



# Spring

Britain Development Pathways Team



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DEVELOPMENT**  
B.E. SMITH FAMILY CENTER



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# Objectives

- We want to help you feel supported with ideas while your child is at home.
- Feel free to use any of these ideas but no pressure. Just have fun!
- These ideas shared are meant to be general enough that you can modify it to meet your child at their level.
- We will try to include only activities or ideas that use common household items. You do not need to go out and purchase anything! Be creative!
- Reach out if you need help or have questions about information shared.
- Enjoy time with your child!



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# Educational Activity



**GROW A SEED JAR**  
SPRING SCIENCE

Spring is a great time to introduce your child to growing plants. All you need is a clear container, paper towels and any seeds you might have. If you don't have any seeds, look in your garage for grass seeds or the cupboard for chia seeds.

- Fill the jar with damp but not over-saturated paper towels.
- Place the seeds  $\frac{3}{4}$  down the jar against the side so that the seed is visible.
- Place the jar in a sunny window.



Make a match!

Use [this link](#) to print out cards for a matching game.



# Art

## Let's Make Flowers!



Bubble Paint  
Flowers  
Craft for Kids



### Bubble Painting

- In a bowl or cup, add dish soap and water. Color it with Kool Aid, food coloring or paint. You can use different cups to have a variety of colors.
- Use a straw to blow into the container to produce lots of bubbles. (Pro tip: pierce a hole in the tip of the straw so that if your child sucks instead of blows, s/he will not get as much of the mixture in their mouth.)
- When the bubbles clear the rim of your container, place your flower-shaped paper on top to get an impression of the bubbles.

### Eye Dropper Painting

Cut pieces of paper or coffee filters into flower shapes. Have your child drop food coloring or Kool Aid mixed with water onto the paper. Encourage your child to squeeze one drop at a time. When dry, these look pretty hung as a sun catcher.



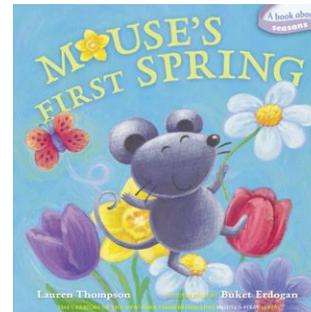
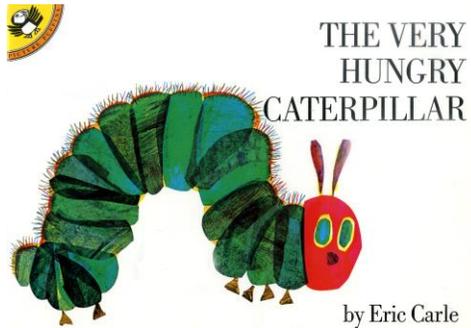
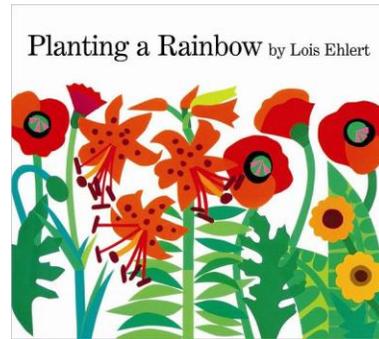
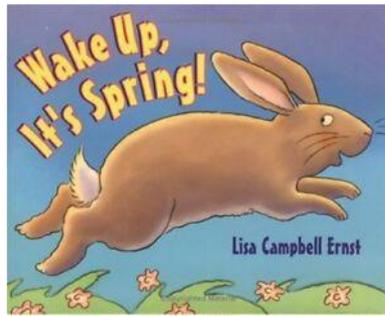
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# Speech-Language

Read a book about spring!



Don't forget to sign up for a free 30-day trial! [Click here](#) to read these and other books about spring!



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# Speech-Language

**Make a rainbow ruler using a wooden ruler and any markers you have on hand.**



Do you have plants and flowers growing in your yard? Let's measure them! This is a great way to work on descriptive words as well as comparing/contrasting.

- Which ones are tall? Which ones are short?
- If you measure them each day, are they getting taller?
- Use your senses to describe them. How do they look, feel and smell?

**Is your child using PECS or another form of alternative communication?** While making the ruler, have them request "more" colors/markers using sign or their communication device. They can also request specific colors using their Go Talk, PECS book or communication device!

Core words to model on a device as you make the ruler: "get" "make" "like" "big" "more" "all done"

If your child wants to learn more about how plants grow, check out these [free printables](#).



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# Feeding

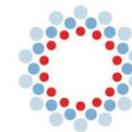
Try exploring non-preferred foods away from mealtime. Create "celery slides" that peanuts, raisins or small foods can roll down. You can encourage your child to initially holding in his/her hand and then hold in his/her mouth. Whose slide is faster? Whose is longer? Try a grape that can splash into a "pool" of water!



Remember, it can take many exposures to a food for a child to even accept it on their plate/tray.



Spring food fun!



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# Sensory



Sensory  
Tubs!



Make your own  
sensory bottle!

**BUTTERFLY** sensory bottle



- Empty bottle
- Fill halfway with water
- Add ½ cup of clear glue
- Add glitter and a few drops of food coloring
- Add butterfly sequins (or whatever you want!)
- Fill to the top with water, leaving about ½ inch of space at the top so there is room to shake
- Hot glue/superglue the lid closed!!!
- Cover the top with tape
- Always monitor your child when using.



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# Sensory



Sensory  
Tubs!



Make your own  
sensory bottle!

**BUTTERFLY** sensory bottle



**Is your child using PECS or another form of alternative communication?**

Have them request "more" items to go in the sensory bottle using sign, PECS book or their communication device.

Model "in" as you pour the supplies into the bottle. Model verbally and on the GoTalk or iPad!

Other core words to model on a device as you make the bottle: "get" "make" "like" "more" and "all done"



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# Fine Motor

## Cupcake Liner Flowers



### Materials Needed:

- Child scissors
- Paper cupcake liners
- Glue
- Paper
- Broken crayons



### Steps:

1. Have child snip along the lines of cupcake liner to make flower petals.
2. Glue cupcake liner onto paper.
3. Decorate flowers with stems, leaves, sun, sky, ants, etc.

## Skills targeted



- Snipping with scissors
- Multi-step activity
- Grasp on crayon with thumb and fingers rather than a fist
- Pre-Writing strokes
- Pastes on one side

## Ways to Adapt:



- Have child tear cupcake liner
- Cut flower for them and have them glue and color
- Tactile play with cupcake liners
- Hide finger food under cupcake liners to target reach/grasp



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# Gross Motor

## Go on a bug hunt!

This can be in the form of a nature walk outside or inside with “bugs” hidden around the house. The inside bugs can be toy bugs or pictures of bugs. When your child finds the bug, you can talk about the bug and how it moves.

Have your child move like the bug. That might mean crawling on hands and knees, flying or moving on the ground like a worm. This might be hard for some children. If it is, demonstrate the movement and/or help them until they are able to be more independent. Another way to go on a bug hunt is in the dark with a flashlight.

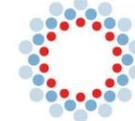
To start the activity with your child, say “Let’s go on a bug hunt! Can you help me find some bugs?” While walking, he/she may need to help find the bugs. You could say “Look! (while pointing) What do you see?” When he/she finds it you might ask, “What is it?” Talk about the bug, then ask, “How does the bug move? Can you show me?” Praise your child for finding the bug and how hard they worked at moving like the bug. Have Fun! The more excitement that you show, the more excited your child will be.

## Don’t forget!

Motor imitation is an important precursor for language development, too!

When your child learns to imitate gross motor movements, he/she is building a foundation for learning to imitate words, too.

Core words to focus on during this activity: “see” or “look” and “go”



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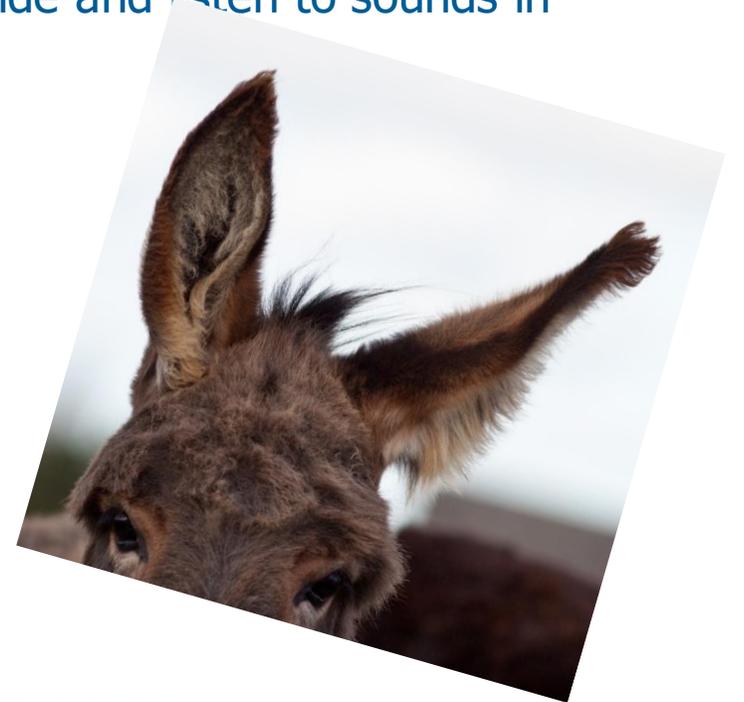
  
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# Music

It's time for a sound scavenger hunt! Use your ears to listen to the sounds in this video below and see if your child can identify them. The following two slides have visuals of all the sounds you will hear in the video. Show these pictures to your child while listening to the video to help them choose the sounds they hear! When you're finished listening to the video, you can open a window or go outside and listen to sounds in your neighborhood!

[Click here to listen!](#)



# Music



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# Music



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# Our Children are Little Heroes, too!



They are missing their grandparents, extended family, friends and school.

They have experienced a total change in normal routines and structure to their day.

Parents are stressed, worried, scared or just a little different.

They overhear talk and the news without an understanding of what they hear or why things are so different.

Give your little hero more cuddles, more one-to-one play time, and an extra dose of patience and forgiveness.



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# Wrap Up

- Remember to have fun!
- It's always fun to take photos of your kids involved in fun activities. During this time, photos are even more appreciated by friends, family members, teachers, and therapists who are not able to be with your kids. Share with them!
- Some weeks you may do many of the activities, some weeks you may not have as much time or maybe you make up your own activities! It is totally up to you!



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**Have a great week!**

**Extending the Healing Ministry of  
Christ**



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