# The Early Childhood Inclusion Center of Excellence logo of just “us” in blue with the sun above it.

# SPARK: Simple Play Adaptations to Reference for Kids

## Reusable Write and Wipe Pockets

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| **Description:** | **Image:** |
| The Double-sided vinyl pocket measures 10 1/4" x 13 1/8" and holds paper up to 9" x 12". Paper and worksheets can be slid into the see-inside pockets. Children can write directly on the surface with a dry-erase marker—then wipe it clean for the next activity.  [Purchasing Information](https://www.lakeshorelearning.com/products/teaching-resources/classroom-essentials/reusable-write-wipe-pocket/p/DE191/) | Reusable Write and Wipe Pocket -standard paper-size clear vinyl pocket with a math facts addition practice worksheet inserted in the pocket and a person marking on the pocket with a marker |

### Who Might Benefit?

Those who…

• Have difficulty holding a writing/drawing tool and need reduced resistance or a smooth surface to mark on.

• Are unable to apply enough pressure to make marks on paper and need reduced resistance or a smooth surface to mark on.

• Over time have decreasing writing/drawing endurance and fatigue so they are unable to engage in writing/drawing activities for the same length of time as same-age peers.

• Exert too much pressure when erasing and tear the writing/drawing paper.

### Why Use?

Provides an opportunity to…

• Make marks on a writing surface that requires minimal pressure so they can create art.

• Make marks on a writing surface that requires minimal pressure so they can engage in prewriting activities such as tracing, copying, and making shapes and designs.

• Easily erase work to correct or alter without concern of damaging the writing/drawing surface.

• Redo the same worksheet as many times as they choose to gain competency.

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| Instructions for Use: | Adaptation Ideas: |
| Environmental Considerations  * Use in any environment such as home, school, community.  Positioning  * Use at a table/desk while the child is seated or if the table is high enough in a standing position. * Use on the floor for pre-writing and drawing activities while seated with a lap tray or while in a prone (tummy time) position which can be a great position for children who need extra support and sensory input while engaged in pre-writing and drawing activities.  Alternate Positioning  * Tape to a wall for children who need to develop stability and arm strength to provide opportunities to work in vertical positions of standing and sitting while reaching. * Children who need more support can also engage with the pockets taped to the wall while in a side-lying position. * Clip to a slant board to improve positioning for children with perceptual challenges or to improve hand wrist and arm positioning for prewriting and drawing activities.  Basic Play/Use  * Plain paper can be put in the pocket to encourage creative drawing activities. * Papers with a variety of prewriting activities such as tracing lines and shapes, connecting the dots, shape copying, coloring activities, etc. can be placed in the pocket.  Extended Play/Use  * Colorforms or removable stickers can be used on the pockets to create art, engage in pretend play or to mark answers on prewriting activities (e.g. matching activities, dot-to-dot, etc.). * Different flat items can be put in the pocket to trace (e.g. fall leaves, cardboard shape). * Different fabric textures could be used in the pocket for a more enhanced sensory experience while drawing (Note: some textures may damage the pocket so consider this before selecting textures). * Stained glass finger painting can be accomplished by adding finger paints inside the pocket and sealing with painters tape at the top. Hang the pocket on a window during the activity encouraging the children to stand while finger painting.  Play/Use with Others  * Games like Tic Tac Toe can be put in the pocket with two children taking turns. * Back and forth drawing can be done with a blank piece of paper and two or more children adding to a picture to create a scene or art. | Optional Additional Materials/Supplies  * Painters tape * Dycem  Stabilize It  * Tape to the table to secure for those students who aren’t able to effectively hold a writing/drawing paper down. * Clip to a slant board to secure so the pocket doesn’t move around. * Use Dycem under the pocket to keep it from moving on the table.  Contain It  * Wikki Stix could be used to create prewriting boundaries for tracing activities to support children with fine motor coordination challenges (Note: Removing the wax from the Wikki Stix that may get on the pocket may be challenging!). * Place in a tray to contain the pocket and designate the student’s work area.  Add Sensory Cues  * See Wikki Stix suggestion above. The Wikki Stix could also be useful for students who need tactile cues for pre-drawing activities such as students with low vision. * Removable puffy stickers could be used to mark start and stop points on the pocket activity.  Communication Support  * Social story to indicate how the pocket should be used for the intended activity. * Social story to explain that any work done on the pocket is not a permanent product for the child to take home. * Communication board with vocabulary appropriate for the activities presented in the pocket (e.g. draw, write, start, stop, trace, color, wipe, erase, etc.).  Alternative Uses  * Finger paints can be sealed with painters tape in the pocket for mess free finger painting for those students with sensory sensitivities. * For a child who can’t hold a writing/drawing tool, they could respond to simple worksheets by erasing all incorrect responses rather than marking with the writing tool correct responses. * Wikki Stix could be used on the pockets to complete “draw a line to the correct answer” activities (color, shape or object matching). * Protect communication pictures/words for schedules, boards, particularly when engaged in messing activities such as snack time, sandbox, water table, etc.  DIY Alternatives  * Gallon Zip Lock bags, however these will need to be taped down. * Sheet protectors. * 3 ring binders with external view panels. |

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| Additional Considerations:  * Be sure the student understands the pocket does not provide a permanent product of their work. This may be difficult for some students to understand, causing confusion and disappointment. * Some children with fine motor coordination challenges may find the pocket surface too slippery to control their writing/drawing and may do better with the resistance provided by regular paper and pencil/crayons/colored pencils.  Ohio Early Learning Standards:  * LL: Print Awareness: Develops understanding that writing represents spoken language (4.a.). * LL: Emergent Writing: Draws and writes using increasingly sophisticated grasp (4.b.). |

### Words to Encourage Play/Use

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| **Trace**A hand holding a red pencil tracing the outer line of an apple. | **ColorA grid with different colors in each square.** | **Write**A hand holding a yellow pencil writing lines on a white sheet of paper |
| **Draw**A hand holding a yellow pencil drawing lines on a piece of paper. | **Wipe**A hand on yellow cloth wiping off gray surface. | **Erase**A hand holding a red pencil with eraser side on the paper erasing letters on paper. |
| **Go**Green light lit up on a traffic signal | **StopRed light lit up on a traffic signal** | **Done**A child with a thumb up slightly pointed toward themself and a green circle with a white checkmark next to the child. |

\*”Adaptations” 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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