



July 2014

Keeping the Learning Going and Just for FUN

www.alternativesforchildren.org

Alternatives
For Children



Gross Motor FUN for the Whole Family

Here are some do-it-yourself activities that you can try at home that are a carry-over of gross motor skills training your child may be involved with at school. These are activities for children with or without physical challenges and they are just plain FUN!



Have you had a package delivered that had bubble wrap inside? If not you can purchase bubble wrap (with the BIG bubbles) at Staples or Target. Use bubble wrap to practice wide and narrow-based jumping. This is also great for sensory play and auditory feedback.

- Use bubble wrap to make a hopscotch board.
- Outside - make a Tic-Tac-Toe board and toss beanbags to mark your spot OR for some wet and wild fun in this game - use water balloons!
- Make a water balloon piñata and use pool noodles or a plastic bat to break open the wet surprise.
- Make your own bowling set using 2-litre soda bottles filled with water and some food coloring. Make as heavy or light as you need. Use a playground or soccer ball to get a STRIKE!

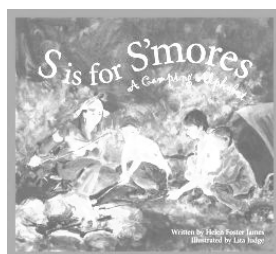
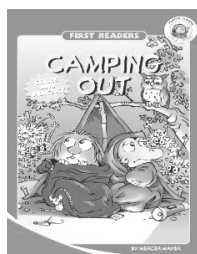
Let All The Children Play Accessible Playground & Park Eisenhower Park, East Meadow, NY

Take a family day-trip to this unique accessible playground and park. The playground is designed to stimulate children with and without disabilities and to promote their interactions together. It is a place where children can discover and learn while naturally developing kindness and sensitivity towards one another without regard to their abilities.

Check out their weekly activities at
<https://www.facebook.com/LATCP>

Help your Child's Imagination Take FLIGHT! READ A BOOK!

Visit your local Library to find these and
other books about
Camping

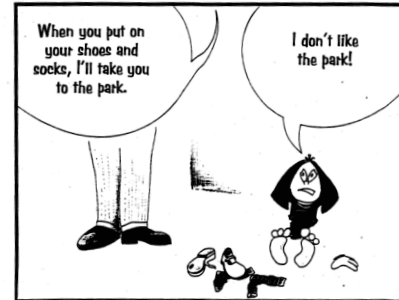


Social Emotional Skills

Positive Reinforcement Techniques

Contingency Setting

Contingency setting is giving the child a simple cause and effect statement: "When you do X - Y will happen." If the child engages in a specific behavior, they will experience a specific consequence. For example: "When you put on your shoes - we can go to the playground."



In order for the contingency to be effective, the child must desire the consequence. If the child doesn't like the playground they won't be likely to rush to put on their shoes so they can go there.

While a child is first learning our expectations, we walk them through the task required many times, providing prompts to help them achieve the goal. A child learning to clean-up after playtime may need specific verbal, gestural or physical prompts for assistance until they learn the clean-up routine. We should not expect completion of this task independently until the skills of clean-up time are learned and mastered and have become routine.

And remember . . .

to always thank the child and praise compliance

Get Out There and LEARN!

Here are some FUN activities that will also reinforce many different skills.

- While at the beach or playground sandbox - draw shapes and/or letters in the sand and ask your child to identify them. This can also be done with a stick scratching the shape in the ground.
- When having ice cream, s'mores or other yummy summer treats - use words that describe (gooey, cold, sticky) to help build vocabulary.
- Dress Up Time and Pretend Play can be times to talk about body parts, actions, and clothing names.
- To help your child remember the day's events - snap pictures on your phone of things you do and places you go during the day. Before bedtime take a journey back through the day looking at the pictures and have your child relate the event/place back to you.

Asking Questions

Stimulating Language Development

As a parent, you play an important role in your child's language development. By asking the right kind of questions, you can encourage language interactions (interaction is the give and take of information and ideas.) In addition to stimulating language development, good question asking can improve your child's thinking skills. Good questioning will help your child organize information and solve problems.

When Should I ask my child questions? Any time! Ask your child questions during everyday situations including:

- Getting dressed in the morning
- During playtime
- During mealtime
- During bath time
- Riding in the car
- While reading a book
- Going shopping
- At bed time

What are good questions parents can use to stimulate conversation? Good questions keep a conversation going between you and your child. Your child will be encouraged to use phrases or sentences instead of one-word responses. There are four types of good questions:

1. "Choice" questions

Choice questions give your child something to think about. You can follow-up the child's answer by asking the reason for the child's choice:

Parent

"Do you want to play soccer or baseball?"

"Do you like cartoons or movies?"

Child

"Soccer. You be goalie."

"Cartoons 'cause they're funny?"

2. "Open-ended" questions

This type of question can have many different answers. Your child has to think about what to say and how to say it:

Parent

"What's happening here?" (Looking at book)

"What do you think will happen next?" (Watching TV)

"What happened?" (Playtime)

Child

"The dog chased the kitty?"

"Cookie Monster eat cookies. All gone."

"Blocks fall down?"

Open-ended questions can be used to stimulate your child to think about time. The first question deals with the present, the second with the future, and the last with the past. Learning how to express past, present, and future is an important part of language development.

3. "Thinking" questions

These are the "how" and "why" questions. They require your child to think about past experiences to make an appropriate answer:

Parent

"Why is the girl crying?"

"How do you know that's a fire truck?" (Riding in car)

Child

"Because her Mommy is mad?"

"Cause it's big and red. And the loud sound?"

4. "Cause-effect" questions

These questions have an "if-then" relationship. Your child must relate past experiences to the present situation:

Parent

"What would happen if you fell down?" (Playtime)

Child

"I'd hurt myself?"

What should I do if my child does not understand a question I ask?

Try to ask questions you think your child can answer. If your child is unable to answer, you can answer your own question.

Parent

"What happened to the milk?"

"I spilled it. It went all over?"

Child

No answer

Or, you can ask your question again, more simply.

"Asking Questions"
by Diann D. Grimm, Parent Articles,
Communication Skill Builders, 1988