



Preschool Action Dictionary

Purpose

Play and Learn was developed using a universal design model for learning so that all children can be included in preschool activities with peers. Universally designed learning materials are appealing, easy to use, flexible, multi-sensory, and adaptable to a variety of children and situations. They are highly motivating and invite cooperation between children of varying abilities.

The Preschool Action Dictionary is a reference guide to alternative solutions that support preschoolers' actions when adaptations are required for communicating, moving, learning, and/or playing. The solutions are designed for students with cognitive and motor needs but other students may prefer or need these adaptations as well. The end result is universal design in action: all children playing and learning together!

How It Is Organized

In each month activity description, you will notice student action words are bolded. Each of these words is listed alphabetically in the Preschool Action Dictionary along with three or four assistive technology solutions designed to maximize learning and participation when adaptations are needed. For each action word, you will find a description, instructor directions, and how the student uses the technology.

To locate an action word quickly, use the table of contents. For words that have similar meaning, you will find they have been cross-referenced to their counterparts in the table of contents.

Solutions

A variety of materials and solutions are included in the Preschool Action Dictionary. Although an effort has been made to include adaptations for as many students as possible, it is not possible to cover every situation or need. It is expected the solutions provided will adequately address your students needs or give you a starting point from which you can design your own solution for your student's unique situation.

draw
Produce a likeness or representation by making lines on a surface. Children draw for fun and learning (e.g. literacy or art activities, posters, doodling, etc.).

EXAMPLE 1 The child draws with supports.
TEACHER: The teacher uses a highlighter to draw a design or tapes a selected stencil on top of the paper. The teacher draws simple pre-writing strokes such as vertical line, horizontal line, circle, cross, and square with chalk on a chalkboard.
CHILD: The child moves a drawing tool to trace the highlighted design or fill in the stencil. The child uses a water tube to trace the image on the chalkboard and magically make it disappear.

EXAMPLE 2 The child uses adapted drawing tools.
TEACHER: The teacher broadens the width of a writing tool by wrapping adhesive-back foam weather stripping, foam pipe insulation, masking tape, or soft-side hook and loop material. Option: Preschool crayons that fit on the child's finger.
CHILD: The child moves their hand on the paper to draw with the adapted tool or preschool crayon.

EXAMPLE 3 The child draws with a variety of stamping tools.
TEACHER: The teacher collects variety of stamping tools, e.g. preschool stamps, watercolor daubers, stencils, and adapted sponges.
CHILD: The child uses stamping tools to create theme-related projects. Children stamp pictures and shapes or sponge paint over a stencil to make a shape.

EXAMPLE 4 The child uses a battery operated robot adapted with markers and a BIGmack® communicator to sing and draw.
TEACHER: The teacher records song into BIGmack®, "I'm drawing with a friend, a friend, a friend, I'm drawing with a friend to make a ____." Connect to robot. Secure markers at 4 corners of robot. Line tray with paper and fasten theme-related stencil on top. Place robot on tray.
CHILD: The child takes turns activating the BIGmack® to sing and move robot to draw with markers. When the paper is full of designs, remove the stencil to reveal the theme-related shape.





paint

Apply color, pigment, or paint.
Children love to paint. They can paint cards, holiday decorations, or illustrations for a book. Or they can paint just for the joy of it.

EXAMPLE 1 The child sings and paints with a BIGmack® and Paint 'N' Swirl™.



TEACHER: The teacher fastens a theme-related shape on Paint 'N' Swirl™. Record the song on a BIGmack®, "I'm painting with a friend, I'm painting with a friend, I'm painting a __ with a friend," sung to tune of Farmer in the Dell. Attach BIGmack® to Paint n' Swirl™.

CHILD: With a friend, the child chooses paint color. One child squeezes drops of paint on paper while second child activates BIGmack® to spin. When the Paint 'N' Swirl™ stops, children repeat until project is complete. Be sure to make two, one for each child.

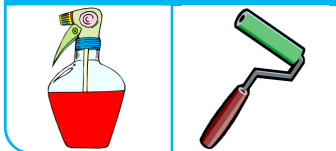
EXAMPLE 2 The child uses a LITTLE Step-by-Step™ communicator to paint.



TEACHER: The teacher records a series of painting directions on the LITTLE Step-by-Step™ communicator, one sentence per step.

CHILD: The child activates the LITTLE Step-by-Step™ communicator multiple times to give painting directions to staff or child helper.

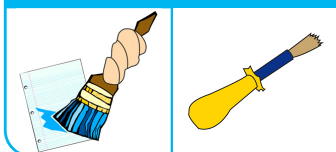
EXAMPLE 3 The child uses alternative painting tools and methods to participate in painting activities.



TEACHER: The teacher gathers a variety of paint tools, e.g. stamps, sponge stamps, small rollers, shallow trays, short handled preschool brushes, washable paint for hands, spray bottles with watercolors, daubers, hand mitts, pom-poms. etc.

CHILD: The child uses the painting tool to apply paint to the project.

EXAMPLE 4 The child uses an adapted tool to paint.



TEACHER: The teacher broadens the width of a painting tool by wrapping adhesive-back foam weather stripping, foam pipe insulation, or soft-side hook and loop material. Option: Use preschool paintbrush.

CHILD: The child grasps the tool and applies paint to the project.