

Early Childhood Student Intervention Checklist

Developmental Domain	Interventions	Gen Ed	SPED	Home
Fine Motor	Strengthening:			
	Animal walks			
	Manipulating playdough or therapy putty			
	Pop tubes			
	Wind up toys			
	Squeezeie/fidget toys			
	Clothes pins activities			
	Stringing beads with most resistance to least resistance (straw, pipe cleaner, string, big beads to smaller beads)			
	Use small container to put small objects in for child to retrieve using pincher grasp			
	Hand warm up exercises-spider on table, make O's with fingers			
	Other:			
	Scissor skills:			
	Adaptive scissors			
	Cue for thumbs up (make smiley face or sticker on thumbnail)			
	Cut things with more resistance, card stock rather than regular paper, straws, playdough			
	Cue helper hand to have thumb up while holding the paper			
	Cut paper in smaller pieces rather than cutting regular sized paper			
	Give child wider line to cut on			
	Cut out harder part for the child and then have them "finish" the cutting activity			
	Use upward cutting motion by using pieces of paper taped to table edge while sitting on the floor			
	Other:			
	Writing/Coloring:			
	Broken crayons, chalk, flip crayons, pip squeaks for proper grasp			
	Hold marker lid or cotton ball (so ring finger and pinky can take a nap) in hand			
	Learn prewriting shapes first (horizontal line, vertical line, circle, cross, square, diagonal/, diagonal\, X, triangle			
Make letter/shapes with wiki sticks, define an area with wiki sticks for children to color within (gives a visual boundary)				
Verbal cue to make your pointer and thumb wiggle				
Cue child to use opposite hand to keep elbow or wrist down on the table				
Draw on vertical surfaces				
Cue to make lines from top to bottom, left to right				
Tape paper to the table or easel				

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	Only tape one corner to make child use both hands during fine motor task			
	Pencil grips			
	Other:			
Gross Motor	Strengthening:			
	Sit on ball			
	Walking on balance beam			
	Scooter play			
	Doorway activities (stairs on boat, stepping over obstacles, stepping stones, crawling under)			
	Tape pictures on floor and have kids hop to each one			
	Tape wooden blocks to pedal of tricycle			
	Give tactile cue on lower back to help them pedal			
	Other:			
	Play Positions:			
	Lay on tummy			
	Hands and knees			
	Criss cross			
	Tall kneel on knees			
	Long sit (legs straight out)			
	Sit on wedge in chair or cloud during circle			
	Adaptive chair			
	Therapy ball activities with PT/APE/OT consult			
	Other:			
Social	Play Skills:			
	Play facilitation 1:1 or with another peer			
	Model appropriate words/language to use with a peer			
	Modeling how to play with toys appropriately			
	Build on play scheme by adding one more step			
	Language stimulation during play (talking through their play)			
	Social stories			
	Make photographs of 3 or 4 step play schemes (put pot on the stove, stir, put on table) and use photos to help child lengthen play			
	Limit amount of materials in a center to keep child from becoming over stimulated			
	Room arrangement (make sure there is enough room in each center, that centers are clearly defined, and children can easily move throughout play areas)			
	Other:			
	Interactions with Others:			
	Redirect child to choose center with peers			
	Buddy system (pick a friend to play with)			
	Give child language to use with a peer			
	Plan cooperative small group activities with engaging and highly motivating materials that require the children to work			

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	together			
	Other:			
	Routines/Transitions:			
	Use a timer (visual, sound) to stay in a center			
	Visual schedule			
	Visual cue cards			
	Cues such as songs, lights out, 5 more minutes, sign to signal change in activity			
	Allow child to carry favorite object from one activity to the next			
	Other:			
	Participation:			
	Choice board with picture icons or center map to build language or choose where to play			
	Hold fidget or favorite object during group times			
	Incorporate the child's favorite items or activity into group time to encourage participation			
	Other:			
	Behavior:			
	Using positive reinforcement			
	Ignore negative behavior			
	Redirection			
	Give child choices			
	Reward chart, visual discipline chart			
	Implement a reward system for ALL kids in class			
	Close proximity			
	First, then language (first put on your coat, then you can go outside)			
	Visual cue cards to indicate appropriate behavior, inappropriate behavior (thumbs up card and stop card)			
	Tell child what to do rather than what not to do (use your walking feet instead of Don't Run!)			
	Natural consequences			
	Wait time-give child direction and then wait for them to follow through without giving more cues or direct attention			
	Other:			
Adaptive	Visual schedule			
	Break down adaptive routines into small steps			
	Strengthen fine motor muscles to help with dressing skills			
	Dress dolls or have dress up clothes with snaps, buttons, zippers, etc to work on fasteners and dressing skills			
	Enlarge the tab of the zipper to help child learn to zip			
	Put colored tape on toilet handle			
	Give tactile, verbal, visual cues during adaptive tasks using least to most hierarchy			
	Teach child to use spoon using thicker consistency such as pudding, oatmeal, etc, rather than applesauce			

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	Other:			
Speech/ Language	Speech group has more inclusive list... Labeling: provide specific vocabulary for people, items, places			
	Expansion: expand on what the child has said (EG: truck-I want truck, I want the blue truck, I want the blue dump truck)			
	Self talk: talk about what you are doing as you do it			
	Parallel talk: provide words for what the child is doing (EG-I am building with blocks. We are building a tall tower)			
	Other:			
Cognitive	Break down activity into several parts			
	Limit amount of pieces given to child to complete an activity (hand puzzle pieces or sorters one at a time)			
	Draw pictures of the steps to make the activity directions clearer			
	Clean up time have bins for the children to sort toys into specified areas and have pictures of the items so child can match where the toy goes			
	Language stimulation during play time talking about preschool concepts such as counting, colors, shapes, etc.			
	Repetition of concepts during a variety of activities throughout the day			
	Reinforce concepts through large group and small group activities as well as individually			
	Manipulatives and hands on activities			
	Use play based activities to reinforce preschool concepts/skills			
	Use literacy and phonemic awareness activities to target language and preschool skills			
	Using music and movement to teach preschool concepts			
	Sensory activities to reinforce learning			
	When sequencing or patterning, start the pattern and have the child finish it			
	Limit choices for the child and help them be successful (find the blue block, give child 2 blocks that are both blue, then reinforce the child for finding the blue block. Then have child hold the blue block and give 2 more choices. Find the blue one like the one in your hand to see if he can match it)			
	Reposition self so child can model adult during the activity			
	Other:			