

Adam – Activities based upon Goodness of Fit recommendations

1. Activity Level (Adam = highly active)

Enjoy scooting, crawling, walking, running and climbing inside and outside with Adam. (Continue kicking, throwing, etc. activities outside. Continue redirecting Adam to the climber inside. Add in some hopping, marching, bear crawl transition actions. Find some new music and movement songs/CDs and add scarves and maracas to the classroom.)

Make sure that you and Adam both take time for rest. (Really focus on his love of books – especially when he might need an emotion break. Rotate in the other sensory bottles to the safe place. Take a picture of him reading/relaxed and add it to the emotions board in the safe place.)

2. Distractibility (Adam = less distracted/more focused)

Give Adam frequent reminders that a transition is approaching, so he/she can be prepared in advance. (Keep using the timer for pick-up time and meal time transition!)

Encourage Adam to interact with other children while playing, noticing and describing interactions between him/her and other children. (He really seems to be enjoying the block and dramatic play areas lately, so be sure that we are in there with him and specific in naming what he is doing with the other kids – encourage him to invite others over if they aren't there already.)

3. Intensity (Adam = relaxed personality)

Provide quiet, cozy areas so that Adam is not overwhelmed by active situations. (Encourage book reading in the safe place. Make sure there are enough sensory bottles in there.)

Create activities that promote emotional awareness, such as asking Adam how he/she feels that particular morning. (Need to update the emotions board - take a picture of him reading/relaxed and add it to the emotions board in the safe place. We can add an activity on the lesson plan to play with mirrors and talk about our faces and features – read the book “How I feel.”)

4. Regularity (Adam = highly regular)

Share Adam's preferred daily routine with others who care for him. (Make sure all new teachers in the room read the “Orientation to Our Room” sheet for each kid, tells them all about their likes/dislikes, temperament, schedules, etc.)

You can also support him/her through daily disruptions by using a picture schedule. (Check the visual schedule to make sure it is up to date, make sure we point to it and talk about it throughout the day.)

5. Sensitivity (Adam = less sensitive)

Provide Adam activities that are rich in sensory experience (We know how much he loves music and movement – need to add some new songs and stuff to our rotation. Work with him on being comfortable with sensory experiences – he doesn't like his hands/clothes to be dirty – we could try more dry things in the sensory table to start (sand, cotton balls, etc.) and maybe some ziplock bag painting – or washing the babies in dramatic play with soap, water, and sponges.)

Use a funny, dramatic voice while reading stories. Be silly! (Books! He loves books! We will also encourage him to try using different voices. Encourage him – and all the kids – to scream when they are outside.)

6. Approachability (Adam = highly approachable)

Be close by to help Adam as he/she learns to interact with others. Sometimes highly approachable children may come into contact with a child less prone to new people and they may need help to navigate the situation. (since he is one of the first kids to school each day, Cristina can talk with Adam about giving kids space when they first come in and then be right there with him to practice it – I will look for a children’s book on that subject.)

7. Adaptability (Adam = highly adaptable)

Continue to use words to narrate when change will occur. (Make sure we talk with each child, make eye contact, when we show them the timer before we push start. Point to and talk about the visual schedule all throughout the day.)

Keep an eye on Adam's cues or behavior that might signal that he/she has had enough changes; some routine for all children is good. (Point to and talk about the visual schedule throughout each day. Encourage him to take a break in the safe space if he needs it. Ask him to assist during transitions (carrying stuff) when it’s appropriate.

8. Persistence (Adam = highly persistent)

Recognize and offer feedback when Adam is working really hard at something. (the block area and outside will be really great places to focus on this – he’s been stacking blocks a lot, gets really excited but really bummed when they fall down. Kicking the ball has been going well, but he gets frustrated throwing the ball sometimes.)

Provide activities that challenge Adam. (Block and outside time again good places – try stacking with different things, sizes, shapes. Try throwing with two hands or a different hand.)

9. Mood (Adam = positive mood)

Play fun games throughout the day such as hide and seek and peek-a-boo. (Take advantage of that early morning time for these things. When talking/practicing with him about giving others space, really focus on “you can give them a smile if they don’t want a hug”)

Even though you both may have a generally positive mood, remember to also describe other feelings of sadness, anger or fear so that Adam learns that these feelings are OK too. (Adding his picture to the emotions board – relaxed and/or upset – could even make his own emotions book – maybe we’ll do this for the whole class!)