattle	.....19
6. Wrist and Ankle Bracelets	.....20
7. Hanging Bell	.....21
8. Kick Toys for the Crib	.....22
9. Pie Pan Tambourine	.....23
10. Shake and Rattle	.....24
11. Tactile Towel	.....25

12. Pat Mat	ii	.....26
13. Tube-Slide Toy		.....27
14. Accordion Tube Toy		.....28
15. Foam Blocks		.....29
16. Milk Carton Blocks		.....30
17. Pencil People		.....31
18. Hammer		.....32
19. Water Fun		.....33
20. Rolling Bottle of Fun		.....34
21. Teeter-Totter		.....35
22. Tube-Ball Drop		.....36
23. Clothespin Pinch Box		.....37
24. Jingle-Bell Roller		.....38
25. Doll Pin Hammering		.....40
26. Golf Tee Hammering Box		.....41
27. Napkin Ring Stacker		.....42
28. Ring Stacker		.....43
29. Object Stringing		.....44
30. Bowling for Bottles		.....45
31. Bang a Gong		.....46
32. Magnetic Board		.....47
33. Cookie Cutter Puzzle		.....48
34. Crazy Mixed-Up Friends		.....49
35. Sorting Tray		.....50
36. Shape Puzzle Board		.....51
37. Find the Shape Boxes		.....52

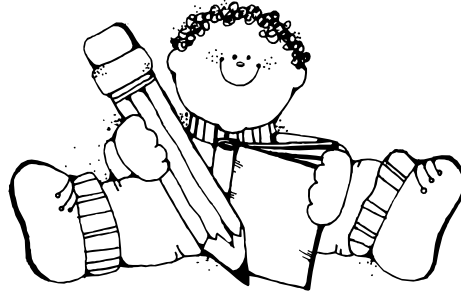
RECIPES: FINGERPAINT & CLAY DOUGH53
-----------------------------------	---------

MATERIALS: WHAT TO USE, HOW TO MAKE THEM, WHERE TO FIND THEM55
---	---------

RESOURCES56
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Introduction

Dear Parent Advisor,

Learning almost any skill is enhanced when a family and their child is educated through play. However, it is often a challenge to find the perfect toy. The best toy is often homemade.

Homemade toys have several advantages over purchased toys:

- ◆ They can be made to fit a specific need.
- ◆ They can be modified to suit visual and auditory needs.
- ◆ They can be left in a home without worrying about when, or if they are returned.
- ◆ Children have short attention spans and become bored with toys quickly. Parents become disappointed when they purchase an expensive toy and their child shows little interest in it after a short time.
- ◆ Financially, homemade toys are cost-effective.
- ◆ If the toy is damaged, it is easy to replace.
- ◆ Families learn that how they interact with their children affects the children's development. Expensive toys are not needed for children to meet specific goals.
- ◆ You will find that families can become very creative when you start using homemade toys. You can brainstorm together.
- ◆ Homemade toys can encourage the same interactions as the more expensive toys, and the families you work with will not wonder how much better their children might do "if only we could have that toy in our home".
- ◆ Cultural considerations can be addressed when a toy is homemade.

This book includes information on vision and hearing development, deaf-blind considerations, how to adapt toys, modifications for multi-handicapped children, concept development and creating a play environment. Each toy page lists: skills developed (you may think of others), materials, directions, concepts and language and a touch or object cue that can be used for a child who is deaf-blind. It was not possible to address every situation that might arise, so we encourage you to be creative.

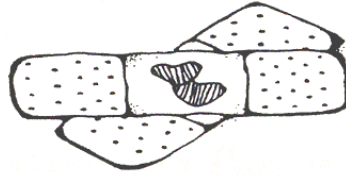
We hope you have as much fun using and adapting the ideas as we did developing them!

Ashley Talmadge



Alisa Burroughs

SAFETY



Safety is always your first consideration when making a toy.

Things to think about as you make a toy:

- How will it be used? Will a child be creative with your toy? If the child does something different with the toy, will it still be safe?
- What is the developmental age of the child for whom you are constructing the toy? What are the ages of other children in the family?
- All the edges need to be smooth and rounded with no sharp or pointed parts.
- Strings and ribbons need to be shorter than ten inches to avoid becoming entangled.
- Paint used should be non-toxic and lead-free when dry.
- Don't use glue on the outside since some glue is toxic.
- Use no parts that are small enough to swallow. If it will go through a paper towel tube, the item is generally too small to use.
- Be careful when using glitter. Some experts in the field of early childhood have concerns about using glitter with small children. They worry that children will get glitter on their fingers, then rub their eyes, pushing the small metal pieces into their eyes. If the child is touching glitter, it is always best to have her wash her hands. There are some paints that come with glitter in them. This may be the best way to use glitter on any toy.
- Make sure that the toy has no parts that are easy to remove.
- Check for parts made from brittle plastic. Try not to use this plastic as it is easy to break.
- Educate parents about toy safety and toys that are developmentally appropriate for their child. Remember to share safety information with babysitters, relatives, and others.
- Some toys should only be played with under adult supervision. Make parents aware of this. If there is any question about follow through, don't take that toy into a home.

Typical Hearing Development

As a Parent Advisor, you may be working with a child who has been identified as hard of hearing or deaf. Although this child is not hearing typically, it is important for you as the professional working with the family, to be aware of what is typical hearing development.

The following are responses to sounds typically observed in children, ages 4-24 months:

4-6 months

The child startles to sound if there is no competing noise.

A child's head will turn toward the side of the sound source when the sound is presented at ear level.

7-10 months

A child's will turn her head to the side and downward to locate a sound source below the ear level.

9-11 months

A child's will turn her head and look directly at a sound source presented below the ear level.

13-18 months

A child will turn and look toward the sound source when it is presented above ear level.

19-24 months

A child will be able to use direct localization for sounds presented in front of, to either side, or below the head. Localization for sounds made above or behind the head may not develop until a later time.



Typical Hearing Development (Continued)

Children also move along a continuum of interpreting the sounds that they hear. A child typically progresses in the following sequence:

Awareness

The child responds to a sound in his environment. Without this awareness of sound, the child cannot move to the next step.

Discrimination

The child will imitate sounds and responds differently to familiar and unfamiliar voices. He is able to tell the difference between male and female voices. The child is able to tell the difference between intensity, duration, pitch and the rate of speech when listening to voices.

Recognition

The child is able to perform fingerplays to action songs, responds to his name, stops an activity when told “no”. The child can follow simple commands such as “come here”. Most hard of hearing/deaf children recognize sounds before they have the ability to tell if the sounds are the same or different. This makes recognition an easier skill for parents to teach than discrimination.

Comprehension

The child understands and responds to a sound appropriately. He is able to respond to complex verbal directions.

When presenting sounds/language, it will be much easier for the child to attend to the auditory information if there is no competing or background noise. Parents need to be aware that a TV or radio is a sound source which may mask conversation.

Young children who are just learning to listen will be likely to ignore any conversation in which the signal (the parents voice) to noise (TV) ratio is less than 30 dB. This means that if the TV is set at normal conversation level (around 40 dB) the parent’s voice when talking to the child will need to be around 70 to 80 dB. This would mean that the voice loudness has to be at the level of a dog barking, baby crying or the vacuum when it is running in order for the child to pay attention to the parent’s speech.



Typical Vision Development & Activity Suggestions for Each Stage

Although the children with whom you are working are not experiencing typical vision development, it is still important to understand how to encourage development of various visual skills, and to understand the sequence in which these skills typically develop. While a child may not be following the typical time line, activities can be modified to accommodate the child. Be sure to engage the child in age-appropriate activities.

It is important to always give babies and toddlers something to look at, if they have any usable vision. The environment should be visually interesting (though not cluttered), and objects should be presented within the appropriate viewing distance. This distance will vary according to a child's age and the nature of his visual impairment.

BIRTH TO FOUR WEEKS

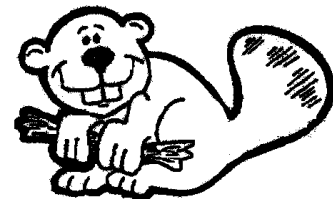
- demonstrates awareness of light
- responds to faces
- attends to simple visual stimuli at close range (eight to ten inches)
- is attracted to black and white designs

To Do:

- Give the baby a reason to look using:
 - *light from the window
 - *light-reflecting materials
- Hang mobiles at close range (8-10 inches from the baby's face).
- Use black and white patterning.
- Hang designs around the crib
- Move objects in front of the baby's eyes

ONE TO FOUR MONTHS

- learning to focus and fixate on objects
- developing ability to track moving objects
- shifts gaze between two objects
- visually exploring the environment
- starting to reach and swipe at objects
- starting to notice objects at a distance (several feet away)
- enjoys looking at bright colors



Typical Vision Development (continued)

ONE TO FOUR MONTHS

To Do:

- Move fragile mobiles out of reach (about a yard away)
- Hang brightly colored toys that the baby can bat and touch at close range
- Provide a variety of textures and toys that can be felt and mouthed
- Give the baby practice at tracking a slowly-moving target
- Present objects at close range; gradually move them farther away
- Give the baby practice using her vision from a number of positions (on back, on tummy, sitting in a car seat, sitting on Dad's lap, etc.)
- Use brightly colored wrist/ankle rattles and bracelets to help the baby begin to notice her extremities.

FIVE TO NINE MONTHS

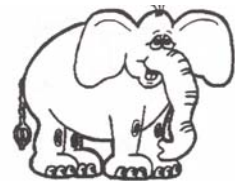
- developing good eye-hand coordination (reaches for and grasps objects)
- uses both eyes together (binocularity)
- visually observes his own movements
- gross motor movement increases (rolling over, crawling, sitting, pulling to stand on furniture)
- transfers objects from one hand to the other
- object permanence develops (child looks for dropped object)
- developing understanding of cause-effect

To Do:

- Let the baby explore herself in a mirror
- Use wrist/ankle rattles and bracelets
- String a box or pillow a few inches above the baby's mattress for her to kick
- Encourage her to move into her environment by providing toys that roll, make noise, and are visually appealing
- Let the baby bang on kitchen pots and pans
- Play peek-a-boo

TEN TO FOURTEEN MONTHS

- locates path visually and moves along it
- imitates the movement of others
- visually locates objects and pointed to by others
- starts pointing to objects, both near and distant
- developing gross (walking) and fine (picking up and manipulating objects) motor skills
- figuring out how things work
- using tools
- beginning problem-solving
- explores properties of materials and begins to sort



Typical Vision Development (continued)

TEN TO FOURTEEN MONTHS

To Do:

- Use more complex toys with hinges, zippers, locks
- Show the child how objects fit together (bottle tops through a hole in a box, nesting small cans inside large ones)
- Use floating toys in the bathtub
- Play games where the child must scan her environment (pick up the blocks on the floor, find the beanbags, etc)
- Ask the child to retrieve specific items by pointing to them
- Discuss properties such as bumpy/smooth, big/little, wet/dry

FIFTEEN MONTHS TO TWO YEARS

- fits objects together using visual cues
- matches objects
- identifies pictures of objects
- develops visual memory (notices changes in a familiar room, has a memory of where an object was placed)
- locates a specific object when only part of it is visible
- develops a sense of humor
- enjoys water play
- higher level of problem-solving
- engages in imaginative play



To Do:

- Use pull toys
- Engage the child in water play using different containers and objects
- Use simple puzzles to develop matching skills
- Play hide-and-seek games to develop scanning skills
- Play ball games (bowling) to develop eye-hand coordination
- Sort clothing by type: match socks, gloves, etc.
- Look at books and ask the child to identify the pictures
- Find things that look alike
- Play make-believe games with dress-up clothes or big box houses
- Discuss properties of object (color size, shape, texture, odor)

Auditory Behaviors

How do you know if a child is responding to sound? A child who is 0-5 months old should have a reflexive response to loud sounds. A child who is older than six months, has the experience to respond to softer sounds. As a child grows, his method of responding may change. The ultimate goal of auditory interaction is for the child to achieve comprehension.

The following actions may indicate that a child is hearing a sound:

1. The child's behavior changes. (quieting, crying, changes in eye gaze, widening of the child's eyes, stopping babbling or cooing)
2. The child looks toward the source of the sound.
3. The child engages in turn-taking during babbling.
4. The child moves his body in response to a sound.
An example would be rocking or swaying to music.
5. The child touches or points to ear in response to a sound.
6. The child attempts to imitate the sound.



It is also important to determine the distances at which a child can respond to typical environmental sounds. Distance can make a difference. A child may hear a sound when it is presented at one foot but not at three feet. A child with a sensor-neural hearing loss will not hear more clearly if the sound is closer or louder. However, if the sound is louder the child may be able to respond to the sound, and label it based on her experience with the sound.

Observation is a powerful tool in determining a child's functioning levels. Use what you observe to help the family recognize their child's level and to encourage the development of the next level during play.

Look for the following auditory behaviors when observing a child:

1. **Awareness**- The child detects a sound but attaches no meaning to the sound.
2. **Localization**- The child hears the sound and searches for its location. You will be able to observe the child turn his head, eyes, or body toward the sound.
3. **Discrimination**- The child is able to discriminate between verbal and environmental sounds. A young child is able to discriminate between vocal patterns. He will attend to "motherese" or "fatherese" but not general conversations. He is able to discriminate between tones. A happy tone will make him smile while an angry tone may make him cry.
4. **Recognition**- The child has the ability to identify the source of a sound (localization) and what makes that sound. An example would be when a child hears an airplane, points up to the sky, and says "airplane."
5. **Comprehension**- The child has learned to attach meaning to a sound or word that he hears. The child responds when he hears a sound. An example would be a knock at the door. The child hears it and understands that it indicates a person is here and he needs to respond by answering the door. At the word level, an example would be the child's response to a phrase, such as "Time to eat." The child hears the phrase and responds by washing his hands or sitting at the table.

Visual Behaviors

Look for the following visual behaviors when observing a child. Are there certain visual behaviors the child has difficulty performing? Is it easier for the child to perform visually if he is in a particular position? How can you help develop or enhance these visual behaviors using toys and play?

1. **Attention**- A child is visually attending when he shows visual interest in an object, even for a moment. Attention becomes longer with experience and interest.
2. **Localization**- A child localizes when he turns his eyes, head, or body toward the visual stimulus, when it comes into his field of vision.
3. **Fixation**- A child locates a visual stimulus and “locks” his eyes onto it. At first, fixation may be just one or two seconds; ten to fifteen seconds is preferable. Fixation implies that a child sees something.
4. **Tracking and vergence**- A child is able to follow a moving target. A child tracks when she follows a moving target, first horizontally, then vertically, in a circular pattern, and finally diagonally. Vergence is when a child is able to follow an object between near and distance space.
5. **Shift of gaze**- A child shifts gaze when she looks from one object to another. Initially this happens when a child looks between two objects on the same horizontal plane. The next step is a vertical plane, and finally between distances.
6. **Scanning**- A child looks from one thing to the next on various planes and locations for the purpose of finding a particular object or person, or to explore the environment.
7. **Eye-hand coordination**- A child uses his vision with his hands and body to swipe, reach for, grasp, and move toward things he sees.
8. **Visual discrimination**- A child learns to distinguish between visual differences in two objects.
9. **Visual memory**- A child uses what he has seen to remember the placement of objects and the spatial orientation of the environment.



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Consolidated from: *Resources for Family Centered Intervention for Infants, Toddlers, and Preschoolers Who Are Visually Impaired*, VIISA Project, Vol. II, p. 980-89

Everyday Concept Development

When working with children who have sensory impairments, it is especially important that we pay attention to the development of concepts. Children with typical vision and typical hearing learn much incidentally--that is, they can see how a task is done and hear the language that goes with it. They don't even have to be involved with the task to learn about it. They learn what is meant by forwards and backwards without direct instruction. They learn how to respond in social situations simply by watching and listening to what others do. Children with sensory impairments must learn by doing. Repetition is also important.

Toys can be used to teach concepts while playing with sensory impaired children. The following are examples of important concepts that need to be taught to children with sensory impairments.

TALK ABOUT, DESCRIBE, MODEL, & LET THE CHILD EXPERIENCE:

over - under	--The qualities of : <i>wood, plastic, metal, stone</i>	
top - bottom		
up - down	--What it feels like/sounds like to walk on :	
between	<i>leaves, grass, sand, rocks, asphalt, mud</i>	
through		
beside	--Space/placement of objects in the environment	
fast - slow		
rough - smooth	--Quantity: <i>some, a lot, a few, many, much</i>	
smile - frown		
on top of - below	--Causality: "What happens when.....?"	
in - out	"What happens if.....?"	
soft - hard		
left - right	--Sounds: <i>loud/soft</i> pitch: <i>high/low</i>	
ahead - behind	--Name and allow the child to experience various su	
hot - cold - warm	on floors, tables, railings, chairs, etc:	
wet - dry	<i>tile carpet dirt wood metal sand</i>	
heavy - light	<i>gravel window glass plastic vinyl</i>	
inside - outside		
upside-down and right-side-up		
big - little	--Teach the child about his/her body parts and their functions:	
long - short	"Where is your nose? What do you use it for?"	
front - back - side	"Show me your legs. What can you do with your legs?"	
open - closed		
beginning - end	--Allow the child to explore perimeters, so he/she develops an	
edge - end	understanding of the WHOLE	
chewy - crunchy	<i>the whole table</i> <i>the whole room</i>	

***Remember :**

Allow the child to experience whole processes and real objects as much as possible, so her learning is not incomplete or fragmented.

Signing with Babies and Toddlers:

If you are using signs with a baby or toddler, you might want to use one of these strategies to help the baby pay attention to the language: 1) Make the signs on the baby's body, 2) Make the sign on the object, or 3) Use hand- under-hand or hand-over-hand to help the baby/toddler make the signs. Be ready to accept the creative baby signs that will appear.

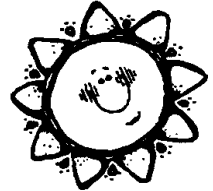
~ Developed by Alisa Burroughs & Ashley Talmadge ~

Creating the Play Environment

With just a little planning, the play environment can be one in which the child will learn and grow. A child with single or dual sensory impairments does best in a predictable environment. Cognitive skills are built as a child learns to match pictures or tactile clues for where to find/replace toys.

The following tips will enhance a child's play experience:

1. **Provide an organized play area.** Toys should be easy for a child to find independently and placed in the same spot so the child can find them.
2. **The environment should support the use of vision and hearing.**



Vision: There should be good lighting, reduction of glare, the use of materials that provide a high contrast, and minimal traffic.

Hearing: Although most homes are busy places, times should be set aside each day to assist the child in learning to listen. During this time, competing noises should be eliminated whenever possible. Televisions, washer/dryers, and radios should be turned off or used selectively, so the child has the opportunity to discriminate such things as "sound" vs. "no sound." As the child becomes more experienced, competing sounds may be introduced.

3. **Find the best viewing point.** Present objects of different sizes at different distances and in different positions. Have the family watch how the child responds when objects are placed to the right, left, above and below the eye. Finding the best viewing point will help to determine the best way to present toys.
4. **Present sounds toward the better ear.** Become familiar with the child's audiogram. When using a toy with an auditory component, make sure it is presented on the side of the better ear. If an audiogram is not available, observe the child. On which side does he seem to respond more consistently when sounds are presented?
5. **Limit the selection of toys.** Present toys individually. Some children become overwhelmed when given too many choices. If necessary, use hand-under-hand or hand-over-hand to show the child how to manipulate and use the toy appropriately. You may need to guide the child in her/his exploration of the toy's sensory qualities.
6. **Change the child's play position.** Provide the opportunity for the child to experience play in many different positions: Sitting with adult support/box support, lying prone or supine, sitting in a chair, lying on an adult's lap or chest, on the floor over an adult's leg, etc.

Deaf-Blind Considerations

Children who are deaf-blind usually have some residual hearing or some usable vision. Very few children have no vision and are profoundly deaf. Therefore it is important to determine which modality is the most useful to the child in receiving environmental information. Use hearing and vision specialists to help the family determine the adaptations and materials needed to encourage the child to develop the use of the available sense in each situation.

Make the family aware that a child's ability to use hearing or vision may vary day to day, or even activity to activity. The following factors will impact a child's ability to respond to sight and sound: 1.) how well a child can use residual hearing and vision with and without hearing aids or glasses, 2.) health, 3.) medication, 4.) mobility, 5.) lighting, and 6.) background noise.

For children with limited vision and hearing, it is especially important to establish ways of communicating the identity of people and the start of activities. The most effective way to communicate these events to a young deaf-blind child is through the use of touch or object cues.

For the purpose of interacting during play, we will use the following definitions:

Touch Cue: Any tactile signal made directly on a child's body, signifying a specific thing (event, person, etc.) Example: A touch on the left shoulder to signify "*I will be playing with you.*"

Object Cue: An object chosen to represent a specific activity or event. Example: A spoon placed in a child's hand to represent that he will be eating.

Reasons for Using a Cuing System



- 1) To allow the child to anticipate what will be happening and who will be present.
- 2) To provide the child with opportunities for making choices. Feelings of helplessness are lessened when the child is given some control over his life.

Adapting Toys to the Child's Needs

With a few exceptions, all of the toys described in this book can be adapted to any child's unique needs. If the toy, as described, does not meet your child's needs, be creative!

To think about:

- What skills and concepts am I trying to teach?
- How can I adapt the toy to make it useful in teaching those skills and concepts?

If the child has some usable vision:

- Try highlighting the toy with bright colors.
- Use toys with good contrast (for instance, bright yellow on black).
- Avoid materials that produce glare.

If the child has no usable vision:

- Highlight the toy with different textures.
- Use toys with an auditory component or add that component.
- Use the toy to develop tactile discrimination.

If the child has a mild to moderate hearing loss:

- Make sure auditory components are loud enough to hear.
- Avoid making a toy that has multiple/conflicting auditory components.
- Add auditory components to toys by using cans instead of boxes, adding sound makers inside of toys.

If the child has a profound hearing loss:

- Emphasize visual components of a toy.
- Emphasize movement and position.
- Choose toys that will be tactually attractive while aiding in concept-building.

REMEMBER



Development of complete and accurate concepts is very important for any child with a sensory impairment.

Adapting Toys to the Child's Needs (Continued)

Examples of Toy Adaptions:

1. Toy: **Crazy Mixed-Up Friends**

As described, this toy is useful for teaching a variety of concepts to a child with low vision or who is deaf or hard of hearing. However, with a little creativity, this toy could be used to teach the same concepts to a child with no vision.

- ◆ Make a simple tactile triangle on several cards.
- ◆ Position the cards so that some of the triangles are pointing down, while others are pointing up.
- ◆ Ask the child which are pointing up and which are pointing down. Or ask him to match triangles in similar positions.

OR

- ◆ Attach samples of curly yarn or ribbon to some cards and samples of straight yarn/ribbon to others.
- ◆ Pair the cards and ask the child to tactilely identify which cards are the same and which are different.

IMPORTANT!

Do not attempt to create detailed tactile "pictures." (In this case, do not attempt to create an entire tactile image of a person on a card.) Such pictures can be tactually confusing to a child. Instead, emphasize one or two things such as shape or texture.

2. Toy: **Tube-Ball Drop**

- ◆ For the child with low vision, use brightly colored balls and highlight the tube and box edges with bright tape.
- ◆ Allow the child with no vision to explore the whole toy tactually; explain how it works and guide him through the process.
- ◆ Encourage the deaf or hard of hearing child to peep in the tube hole and figure out where the ball will come out. Help the child to anticipate what will happen next, to build cause-effect relationships

Adaptations for Children with Additional Disabilities

Adaptations can often be simply done. Here are some general guidelines to follow:

1. **Stabilize materials**
Examples:
 - * Use velcro to keep toys in place.

 - * Strap a toy to a child's wrist if she doesn't have the strength or ability to grasp the toy.

 - * Create a border or use a tray with sides (such as a TV tray without the legs) to keep objects from moving out of reach.

2. **Find the best position for the child.** Take advantage of information from physical and occupational therapists.

3. **Enlarge materials when necessary.** Some children have difficulty grasping and picking up small objects even when they can see them.

4. **Create more sensory input. Many children need more tactile information.** Use textured tape and fabrics to enhance materials.

5. **Allow time for the child to explore** objects and to get used to the process. Allow time for transitions between activities. Give the child plenty of time to get used to the idea before making the transition.

MAKING THE TOYS



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.....Mobiles.....Mobiles.....Mobiles.....

Skills developed:

- *visual focus and fixation
- *visual exploration of the environment
- *some variations provide opportunities to develop reach/grasp (eye-hand coordination) skills
- *some variations make use of auditory and tactile components; beginning cause-and-effect relationships are established

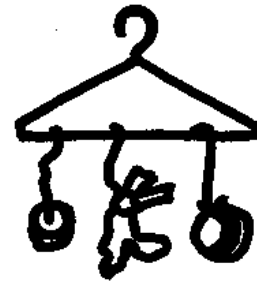
Materials and Variations:

Mobiles can be made from a wide variety of common household materials:

- small cereal boxes
- patterned cut-out shapes (die-cuts)
- plastic bracelets
- scraps of brightly colored fabric

How to hang:

- clothes hangers
- pie pans
- dowel rods
- PVC



What to do:

Use of mobiles can start as early as a few weeks of age. Hang the mobile 8-10 inches from the child's face. When the baby begins to reach out, swipe and grasp, hang interesting objects within the baby's reach on elastic waistband cord (no longer than 10 inches to avoid strangulation).

The following items can be used:

- small stuffed animals
- cups with handles
- textured balls

Change the mobile to vary the child's visual environment. Give them a reason to look and reach.

Hanging these objects allows the baby to bat at items that interest her. Later she can grasp the objects and draw them toward her. If she loses the object it will return to the same spot and she can learn to find the object. Items with tactile and auditory components should be used with children who have no vision. Mobiles with tactile and visual interest should be used with profoundly deaf children. Be sure that these items are within the baby's reach and that the baby is being supervised. For a young child, avoid objects that are not safe for babies, (such as cardboard shapes, paper, sharp objects). If a mobile contains these objects, hang them several feet away to stimulate far vision. Be aware that some cultures forbid the viewing of dead animal parts such as fur, bones, etc. Be sensitive to the mores of the families you serve.

**The following page contains suggestions for making mobiles.
The variations are endless!**

You won't know what the child is looking at, if you don't look at the mobile from the child's perspective. Is it as interesting as you thought it would be when viewed from below?

MOBILE MANIA

Mobiles are a great way to use bright colors, movement, sound, and tactile input to encourage a young child to explore his environment. Mobiles can be easily made from household materials. They can be modified to accommodate a child's changing visual, auditory and tactile interest.

Be creative ! Here are some suggestions:

THINGS TO HANG:

- *curtain rings
- *Mason jar rings
- *small boxes (cereal, pudding, etc.)
- *soup cups
- *small stuffed animals
- *plastic figures (fruit, people)
- *cans
- *paper towel tubes
- *playing cards
- *bright colored gloves and socks
- *bunches of colored ribbons
- *pipe cleaner bundles
- *plastic bracelets
- *napkin rings
- *fat ponytail holders
- *rulers
- *feathers
- *balls
- *spools
- *wallpaper and fabric scraps
- *garlands
- *sponges
- *decorated paper plates
- *postcards
- *foil (balls, pans, rings)
- *photographs
- *measuring spoons/cups
- *large bottle caps



WHAT TO HANG THEM ON:

- *clothes hanger
- *embroidery hoop
- *paper plate rim
- *pie tin
- *plant hanger
- *cardboard cut outs
- *stick from a tree or shrub

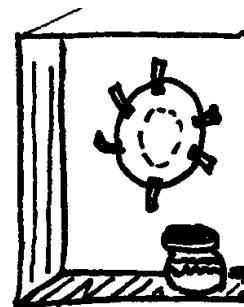
HANG THEM WITH:

- *string
- *yarn
- *ribbon
- *horse hair (washed mane or tail)
- *strips of fabric
- *elastic waistband material

VARIATIONS:

- *cover spools, cardboard shapes or paper towel tubes with contact paper
- *cut shapes from two pieces of cardboard cut a window, place foil between the pieces of cardboard and glue them together.

What's That in the Window?



Skills Developed:

- *Encourages visual exploration of the environment
- *Encourages the baby to look further into the distance
- *Visual focus and fixation

Materials:

Any number of materials may be used. Try to provide interesting visual stimuli for the baby. This will teach him to start viewing objects in the distance.

Suggestions:

3. Fill jars of various sizes with colored water and set them on a windowsill within 8 feet of the baby. (Make sure that the baby can actually see objects at this distance. If not, move her closer to the window.)
4. Tape translucent colored plates to the window, or hang them next to the window.

Directions/What to do:

1. Determine the greatest distance at which the baby visually attends to objects of the size you are using.
2. Start by placing visually appealing objects a little closer than this maximum viewing distance for the child. Gradually increase the viewing distance.
3. Periodically change the type and arrangement of objects used. This will prevent boredom and encourage the baby to look for new and interesting things in her environment.

You want to:

- *teach the baby that there is something to look at "out there"
- *encourage her to visually scan and explore the environment
- *encourage the child to focus on interesting objects in her environment

Concepts/Language:

Look up over there window color shapes

"Look at the pretty colors in the window."

"Look way over there. Can you see it?"

NOTE:

This activity is not appropriate for children who are deaf-blind unless they have some usable vision and/or hearing.

Easy to Hold Baby Rattle

Skills Developed:

- *Eye-hand coordination
- *Fine motor
- *Cause-effect
- *Location of sound



Materials:

1. Old baby booties
2. Plastic Easter eggs
3. Sound making objects such as rice, paper clips, marbles, fishing leads, beads
4. Contact cement
5. Needle and thread

Directions:

1. Place objects into the Easter egg. Glue shut.
2. Most baby booties/socks are very colorful but if yours are not, use a permanent marker (black) or fabric paint to make bold stripes or designs on the booties/socks.
3. Place the egg in the bootie/sock.
4. Sew the end shut. You now have a rattle that is easy to grasp.

Concepts/Language:

hand loud soft colors or textures of the rattle

**Keep the phrases used short and simple.*

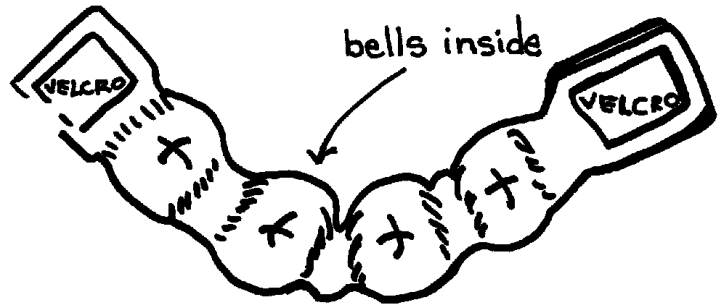
Touch/Object cue for a child who is deaf-blind:

Touch the rattle to his hand before showing the child how to hold the rattle.

Foot/Arm Rattle

Skills Developed:

- *Awareness of hands/ feet
- *Motor skills
- *Cause-effect
- *Location of sound



Materials:

1. Old baby socks (the band part); or stretch material cut into two-inch widths, length 7 inches.
2. Bells
3. Velcro
4. Needle and thread

Directions:

1. Cut the band to make it one length. Sew the band or material into a tube. Sew one end. Invert so the sewing is on the inside. Slide the bells inside the tubing.
2. Sew the other end. You could hot glue but I feel safer with sewing.
3. Attach velcro to each end. Now you have bells that will grow with the baby and are safely inside a tubing.

Concepts/Language:

Shake up down foot hand stop go

At this level, keep it simple. As you place the bells on the child, use a monologue of what body part you are touching and what you are doing.

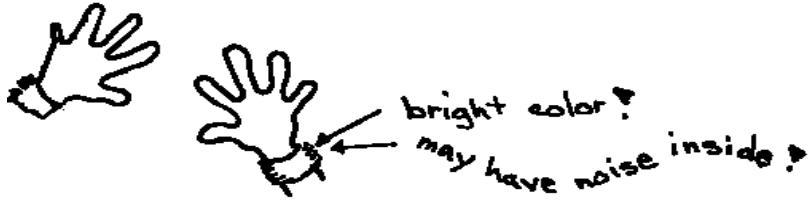
Touch/Object cue for a child who is deaf-blind:

Place bells gently in the baby's hand before placing on wrist or ankle.

Wrist and Ankle Bracelets

Skills Developed:

- *Visual focus/fixation
- *Location of sound
- *Body awareness
- *Beginning awareness of cause and effect relationships.



Materials:

1. Elastic waistband material, velcro, large puffy ponytail holder (something that will fit comfortably around the baby's wrist or ankle)
2. Bells or other noisemakers which can be attached to the band

Directions:

1. Make an anklet or bracelet to fit comfortably, but not too tightly.
2. Use bright colors or black-and-white patterning, depending on which is more motivating for the baby.
3. Attach bells or other noisemakers if desired.

The idea is to give the baby something to look at on his wrists and ankles; this will encourage him to notice his extremities. Materials that provide auditory feedback when the baby moves his hands and feet can be added. These are especially effective for babies who have little or no vision, and may not have noticed their limbs and how they move.

Concepts/Language:

hand foot loud soft up down leg arm

"Lift your hand up--hear the bell?"

"I can't hear the rattle--shake your foot!"

"Look at the colors on your arm!"

Touch/Object cue for a child who is deaf-blind:

Touch the anklet or bracelet to the child's hand before you put it on.

Hanging Bell

Skills Developed:

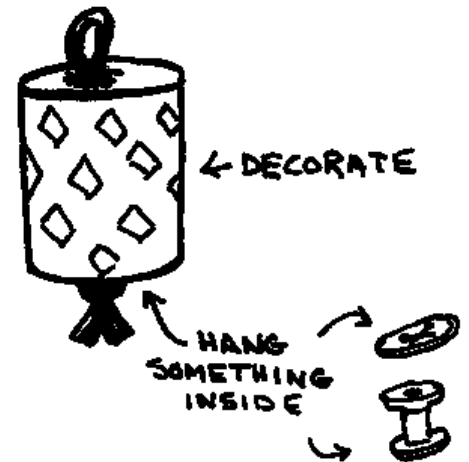
- *Eye-hand coordination: swiping/reaching
- *Visual focus and fixation on a target
- *Beginning awareness of cause-effect
- *Location of sound

Materials:

5. Empty can
6. Contact paper or fabric
7. Ribbon or cord
8. Large button, bell, spool, etc. (a noise maker of some type)

Directions:

1. Cover a metal can with bright contact paper or fabric.
2. Puncture a hole in the center of the bottom of the can. Hammer a nail from the outside in. This will keep the sharp edge of the hole on the inside of the can.
3. Cut about 18 inches of ribbon or cord and fold it in half.
4. Thread the doubled end through the hole from the inside out. There will be a 3 to 4 inch loop outside the can. (When inverted, the can will hang by this loop.)
5. Tie a knot on each side of the can top (one inside, one outside) so the cord can't slip through.
6. There should be several inches of doubled cord hanging inside the can. Tie a noisemaker (button, spool, bell, etc.) on the cord so that it hangs an inch or two from the rim inside the inverted can.
7. Cut off any excess cord.
8. Hang the inverted can by the loop within reach of the baby. When the baby bats the can, the noisemaker should clang against the inside of the can.



Concepts/Language:

loud soft lightly hard kick hit

"Oh, the bell makes a noise when you hit it!"

"See the bell? Reach for it--you can hit it!"

"Hit it hard!"

Touch/Object cue for the child who is deaf-blind:

Guide the child's hand to the bell. Keep the bell in the same place.

Kick Toys for the Crib

Skills Developed:

- *Visual focus and fixation on a target
- *Coordinated gross motor movement (legs)
- *Some variations provide auditory feedback when kicked, developing cause-effect and sound location

Materials:

1. Target to kick (oatmeal box, large piece of cardboard, medium pillow, large plastic bottle)
2. Cord, heavy string, or waistband elastic
3. Noisemakers to go inside the box or bottle (bells, dried beans, buttons, gravel)
4. Contact cement
5. Heavy colored tape

Directions:

There are many targets you can use. When using the oatmeal box as a target:

1. Make a small hole in the center of both the bottom and the lid of the oatmeal box.
2. Run a heavy string or waistband elastic through the holes; be sure the string/elastic is a little longer than the width of the crib.
3. Put noisemakers in the oatmeal box.
4. Seal the lid with cement and tape; be sure the seal is secure so there is no danger of the baby choking on the noisemakers.
5. Decorate the oatmeal box with bright colors.
6. String the box above the baby's mattress in kicking range.

What to do:

The idea is to string the target 1½ to 3 inches above the mattress in the baby's crib near her feet. The baby will have a good time kicking at the target, feeling the give and take of the elastic cord, and hearing the noisemakers. You may need to motor her through her first few kicks.

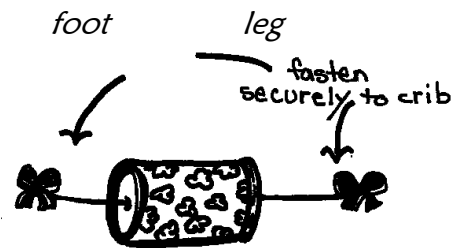
Concepts/Language:

Kick hard softly loud foot leg

"Kick it hard!"

"Kick the red spot."

"Hear the bells when you kick with your foot?"



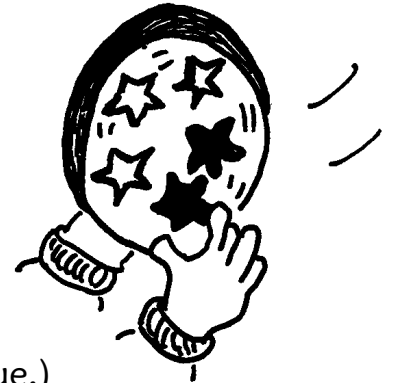
Touch/Object cue for a child who is deaf-blind:

Guide the baby to feel the kick toy before engaging in this activity. Be sure to keep the toy in the same place so the baby knows where to find it in her crib.

Pie Pan Tambourine

Skills Developed:

- *Reaching
- *Auditory discrimination
- *Eye / Hand
- *Shoulder strength



Materials:

1. Pie Pan (2)
2. Household cement (NOTE: do not use hot glue.)
3. Rice, gravel, fishing weights, beans
4. Non toxic, lead free acrylic paint, latex paint or spray paint.

Directions:

1. Paint the pie pans to draw visual attention.
2. Place beans, gravel, weights or rice in one pan.
3. Glue together with household cement. Wait 24 hours.

What to do:

Use movement to draw the child's attention toward the tambourine. For a child with a hearing loss, use the shaking to draw the child's eye gaze. Help her to hold the tambourine so that she can feel the vibrations. Use the sound to draw the attention of a child with a vision loss. Show her how moving the tambourine at different speeds can change the sound it makes.

Concepts/Language:

round *shiny* *loud* *soft*
smooth *ridges* *bumpy* *cool (or hot if you are outside in the sun)*

"Shake the pan." "Make a loud sound." "Feel the bumpy edge"

Touch/Object cue for a child who is deaf-blind:

The toy itself paired with the time to play cue. The child will get sensory input from the vibrations made by the items inside.

Shake and Rattle

Skills Developed:

- *Beginning awareness of cause and effect
- *Visual scanning and focus/fixation (when looking at the toy)
- *Auditory tracking (when someone shakes the toy and asks the child to find it)
- *Auditory discrimination with some variations

Materials:

1. Two of the same type of aerosol can caps or two small shampoo bottles
2. Epoxy cement
3. Dried beans, rice, sand, gravel, buttons, etc.
4. Colored electrician's tape

Directions:

1. If you are using shampoo bottles, cut off the top 2/3 to 3/4 of the bottles and discard.
2. Put noisemakers in one can cap or bottle.
3. Glue the matching can cap to the filled one (rim to rim) or slide one bottle end into the other and glue. Be sure the seal is secure and wrap with tape.
4. The shakers may be decorated with tape, contact paper, or paint.

What to do:

1. Hang a shaker within swiping range to be used as a batting toy.
2. Fill shakers with different noisemakers and ask the child to identify same and different sounds.
3. Shake a shaker in front of the child and ask him to move toward it.
4. Turn on some music and shake to it.
5. Encourage the child to feel the movement of the objects inside the shakers as he shakes them.
6. Ask the child to use the shaker to tap specific parts of his body.

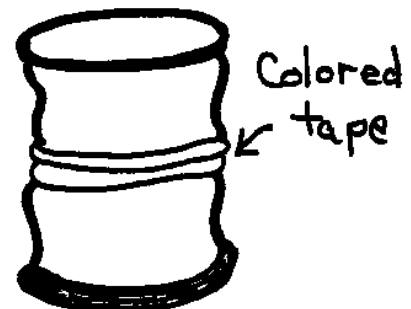
Concepts/Language:

<i>shake</i>	<i>fast</i>	<i>up</i>	<i>side-to-side</i>
<i>move</i>	<i>slow</i>	<i>down</i>	<i>inside</i>

"Shake the shaker fast!"

"Tap your knee with the shaker."

"Can you feel the marbles moving inside when you shake it?"



Touch/Object cue for the child who is deaf-blind:

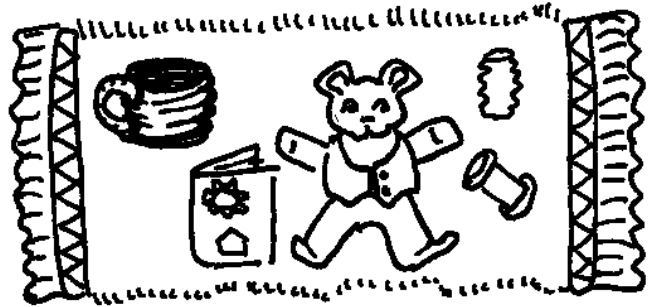
Place the shaker in the child's hand before beginning play. When playing with a child who is profoundly deaf, be sure noisemakers are "weighty", so the child can feel them inside the canister.

Tactile Towel

This may be placed on the floor or attached to a wall for a child who has started to cruise.

Skills Developed:

- *Reaching and touching
- *Tactile information
- *Eye-hand coordination
- *Fine motor
- *Locating objects



Materials:

1. Black or white towel
2. Velcro hook and loop, non-stick type
3. Objects from around the house such as large curlers, scrubbing sponges (large), cooking mitt (maybe filled with bells), different squares of fabric, soft toys, rattles. Your imagination and creativity are the only limits.
4. Needle and thread or velcro glue

Directions:

1. Sew a two-inch strip of loop velcro to towel. The age of the child, functional skills and his vision would determine how many sections you would make to place objects. It would usually be best to start with just two or three.
2. Sew or glue the hook section to the objects that will be placed on the towel. Use only objects too large to be placed in a young child's mouth.

Concepts/Language:

This will depend on what is placed on the towel. Take time to describe the different attributes of each object as the child discovers them. For a deaf-blind child, try attaching different vibrating toys to the towel. For these toys you may want to sew on short pieces of ribbon.

Touch/Object cue for a child who is deaf-blind:

Use the part of the towel that has velcro attached to touch, so that the child will learn to differentiate from a towel that may be used for cuing about bath time or washing.

Pat Mat

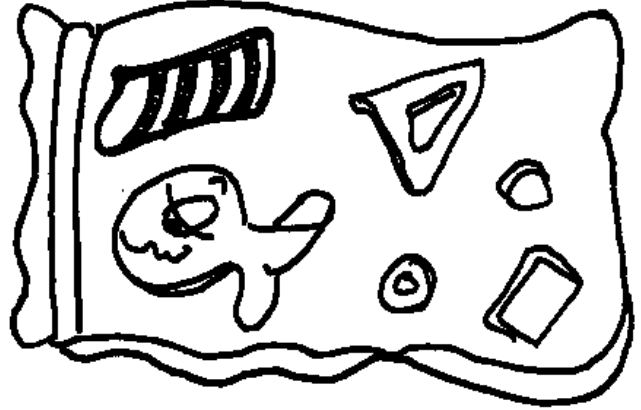
Simple and quick to make. Do not leave a child alone and unsupervised with the pat mat.

Skills Developed:

- *visual tracking
- *cause-effect

Materials:

1. Gallon size bags that seal
2. Cloth or duct tape
3. Objects to put in the bag such as glitter, beads, and sponges cut into shapes.



Directions:

1. Take two bags. Place glitter and shapes into bag. Place water in the bag.
2. Zip close the bag. Seal it again with tape. Place it inside a second bag. Seal again.

Concepts/Language:

“Look at the _____.”

“Push the _____.”

Only use under adult supervision. Place the mat on the floor. Draw the baby’s attention to the objects in the mat. Show her how to push on the mat to make the objects move. Use words such as *across*, *up* and *down*. If she has trouble tracking, help her to follow the movement with your hand. Enjoy playing with the floating objects.

Touch/Object cue for child who is deaf-blind:

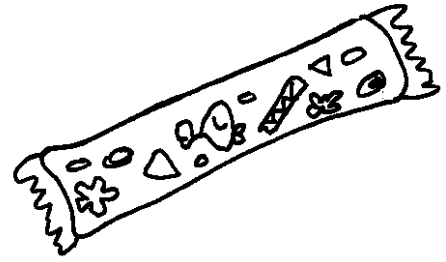
Help the child to feel the edge of the bag before placing him on or near the bag.

Tube Slide Tc

Easy and fast to make.

Skills Developed:

- *Visual tracking
- *Upper arm strength
- *Cause-effect relationships



Materials:

1. Clear vinyl tubing, one inch in diameter and about twelve inches in length (available at the hardware store in a variety of sizes).
2. Corks to fit snugly into the tube ends. (If you can't find corks, dowel rods slightly wider and cut into 1½-inch lengths will work if you do not put water into the tubing.)
3. Utility knife
4. Contact cement
5. Objects small enough to fit easily into the tube (colored rice, beads, bells, bright colored marbles, colored sand)
6. Glitter (only if you use water; dry, it sticks to the sides of the tube)

Directions:

1. Ask a hardware store employee to cut the tubing into the length you want.
2. If you don't use corks, you will need to use a handsaw to cut the Dow rods into 1½-inch sections to place in the end of the tubing.
3. Place the glue around the inside edge of the tubing. Slide in the cork or Dow rod section. Allow to dry.
4. Place the objects inside the tubing.
5. Seal the end by repeating step 3.
6. Allow 24 hours to dry before using.

What to do:

Show the child how to turn it up and down to watch the objects move. Discuss what happens inside and what he hears. Rice makes a nice sound as it moves.

Variations:

- ◆ Fill the tube with distilled water. Use glitter or round beads.
- ◆ Fill the tube with food colored distilled water and oil.
- ◆ For a physically challenged child, use a shoe box. Paint the inside a contrasting color to the objects inside the tube. Attach each end of the tube to an end of the box. The box will keep the tube in view as it is moved up and down. Or attach it to the child's wrist using velcro.

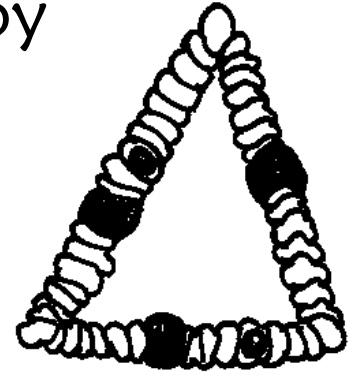
Concepts/Language:

up *down* *shake* *turn* *slide* *slither*
tumble *sparkle* *bounce* *scatter* *swirl*

Accordion Tube Toy

Skills Developed:

- *Visual focus and fixation
- *Visual tracking
- *Auditory tracking (when used as a motivator by an adult)
- *Arm/shoulder strength
- *Beginning awareness of cause and effect
- *Tactile feedback



Materials:

1. 1- to 2-foot length of aerosol hose (available in stores selling medical supplies)
2. 1 or 2 ball bearings, ½ inch diameter. Marbles can be used if ball bearings are not available; however, ball bearings are preferable since they are heavier and provide more tactile feedback.
3. Epoxy cement
4. Brightly colored electrician's tape

Directions:

1. Place ball bearings or marbles in the tube.
2. Make two small cuts in one end of the tube and fit it into the other end of the tube, making a complete enclosed circuit. The ball bearings should be able to roll freely through the entire circuit.
3. Cement the seal and cover with electrician's tape.
4. Wrap the tubing with brightly colored tape at 6 inch intervals.

What to do:

When the child moves the toy, the ball bearings “bump” along the ridges in the tubing. Auditory and tactile feedback are provided. The child learns how to “make the noise” or “feel the balls bumping” by tilting the toy in one direction or the other. If the child's vision is good enough, he may also visually track the ball bearings as they move around the circuit. (The tubing is translucent, so the ball bearings do not appear in high contrast.) An adult may use the toy as a motivator (either visual or auditory) when asking the child to move forward. A variation is to make a single straight tube. Simply seal both ends of the tube. Be sure that all seals are secure so that the ball bearings cannot fall out and be swallowed.

Concepts/Language:

inside closed bumpy tilt rough through tube

“Feel the tube. It is bumpy.”

“Watch the balls go through the tube.”

“The balls are inside the tube.”

Touch/Object cue for a child who is deaf-blind:

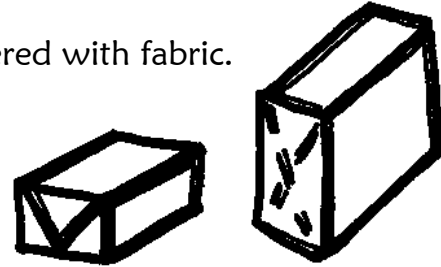
Place the tubing gently in the child's hand and let him feel the bumpy texture before beginning to play with the toy.

Foam Blocks

Do not use with children who bite foam unless covered with fabric.

Skills Developed:

- *eye hand coordination
- *fine motor
- *cause-effect
- *matching (if some blocks have matching textures such as corduroy)



Materials:

1. Upholstery foam (you can buy at craft, sewing and upholstery stores)
2. Serrated knife or electric carving knife
3. Fabric to color the blocks. Try to use various textures and contrasting prints.
4. Fabric glue

Directions:

1. Use the knife to cut the foam into blocks.
2. Cover the blocks with fabric. Wrap it like a present and glue or sew the fabric on.

What to do:

These are nice blocks because they are light and can't hurt or startle a child. The one drawback is they don't make sound. You can add an auditory component before covering the block, by cutting a hole in the block and inserting a canister containing beans, rice, or bells.

Concepts/Language:

<i>pile</i>	<i>high</i>	<i>same</i>	<i>fall down</i>	<i>rough</i>	<i>tower</i>
<i>stack</i>	<i>low</i>	<i>different</i>	<i>pick up</i>	<i>smooth</i>	

"Knock it down"
"Push the blocks"

"Where should we put the smooth blocks?"

Touch/Object cue for the child who is deaf-blind:

If the block is covered with a tactile fabric, have him touch the fabric first. Allow him to hold the block before initiating block play.

Milk Carton Blocks

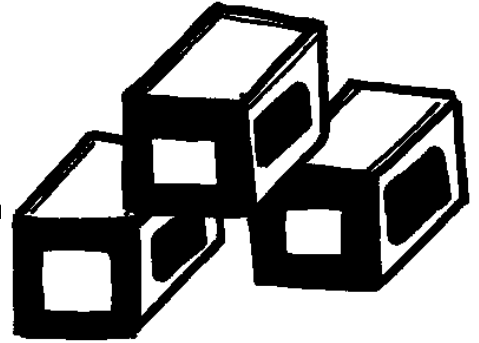
Simple to make but will take a little time if you cover the blocks.

Skills Developed:

- *Eye-hand coordination
- *Fine motor
- *Cause-effect
- *Location of sound (if bells or rocks are added)

Materials:

1. 2 same-sized milk or juice cartons to make each can be substituted.
2. Utility knife
3. Non-toxic lead-free paint, latex paint, or contact paper or fabric
4. Spray adhesive (for the fabric)
5. Bells in a small plastic pop bottle or rocks in a tin can (If you want sound, the rocks will be louder.)
6. Newspaper



Directions:

1. Rinse the carton and let it dry.
2. Cut off the tops of the carton and discard.
3. If you want sound, place the can inside one carton. Stuff newspaper inside the carton to give it weight.
4. Slide one carton into the other.
5. Decorate with latex paint. Use the paint first if you want to put fabric on the block. The glue will adhere better. Or cover with contact paper.

Concepts/Language:

<i>tall</i>	<i>more</i>	<i>under</i>	<i>in</i>	<i>larger</i>	<i>stack</i>	<i>build</i>
<i>short</i>	<i>less</i>	<i>over</i>	<i>out</i>	<i>smaller</i>	<i>on top of</i>	<i>tower</i>

"You built it up."

"You knocked it over."

Try not to be directive, instead follow the child's lead in how he wants to build with the blocks. These blocks are great for building. Safe to knock over. If they get broken, toss and make some new ones.

Touch/Object cue for the child who is deaf-blind:

Place one block in the child's hand before starting block play.

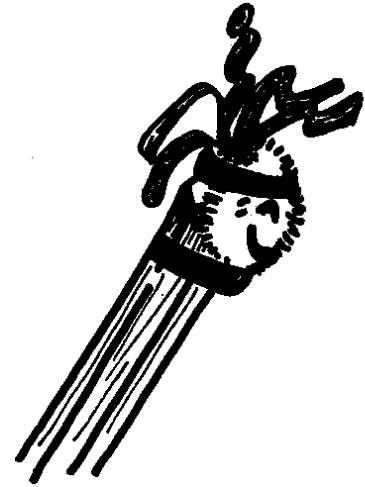
Pencil People

Skills Developed:

- *Visual tracking
- *Visual focus and fixation
- *Visual discrimination
- *Development of positional concepts

Materials:

1. Yarn or ribbon
2. Pipe cleaners
3. Electrician's tape
4. Pencils
5. Cotton balls



Directions:

1. Cut some colorful ribbon or yarn (1- to 4-inch lengths) for hair. Pipe cleaners may be used in addition or instead of ribbon and yarn.
2. Arrange the "hair" around the eraser end of the pencil.
3. Tape into place by wrapping tape around the pencil head.
4. Place the cotton ball on one side of the pencil, about 1/4 inch from the top (just below the "hair").
5. Attach the cotton ball to the pencil by wrapping it completely with tape. This is the "face" of the Pencil Person. (Make sure the tape is flush with the pencil, just above and below the cotton ball; this will ensure that the cotton ball stays on.)
6. If white (or some other light color) tape has been used, a face may be drawn on with permanent marker. For darker tape colors, use light colored non-toxic paint to provide good contrast.

What to do:

1. Determine how far away the child can see the Pencil Person.
2. Use the Pencil Person to determine the child's ability to track a moving target. (Hold the target at various distances in front of the child and move it slowly vertically, horizontally, diagonally, in a circle, across midline, etc.)
3. Hang the Pencil People from a mobile.
4. Create Pencil People with differences in hair color, face, hair length, etc. and play "same/different" games.

Concepts/Language:

upside-down sideways follow straight long same
right-side-up colors look at curly short different

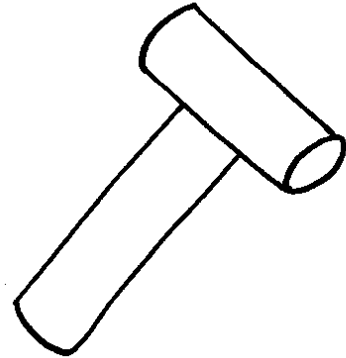
"Follow with your eyes."

"Mine has long hair. Does yours have the same kind of hair?"

Touch/Object cue for a child who is deaf-blind:

Hand the toy to the child before beginning to play with it. This toy would be most appropriate for a child with some usable vision and/or usable hearing.

Hammer



Skills Developed:

- *eye-hand
- *fine motor
- *cause-effect relationships
- *upper arm strength
- *sound location/recognition

Materials:

1. Two dowel rods, 1/2-inch and 1 1/4-inch diameter (available at hardware stores). They may even cut it for you if you tell them why you want it.
2. Handsaw
3. Sandpaper
4. Drill
5. Wood glue
6. Small wood screw (to keep the hammer head on)
7. Non-toxic lead-free paint

Directions:

1. Cut the 1/2 inch dowel to between 5 and 6 inches for the handle of the hammer.
2. Make the head of the hammer by cutting the 1 1/4-inch dowel to 2 inches.
3. Sand all rough spots.
4. Drill a 1/2-inch hole about 1/4-inch deep in the center of the hammer. Fill the hole with wood glue and place the handle into the hole.
5. Insert the hole into the hammer head to connect it to the handle.
6. Paint the hammer a bright color it you like.

Concepts/Language:

hard soft loud bang pound hit tap

“Pound softly.” “Pound the table loudly.”

When one word is understood, introduce a synonym to expand language.

Touch/Object cue for a child who is deaf blind:

Lay the hammer gently in the child’s hand before beginning the activity.

Water Fun

Skills Developed:

- *Eye-hand
- *Visual scanning/tracking
- *Problem-solving
- *Fine motor skills

Toddlers love to play in the water. Remember that water play must always be closely supervised. Simple toys may be made from bottles and containers of various sizes, shapes and colors. Provide opportunities for the toddler to experience:

1. Filling containers and dumping water out
2. Squirting water from squirt bottles
3. The difference between wet and dry
4. What happens to various materials when they get wet (sponges, wash cloths, paper)
5. Washing dishes, cars, giving the doll a bath
6. Turning taps on and off
7. Using bubbles in the water

Toy Ideas:

1. Soap crayons:
 - Mix 1 part water to 7 parts Ivory Soap Flakes. Work into a paste.
 - Add food coloring. Spoon into ice cube trays or muffin tins.
 - Let paste harden (1 to 2 days).
2. Make a sponge bracelet:
 - a. Cut a wrist-sized hole in a large sponge, or
 - b. String several pieces of sponge on some elastic material.
3. Make a puppet from a couple of wash cloths.
4. Play with funnels, plastic utensils, strainers, floating toys.

Other Ideas:

1. Talk about using brightly colored sponges, cups, plastic plates, toys.
2. Cut sponges into circles, squares, and triangles. Talk about shapes.
3. Talk about the sounds the water makes: squirt, trickle, drops, stream.
4. Water can be used as a transparent screen when working on developing the concept of object permanence. Later you can use bubbles to create an opaque screen.

Concepts/Language:

<i>full</i>	<i>light</i>	<i>sinking</i>	<i>into</i>	<i>wet</i>
<i>empty</i>	<i>heavy</i>	<i>floating</i>	<i>out of</i>	<i>dry</i>

"Where did the sponge go? Can you see/feel it in the water."

"Look, the boat floats!"

"Let's empty the bottle. See how full the bottle is."

Touch/Object cue for the child who is deaf-blind:

Choose one water toy to symbolize water play. Do not use a cloth or sponge as this may be the signal for bath time. You want the child to differentiate water play from bath time.

Rolling Bottle of Fun

Skills Developed:

- *Visual tracking of a moving object
- *Motivation to engage in gross motor skills (crawling/walking)
- *Visual exploration/scanning of a small area (as the baby inspects small objects inside the bottle)
- *Auditory tracking

Materials:

1. Two clear plastic bottles of the same size (1-or 2-liter bottles work best)
2. Epoxy cement
3. Heavy colored tape
4. Small items to be put inside the bottles (ping pong balls, tiny stuffed animals, plastic fruit, blocks, jar lids, etc.)

Directions:

1. Cut off the top portion (1/4 to 1/3) of each bottle and discard this portion.
2. Put small items in the bottom portion of one bottle.
3. Fit the second bottle bottom over the first (one rim inside the other) to make one enclosed unit.
4. Seal the seam with cement and tape. Be sure the seal is secure, especially if the toys inside are small enough for a baby to swallow.
5. Decorate the bottle with strips of colored or textured material if desired; if the baby has vision, be sure to leave enough clear plastic so he can see the objects inside the bottle.

Concepts/Language:

<i>over</i>	<i>behind</i>	<i>inside</i>	<i>fast</i>	<i>between</i>
<i>under</i>	<i>in front of</i>	<i>outside</i>	<i>slow</i>	<i>rolling</i>

“Look at the balls inside the bottle.”

“Did it go under the chair?”

“Let’s roll it fast.”

Touch/Object cue for the child who is deaf-blind:

Allow the child to feel the “corrugated” end of the toy before beginning to play with it. This toy will be most useful with children who have some usable vision and/or usable hearing.

Teeter -Totter

Simple, easy to make, and a child pleaser.

Skills Developed:

- *Visual tracking
- *Eye hand coordination
- *Fine motor
- *Cause-effect

Materials:

1. Cardboard tube from paper towel roll or gift wrap
2. Non-toxic paint
3. Small cars
4. Balls (some cat balls have bells in them)
5. Foil ball (only under adult supervision)

Directions:

1. Cut cardboard tube in half, along the length.
2. Paint the tube, with the child if possible.
3. Place on an incline and have fun.

Concepts/Language:

<i>up</i>	<i>down</i>	<i>fast</i>	<i>slow</i>	<i>top</i>	<i>bottom</i>
<i>"Go, go, go"</i>	<i>"Go fast"</i>	<i>"Go slow"</i>			

Keep the phrases simple at first, adding to the information as the child mimics or shows understanding of the phrase. As the child gains understanding of the concept, add a new concept with the same activity. If the child understands up and down, you might want to move on to the concept of fast. Remember the importance of repetition in learning any concept. Talk about how changing the position can change the speed with which the object roles.

Touch/Object cue for the child who is deaf-blind

The object cue used would be the tube itself.

Modifications might include making sure the child has one hand at the top and the other at the bottom so that they can experience the cause-effect relationship when rolling the toy down the incline tube. They will be able to feel how the speed of descent changes with the incline used.

Tube-Ball Drop

Skills Developed:

- *Object permanence
- *Visual scanning (looking for dropped balls)
- *Problem-solving
- *Fine motor skills

Materials:

3. Sturdy cardboard box, 12" x 12" x 12" or larger
4. Exacto knife
5. Sturdy cardboard tube, large enough for tennis balls to roll through (rolled posterboard or a mailing tube will work)
6. Colored tape
7. Tennis balls

Directions:

1. The tube will run through the box. The two ends will stick out from opposite sides of the box. Determine the angle at which you want the tube to be placed and cut holes in the box accordingly.
2. Cover the box and tube with contrasting contact paper or paint. It should be easy to see where the tube enters and leaves the box.
3. Insert the tube into the box and tape into place. Reinforce the ends of the tube with tape if necessary.

What to do:

The child will have fun dropping the ball through the chute and figuring out where it will come out. Try putting two or more tubes through the box at different angles. Children with very little or no vision must be encouraged to explore the entire apparatus tactually in order to gain an understanding of how it is put together.

Concept/Language:

<i>in</i>	<i>up</i>	<i>roll</i>	<i>tube</i>
<i>out</i>	<i>down</i>	<i>bounce</i>	<i>through</i>

"Where did the ball go? Will it come out?"

"See how the ball bounces when it hits the floor."

"Let's put the ball in the tube. The ball will go through the tube."

Touch/Object cue for the child who is deaf-blind:

Give the child the ball used with the toy before beginning the activity. Use the same ball each time.

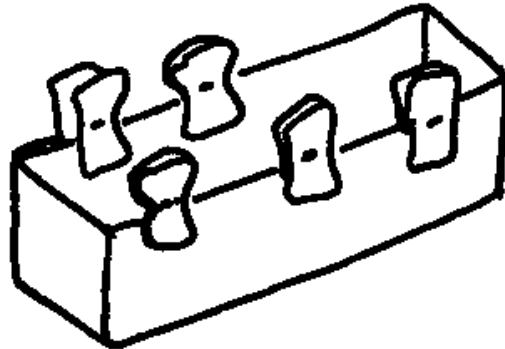
Clothespin Pinch Box

Skills Developed:

- *Fine Motor
- *Locating a target
- *Pincer grasp
- *Finger strength

Materials:

1. Shoe box or coffee can
2. Pinch clothespins
3. Nontoxic paint
4. Contact paper



Directions:

1. Paint the clothespins a bright color.
2. Take the lid and cut $\frac{1}{2}$ the rim off so that it can be bent down to divide off $\frac{1}{2}$ the box.
3. Cut a large square in the top of the box (the target for dropping the pins). This can be made smaller as skill levels increase.
4. Cover or paint the lid and box separately.
5. Place velcro along the edge, so the lid may be attached to the box.

Variation:

1. Decorate a coffee can.
2. Paint the pins.
3. Place the pins around the edge. Encourage the child to listen to the pins as they hit the bottom of the can.

What to do:

Place the clothespins along the edge where there is no lid. Have the child locate, pinch and drop the pins into the target hole. If this is too difficult to start with, you might want to use a coffee can so the child only has to find and remove the pins before dropping them in the can.

Concepts/Language:

in *put on* *open* *take off*
out *take out* *shut*
 “Drop the pin.” “Pinch the pin”
 “Use your thumb and index finger.”

Children may use a whole-hand grasp at first. Use hand-over-hand to help them with removing the pins at first. Children love dropping the pins into the hole.

Touch/Object cue for the child who is deaf-blind:

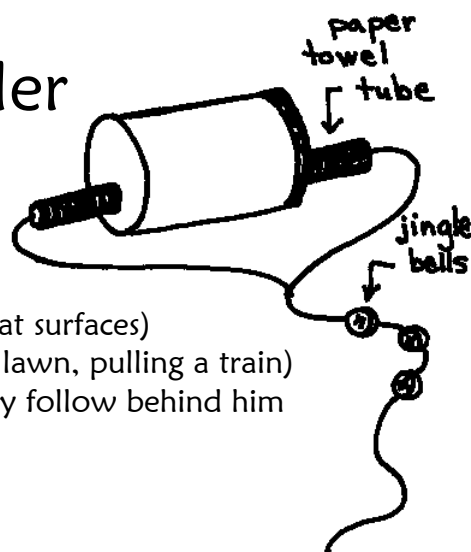
Place a clothespin in the child’s hand before showing her how to remove the pins from the box.

Jingle Bell Roller

This toy should only be used under adult supervision.

Skills Developed:

- *Cause and effect (“I pull the toy and it jingles.”)
- *Concept building (rounded surfaces roll better than flat surfaces)
- *Mobility (use toy to make believe you are mowing a lawn, pulling a train)
- *Visual and auditory tracking (the child watches the toy follow behind him or he tracks as someone pulls the toy)



Materials:

1. Oatmeal canister
2. Paper towel tube
3. Noisemaker:
 - a. One or two film canisters or very small boxes, each containing some rice or a few dried beans; each canister should be sealed securely.
 - b. OR: larger noisemakers such as jingle bells or large buttons. These items do not need to be sealed in canisters or boxes.
4. Heavy cord
5. Several jingle bells/pompoms
6. Contact cement and tape
7. Brightly colored or black-and-white contact paper.

Directions:

1. Cover the oatmeal canister and paper towel tube with contact paper.
2. Trace the outline of the paper towel tube rim in the center of both the lid and the bottom of the oatmeal canister.
3. Follow the outlines, cut the holes in the lid and bottom of the canister, just slightly larger than the rim of the paper towel tube.
4. Insert the paper towel tube. It should run lengthwise through the canister and protrude from each end of the canister. The tube should roll freely. (Be sure the holes in the lid and the bottom of the canister are not too tight.)
5. Roll several layers of brightly colored tape around each end of the paper towel tube. This keeps the tube in the canister.
6. Lift the lid of the oatmeal canister just enough so that you can put noisemakers inside. Small objects should be sealed inside small boxes or canisters before being placed in the oatmeal canister. Larger objects may be placed inside without containers.
7. Seal the lid onto the canister with contact cement and tape.

Jingle Bell Roller (continued)

8. Run an 8- to 12-foot heavy cord through the paper towel tube. After running it through the tube, double it up so the length is 4 to 6 feet.
9. Tie a knot in the cord 12 to 18 inches from the tube ends.
10. From the knot, the cord will be doubled; tie in knots at 2 to 3 inch intervals, stringing a few jingle bells and/or bright pompoms between the knots.

What to do:

Toddlers enjoy pulling pull-toys, but children who are visually impaired must often be shown how to use them. Show the child how to pull the toy and acknowledge what happens when he does (*"Oh, the bells are ringing when you pull it!"*). Pull toys can be used to develop many concepts. Show the child that it rolls more easily on a downhill slope and that he has to pull harder to get it up a slope. Compare it to pulling a flat box. Which can be pulled more easily? Show the child the wheels on a toy car and demonstrate how easily it rolls. Compare this to the pull toy. (*"When something is round, it rolls better."*) Ask the child to follow the toy as you or his parents pull it. The toy can be easily made without the auditory component, if you wish to work on visual tracking skills without providing auditory feedback.

Concepts/Language:

<i>uphill</i>	<i>fast</i>	<i>forward</i>	<i>easy</i>	<i>pull</i>	<i>roll</i>
<i>downhill</i>	<i>slow</i>	<i>backward</i>	<i>hard</i>	<i>push</i>	<i>follow</i>

"Follow the roller. Watch where it goes."

"Its hard to pull it up the ramp."

"Can you roll it fast?"

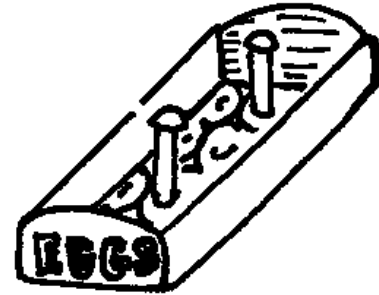
Touch/Object cue for a child who is deaf-blind:

Place a length of cord of the type you used to make the pull toy into the child's hand. This toy will be difficult for most young deaf-blind children to use. If you believe you can use this toy to enhance skill development in a deaf-blind child, be sure to provide enough sensory information. For example: 1) Tie lengths of fabric at regular intervals along the pull cord, 2) Put heavier items inside the canister.

Doll Pin Hammering

Skills Developed:

- *eye-hand
- *upper arm strength
- *fine motor skills
- *location of sound
- *auditory discrimination



Materials:

1. Cardboard egg carton
2. Utility knife
3. Wooden clothes pins with round heads (doll pins)
4. Non-toxic lead-free paint
5. Small hammer (can be made from dowel rods if one can't be found in the stores)

Directions:

1. Paint the cardboard egg carton.
2. Turn it upside down and cut small holes in each egg section a little smaller than the diameter of the clothespins.
3. Paint the clothespins.

What to do:

Help the child to reach out and find the hole in the compartment and fit the doll pin into the hole. Show the child how to hold the doll pin and use the hammer to hit the pin. If the child isn't ready to use a hammer, let her push the pins into the holes. For a child just starting, you may want to cut the carton in half or a third and use six or four pins.

Concepts/Language:

hard easy soft in push middle
soft difficult loud out pull side

"Is it hard to hit that pin?"

"Pull all the pins out."

"It makes a loud sound when you hit it!"

Touch/Object cue for the child who is deaf-blind:

Place the hammer in the child's hand and allow her to examine it before showing her the pins in the carton. If you are not using a hammer, give the child one of the pins as a cue.

Golf Tee Hammering Box

Skills Developed:

- *eye-hand
- *fine motor
- *cause-effect relationships
- *upper arm strength
- *auditory discrimination
- *sound location



Materials:

1. Golf tees (an extra large variety may be purchased at sports stores)
2. Two small squares of Styrofoam or a small cardboard box
3. A square of cardboard the same size as the Styrofoam
4. Burlap to cover the Styrofoam
5. Velcro if making the Styrofoam box
6. A small hammer
7. Non-toxic lead-free paint

Directions

Styrofoam box

1. Place the cardboard between the two pieces of Styrofoam. Glue all pieces together to form a box.
2. Hot glue the burlap to form a covering, like a pillowcase. Leave one side open so you can slide the Styrofoam into the bag formed. Hot glue velcro to form a closing side.
3. Place the tees into the Styrofoam.

Cardboard Box

1. Paint the box.
2. Place the tees in the box.

Golf Tees

- Sand the points of the golf tees to dull the tips.

What to do:

Show the child how to place the tees and then hammer. This is a more advanced skill than hammering the clothes pins.

Concepts/Language:

hard little in middle pound center
soft big out edge hit

Expand language by giving directions or having the child give you directions on where to place the tee before hammering it.

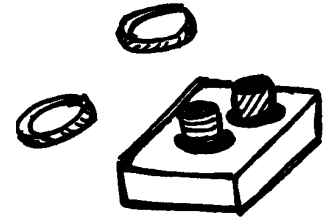
Touch/Object cue for a child who is deaf-blind:

Place the hammer in the child's hand and allow him to examine it before showing him where the box to hammer is placed.

Napkin Ring Stacker

Skills Developed:

- *Reaching
- *Sorting
- *Eye-Hand
- *Matching



Materials:

1. Small box such as a small detergent box or shoe box
2. Packing tape
3. Two small cardboard tubes (from clear kitchen wrap, or 1 gift wrap tube cut into two sections)
4. Napkin rings in bright primary colors, or white that can be painted (After Christmas is a good time to find colored napkin rings.)
5. Newspaper
6. Nontoxic, lead-free acrylic paint, latex paint or spray paint
7. Utility knife
8. Colored or patterned contact paper

Directions:

1. Paint the tubes and napkin rings to match.
2. If you wind clear packing tape around the tube, the napkin rings will slide over easier and the spindle will last longer.
3. Use the utility knife to cut two holes the size of the tubes in the top of the box. Do not place the holes close together.
4. Stuff the tubes with newspaper to make them stronger. Make sure you stop far enough down or cover the top so a child can't pull the paper out and eat it.
5. Place a tube in each hole. Tape it to the bottom of the box.
6. Stuff newspaper around the tubes to make the box more stable.
7. Tape the lid to the box.
8. Cover the box with contact paper, wrapping paper or colored craft/electrical tape.

What to do:

For a child who is visually impaired and has color perception, guide the child to match the color to the spindle. If the child does not have color perception, put the rings in a box so they will be easier to find. Demonstrate how to find the rings and place them on the spindle using hand-under-hand or hand-over-hand modeling. For a child with a hearing loss, work on spatial and color concepts.

Concepts/Language:

<i>round</i>	<i>center</i>	<i>on</i>	<i>colors</i>	<i>tube</i>
<i>textures</i>	<i>over</i>	<i>off</i>	<i>counting (for an older child)</i>	<i>down</i>

"Find the tube."

"Put the ring over the tube."

"Where's the ring?"

Touch/Object cue for a child who is deaf-blind:

Hand the child a napkin ring. If you have one with an unusual design or texture, use that one each time.

Ring Stacker

Skills Developed:

- *reaching and placing
- *arm strength
- *eye-hand coordination



Materials:

1. Cardboard tube
2. Utility knife
3. Small box such as a child's shoe box or small detergent box
4. Nontoxic lead-free paint
5. Wide cardboard mailing tube, inside cardboard from masking tape, or the cardboard from a rug tube.
6. Handsaw
7. Newspaper
8. Colored or patterned contact paper, craft paper.

Directions:

1. Paint or cover the narrow cardboard tube with contact paper. Stuff with newspaper to make it strong. Make sure the newspaper is far enough down that a child cannot pull it out.
2. Use the utility knife to cut a hole in the center of the box. Make it the same size as the tube you will be placing in the top.
3. Insert the narrow cardboard tube through the hole and tape to the bottom of the box. Stuff the box with newspaper for added weight and strength.
4. Tape the box shut. Cover with contact paper.
5. Using a handsaw, slice the cardboard mailing tube into one-inch rings. Paint or cover with contact paper.

What to do:

Have the child hold the spindle in one hand and the ring in the other. Help him/her to bring the ring down to the hand holding the spindle. Narrate what he is doing. Since cutting the rings will leave you different widths unless you have perfected the art of cutting paper with a saw, take advantage of the opportunity to introduce words that describe width.

Concepts/Language:

<i>Ring</i>	<i>on</i>	<i>off</i>	<i>up</i>	<i>down</i>
<i>colors</i>	<i>wide</i>	<i>narrow</i>	<i>thin</i>	<i>stack</i>

"Take the ring off." *"Stack the red rings."* *"Bang the rings. Can you hear the sound?"*

Touch/Object cue for a child who is deaf-blind:

Hand the child the ring before showing her where the ring stacker is located.

Object Stringing

Stringing with dowel rods or aquarium tubing rather than laces is easier for young children. The size makes them easier to see/feel, and using household objects makes the stringing inexpensive.

Skills Developed:

- *visual tracking
- *eye-hand coordination
- *fine motor



Materials:

1. Aquarium tubing (costs about \$1.00 for several feet at department stores.)
2. Dow rods
3. Large wooden beads to fit on the ends of the Dow rods
4. Wood glue
5. Hand saw
6. Nontoxic paint (spray is fastest)
7. Objects from around the home that can be strung or made into stringable objects: curlers, plastic lids with holes cut into them, shower curtain rings, napkin rings, egg carton sections with holes cut into the bottom, PVC or paper towel tubes cut into 1-inch sections and painted. Be creative as you look around the home.

Directions:

1. Aquarium Tubing -Cut aquarium tubing into sections no longer than 12 inches and spray paint. Only spray paint colors will cling to the plastic. Knot and slide a margarine tub lid to the end to keep items on the string.
2. Dow Rod- Use a hand saw to divide the rod into three sections. Use wood glue to glue the bead on the end of the rod. Paint. Let dry.
3. Paint egg carton sections or tubes . Cut the tubes into 1-inch sections. Cut holes into the egg carton sections.
4. Have fun stringing.

Concepts/Language:

on off flat round roll hard soft

The language used will depend on the objects used for stringing. For an older child, you might want to introduce a pattern. The pattern could be based on colors, shape or texture. The Dow rod is the easiest to use. Once the child is able to quickly place objects on the Dow rod, move on to using the aquarium tubing. Straws can also be used for stringing.

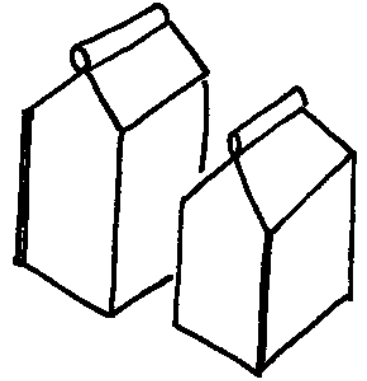
Touch/Object cue for a child who is deaf-blind:

Use the aquarium tubing or the Dow rod as the object cue for this activity.

Bowling

Skills Developed:

- *Visual focus/fixation
- *Location of sound
- *Visual scanning and tracking
- *Establishes cause-effect relationships
- *Eye-hand coordination



Materials:

1. Nerf ball, beach ball, or some other large ball
2. Several 2-liter beverage bottles, half-quart milk cartons, or gallon milk jugs
3. Contact paper or electrician's tape
4. Two six- to ten-foot 2x4 boards

Directions:

1. Decorate the bottles, jugs, or cartons with contact paper.
2. Create an alley with the 2x4 boards
3. Make a line with tape or a rope taped to the ground. The child will stand behind this line to bowl.

Variations:

- *Decorate the bottles with two or three different colors or patterns. Ask the child to aim for a particular color.
- *Put noisemakers in the bottles so there is more auditory feedback when the pins fall.
- *Ask the child to point to the "pin" she intends to knock down. After she rolls the ball, ask her if she knocked that pin down.

Concepts/Language:

between fast stripes behind ball & pin

next to slow solids in front of

"Roll the ball sloooow...."

"Put the blue bottles behind the red ones."

"Point to the striped pin. Let's see you knock it down."

Touch/Object cue for a child who is deaf-blind:

The ball or the pin may be used as the cue, but be sure to use the same one each time. Make sure that the pins contain sound items that will make a loud noise when the pin is hit. While this activity may be appropriate for children with some vision and/or some hearing, it is not appropriate for a child who has no vision and is profoundly deaf.

Bang a Gong

Skills Developed:

- *Visual focus and fixation
- *Visual scanning
- *Location of sound
- *Establishes cause-effect relationships with auditory feedback
- *Eye-hand coordination
- *Gross motor movement



Materials:

1. Cookie sheet
2. String
3. Colored tape and contact paper
4. Jingle bells
5. Beanbags

* To make beanbags:

1. Cut a sock at the ankle (Make sure the sock doesn't have holes in it, or make sure the holes are securely sewn shut.)
2. Fill the sock with some dried beans.
3. Sew the sock together at the top or wrap it very tightly with a rubber band. (Be sure the beans can't come out of the sock.)



Directions:

1. Attach some bells to the cookie sheet. They can be tied to the holes in the cookie sheet handle, or you can tape a string of bells to the sides of the cookie sheet.
2. On the bottom of the cookie sheet, make a high contrast target using electrician's tape or contact paper. A temporary target can be made from construction paper and attached with clear packing tape.
3. Hang the cookie sheet on the wall (cookie sheet bottom, target side out). Be sure that the target hangs at the child's eye level.

What to do:

While playing this game, the child learns to scan the wall for the target, to focus on the target, and to throw at a target. The child receives auditory feedback when he hits the target. Show him how the sound is different when he hits the wall instead.

Concepts/Language:

<i>throw hard</i>	<i>toward</i>	<i>near</i>	<i>drop</i>	<i>hit</i>
<i>throw gently</i>	<i>at the line</i>	<i>far</i>	<i>miss</i>	<i>colors</i>

"Throw the beanbag toward the target."

"Stand at the line."

"Oops, you just missed it!" "Did you hear the bells/ You hit it!"

Touch/Object cue for a child who is deaf-blind:

Help the child to feel the texture of the beanbag before starting this activity.

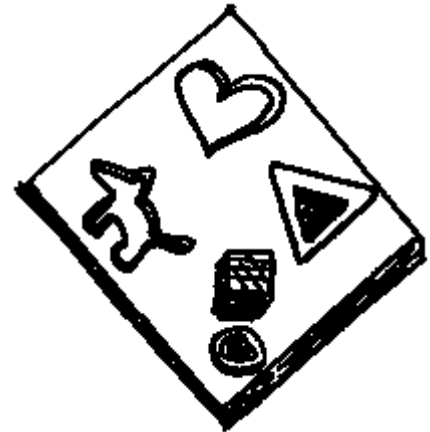
Magnetic Board

Skills Developed:

- *Focusing
- *Eye-hand coordination
- *Fine motor
- *Sign/oral language

Materials:

1. Cookie tray or pizza pan
2. White or black paint
3. Fluorescent posterboard
4. Cardboard or coreboard
5. Magnetic tape



Directions:

1. Make sure a magnet will stick to the pan. Use white or black paint to provide a solid background. The tops of cookie tins will also work. Paint the edge with a contrasting color if desired. Let dry.
2. Cut out various shapes using the fluorescent posterboard. Back with coreboard or cardboard.
3. Place magnetic tape on the back.
4. Have fun building designs on the board.

Variations:

1. If you are working on tactile skills, you may want to substitute different textures for the fluorescent paper.
2. If you want a bigger version, I have seen an oil catcher tray (normally used under a car when changing oil) used to make a giant magnetic board.

Concepts/Language:

<i>magnet</i>	<i>metal</i>	<i>slide</i>	<i>push</i>	<i>stick</i>	<i>below</i>
<i>next to</i>	<i>beside</i>	<i>over</i>	<i>under</i>	<i>on top of</i>	<i>above</i>

You can encourage a very young child to push the shapes around to make different designs. You might use Wikki sticks to form an outline of the shape, and help the child to feel or look and match the shape. For an older child, use this as a fun "giving directions" game to work on prepositional phrases. Have him give you directions to follow for expressive language practice. You might also attach household objects to magnetic strips and use it as a way to learn object names as they are being manipulated.

Touch/Object cue for a child who is deaf-blind:

Have the child touch the metal tray, run his hands around the outside edge, before starting magnet play.

Cookie Cutter Puzzle

Skills Developed:

- *shape recognition
- *logical thinking skills
- *persistence

Materials:

1. Cardboard or coreboard
2. Cookie cutter
3. Nontoxic, lead-free paint
4. Clear contact paper
5. Utility knife
6. Contact cement/glue



Directions:

1. Paint the two pieces of cardboard different colors.
2. Place the cookie cutter(s) on the cardboard. Trace the shapes.
3. Cover the traced board with clear contact.
4. Cut out the shapes.
5. Glue the first piece of cardboard to the second piece of cardboard. You are ready to match the cutters to the cut-outs.

Variations:

Glue on different textures instead of painting the back. Thin textures such as silky fabric, sandpaper or screening work best. For a child who is tactilely defensive, you may want to begin with familiar textures that he enjoys. Often children with visual impairments dislike soft, fluffy textures with no form; try textures that are somewhat rigid (such as a piece of rubber with ridges or a wood chip), rather than cotton balls or feathers.

Concepts/Language:

circle square smooth rough silky any colors/shapes used
outside inside big little (make different sizes of the same shape)

Language depends on what you make. You can work on the concepts of inside/outside if you put screening on the bottom portion.

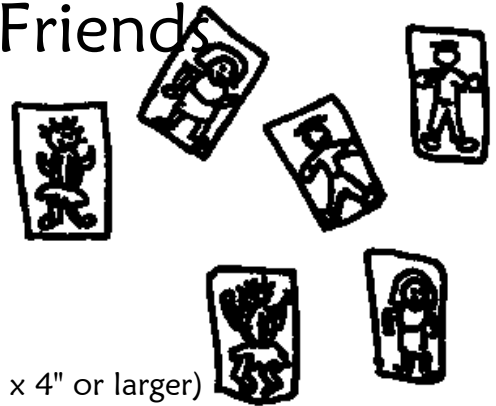
Touch/Object Cue for a child who is deaf-blind:

Hand the child the cookie cutter as a cue for this activity.

Crazy Mixed-Up Friends

Skills Developed:

- *Visual discrimination (shape, color, orientation)
- *Visual scanning at near point
- *Development of spatial/color/texture concepts
- *Tactile discrimination



Materials:

1. Posterboard cut into the same sized pieces (6" x 4" or larger)
2. Wrapping paper in solids or patterns
3. Black marker
4. Clear contact paper
5. Colored tape
6. Adhesive-backed magnetic tape
7. Cookie sheet or other metal surface

Directions:

1. On one card, draw a simple stick figure.
2. Use wrapping paper for clothing and paste on simple geometric shapes for a dress or pants.
3. Draw on or use wrapping paper for hair.
4. Make at least one more card with the same figure on it. All the cards may be the same or you can make variations in clothing patterns, color, hair style, etc.
5. Cover the cards, back and front, with clear contact paper to "child-proof" them.
6. Cut excess contact paper from the edges. Make a colored tape border by folding the tape on each edge from front to back.
7. Put two pieces of magnetic tape on the back of the card (about 1 inch long and placed at opposite ends of the card).
8. Use the cookie sheet as a board and attach the magnetic cards to it.

Concepts/Language:

upside-down

same

beside

sideways

right-side-up

different

between

"Let's find all the girls with red shirts."

"Put the girl beside the boy."

"Which one is upside-down?"

Touch/Object cue for a child who is deaf-blind:

This toy/activity is not appropriate for a young deaf-blind child unless the child functions at a high level.

Sorting Tray

Use only under adult supervision

Skills Developed:

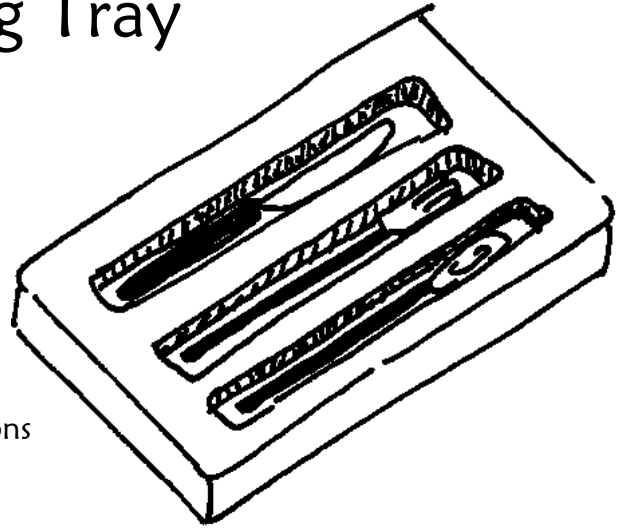
- *sorting
- *eye-hand coordination
- *fine motor
- *classification

Materials:

1. Small silverware tray
2. Inexpensive knives, forks and spoons
3. Hot glue/contact cement

4. Directions:

1. Decide if you want the child to sort two or three utensils. Glue a knife, spoon and fork into each section.
5. For some children you may need to cover the unused section with white posterboard to avoid confusion.



What to do:

This is a nice start to learning a skill that the child can use to help in the home. Help the child to feel/see (depending on the child) how the model in the drawer is the same as (or different from) the utensil in her hand. Model how to place the utensil in the correct section.

In order to start developing classification skills, you may want to take some time for dramatic play. Make a game of it. Use the spoon to start to eat and invite the child to join in the game. Discuss what the spoon is used for. Make some other suggestions such as riding on, wearing, writing. Children like silly ideas. See if you can get the child to tell you what the spoon is used for.

Concepts/Language:

same different smooth sharp sort long short round
straight silverware utensil (The last two are for older children.)

“Feel the spoon. The end is smooth and round.”

“Feel/See for the same shape.”

“Sort the knives and spoons.”

Touch/Object cue for a child who is deaf-blind:

In this case do not use the utensils. To some children, this may be the signal that they will be eating and giving them a knife, fork or spoon will confuse them. Have the child touch/feel the silverware tray as a cue.

Shape Puzzle Board

Skills Developed:

- *Fine motor
- *Logical thinking
- *Persistence
- *Shape recognition

Materials:

1. Cardboard
2. Utility knife
3. Glue
4. Nontoxic paint
5. Textures such as soft material or sandpaper if desired

Directions:

1. Use one thick square of cardboard for the back of the puzzle. Paint the surface.
2. Draw the shape you desire onto a second square of cardboard and cut it out. (The two squares of cardboard should be the same size.)
3. Glue the second square (minus the cut-out shape) onto the first square. The colored paint of the first square should show through the hole of the second square. Let the glue dry.
4. Paint the cut-out shape the same color as the first cardboard square. Paint the top of the puzzle (the second cardboard square) a contrasting color. When the paint is dry, you are ready to match the cut-out to the hold.

Variations:

- For a child who is physically challenged, you might want to purchase cabinet knobs from the hardware store and attach them to the puzzle pieces to make them easier to manipulate.
- To make the puzzle more tactile, glue sandpaper, screening or fabric inside the cutout for the child to feel as he is matching.

Concepts/Language:

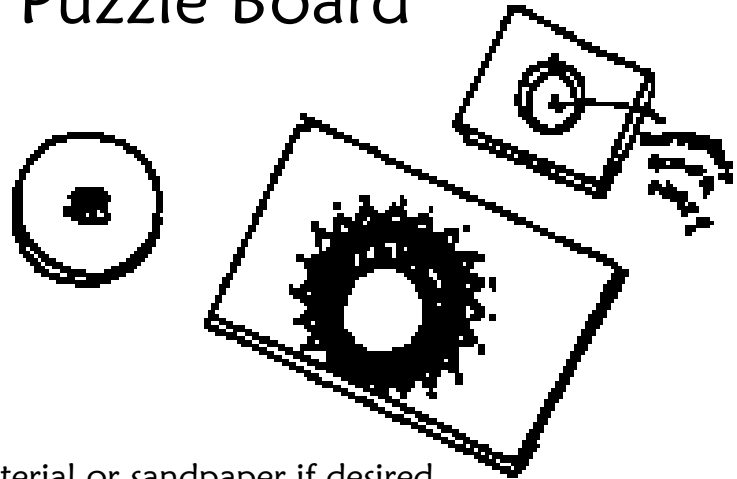
puzzle easy soft thick out corners bumpy shape
cardboard difficult hard thin in sides scratchy

"The screen is scratchy." "The triangle has 3 corners."

Show the child how to match the cutout to the whole by looking, reaching and feeling the difference in the cutout. Describe what they are doing.

Touch/Object cue for the child who is deaf-blind:

Hand the child a puzzle piece used to indicate any kind of puzzle, or the shape from inside this puzzle.



Find the Shape Boxes

Skills Developed:

- *Sorting
- *Classifying
- *Eye/Hand Coordination
- *Matching



Materials:

1. A container for each of the three basic shapes (circle, square and triangle) You might want to use any of the following: empty whipped cream containers, coffee cans, half- gallon milk cartons, shoe boxes or laundry detergent boxes.
2. Utility knife
3. Scissors
4. Glue
5. Contact paper
6. Small balls, round cookie cutters, large beads, hair curlers, napkin rings, plastic Easter eggs (make sure they are glued together)
7. Blocks
8. Layers of cardboard glued together to match the shape, sponges cut into shapes
9. Empty pie containers from fast food restaurants
10. Non-toxic paint

Directions:

1. On each lid trace the shape the child will be sorting (circle, square, triangle). If you are using a container such as a milk carton, cut the slant side off and tape the flaps flat to form a box. Trace the shape on the side of the box.
2. Make sure only that specifically shaped object can fit through the opening. Cut out the shape.
3. Decorate the container/box with paint/contact paper. If you are using cardboard to make matching shapes, cover the shapes with bright posterboard, paint, or contact paper. For a tactile experience you might try gluing fabric, sandpaper, window screen or use textured paints. Try using sound objects or gluing objects inside plastic eggs, etc.

What to do:

Find objects around the house or make objects to sort by size. Help the child to feel the shape at the top of the box. Describe how it feels. If the object you are placing into the box makes a noise, draw her attention to the sound/feel of the object when you are moving the object. Place the objects on a tray (a TV tray will work) so they will stay within reach.

Concepts/Language:

same *big* *corners* *circle* *triangle* *around*
different *little* *sides* *square* *textures of objects used*

Touch/Object cue for a child who is deaf-blind:

Place the child's hand on the box and run it around the opening cut into the box before handing objects to sort.

Recipes

Fingerpaint # 1

Mix together

½ cup soapflakes (like Ivory Snow)

½ cup liquid starch

¾ cup cold water

Add food coloring if desired

Fingerpaint # 2

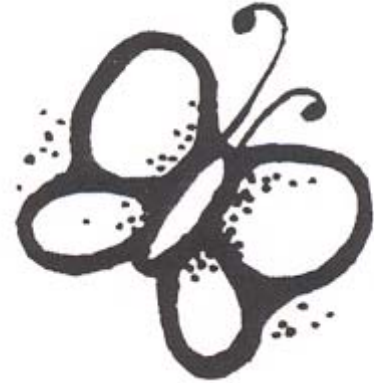
Dissolve:

1 cup corn starch in a little water

Add 1 liter (2 pints) boiling water

Boil until thick, take off the heat.

Beat in 1 cup of soapflakes.



Edible Fingerpaint

Before using any of the edible materials, check with parents for food allergies. Only use with children who understand that not all clay or fingerpaint is for eating.

Whipped Cream/Dairy Topping

Dessert topping

Food coloring

1. Spoon or spray onto paper or a cookie sheet.
2. Tint with food coloring. Have fun.

Other sources of edible fingerpaint:

1. Pudding
2. Jam
3. Canned frosting
4. Dissolved gelatin--This makes a sticky mess but children love it.

Uncooked Clay Dough #1

4 tablespoons flour

2 tablespoons salt

3 tablespoons water

1. Mix dry ingredients together.
2. Stir in water.
3. Add more water or flour until dough forms a non-sticky ball.

This makes enough clay for one child.

Recipes (continued)

Uncooked Clay Dough #2

3 cups flour
1 cup salt
3 tablespoons salad oil
1 cup water

1. Mix dry ingredients together.
2. Stir in oil and water.
3. Add more water, as necessary, to form a soft, pliable dough.

*This is a soft dough that does not keep well.

Edible Clay Dough

All edible dough should be made and played with on the same day.

Peanut Butter and Honey

1 cup peanut butter
1 cup honey
2 cups powdered milk

1. Mix all ingredients together in a bowl.
2. Add more powder milk if you need to make the dough stiffer.
3. Have fun making shapes.

Frosting Dough

1 can frosting mix
1½ cups powdered sugar
1 cup peanut butter
Mix together until it makes a dough.

Oatmeal Clay Dough

2 cups uncooked oatmeal
1 cup flour
1/4 cup water

Mix all ingredients together and knead the dough. This dough is fun to work with but not very sweet to eat.

MATERIALS: What to Use, How to Make Them, Where to Find Them

I need rings---what can I use?

.....curtain rings.....napkin rings.....paper plate rims.....mason jar rings.....
...plastic bracelets.....shower curtain rings.....roll a foil ring.....pipe cleaners.....

I can't find the right contact paper...what can I use?

- make designs on plain colored contact paper with electricians tape
- cover wrapping paper or wall paper with clear contact paper

Think about all the different uses for the materials in your house:

.....pop tart wrappers.....inverted potato chip bag.....yogurt cups.....
.....scrub brushes.....measuring cups and spoons.....combs and brushes.....
.....silverware.....wrapping paper.....
...roll-on deodorant bottles can be used for paint dispensers...

Helpful Materials:

...adhesive-backed velcro.....felt.....textured shelf covering.....double-sided tape....
....non-adhesive fluorescent tape..colored acetate...sandpaper.....

NOTE:

Be careful when using strong-smelling markers and glue. Some children are sensitive to these odors and won't play with the toys when the markers or glue are used.

Shopping:

yard sales
thrift stores
flea markets

ask for donations:

- *carpet scraps from carpet stores (Velcro will stick to the squares)
- *wallpaper scraps from wallpaper hangers
- *tile remnants from tile stores
- *straws from local min-mart (no kidding!!)
- *many stores will give small (and not-so-small) items away, especially when they are being used for kids—

You just have to ask !!

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