



Head Start School Intervention Project
Classroom Environment: Fidgets

Goal of activity: Children who have been exposed to violence may have difficulty achieving either a state of calm or a level of stimulation necessary to participate in structured activities. The tactile sensation from fidgets may allow some students a way to regulate their own arousal levels without disturbing others in the classroom.

Approximate length of activity: 10 – 15 minutes

Materials: Tactile toys/objects small enough to fit into a child’s hand or lap.

Instructional Procedures:

- The teacher/aide will pass out fidgets to the children.
- The teacher/aide will encourage students to think about how the object feels.
- “Is this object cold, smooth, soft, rough etc…”**
- A basket of fidgets will be left out for students to explore during free time.
- The teacher/aide will explain that sometimes having something to do with our fingers can help us to listen to stories and keep our bodies still.
- Students will be encouraged to use a fidget to help focus during structured activities.





Feeling Good about Learning



Feeling Safe



Calming My Body and Mind

 <p>KEY POINTS Allow time for exploration</p> <p><u>Appearing more fidgety</u></p> <ul style="list-style-type: none"> ○ Allow the child to try another fidget – a different sensation may work better. ○ Allow children to explore fidgets thoroughly - curiosity is good. ○ For some children fidgets may be over stimulating and should not be used for calming. <p><u>Throwing the fidget</u></p> <ul style="list-style-type: none"> ○ Explain that fidgets are for hands and fingers and must stay there. ○ Remove the fidgets and try again on another day. <p><u>Expressing dislike of the feel/texture</u></p> <ul style="list-style-type: none"> ○ Allow the child to try another fidget. ○ Validate these feelings so that the child can recognize and express their needs. 	 <p>LITERACY TIPS</p> <p><u>Oral Language</u></p> <ul style="list-style-type: none"> ○ Encourage students to describe the object and model new vocabulary words: “This ball is very soft – Can you think of something else in this room that is soft?” (cold, wet, sharp, pointed, round, etc). <p><u>Phonology</u></p> <ul style="list-style-type: none"> ○ Choose fidgets that work with the sound of the letter of the week – soft fidgets for “s” week and model the “s” sound for students when soft fidgets are introduced (“w”- wet objects, “c”- cold objects, “p”- pink objects etc). <p><u>Print Knowledge</u></p> <ul style="list-style-type: none"> ○ Label fidgets with the child’s name. ○ Make a fidget book with pictures of the fidget and a word describing the fidget (soft, round, etc). ○ Keep fidgets available in a basket labeled fidgets.
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