SPARK: Simple Play Adaptations to Reference for Kids

Reusable Write and Wipe Pockets

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	

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.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations	Optional Additional Materials/Supplies • Painters tape

- 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.).
- 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.

- 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.

- 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.

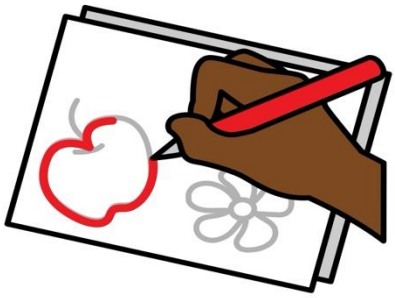
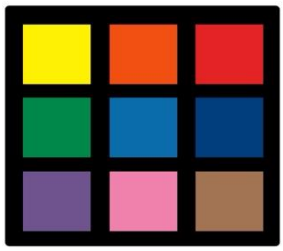
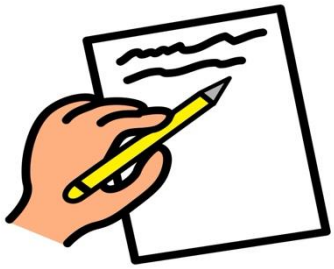
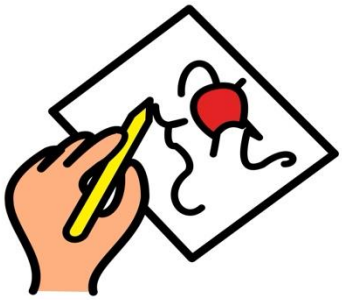
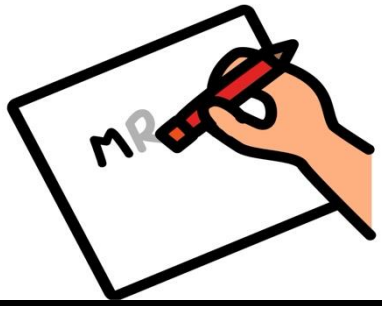
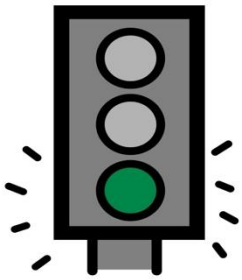
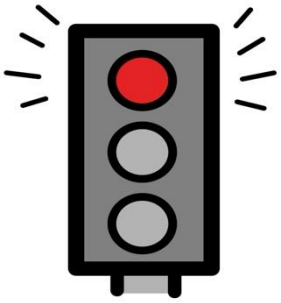
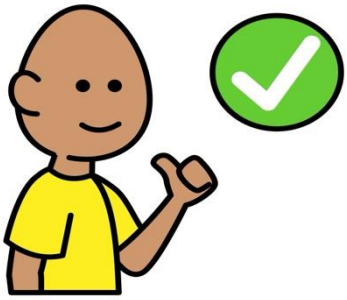
Additional Considerations:

- 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

Trace 	Color 	Write 
Draw 	Wipe 	Erase 
Go 	Stop 	Done 

*"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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