

Circle time

Other Options:

- an activity center/option of joining
- run two circle times with 1/2 group in each
- eliminate large group circles until class is ready for large group experience

Developmental Delay	Physical/Motor Planning	Visual impairments	Orthopedic Impairment	ADHD Behavioral	PDD/Autism
<ul style="list-style-type: none"> • hold a fidget toy • do not expect child to stay for longer than 2-3 minutes – direct to another center with one other child or teacher • use music, movement, props puppetry, and visuals • use dramatic vocal effects such as whispering, chanting, speaking in contrasting high and low tones, and make funny sounds • clap or play instruments to accompany child's responses to listening activity. • Simple fingerplays • hold hands or hold onto a large hoop, rope, or parachute when doing movement activity that requires walking in a circle 	<ul style="list-style-type: none"> • prefer to observe new activities before joining in. Allow for comfort level to be gained before expecting to participate. • Repeat same circle time activities over and over to gain confidence to join. • Introduce new activities slowly. Break task down into small steps, while offering cues along the way. Face same direction as child to model a direction to slide from side to side. • You can help the child discriminate between what the left and right feet are doing by making the initial sliding movement of the right foot soft and quiet, followed by a loud stomp as the left foot closes. 	<ul style="list-style-type: none"> • Seat next to teacher so visual material scan be viewed up close. • Accompany all actions and visual activities with clear, short descriptive statements. : Jill is handing he pine cone to Robert so that he can feel it. Then Robert will pass it to Casey.” • Explain new activity ahead of time and tell the child when to expect this new activity in the sequence of circle time. • If use carpet squares or mats be sure the child's mat is easily identifiable by color, design, or texture. For blind, put in same place every day for child to retrieve independently. 	<ul style="list-style-type: none"> • child in wheel chair is functioning at a different eye level - provide seating that is similar to other children (need good support for head, neck and trunk) • or...have all children sit on chairs same level as wheel chair • provide assistance to help child who is unable to perform movement activities independently • all child to perform other functions, ie turn on tap recorder, hold go or stop sign • bring picture boards to child • if only one hand in use place cushion on lap so child can explore what is being passed around with one hand. 	<ul style="list-style-type: none"> • Challenging – try different circle time options • Set child next to an adult. Hold hand or place hand on shoulder, back, or leg to help child focus. • Seat child on adult lap • Allow child to hold stuffed animal or squeeze foam ball • Adjust your expectations to the child's ability to sit and focus. • Lower expectations if child has had a difficult day in other environments. • Give time to run or be active • Ignore negative behavior while praising appropriate behavior of other children. • Use fidget toys if have to wait for a turn 	<ul style="list-style-type: none"> • Keep circle time activities/songs consistent • Use bean bag or rocking chair. Pressure of bean bag calms and focuses • If another adult is available try seating the child on a large ball by hold securely the hips and gently bouncing. • If activities require a large amount of teacher talking consider a more meaningful activity in another center with another child • Keep noise levels down, use quiet music, adapt movement activities to be more controlled and less rowdy. Sing in soft voice or even whisper. Save rhythm instruments for outdoors. • Sit child next to

	<ul style="list-style-type: none"> If child does not respond to your gentle encouragement to join the circle time activities give them an alternate way to participate (can hold a sign that depicts the movement activity). Eliminate unfamiliar motions and replace them with simple daily tasks, such as throwing a ball, washing hands, combing hair and drinking. - if familiar child does not have to plan and organize. 	<ul style="list-style-type: none"> Place attendance tag at child's eye level and have a texture glued to the back to assist in identifying. Let child rest hands on yours to feel how the hands need to move during a song or movement. Children with severe visual impairments are not able to monitor their bodies in space and frequently have delayed motor skills and delayed sense of balance. Plan circle time movement activities that allow the child to keep both feet relatively stationary on the floor – this will offer a sense of security. Modify marching, skipping and running activities to marching in place, running in place and jumping in place. When child is first introduced to the concept of 	<ul style="list-style-type: none"> Shift body position so child can accept something passed to them in circle Non-verbal – parent tapes something for child, child plays tape recorder when their turn to share. Use a song board from which child can select favorite tune. If unable to point can use any part of body or even look at the song of choice. Pin or tape rhythm instruments to clothing if unable to grasp with hands 	<ul style="list-style-type: none"> Use weighted toys/items to sit on lap for pressure. Seat children at least 1 foot apart, preferably on their own caret square or space designated with tape on the floor. Have difficulty tolerating touch – lace next to an adult who can support child if someone accidentally touches Keep circle time rules simple and few, but repeat frequently. Reward desirable behaviors with verbal praise "You are listening to the story so well." "You re doing a good job of sitting in circle." Some may misbehave to get released from circle time (gets them attention) – need to anticipate and ask child to do special job or another activity before the negative behavior begins. 	<ul style="list-style-type: none"> adult or on lap Allow child to hold stuffed animal, puppet or squeeze a foam ball. (releases energy) Lower expectations on days when home/environmental factors affect performance Provide space and time to calm down if bundle of energy and cannot sit still give time to run or jump/large motor activities Ignore negative behavior/praise appropriate behavior of other children If turn taking is too challenging use fidget toy Weighted vests and consistent reward system should be under the suggestion and monitoring appropriate OT behavioral therapist Adjust expectations to child's abilities. Use a timer for 1 minute then increase
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- circle time walk the child around the circle of other children before sitting down.
- Optimal seating is next to a teacher who can easily offer the child an occasional touch to help focus.
- Give child active role during story time – hold book, turn pages.
- Use fingerplays with large movements (Head, Shoulders, Knees and Toes)
- Assist with finger movements (child cannot see well enough to imitate.
- While reading story pass around toy versions of characters or use real objects such as flowers, carrots etc.
- Let child wear bracelet or ribbon on one arm so you can give direction to reach with that hand.
- Speak in normal tone of voice; there is nothing wrong with their hearing.