



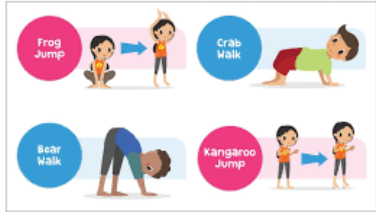


Teacher Tools: Increasing Participation at Carpet Time

Consider this...	Try this...	Examples														
<p>Although the student is fidgeting, rocking, or looking around the room, are they still able to take in the information from the lesson?</p>	<ul style="list-style-type: none"> Dynamic seating options (slight back and forth movements tend to be calming). Provide opportunities to change sitting positions (e.g., mountain, pretzel or mermaid). 	 <div data-bbox="1315 493 1550 787"> <h3>AT THE RUG</h3> <p>we can choose...</p> <p>Mountain Sitting Both legs pulled up to your chest like a mountain.</p> <p>Pretzel Sitting Both legs crossed like a pretzel.</p> <p>Mermaid Sitting Legs are bent to one side like a mermaid.</p> </div>														
<p>Is the student expected to stay at the carpet longer than what their attention span and sensory system can handle?</p>	<ul style="list-style-type: none"> Use a visual timer to communicate length of carpet time. Remember "3 minutes per year of age" rule for attention span, therefore, limiting lessons to 10-15 minutes for kindergarten. 	 <table border="1" data-bbox="1323 829 1550 1081"> <caption>Average Attention Span of a child is 2 to 3 times their age</caption> <thead> <tr> <th>Age</th> <th>Attention Span</th> </tr> </thead> <tbody> <tr> <td>2 years</td> <td>4 - 6 minutes</td> </tr> <tr> <td>4 years</td> <td>8 - 12 minutes</td> </tr> <tr> <td>6 years</td> <td>12 - 18 minutes</td> </tr> <tr> <td>8 years</td> <td>16 - 24 minutes</td> </tr> <tr> <td>10 years</td> <td>20 - 30 minutes</td> </tr> <tr> <td>12 years</td> <td>24 - 36 minutes</td> </tr> </tbody> </table>	Age	Attention Span	2 years	4 - 6 minutes	4 years	8 - 12 minutes	6 years	12 - 18 minutes	8 years	16 - 24 minutes	10 years	20 - 30 minutes	12 years	24 - 36 minutes
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<p>Are there consistent routines and expectations for the class at the carpet?</p>	<ul style="list-style-type: none"> Use a visual or object schedule to indicate carpet time. Provide multiple visual and verbal transition warnings. 	 <div data-bbox="1388 1081 1567 1396"> <h3>Centers</h3> <ul style="list-style-type: none"> Playdough Building Sensory Coloring Puzzles iPad Time Math </div>														
<p>Is the student overwhelmed by sitting too close to other peers?</p>	<ul style="list-style-type: none"> Assign a visual spot marker for each student to indicate their personal space. Assist with redirection back to proper spot at the carpet. 	<div data-bbox="1031 1386 1250 1575"> <p>"Hi there <u>student</u>, remember you are on the orange circle..."</p> </div> 														
<p>What activity did the student participate in before carpet time?</p> <hr/> <p>Is their level of arousal too high for a seated lesson after gym or recess?</p>	<ul style="list-style-type: none"> Provide movement breaks with deep pressure input between table top and carpet time (e.g., animal walks). Use a fidget as a transition object (once they receive the fidget it is time to transition to the carpet). 	<h3>ANIMAL WALKS</h3> 														

Teacher Tools: Fidgets - Tool or Toy?

What is a fidget? A small tactile object that can be used in secondary attention, meaning it is mindlessly manipulated while focusing on something else. Used by students who are in need of an outlet for high energy or restlessness.

TOOL OR TOY

trend/novelty

The item should not be novel or trending, collectable or coveted.

noise level

There should not be audible distracting noise.

durability

Long lasting, one piece not fragile.

visual demand

There should not be any demand to look at the item while engaging with it.

calming effect

The item requires small discrete movement and has a calming effect.



Boundaries: just like with any other aspect of an elementary classroom, teachers need to establish rules and procedures around focus tools. A mini-lesson can be beneficial when introducing these items in the classroom.

<https://ot4adhd.com/2023/05/19/fidgets-and-adhd-a-focus-tool-or-a-toy/>



PRESS
FINGERTIPS
TOGETHER



PUSH HANDS
ON HEAD



TOUCH FINGERS
TO THUMB



BODY HUG

Not all fidgets need to be an object. Try using body weight activities to provide calming deep pressure to the joints

How To: Create Fidget Boundaries

- Fidgets are “tools”, not toys.
- I use fidgets to help me pay attention so I can learn.
 - I keep fidgets beside me on the carpet, or in my hands.
 - I don't show other students my fidget because I want them to focus.
- I always put my fidget away when I am done.