SPARK: Simple Play Adaptations to Reference for Kids

Feelings & Emotions Dough Mats

Quick Tips – Adapting Activities & Routines Using Visual Supports

Description:	Image:
Set includes 24 reusable mats with 6 emotions and 4 different skin tones. Each mat measures 8" x 10". Dough sold separately.	 Purchasing Information

Who Might Benefit?

Those who…

- Have difficulty identifying their feelings.
- Need support determining what to do when they have certain feelings.
- Have motor challenges and are unable to draw pictures depicting feelings.

Why Use?

Provides an opportunity to…

- Develop skills in social-emotional understanding.
- Identify and describe emotions.
- Talk about feelings.
- Show how they are feeling without talking.
- Engage in art activities which may include a discussion of emotions.
- Work on fine motor control.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • Some children might do better with a one-on-one discussion of feelings rather than in a whole group setting.	**Optional Additional Materials/Supplies** • Cardstock and printer • Laminator/lamination film • Sheet protectors

- A quiet, more private area of the classroom could be considered for a child who has difficulty talking about or controlling their feelings.

Positioning

- Dough mats can potentially be used in a variety of positions (standing, sitting, kneeling, propped on tummy), however it is important that the user(s) are able to view them and reach them easily.
- Dough activities work best when mat is secured on a solid, flat surface (ex. tabletop, floor, tray, easel, wall).

Basic Play/Use

- Choose a mat featuring a scene that corresponds to an emotion, then use dough to mold a mouth, a nose and more—creating facial expressions for each feeling.

Extended Play/Use

- Use with other sand/clay material or Wikki Stix.
- Laminated mats can also be used with dry erase markers for easy wipe off when play is done.

Play/Use with Others

- During group time, have children share their feeling mat and why they feel that way.
- If a child identifies a feeling other than "happy" or "surprised", encourage the group to talk about what could be done to make the child feel better.
- Take pictures of the children making faces to express emotions. Print, laminate, and bind to make a Feelings book for the classroom library. See OCALI Social Narrative Example, Feeling Anxious and Worried

Communication Support

- Record feelings on a voice output device (ex. GoTalk One) with added visual support representing the recorded feeling.

DIY Alternatives

- Feeling Faces Playdough Mats Print and laminate these placemats or place in sheet protectors for a fun way to embed emotional literacy practice at home or at school. Each mat provides a blank face paired with a feeling word and emoticon that children can use to model the feeling faces. Use the mats to make feeling faces out of play dough or other sand/clay material. Laminated mats can also be used with dry erase markers for easy wipe off when play is done.
- Faces PlayDough Mats A set of printable playdough mats with blank faces for children to use their playdough to add the missing facial features.

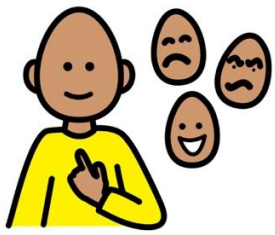
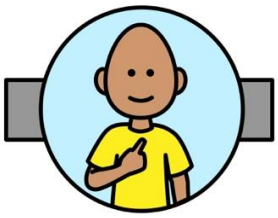
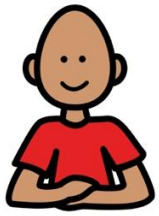
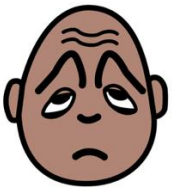
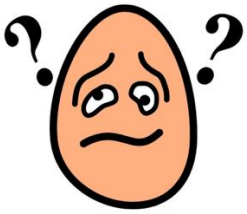
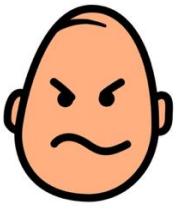
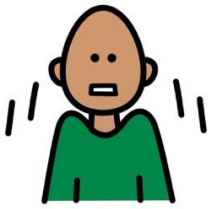
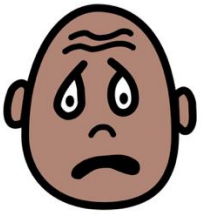
Additional Resources:

- See Social Narratives from OCALI's Autism Center Grab and Go Resource Gallery of Interventions
- For further information, visit the Social Narratives Autism Internet Module
- Like Social Stories, Power Cards teach and reinforce academic, behavioral, organizational, and social skills. Power Cards are visual supports that include an individual's special interest. See Power Cards from OCALI's Autism Center Grab and Go Resource Gallery of Interventions
- Reminder Cue Cards from OCALI's Autism Center Grab and Go Resource Gallery of Interventions help teach and remind individuals how to engage in positive behaviors. Reminder Cue Cards provide "what to do" suggestions when an individual is feeling anxious, stressed, or confused. They also support interactions with peers, and offer ways to self-regulate, and manage emotions.
- Practical Strategies for Teachers/Caregivers:
- Teaching Social Emotional Skills from the Center on the Social Emotional Foundations for Early Learning

Ohio Early Learning Standards

- SE: Develops and expands understanding of oneself as a unique person. (1a.)
- SE: Develops understanding of emotions. (1b.)

Words to Encourage Play/Use

I feel 	When I am… 	Happy 
Sad 	Surprised 	Content 
Tired 	Confused 	Mad 
Nervous 	Scared 	Sick 

Adapted from: Haugen's Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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