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Celebrate the Children School
School for Children with Alternative Learning Styles Developmental Individual Relationship-Based Intervention®

School Health-Related Closure
Home Instruction Preparedness Plan
2026-2027

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Overview

The following is the emergency instructional plan for Celebrate the Children (CTC) in the event of any mandated school closure due to health-related or other emergency situations. This plan includes equitable access to all students. This plan was developed in order for the days to count towards compliance with the 180-day requirement in accordance with N.J.S.A.18A:7F-9. The plan will only be in effect if Celebrate the Children is directed to close by local, state, or federal agencies. The intent of this plan is to provide continuity of instruction for students during a mandated prolonged absence from school.

Planning

This plan is an updated version of the plans required during the 2020 COVID-19 pandemic. This document represents plans that have continued to be updated and modernized to accommodate the current curriculum, instructional modalities, and related service mandates. CTC continues to train its staff to use technologies that would be implemented in case of emergency remote instruction. The initial extended closure, resulting from the COVID-19 pandemic, provided a comprehensive approach to delivering instruction that is updated annually.

**The CTC administration will update this plan annually and share it with the instructional and support staff. At the beginning of each school year, staff will be allowed time to prepare for 3 days of activities during professional development training in the event of an unexpected emergency closure.*

Facility Preparations

The facility preparations are ongoing, and in addition to the daily cleaning from the custodial staff, the school will employ deep cleaning methods upon closure and prior to school return. The following are actions that have traditionally been taken as flu season annually arrives. Resulting from the COVID-19 protocols, the following continue to be implemented:

- Daily Cleaning of all spaces
- Hand Sanitizers throughout the building
- Increased handwashing from both staff and students
- Additional cleaning from night cleaning company
- Disinfecting all surfaces daily

- Ensuring the inventory of cleaning supplies is appropriate in case of emergencies.

Student/District Demographics

Presently, we have 194 students with special needs from 85 sending districts including no (0) English Language Learners (ELL). *The following student demographic information on each individual student should be part of the sending district demographics.

Sending Counties:13

Sending Districts: 85

Total Students: 194

State Funded Pre-school-NA

Homeless-0

Low Socioeconomic-27

Students with special needs:194

English Language Learners-0

Essential Staff

While all members of the Celebrate the Children staff are essential to the effective delivery of our program, during the course of this school-related health closure and the exercise of this plan, all staff shall work remotely, with the following staff required to be onsite for essential tasks:

Maintenance and Custodial Staff

(4): Rotated daily to clean and maintain the buildings, manage the boilers, and be available for facility emergencies. All social distancing measures will be implemented.

Administration

The School principal will be onsite when students are onsite. Other administrative staff will rotate in a hybrid/cohort manner, ensuring social distancing.

Instructional Time

In compliance with N.J.A.C.6A:16-10.1, our instruction includes a minimum of four hours of daily instruction covering academic lessons, including Math, English Language Arts, Science, and Social Studies, as well as special areas such as art,

music, life skills, technology, emotional and physical wellness, and physical education. These include live and pre-recorded instruction, class work, and assignments on the Google Classroom pages. Due to the different developmental levels of the students, the expectation is for the parent to communicate individual threshold levels within the home environment. The teachers will work with the parents to emphasize the instruction targeting the IEP goals that will most benefit the needs of their child.

Due to the students' individual regulation issues, as well as parents' challenges supporting their students with other siblings, work, etc., it is difficult for all students to attend live instruction. As a result, Celebrate the Children will conduct live classes utilizing Google Meet and Google Classroom; but will also ensure that all lessons are made available offline for students who might need more flexible instruction time. Student participation in the daily video lessons, submitted work, parent communication, and student input on Google Classroom pages serve as evidence of school attendance and progress.

Google classroom pages, work packets, and daily Google Meets provided the majority of the instruction initially. Continued enhancements to the delivery of instruction include recorded lessons on video, one on one support, and teletherapy in accordance with state guidance due to the extended closure.

This hybrid approach appropriately supports our population. This allows for both Self-Paced (pre-recorded) and Live Web interactions based on the individual needs of the students and the dynamic of the household to ensure accessible treatment modules within the school day.

Teletherapy services for Related Services includes using electronic communications, virtual, remote, or other online platforms as follows:

- **Electronic Communications**
  - Completed a Questionnaire to determine the best service delivery model. For example: "Does the current home dynamic allow for in-person live support, or would forwarded materials and activity ideas be more beneficial?
  - Weekly check-ins (more if needed), via phone, email, and/or videoconferencing to provide recommended activities to complete at home.
  - Regular email correspondence with progress, questions, or adaptations needed to materials sent.
  - Discuss times family will be available for in-person live meetings or if pre

recorded related services are best.

- **Virtual** (Google Meet)
  - All therapists attend classroom meetings
  - Live meetings/supports will address: already forwarded materials, goals for their child with practical ways to address those goals, the need to teach through the caregiver.
  - Live sessions will be scheduled to adhere to family time constraints to the greatest extent possible
  - All live related services sessions will adhere to HIPPA guidelines and are not open for drop-ins by other staff unless clearly stated before the start of the session and approved by parent and therapist

- **Remote**
  - Pre-recorded lessons to be viewed at a time best for family can include:
  - OT, PT, and/or Speech Therapy.
  - Developmental Foundations group - Developmental Activity that integrates all three disciplines

- **Online Platforms**- Google Classrooms (Teacher and RS)
  - Families that want flexibility in managing the materials will continue to have access to related service (OT, PT, & Speech) activities that are embedded in the Teacher's Google Classroom, may ask questions via email, may be provided with pre-recorded video examples of activities that support the related service goals
  - Student IEP goals continue to be targeted within all lessons and activities.

Grading

Students who have participated minimally or not at all will receive an incomplete for report card grading and will maintain the prior progress for the current progress reports. All students who participate regularly and submit work to be graded will be given letter grades or a pass for each subject area. Students will not receive a failing grade during the school closure. Due to the need for intense parental support, our students can not be held responsible for their lack of participation. As a school for students with special needs, we always meet the child where they are and differentiate instruction according to the individual needs of the student.

In our plan for the reopening of the school, each student will be re-assessed to

determine their current instructional level. Individual support and interventions will be identified to address skill regression. Any need to revise goals in the IEP will be determined in collaboration with the parents and sending districts.

Access to Technology

In preparation for the potential school closure, the school will survey the parents to determine appropriate access to the Internet and plan for individual instruction according to the results. Many of the students already use iPads and/or Chromebooks for instruction as well as communication. Students who do not have access to technology have the opportunity to borrow appropriate tools from CTC. In addition, all activities/lessons are available in the form of take-home packets for students with no internet access or upon parental request.

To ensure equitable access, for the few students who do not have internet access, an internet-equipped Chromebook will be purchased and delivered to the students. Before deployment, parents will be contacted with appropriate usernames and passwords to ensure access to the portals. The school budget includes the provision of ChromeBooks to all current students as well as new students upon admittance to Celebrate the Children to ensure equitable access for all students. The delivery of the online instruction includes a school-wide deployment of Google Classroom pages, video lessons, and daily Google Meets. The content is created by the CTC teachers in alignment with students' IEP goals and accommodations where applicable.

In addition to the individual classrooms developed by each instructional team, the school website and social media platforms such as Facebook and Instagram are maintained to provide ongoing broad communication with parents, including, but not limited to, school news and updates from the DOE.

Communication

Teachers, Related Service Providers, School Counselors, Case managers, Nurses, and BCBAs will be available to students via email from 9 am-3 pm to answer any questions or provide clarity on instructions. In addition to the general classroom instruction, students/parents are offered, at minimum, a weekly individual check-in by the teacher and/or the CTC case manager to support ongoing issues. Social groups will be established by the teachers when appropriate to foster more social interactions between the students. Parent support groups will also be developed by CTC school

counselors and social workers to support the mental well-being of the parents.
All annual reviews, re-evaluations, and team meetings run through remote conferencing and are mainly set up by sending districts unless there is a specific request for CTC to do so. Sending districts will receive updates from Celebrate The Children via emails, attendance notifications, social media platforms, and the provided school closure plan. Additionally, CTC case managers will contact the district case managers for individual communication regarding their specific student(s).

To ensure and encourage communication throughout the closure period, Celebrate the Children's website and social media platforms will be updated regularly and include:

- Closure Related Announcements
- Parent Question/Support Area
- Instructions on how to access remote instruction using Google Classroom and student logins
- Mindfulness Activities
- Parenting Goal of the day/week
- Continued updates from DOE, DOH, etc.

Attendance

All students are expected to participate daily to the extent they are able. The parents will be emailed a Google form check-in to verify student attendance daily. This parent verification of a student being present or absent, as well as submitted work, will be utilized to ensure participation. A reminder email will be sent daily at 11:00 AM for those who have not checked in. Five-day absence letters are sent to the district when there is no evidence of student participation or a parent consecutively marks the student as absent for five days. Additionally, for those students not participating in instruction, an ongoing log of all correspondence with students/parents via email, phone calls, video conferencing, etc. will be kept. The staff offers various options and accommodations to encourage participation. In the event of outright refusal/inability from the parent, the protocol is to connect at least once a week to ensure student/parent safety and well-being. Celebrate The Children continues to maintain a file of student attendance during the closure period.

Food Services

The expectation during closure is that the students will participate in the sending districts' plans. Districts and parents will be contacted by Celebrate the Children to ensure students' needs are provided for during the closure.

After-School Programs
During a closure, all after-school programs will be canceled.

Extended School Year (ESY)
If closure occurs during the extended school year (ESY) period, Celebrate the Children will follow the plan described in this document; however, the hours for ESY are two hours less than during the regular school year, and implementation of programs will reflect this time change.

Staff Roles Throughout Closure
Celebrate the Children will operate throughout any closure with the expectation that operations will continue and all staff will have dedicated roles during each remote school day.

Faculty Expectations
All certificated staff (special education teachers, child study team members, and related service providers) are expected to provide accurate and current information for families on their online platform. It is expected that certificated staff members will maintain communication and consultation regarding students during the closure. Certificated staff have the option to communicate via Google Meet, email, and/or phone by dialing *67 prior to dialing the parent's phone number in order to block the staff members' private phone numbers.

Administration
All administration will continue to provide daily oversight in all aspects of the program. This includes but is not limited to overseeing staff and providing guidance with daily duties, parent communication, compliance with county and NJDOE, communication with sending districts and board members, fiscal oversight, staffing issues, state and federal laws, staff development, etc.

The anticipation is that the program will continue to operate in serving the needs of our students to the best of our ability during this time.

Teachers
All Teachers are required to be digitally available from 9:00 AM to 3:00 PM, except for a 30-minute lunch break. In addition to specific job requirements based on

caseload, the following should be considered to determine how time should be spent:

- Initially, all instruction planning should be geared toward the maintenance and reinforcement of learned skills, as opposed to the significant acquisition of new skills, including the necessary accommodations and modifications considering the change in the learning environment for each student. This should be the focus for the first two weeks of the closure.
- In an extended closure the teachers should record video classes, set up daily Google Meets, as well as set aside time for specific 1:1 instruction to target specific goals within each student's IEP. Teachers will determine progress from these platforms as well as submitted work.
- Communication with students and parents with information on:
    - Sample schedules for instructional activities with expected time allocations
    - Brain breaks
    - Feedback on work progress
    - Executive functioning supports
        - How to set up a learning space in the home free of distractions.
        - Tips to minimize distractions.
        - Tips to organize during distance and virtual learning.
        - Alternatives to digital learning and interaction to facilitate social growth.
        - Tips to manage time and workload.
- Prepare tabletop/movement/digital lessons to support the various regulatory challenges of the students. Prepare activities that include common household items.
- Check emails daily.
- Complete all progress reports, report cards, and IEP reports.
- Participate in all meetings scheduled both internally (teacher meetings, team meetings, grade level meetings) and with sending districts (IEP meetings, Re evaluation planning meetings,etc)

School Nurse

The school nurses will be available to answer any health-related questions or concerns for students and staff throughout the closure. They will be available between 9:00am-3:00pm with a 30-minute lunch break via email or school-assigned cell phone. They will review and update all medical records, participate in IEP meetings, and will remain in contact with the local Department of Health for continued guidance. In addition, the nurses will collaborate with other school nurses of APSSDs and attend

webinars to develop guidance on re-entry plans, including ordering additional supplies, updating medical policies, and preparing for enhanced hygiene protocol for the health/safety of students and staff.

Child Study Team

All school counselors, school psychologists, and school social workers are required to be digitally available from 9:00 AM to 3:00 PM, including a 30-minute lunch break. In addition to specific job requirements based on caseload, the following should be considered to determine how time should be spent:

- *Parent/District Communication*- All in-house case managers will maintain ongoing parent and district communication and record all communication throughout the closure.
- *Student Programs*- Continued communication and collaboration with all members of the individual student's team to ensure consistency across the board.
- *Resources*- Provide digital and non-digital resources to students and caregivers that support mindfulness and mental health.
- *Mental Health*- Prepare/Plan for a student(s) presenting with anxiety/depression due to school closure and the return to school when reopened.
- *Progress reports*: Will be completed with no anticipated delay.
- *Annual Reviews/Re-evaluations*: All IEP meetings will be coordinated by the sending district case manager and CTC IEP coordinator. Meetings can be held via cell phone, Google Meets, etc., and will include CTC case managers, teachers, and related service providers.
- *Student/Teacher Support*: Monitor student attendance and participation, and provide guidance on accommodating and modifying for students given the different learning environments.

Related Service Providers Occupational, Physical, and Speech Therapists

All therapists are required to be digitally available from 9:00 AM to 3:00 PM, including a 30-minute lunch break. In addition to specific job requirements based on caseload, the following should be considered to determine how time should be spent:

- Related service providers are to provide at-home treatment plans for students on their caseloads. This includes activities that can be done *independently*, utilizing technology (such as typing.com), or with an adult caregiver.
- Treatment plans and progress should be monitored electronically with students,

and feedback should be provided considering the frequency and duration of the services in the IEP.

● Present Levels of Academic Achievement and Functional Performance, Goals, and Objectives will be developed for any IEPs within the time frame of the closure. Participation in all IEP or other meetings as requested

● Ongoing communication with parents to provide support and advice on incorporating individual goals into the student's schedule.

● Teletherapy is to be delivered via face-to-face video sessions in accordance with recent guidance from the NJDOE. Therapists continue to log these sessions and progress in their daily notes.

BCBA

All BCBA's and behavioral support teams are required to be digitally available from 9:00 AM to 3:00 PM, including a 30-minute lunch break. In addition to specific job requirements based on caseload, the following should be considered to determine how time should be spent:

- Check in with parents-review current plans
- Provide parents with simple strategies to increase child participation in academics
- Provide parents with simple strategies to decrease undesirable behaviors
- Participate in IEP meetings
- Be available for consultation through email for parents and their concerns
- Supervise and provide staff with behavioral training and crisis management training.
- Continue to be visible in classroom instruction by participating in classes to continue to develop relationships with the students and staff.

IT Support

All tech support personnel are required to be digitally available from 9:00 AM to 3:00 PM, including a 30-minute lunch break. In addition to specific job requirements based on caseload, the following should be considered to determine how time should be spent:

● Oversee all distribution of technology devices

● Support parents with access to the platform, including user names/passwords

● Troubleshoot all issues with remote learning

● Provide ongoing training and support for teachers on developing Google classroom pages and uploading material

Paraprofessionals

Paraprofessionals will communicate with CTC case managers and classroom teachers to determine the necessity, type, and level of support during this closure. This includes considerations of the type of instruction being provided in each class and by each instructor.

- Full-Time Paras:
    - Expected to be available from 9:00-3:00 (30-minute lunch).
- Part-Time Paras:
    - Will clarify the assigned work hours within the 9:00-3:00 range with the teacher(s).
- Paras will be available to the teacher, related service provider, case manager or administrator to research a topic or pull together items for a project/lesson that will be implemented when school is back in session.
- Para's will be expected to participate in Safe Schools training modules
- Para's will continue professional development through the Profectum parent toolbox and school-hosted events.
- Complete a developmental profile on their student.
- Update any necessary Student All About Me Brochures
- Review DIR goals and collaborate with teachers on ideas for parents.
- Participate in Google Classroom platforms, including any daily live teaching lessons with classroom teachers
- Regular video chats with students to maintain relationships and provide support and continuity for students during this stressful time period.
- Participate in ongoing crisis management training, specifically Safety Care training, twice weekly.
- Provide strategies to the parent that may support the student during the closure.

Grade Level Content

Due to our students' need for routine and repetition, this comprehensive approach should accommodate the students' instructional needs in the event of a prolonged closure. As previously stated, due to the students' regulation challenges, the activities developed for this comprehensive plan encourages a mix of tabletop/movement activities to support engagement. Students should work independently with parent/adult assistance when needed. Extended closures may result in more individualized lessons targeted toward the student's individual goals.

The use of Google Classroom accessibility add-ons and features such as

Read&Write, Screen Reader, Speak, Live Captions for Google Meet, and Spoken Feedback will support the individual needs of the students. In addition, individualized accommodations, including Visio diagrams, audiobooks, visual schedules, and behavior charts, have addressed specific IEP accommodations and modifications.

The following is the proposed content to be developed for each area.
Lesson plans will consist of NJSLS and DLM EE's to ensure continuity of instruction toward the achievement of individual goals.

Grade Level Page

Preschool

- Morning Meeting Visuals/Video
- Color of the Day Activity
- RS (Video demonstration and paper copies of visuals) - General Movement Thinking Skills, Visual Spatial
- Life Skills- Weekly video lesson
- Reading Preschool Activities-differentiated to meet the needs of the individual student
- Math Preschool Activities-differentiated to meet the needs of the individual student
- Social Studies/Science- Preschool themed activities
- Music and Art Weekly video lesson and enrichment activities
- Phys Ed- Weekly video lesson and activity of the day
- General Sensory Strategies/Calm Down Tricks

Elementary

- Morning Meeting Visuals/Video
- RS (Video demonstration and paper copies of visuals) - General Movement Thinking Skills, Visual Spatial Activities
- Life Skills-Weekly video lesson
- Reading-Curriculum review and activities- differentiated to meet the needs of the individual student
- Math-Curriculum review and activities-differentiated to meet the needs of the individual student
- Science-Project based activities

- Social Studies-Themed Activities (Earth Day, Light It Up Blue, Spring, etc)
- Music and Art Weekly video lesson and enrichment activities
- Phys Ed- Weekly video lesson and activity of the day
- General Sensory Strategies/Calm Down Tricks

Middle School

- Morning Meeting Visuals/Video
- RS- (Video Demonstration) - General Movement Thinking Skills, Visual Spatial
- Life Skills- Weekly video lesson, chore of the day
- Reading- Curriculum review and activities,Readtopia reading-differentiated to meet the needs of the individual student
- Math- Curriculum review and activities-differentiated to meet the needs of the individual student
- Science- Curriculum review or project
- Social Studies and Civics-Themed Activities (Earth Day, Light it Up Blue, Spring, etc)
- Music and Art Weekly video lesson and enrichment activities
- Phys Ed- Weekly video lesson and activity of the day
- General Sensory Strategies/Calm Down Tricks

High School

- Morning Meeting Visuals/Video
- RS- (Video Demonstration) - General Movement Thinking Skills, Visual Spatial
- Life Skills- Weekly Video Lessons Chore of the day/Cooking activities
- English- Curriculum review and activities-differentiated to meet the needs of the individual student
- Math- Curriculum review and activities-differentiated to meet the needs of the individual student-
- Science- Curriculum review or project (use simple everyday materials)
- Social Studies- Current Events or Civics expansion on what already covered
- Music and Art Weekly video lesson and enrichment activities
- Phys Ed- Weekly video lesson and activity of the day
- General Sensory Strategies/Calm Down Tricks

Young Adult Program

- Morning Meeting

- RS (Video Demonstration) - General Movement Thinking Skills, Visual Spatial
- Tools of Adulthood- How-To Videos
- Applied Literacy- differentiated to meet the needs of the individual student
- Financial Literacy-differentiated to meet the needs of the individual student
- Internships- Activities and lessons on soft job skills, simple recipes/household projects/Video Diary Project-Journal/Video of experiencing a quarantine
- Current Events
- Phys Ed/Health/Wellness- Daily Yoga poses, walking videos, etc
- General Sensory Strategies/Calm Down Tricks

Special Needs/Special Activities (DIR/Floortime™)

The Celebrate the Children's school philosophy centers around supporting child development utilizing the DIR/Floortime™ model. To support these initiatives and interventions, the Celebrate the Children faculty has developed an additional section of recommended activities and support for parents to implement in the home. DIR/Floortime™ has an inherent home-to-school connection at its core. These activities will support the initiatives already in place as part of the CTC parent training and home-school connection. These recommendations will continue to support the social-emotional well-being of our students and target additional goals within the student's IEP. These activities encourage the child/caregiver to interact directly through play and do not require any technology to participate.

During the remote learning period, the Floortime team will implement specific live parent/child sessions tailored to supporting the parent/student relationship within the home environment. Floortime coaches will provide live one-on-one training and coaching to parents focusing on helping them find simple joy in daily interactions with their child, particularly during the stress of a prolonged change in routine. These sessions are optional but are encouraged in order to avoid any potential breakdowns in the family unit during this stressful time.

Basic Principles of Floortime

- Respond to a child's emotional tones and style
- Read changes in a child's emotional abilities
- Be a good listener
- Be Patient
- Respond to emotional cues
- Follow the child's lead
- Join in at the child's developmental level and build on natural interests/passions
- Open and close circles of communication (enter into a back and forth flow)
- Create a playful environment
- Encourage communication (gestures/verbal) and extend circles of communication
- Individual differences - take into account the child's unique profile
- Be aware of child's level of regulation and the quality of engagement
- Engage in meaningful activities
- Help the child 'discover' the answers to their problems, which supports independence, and making connections between ideas
- Validate feelings and ideas
- Help create a more organized world by verbalizing what's happening (if the child's unique sensory profile allows for it)
- You're going to get bored - it's not about you! Children need repetition
- Trusting relationship is the foundation of all interactions
- Pace and rhythm - the thinking face - give the child time and space to think
- Use Anticipation
- Affective interactions
- Process not product - a drawing by a child doesn't need to 'look' like a house, the process of creating the image may be more important
- Support independence - it may take more time, but allow the child to do for themselves
- Encourage THINKING
- Encourage original ideas - doesn't matter if it's not 'right'
- Help the child make connections and expand on ideas
- Move as slow or as fast as the child's sensory and processing allows
- Be aware of your body language (crossed arms, stern looks)
- Support generalization of targeted skills and goals

DIR Principles

- **CONSIDER ALL THE CHILD'S CAPACITIES**- Sensory, motor, visual perceptual, visual-spatial, auditory, comprehension, production, FEDL'S, etc. within all interactions.
- **TAILOR YOUR INTERACTION** to support the individual profile of the child
- Think about how the child is experiencing the interaction or activity
    - Think about your **PACE AND RHYTHM**
- **Go Slow**, Hold back, **WAIT**! Silence is OK!
- Work **FACE TO FACE**
- Use **ANTICIPATION** to engage
- Use **AFFECT**- Be dynamic!!!
- Use **MOVEMENT AND EXPERIENCE** to support comprehension • Go for the **GLEAM IN THE EYE!!!**
- **EXTEND CIRCLES OF INTERACTION**
    - Don't take "NO" for an answer!!! ***CLOSE EVERY CIRCLE!***
    - Expand, expand, expand!!!
    - The activity isn't important!!!
- **PROCESS IS MORE IMPORTANT THAN PRODUCT**
- Read the child's cues- **TREAT WHAT THE CHILD DOES AS INTENTIONAL!** • Follow the child's lead - expand on their interests - join in their **PASSIONS!**
- Encourage child to initiate and be intentional- **MAKE IT *THEIR* IDEA!!!**
- Provide **SHARED PROBLEM SOLVING** opportunities to foster **MOTOR PLANNING**
    - Don't do for the child what they can do for themselves
    - Give the child time to **"Do it all by themselves!"**
    - Support pride in being independent
- Encourage the child to be creative and use **ORIGINAL IDEAS**
- Encourage the child to share his/her **EMOTIONS**
    - Validate and expand on these emotions-"Ooooh that must make you sooo sad!" Validate, don't fix.
- **FOSTER EXECUTIVE FUNCTIONS**-Encourage the child to **THINK** for themselves
    - **Prompt the child to THINK, not to DO**
    - Use reflective questions to support thinking, "What should we do next?"
- Encourage the child to **GIVE REASONS BEHIND HIS OR HER IDEAS**, expand and negotiate
    - Give multiple choices if needed
- **MOVE UP AND DOWN THE DEVELOPMENTAL LADDER** as needed

Floortime Ideas

Goal: Share the experience and have fun versus teaching

- Building blocks (legos, wooden or plastic blocks- stacking, knocking down, taking turns adding pieces to make tall towers)
- Create blocks out of different boxes around the house- paint, decorate, and build when dry
- Playfully obstruct if the child is fixated on an object, toy, screen, etc
- Bubbles
- Play-doh
- Balloons (blowing up and letting go/tying them and trying to pass it back and forth to each other-different colors)
- Cause and Effect play
- Freeze dance/Tag
- Musical chairs
- Music/ Dancing- (fast/slow, stop/go)
- Hide and Seek under a blanket
- Hand clapping games
- Paper airplanes
- Song singing - (ex: sing a little and they complete the verse!)
- Redlight, green light (stop/go) - office chair for spinning and moving
- Puppets and play food
- Trains- building track together
- Racing Cars
- Cooking - bake cookies and have them help with the ingredients, stirring, and putting them on the tray, pressing start on oven
- Play restaurant
- Reading books (use different voices, change characters, make it silly)
- Indoor ice skating (wax paper on the kitchen floor)
- Indoor or outdoor swings (stop, go, more)
- Tickle games (fast/slow, choices- on your knee or belly)
- Bean Bag squishes
- Simon Says
- Obstacle Course

- Board games
- Bowling
- Rhythm games- drumming, musical instruments
- Pillow fight
- Blanket fort
- Sensory Play
    - Water play
    - Dried bean bin
    - Dried rice bin (can make scented and colored)
    - Jello
    - Moon Sand
    - Shaving cream (cool whip or whipped cream)
    - Painting
    - Cooked spaghetti
    - Colored Ice Cubes
    - Make slime, goop, play-doh