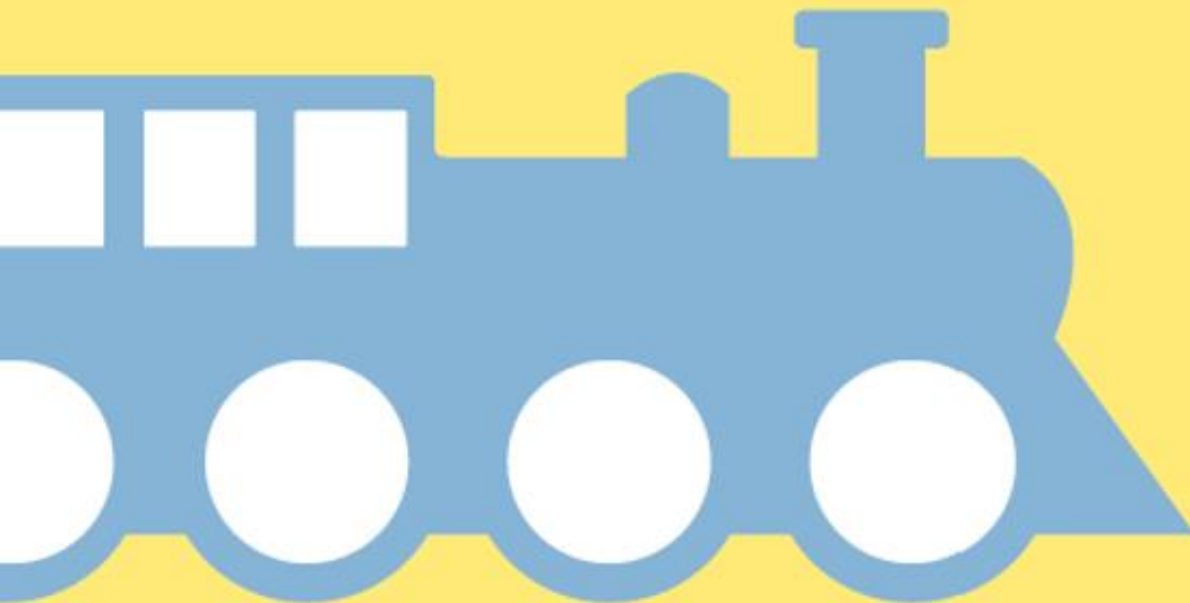




THE PLAY PROJECT™

7 Habits Handout





1. Go Along With the Gang

- School-age children have a 'group mind.'
Must give up personal agenda and comply.
- The child is able to move fluidly with the group as a whole. If everyone else is moving to the crafts area of the room, this child will move with them. We want to promote that this child is part of the **group**.
- May need help from school staff (e.g. part time aide support)



2. Auditory Process at a Distance

- Different from 'good listening' which is actually an end-product of being able to process sounds.
- Spoken word disappears unless paying attention.
- Spoken word competes with ambient noise.
- Distance- The farther away, the more diluted.
- Others should not need to walk directly up to the child in order to get that child's attention. Children should be able to answer the question "What did the teacher just say?" even if they are seated in the back of the room.
- May need school staff help (e.g. part time aide support)



3. Getting the Main Idea

- Grasping the meaning of what is happening in the classroom (closely connected to the next three habits: sequencing, active memory, and processing speed). *'Seeing the forest for the trees.'*
- This is determined mainly by the child's ability to answer open-ended "wh" questions. Examples of this include:
 - "What's next?"
 - "What did the teacher just tell you?"
 - "What's the story about?"
 - "What does that mean?"



3. Getting the Main Idea (cont'd)

- When is this important?
- When the teacher is reading a book to the class
- When the teacher is giving instructions
- When the class is moving on to a new task
- When the child is joining a peer in a new activity
- When a friend is talking



4. Perform Sequences of Actions

- A child must be able to remember, plan, and implement a series of connected actions without being prompted:
 - “Okay children, story time is over, it’s time to go to your desk. When you’re there, take the paper out of the folder I left out for you and wait for my instructions.”



Working Memory

- Working Memory involves “on-line representational memory;” that is, the capacity to hold information in one’s mind for the purpose of completing a task, encoding information, or generating goals, plans, and sequential steps to achieving goals.
- Working memory is essential to carry out multistep activities, complete mental manipulations such as mental arithmetic, and follow complex instructions.



Working Memory Accommodations

- Establish eye contact with child prior to giving essential instructions.
- Break tasks or information down into smaller steps or chunks.
- Changing tasks more frequently can alleviate some of the drain on sustained working memory.
- “Attentional breaks” are best taken with a motor activity or a relaxing activity.



5. Use Active Memory

- Active (not Rote) Memory is the ability to bring what you know from the past into the present in order to *DO* something new.
- “Ok children, it’s autumn outside. Who knows what autumn is? We’re going to make a present for your parents. We’re going to make a tree with colorful leaves that are falling to the ground. On your tables are colored paper, scissors, and paste. Up on the board is an example.”



6. Process Information Quickly

- Kindergarten children *can* move quickly and smoothly through the day.
- It's not good enough to get the job done. Tasks are done well and quickly without (too much) help.
- Rule out LD, ADHD, Fine Motor Concerns



Processing Speed Accommodations

- Shorten directions, focusing on the essential or
- most important parts.
- If the child appears "blank" or is not doing what you have asked, slow down and repeat the main points; do not elaborate or add details.
- Understand your child's need for sufficient time to process information and respond. S/he should not be punished by missing out on other activities.



Processing Speed Accommodations (cont'd)

- Try not to become exasperated or to pressure the child to "hurry up." If you need something done quickly, don't ask the child to do it.
- A waiver of time requirements for in class assignments as well as classroom and standardized tests may be necessary and appropriate.
- Pre-homework. Ask the teacher what will be studied for the day/week and prepare *in advance*.



7. Know When (and How) to Ask for Help

- Ability to self-monitor involves:
 - *Task-oriented monitoring* or work-checking habits and *Self-monitoring* or interpersonal awareness.
- Task-monitoring involves a child assessing his or her own performance during or shortly after finishing a task to ensure accuracy or appropriate attainment of a goal. Promote it!
- Self-monitoring involves whether a child keeps track of the effect that his or her behavior has on others. Promote awareness of others!