

# Shaping the Hearts

of Kids with Special Needs



In this issue . . .

Born to Serve	1-2
Age-Level Helps	3-14
Tips and Encouragements	15

## Born to Serve

Frequently I'm asked, "In what ways are we able to include your child in Bible school?" What they mean to ask is: "How can this possibly work? If he can't even sit for a short story, how in the world can you hope to have him participate in anything we do?" I once felt the same way. I remember gazing out of the Sunday school

When Noah was very young, my hopes sometimes were dashed as I found Noah exactly where I did not want him to be—in the hallway. I recall thinking: *If he can't be in the classroom, what can he do?* This, it turns out, was the million-dollar question.

We've heard it said that "the whole world is a classroom," but often we don't act like we believe that's really true. I, along with others, had the preconceived idea that the only way Noah would learn about God was to have him sitting in a classroom. In reality, Noah has the skills to learn about God in other ways. The primary way Noah has developed a heart shaped for God is through service.

To some it may seem that the last place a child with special needs can be useful is in the middle of a service project. But in reality, many service projects involve small, repetitive steps (which do not bore Noah the way they do some children) that can easily be adapted to include children with special needs. I first noticed Noah fully included and on task at a service site we had one summer at Vacation Bible

"When Noah was very young, my hopes sometimes were dashed as I found Noah exactly where I did not want him to be."

-Vangie, Georgia

room where I was teaching, hoping not to see Noah in the hallway outside his room.

Finding Noah in the hallway meant that once again he had been unsuccessful in the classroom. Maybe he had become overwhelmed by praise and worship. Or perhaps the proximity of the other children as they were crowded onto one large rug during story time had caused anxiety for him, which caused him to display a behavior that put him in the hallway to "calm down."



continued from p. 1

School. By giving Noah a small task, such as scooping snack mix into a bag, putting labels on the bags with the week's theme verse and the church building's address, or placing the prepared bags into a larger box across the room, Noah was busy and incorporated into the larger group of students.

As service activities are completed, we often remind children why we are doing each task. During these times, my son was reminded that the Bible taught them to show kindness to others because that reflects God's heart for humanity. All of this was accomplished not on a classroom story rug, but during the process of a service project.

I also realized, much later, that Noah is uniquely poised to identify with and understand people who need help. Requiring the help of others to accomplish the simplest of tasks marks his whole existence. Unable to rely on the myth of self-sufficiency, Noah needs other people and, thus, is more capable than some typically developing children to understand what help can look like. And when others watch Noah serve, barriers between abled and disabled seem to disappear.

So if it appears that you have a child whom you simply cannot incorporate into "normal" classroom activities, consider including service and missions as a regular part of your classroom format. You may discover that the whole world truly *is* a classroom—full of eager students who are ready to learn about and serve an amazing God!

Need some service project ideas? Check out this book from Standard Publishing:

- *Kids Serving Kids Super Simple Mission Kit* featuring *Tales of the Not Forgotten*—gets children involved in both home and foreign mission projects  
(Item no. 025610913)

by Vangie Rodenbeck

Use these ideas for adapting activities included in Summer 2014  
*Toddlers & 2s Teacher.*

## Toddlers & 2s

### A Place in Space

#### Materials

full-length mirror

Throughout curriculum for toddlers and 2 year olds, children are prompted to jump, hop, and move by following the example of the teacher. Time and time again, children with developmental delays stare in wonder as adults and other children are able to manipulate their bodies to mimic the directions.

One reason for this wonderment is that these children experience delays with their *proprioceptive* sense, which tells them where their bodies are in space. This is the sense used when placing an arm into a coat or a foot into a shoe. Because we have a good sense of where our arm is in space and in relation to the coat, we can typically perform the task with relative ease. But imagine not being sure exactly where your arm ends. Or what if you struggle so much with coordinating the movement of your legs that you are unable to prompt yourself to hop at all—much less hit a certain target on the floor?

The “Morning Stretch” activity offers a great tip for understanding where the body is in space. Add a full-length mirror in one corner of the room. Use hand-over-hand instruction and show children how to stretch and point and reach their hands into the air to do actions such as reaching for mobiles hung from the ceiling. By watching their bodies make the movements, children may become more confident at experimenting with large and small body movements.

#### Lesson highlight for:

“Morning Stretch,” lesson 10 Discovery Time

### Drive-Around Crayons

#### Materials

toy cars, large crayons, tape

Even typically developing toddlers and 2 year olds may experience low muscle tone in their hands, making it uncomfortable for them to grasp crayons. This may manifest itself in what appears to be a general disinterest in coloring when, in fact, the children are experiencing real discomfort when grasping small objects.

The “Drive-Around Crayons” activity is a great example of how to make a physical accommodation for children who struggle with this kind of fine motor activity. By taping a crayon (tip side down) to the front of a toy car, a child can manipulate the car with the whole hand and color at the same time!

#### Lesson Highlight for:

“Drive-Around Crayons,” lesson 12 Discovery Time

## Glowing Stars

### Materials

lamps or other forms of soft, indirect lighting; nightlights; peel-and-stick glow-in-the-dark moons and stars

Throughout lesson 13, “God Cares for Me When I’m Sleeping,” children are prompted to find moons and stars to help them understand that God is with them at night. This lesson provides a unique opportunity for providing a sensory break for learners.

For children struggling to overcome developmental delays, it can be difficult to process all of the sensory input found in the typical classroom environment. This includes stimulation from light sources. Consider using throughout the class time some soft, indirect lighting and nightlights in the place of fluorescent ceiling lights. Purchase peel-and-stick glow-in-the-dark moons and stars (available at many dollar stores) and apply them to the ceiling of your classroom. During transition time, children can lie quietly on their backs and observe the moons and stars in the “sky.” At the end of class time, regular classroom lights can be turned on—nighttime is over, the “sun” has come up, and it is time to go home!

### Activity adaptation for:

various activities, lesson 13

Use these ideas for adapting activities included in Summer 2014 *Preschool Teacher*.

# Preschool

## Strong and Courageous

### Materials

paper lunch bags, cooked spaghetti, ice pack, sand paper, feathers, toys, and lots of encouraging words

Children struggling with sensory integration due to developmental delays face their very own Goliaths each and every day. Sounds, smells, and textures that typically developing peers enjoy can promote terror in the hearts of these children. The story of David and Goliath can speak into their lives in a very real and meaningful way.

Use the “Bravery Bags” activity to point out how everyone has fears. For children who may be embarrassed or non-communicative about their fears, this will be an opportunity for them to hear how others experience apprehensions too. To reduce their fears and anxieties, allow children who are especially sensitive to touch to peek into the bag before reaching inside. Reach into the bags yourself, modeling how you can be brave even when you are uncertain about your immediate environment. In this way, you will be able to build on the experience later when a child shows apprehension about participating in an activity that typically would be resisted because of sensory discomfort.

### Activity adaptation for:

“Bravery Bags,” lesson 2 Grow and Go

## Watch the Sheep

### Materials

foam or plastic cups (not clear), cotton balls

A quicker start than the suggested More! Getting Started *Quick Step™* activity, lesson 2, involves a common game played at carnivals and state fairs. Clear a spot on a table and place 3 cups upside down in front of the children. When you have the children’s attention, place a cotton ball under one of the cups and ask, “Where did my little sheep go? Can you help me find it?” Slide the cups around as children try to follow with their eyes the cup with the cotton ball under it. You might be surprised how effortlessly children with special needs are able to use their visual skills to spot the sheep every time!

### Activity adaptation for:

“Where Are My Sheep?,” lesson 2 More! Getting Started

## Grace and Glitter

### Materials

pitcher of water, empty clear plastic bottles with caps, fine metallic glitter, electrical tape or super glue, Aleene's® Clear Gel Tacky Glue™ (4 oz.)

### Teaching Tips

Choose clear bottles made of durable plastic. Some water bottles are thin and make a crinkly noise when squeezed. This can distract from the calming feelings you are trying to encourage.

The amount of clear gel glue to be added will vary according to the size of the bottle used.

Occasionally there may be the need to help a child cope with negative feelings in a time-out environment. Extending children the grace to compose themselves and then re-enter the classroom for another chance to succeed is vital to building a relationship based on acceptance *and* classroom boundaries. Very often, giving the child a timer or something to focus on other than his or her indiscretion can help make the retreat from the class positive and productive.

Create a glitter bottle by filling a bottle two-thirds full of water (room temperature) and then adding clear gel glue. Add glitter, place the cap on the bottle, and shake well. Sit back and watch the glitter settle to the bottom of the bottle. (You may even want to time how long it takes to settle.) If the glitter settles too quickly, add more glue; if the glitter settles too slowly, add more water. Once you are satisfied with how the glitter is settling, secure the cap on the bottle with electrical tape or super glue.

Consider keeping one of these glitter bottles in your classroom as a therapeutic “calming bottle” that can give a child something that is relaxing to focus on during a time-out. Shake the bottle before giving it to the child. Once the glitter has settled to the bottom, time-out is over and the child can rejoin the class activity.

### Activity adaptation for:

“Glitter Bottles Full,” lesson 10 Getting Started; any lesson

Use these ideas for adapting activities included in Summer 2014  
*Pre-K & K Teacher:*

## Pre-K & K

### Timmy Is Different

Teachers sometimes express concern regarding making accommodations or adaptations for one child in the classroom. They fear this will be viewed in the eyes of other children as favoritism toward one child. Not wanting to create more chaos in their classroom, teachers will say, “I can’t do for one child what I cannot do for every child. We cannot show partiality.”

However, in most cases, children are more perceptive than we credit them to be. By the time children are 4 to 5 years of age, they have already sensed if a peer is not developing typically and has difficulty in the classroom environment. Generally, they understand the need for that child to have extra help. In fact, most of the time, children are the first to comprehend that *fair* does not mean *equal*. In order for some children to participate in a classroom setting, they may need a few accommodations.

Lesson 4 teaches this principal in a biblical setting. Because Mephibosheth had a special need, David was compelled to move toward him in kindness. Use this lesson as an opportunity for teaching about the differences we have. SAY: **Each of us has special things that God has gifted us to do. We all have talents, and we are all different. How great that God made us different! Sally is different. Bobby is different from her. I am different from Bobby. And Timmy is different from me. Each of us learns different things in different ways. Sometimes each of us, like Timmy, needs extra help learning in a different way. That extra help is called *kindness*. Today’s Bible story tells us how God wants us to be kind.**

Many of the activities in this lesson, such as Grow and Go “Be Kind Walk Game” and More! Getting Started “A Puzzling Experience,” are excellent ways for children to identify with the “Timmys” of our world. If using the Getting Started “What It’s Like” activity, consider having the parent of a child with special needs—maybe your Timmy’s mom—share what makes Timmy different but what also makes him the same as them. Don’t miss this opportunity to shape the hearts of the children in your classroom to reach out to people with different abilities.

#### **Lesson highlight for:**

David and Mephibosheth, lesson 4

## Fingerless Paint

### Materials

clothespins, kitchen sponges  
cut into 1" squares

Children with tactile sensitivity may be apprehensive about placing their warm and dry little fingers into cold, wet, and sticky finger paints. A small adaptation can keep this activity on track! Cut a common kitchen sponge into small squares and clip each square to a clothespin. Children can then use their "sponge finger" to accomplish the activity instead of their hands.

### Activity adaptation for:

"How Do You Feel?' Posters," lesson 5 More! Getting Started

## Emoticons

### Materials

*Resources* CD Feelings Discs  
printable file (Lesson 5),  
*Resources* sheet 8 Feelings  
Poster

Teaching about emotions and how to process them in a healthy way is a goal we have for all of our children—typically developing or developmentally delayed. Additionally, as teachers, we never know what experience a child may have brought to church with him that is making his day more difficult. For children with special needs, even routine changes in seasonal wardrobe can make getting to church a difficult procedure. Did Mom buy new clothes that seem itchy or smelly? Is a new pair of shoes so uncomfortable that the child cannot focus today? Maybe a change in the teaching rotation for the summer months has a child feeling unorganized and anxious.

Both resources highlighted in the Materials list are excellent for helping children with language delays to communicate their feelings while in the classroom. Consider posting the Feelings Discs or Feelings Poster prominently in your classroom. When children become fretful during transitions or activities, encourage them to use the resources and show you how they are feeling. Or have a circle activity with all the children and allow them to use the materials to share about their feelings. Don't forget to share your own feelings and model for the children how they can ask God to help them with their feelings.

### Resource highlight for:

David Sings to God, lesson 5; Jehoshaphat Asks for God's Help, lesson 8

Use these ideas for adapting activities included in Summer 2014  
*Early Elementary*  
Teacher.

## Early Elementary

### God Is With Me When . . .

#### Materials

chart paper. Markers

#### Before Class

At the top of a sheet of chart paper, write: "God is with me when . . ." Then write the letters of the alphabet down the left side of the paper.

Many children with disabilities struggle with phonemic awareness. As a result, they might have difficulty participating in an activity that asks for them to name times or places that start with specific letters of the alphabet. Using a chart, ask kids to name times or places when God is with them. Write what they name beside a corresponding first letter. Give examples, such as "God is with me at **s**chool" (record next to the letter S) or "God is with me when I am **n**ervous" (record next to the letter N).

The activity can be stretched over several sessions, but by the time all letters of the alphabet are used, the class will have a unique and special list they can use as they praise God for His presence—and the activity also will have reinforced letter names and sounds.

For added fun, try using the times and places named and sing them to the tune of "The Alphabet Song." Setting words to a tune is a good way to reinforce learning and it can serve as a memory aide for many children.

#### Activity adaptation for:

"God Is with Me When . . .," lesson 2 Make It Real

### Rules and Reasons

#### Materials

puppet, sheet of paper with a list of spelling words written on it, backpack

Some children will have a hard time understanding the "Time-out Chair" activity; they may think *they* are in trouble. Other kids will begin to persevere on their mistakes and become angry, sad, or fearful. While we do want them to understand the consequences of their own actions, it might be better to introduce this concept in a way that is less personal and offers more opportunity to emphasize humanness and forgiveness.

**SAY: We make choices every day. Sometimes kids choose to follow the rules and other times they try to do things their own way. Let me introduce you to Jared. Show the puppet. Let's see what happens when Jared tries to do things his own way.**

Have a student hold up the spelling test. Tell the children that Jared is taking a spelling test and he can't remember one of the words. He chooses to break a class rule and looks at another person's paper. Discuss what might happen. Next show the backpack. Explain that Jared talked back and didn't follow the scout leader on a hike. Discuss some possible results.

**SAY: Most rules keep others and us safe; they help us learn to act in a way that pleases God and others. ASK: What rules do you follow? How do those rules help you? What rules does God have for us?**

#### Activity adaptation for:

"Time-out Chair," lesson 8 Focus In

# Early Elementary

## I Will Serve the Lord

### Materials

chart paper, marker, pictures of objects that could be used to serve God, tape

### Before Class

Write at the top of a sheet of chart paper: "I Can Serve the Lord." Draw lines to create five or six columns under the title. Gather pictures of things that kids who are 7 to 8 years old might use to serve God. (Examples. vacuum, rake, book, pet, clothing item) Do a search of images on the Internet or cut pictures from magazines, newspapers, and store fliers.

Art projects can be frustrating for students who have fine motor difficulties. Additionally, organizing information and then communicating it in a visual format can be very complex for some students. The opportunity to brainstorm and organize information into categories can be beneficial. Sorting through and using pictures can help children who have difficulty drawing.

**SAY: Let's name some places and ways we can serve God. Then you will each choose one way you want to serve God.** Ask the students to name places where they can serve God. Write their ideas as column headings on the chart paper. Headings might include At Home, At School, In the Neighborhood, On My Team, At the Church Building, On the Bus.

Next, ask the children *how* they might serve God in each of these places. Allow the children to sort through and choose from the pictures you have gathered; tape the pictures onto the chart in the appropriate columns.

Give students blank sheets of paper and encourage each child to choose a way he or she wants to serve God. Provide markers for drawing, or offer copies of the pictures used during the group activity and allow children to tape pictures onto their papers. **ASK: When would you like to serve God in this way? Will you need help? Who can you ask to help you?**

### Activity adaptation for:

"Ways to Serve God" and "I Will Serve the Lord," lesson 4

Use these ideas for adapting activities included in Summer 2014  
*Middle Elementary Teacher.*

## Middle Elementary

### Blanket Carry

#### Materials

blanket, whiteboard, dry-erase marker, a large doll (or mannequin)

#### Before Class

Draw on the whiteboard an illustration of four stick-figure people carrying a fifth person who is lying on a blanket.

Children with disabilities may have low muscle tone or poor motor planning. If asked to help carry another person on a blanket, they may lift too quickly, accidentally let go of their corner of the blanket, or stop suddenly. This could result in embarrassment and injury. Practicing a safe blanket carry will allow kids to see what is expected. The option of using a doll or mannequin can make the activity more manageable for kids who are not as physically strong.

Have kids gather in a circle. Point to the drawing on the board. Discuss what rules would need to be followed in order to safely carry the person on the blanket. (Rules: Lift at the same time, walk at the same speed, put down the blanket gently.) Choose volunteers who are able to follow the rules accurately and completely. Have them demonstrate how to carry the doll safely across the room. Point out the various rules as they are followed. Allow other groups of children to use the doll and try the activity. Eventually, allow a group to demonstrate with a volunteer child. Remain nearby and help as needed, keeping everyone safe.

**SAY: You have demonstrated how God works through people to help others. Let's learn how God worked through a man named Peter.**

#### Activity adaptation for:

"Blanket Carry," lesson 4 Focus In

### We Love!

#### Materials

self-stick notes (heart-shaped, if possible!), chart paper, pencils, crayons, reusable adhesive

Quickly drawing a picture or creating a song or poem that describes things kids love might be challenging and frustrating for some students. An activity adaptation in an untimed situation can allow everyone to participate and will achieve the same goal.

Have the students gather at the tables. Draw a large heart on a sheet of chart paper. Distribute self-stick notes. **SAY: Please write or draw on the sticky notes some things or people you love.** After a few minutes, have the kids share one or two of the things they love. Ask them to post their notes on the large heart. **SAY: We use the word love for a lot of reasons, but the most important thing to remember is God's love. Let's learn more about this in our lesson.**

#### Activity adaptation for:

"Draw It Fast" and "Love Songs," lesson 12 Focus in

# Middle Elementary

## How to Pray

### Materials

chart paper, marker

### Before Class

Title a sheet of chart paper: “How to Pray.” Create a chart with 6 rows and 2 columns. In the first column, write the following questions (one question per cell): Who? What? When? Where? Why? How? Leave the second column blank to fill in as the class discusses various aspects of prayer.

Prayer can be so abstract—even for adults! For kids who struggle with communication and having conversations, praying to God can seem to be even more difficult. Charting some basic points about prayer can provide structure for kids. Teaching simple actions (point up, out, and in) gives students who have difficulty maintaining attention a tangible reminder of how to pray.

**SAY: *Praying is another word for talking to God. It is different from wishing, because we know God always hears and answers our prayers. Let’s make a chart and learn some simple actions that will help us remember what we can pray.*** Go through the “How to Pray” chart, filling in the second column as you discuss each question. Teach kids what to pray as they point *up*, *out*, and *in*. Have the kids talk about different times and places they can pray.

WHO?	God! He is our Father and He loves us.
WHAT?	<b>Point up</b> to God. Tell God how great He is. Thank Him for what He does for you. <b>Point out</b> to others. Pray and ask God to meet the needs of others. <b>Point in</b> to yourself. Tell God you are sorry for wrong choices you have made. Ask God to help with what you need.
WHEN?	Anytime
WHERE?	Anyplace
WHY?	It’s the way God has given us to talk to Him. It keeps us close to God.
HOW?	With respect, believing God will answer

### Activity adaptation for:

“Praying vs. Wishing,” lesson 8 Focus In

Use these ideas for adapting activities included in Summer 2014 *PreTeen Teacher*.

# PreTeen

## Slow Change

Kids with processing disorders (auditory, visual, sensory, and language) often find it difficult to follow multi-step instructions without having them broken down to one step at a time. Increasing the rate at which you deliver instructions will create an even higher level of anxiety for a child who already tends to feel anxious in social settings. For this activity, the rate at which the teacher delivers instructions may need to be slowed down.

Begin with students sitting in chairs arranged in a circle. SAY: **On my instruction you must move the direction and number of chairs that I say. Be seated after each instruction.** Offer the first instruction and wait for kids to move and sit down before offering the next instruction. After several changes, ASK: **How might you have felt if the instructions to change had been given too quickly?** (frustrated, confused, angry, like giving up)

SAY: **Today we'll discover God's way for handling some of the changes that take place in our families.**

### Activity adaptation for:

"Move It!," lesson 3 Focus In

## Label Me Funny

### Materials

Activities for lesson 3, colored pencils, whiteboard and dry-erase marker

### Before Class

Create a Word Bank (list of words) that kids can refer to during the activity. Include the following words: worried, happy, angry, frightened, sad, silly.

Kids on the autism spectrum tend to have difficulty reading facial expressions, and often times, their own emotional reactions may not seem socially acceptable to others (e.g. laughing during times of distress). Therefore, recognizing and labeling others' expressions might prove to be difficult. It would be helpful to the child with special needs if you start this activity with the entire class modeling the various facial expressions as you name each emotion listed in the Word Bank. Even if the child with special needs has difficulty making a particular face, he will at least see the examples as his peers show the expression.

Distribute the activity pages and colored pencils. Allow students to draw family situations that have made them feel the way the various characters look. If drawing is difficult for students, let them work with partners to discuss or act out situations that have made them experience the pictured emotions.

### Activity adaptation for:

"Funny or Not," lesson 3 Make It Real

## Team Scripture

### Materials

copies of the *Resources* CD  
Romans 15 Phrases printable  
file, scissors, envelopes

### Teaching Tip

Each team will need a copy  
of the Romans 15 Phrases  
page, plus a set of the  
phrases strips that have been  
cut apart.

For kids with processing disorders, trying to remember a verse seen on a poster displayed on a wall and then transferring that information to organizing strips of paper into word order could prove to be overwhelming. Working as a team and using the team members' various talents is an excellent way to help kids who have learning disabilities be successful.

Have students form teams of three. Give each group a copy of the Romans 15 Phrases and an envelope with the phrases cut up. Each team should decide which member has a talent for reading and which two are better at listening and organizing. The reader on each team will begin reading the Bible Memory passage while the others sort through the pile to find the correct phrases. Continue until all of the strips have been placed in order.

### Activity adaptation for:

Bible Memory, lesson 5 Explore His Word

## Special Friends

### Materials

*Resources* CD lesson 11 "Fair-  
Weather Friends" printable  
file, recyclable newspapers,  
large wastebasket

### Before Class

Tear sheets of newspaper  
and wad pieces to create  
paper balls. Place a waste-  
basket in the center of the  
room. Scatter paper balls on  
the floor.

Many children with special needs struggle with making friends or feeling worthy of friendship. They yearn for genuine friendship in place of sympathetic attentiveness often offered by others. It is not uncommon for them to struggle with naming what it is they seek in friendship. Additionally, kids with learning delays may have trouble knowing when to collect or throw paper balls. They may throw the balls inappropriately simply because they are enjoying being part of a group activity.

Have students work in pairs as partners. One partner can determine whether the verse read describes a good or not-so-good friendship. That person then tells her partner whether to collect a paper ball or throw it toward the wastebasket. Read one of the Scriptures from the Fair-Weather Friends printable file. Pause and let partners evaluate the advice and decide whether to collect or throw a paper ball. Continue in this manner until all the verses have been read. ASK: **What character traits of good friendships were mentioned in these verses?** Encourage responses. SAY: **Let's make a plan to be a friend God's way.**

### Activity adaptation for:

"Fair-Weather Friends," lesson 11 Make It Real

# Tips and Encouragements

for families and  
volunteers

immerse  
in His Word

## A Note from the Editor



Welcome to *Shaping the Hearts of Kids with Special Needs*. We hope this resource will help you minister to the child with special needs. How is your hearing? Do you hear things the way the children in your class hear them? Just as differentiating between unfamiliar sounds may be difficult for children with auditory processing problems, so we as adults sometimes have difficulty distinguishing God's voice. Be still and listen. What does God want you to say to the children in your class? to the child with special needs?

Be sure to read all of the tips given by our experts. Know that even the student who seems to have a blank stare is absorbing God's Word in his or her own way. Pray that you will be ready when this child needs comfort and guidance for getting through a tough situation. Rejoice with the child who makes Jesus the Lord of her life!

May God bless you as you teach and minister to each of His beloved children.

Sincerely,

Immerse Editorial Staff

## Sensory Supply Drive

Many household items can be used (or reused) to create a sensory break area in your classroom or ministry area. Summer is a great time for encouraging church members to donate various items that they may be planning to discard or place in a yard sale. Use the ideas below and add your own wish list needs. Provide copies to members of your congregation and have fun equipping your children's ministry area!

### Sensory Wish List

- Beaded or vibrating seat cushions. These cushions can provide extra input for children who seek tactile stimulation and have difficulty sitting still.
- Exercise trampolines. A great resource for children who need vestibular input to relax and reboot their nervous system.
- Large, under-the-bed plastic storage bins with lids. Filled with beans (or rice), these recycled containers are perfect for sensory play. Hide a lesson manipulative in the beans and you'll have a Bible story prompt that kids will love to explore!
- Office chairs that spin. Spinning chairs make wonderful sensory break tools that provide for vestibular input. Kids can even become "human game spinners" as they turn with one arm extended and then stop, pointing to someone who will answer a review question.
- Nylon crawling tunnels. Families might be outgrowing these for their own children, but the tunnels are perfect for encouraging children who need practice in weight shifting and help with improving gross motor skills and coordination.
- Lava lamps. Calming resources that can be placed in a quiet room or sensory break area.

*Shaping the Hearts of Kids with Special Needs* is published by 21st Century Christian, Nashville, TN, [www.21stcc.com](http://www.21stcc.com). Copyright © 2014 by 21st Century Christian. All rights reserved. Adapted by permission. Tom Tignor, editor. Sarah Crawford, assistant editor. Creative Services, design and production.