



CRAFT TIME ACTIVELY INCLUDING A CHILD



WHAT CRAFT TIME MIGHT LOOK LIKE

Craft time is often included as part of before/after care, school day off or day camp activity. In some cases, it will be a very structured part of the schedule, with a specific craft to work on each day. Other times, craft time is a choice as one of many ongoing activities, offering several project kits that children can work on at their own pace. It also may include the option of general art supplies (coloring, markers, clay, and beads).

KEY POINTS TO CONSIDER

- If craft time is a choice, don't force it on a child who does not want to participate.
- Don't assume a child doesn't want to do crafts or can't do crafts. This is a common misconception with children who have communication or physical difficulties.
- The craft should be the work of the child. The aide should never do the project for the child.
- If a child is not interested in crafts, but spends a lot of time doing independent activities, consider if it might create more social opportunities to move that independent activity to the craft area. (Example, the child spends a lot of their free time reading or working on puzzles by themselves. Can these activities be done at the craft area?)
- Show examples of the project. If it is a long term project, create "picture directions" using boardmaker.
- Consider "partner projects" with other children, taking turns back and forth. (See below for teaching the other children language on offering choices)

REASON FOR ASSISTANCE

IF THE CHILD HAS DIFFICULTY WITH FOCUS AND ATTENTION

- Break down the overall craft project into simpler steps.
- Write down the instructions.
- Only work on one or two steps of the project at a time. Take a break, or come back to it the next day.
- Consider taking away all the pieces needed to complete the project, and only have the pieces needed in sight. When that part of the task is complete, bring out the next pieces or implements.



IF THE CHILD NEEDS PHYSICAL ASSISTANCE

- Find out if there is an interest in crafts overall. The child may not have had the opportunity to try crafts with adapted equipment in the past.
- NWSRA has resources for several types of adapted equipment such as scissors, crayons and paintbrushes. NWSRA is also a resource for developing new adaptations.

IF THE CHILD HAS COMMUNICATION ISSUES

- Create a picture schedule for completing the project.
- Create boardmaker parts of the project (colors, implements, size indications).
- Ask yes/no questions instead of open ended questions.
- Use clear, concise directions. Rephrase directions from the teacher.
- OFFER CHOICES:
 - GENERAL: What color would you like?
 - LESS GENERAL: Would you like blue or yellow (while showing each choice)
 - SPECIFIC: Do you want blue- yes or no?
- If child is not responsive to choices help them choose: EXAMPLE: "Would you like blue or yellow? You have yellow on your shirt today, so let's use that!"

