

Sensory game to develop Joy in Success, Comprehension of the Written and/or Orally Spoken Word, Discrimination by Touch, Language Development, and Sequencing:

One picture, and that pictured item in the box, is all that is necessary to begin teaching this game, bringing joy as the offered item to be found is so favored by your child. Perhaps, once a day ... always ending in, for the child, non-overwhelming joy expressed, and never done to burnout:

1. In a cardboard box large enough to hold item(s) that are your child's favorite, with a large enough hole for your hand and largest item to come out together, easily.
2. Add a cloth and attach to cover the hole. It may be helpful to attach this fabric with a hook and loop product in order to remove easily for cleaning.
3. Photos of your child's favorite item(s), with each item pictured on separate sheet of paper, with lots of blank space around it. It is helpful to use a calming blue for the background. Construction paper is an inexpensive choice,

especially cut in half sheets, by width. Should you want to know about how much blank space, we recommend fitting your picture into the middle third of the page size giving wide margins on the sides of the calming, blue background.

4. Demonstrate seeing the picture, reaching into box, feeling around inside for that item, pulling out with great joy over success, and then pairing them together as a matched set – all without oral language, expressing joy through face, and, if not overwhelming to your child, clapping and/or oral, noises of joy.
5. Repeat perhaps once a day, until child initiates movement toward touching the picture, or the box, at which point eliminate doing that part for which they are now showing ability. There may be a need to simply, slowly, remove your participation in each aspect of movement, over time.
6. Continue adding favored items, until you have a few items, over time, that present both joy and accomplishment.

Furthering the process to greater comprehension:

7. Show your child an array of pictures of items within the box, and then point to the item you will find by tactile discrimination, and/ or oral expression, on your part, as depends on your child's sensory comfort level. Even one item works tactile discrimination; the building of process of sequence; pairing like with like, even while presenting in one dimension and three.

8. For highly visual children, who may also be change-averse, begin to add a simple naming word, likely a noun, below the pictured item, with the lightest of pencil marks, below the picture of the most loved item. As you daily do the game, after much joyful success over time - when your child is engaged in another task - gently add another layer of pencil writing to the word, making it a bit more visual, daily. The goal is to gently increase the visibility of the writing over time, increasing acceptance of change for the change-averse child. It is easier to start this way, than to find meltdown at change, and a likely inability to re-engage this game with the child, as their

attached emotion to the game, and the process, is now highly negative.

9. When you are able to add oral language without overwhelming your student, begin also lightly writing the name of the game on the box, as was done incrementally under the picture of most favored item. The name of the game is “pick”. The reason for this name is to begin the verb comprehension process. Perhaps you have another action word used in your family. Name the game with that word. Depending on your child, using a capital letter for the verb, which does give title by name, may later cause angst as teaching simple sentences often begins with a noun. Please do not crumble in your own angst over meltdown potential for your child with this. When it comes to capitalization, simply slowly make the necessary changes in size and shape incrementally, for the change-averse child. You may want to label the title with a capital. This is a decision that is easy to adjust later as the letter ‘p’ is the same shape in capital, or lower, case forms.

Beginning to form a book:

10. With the highly favored item pictured, once a word is seen written below, begin to carry another copy, with lots of blank space around the picture and word, and with same size of paper as you used in game. Then, as led by your child's acceptance of this change of venue for seeing this briefly in their day, begin:
11. To form a book: a page at a time. Take another copy of the picture with the word below, again using the same size of paper, with the same blank space, and add more pages of the same size, one at a time, one page being the picture alone, and the next page being the word alone.
12. Have great success enjoying reading with your child! This is the goal for reading: comprehension. This is the goal for change: not being change-averse. This is the goal with our children: taking joy in learning!
13. If you use an O ring, you can also play matching game with their highly favored items.
14. As joy expressed for your child, take a picture of them picking the item from the box. Now you can

show them doing the action. Perhaps your child needs to see themselves doing this first – add a mirror to your game time slowly, if necessary, so that the action picture is received when shown. Putting that picture into the game component, with lots of blank space around the picture, again using the same size paper, will allow incremental acceptance of process of, over time, lightly adding action word below picture, adding to your and your child's book, both the action picture and the word.

15. You have developed a method repeatable, with joy, in success. Continuing to develop comprehension of story with your child, that originates within your child, is a precious gift as reading blesses you all.