# **Creative Learning to Meet Educational and Therapy Goals Using the Reach and Match**

## **Presenters**

Mandy Lau (Founder & Designer)

Barb Peterson (Outreach Vision Consultant for the Montana School for the Deaf and Blind)

## **Objectives**

* Participants will examine how 7 learning outcomes of Reach & Match align with Core and Expanded Core Curriculum instruction.
* Participants will identify a minimum of 5 Reach & Match activities to incorporate into play and instruction.
* Participants will examine how related service educators incorporate the Reach & Match into their instruction/therapy.
* Participants will observe children using the Reach & Match for instruction and therapy sessions.

## **Inclusive Play: Fun for All**

* Award-winning holistic learning program that designed through focused research to support early childhood learning outcomes and inclusion of children with disabilities
* It celebrates braille and includes sensory and interactive features to support children with vision impairment to build physical, cognitive, language and social-emotional skills

## **Reach and Match Learning Kit**

Double-sides Sensory Play

* Four large double-sided sensory play mats
* Twenty-six braille and print alphabet double-sided sensory tiles, containing four sounds
* One round cushion bag
* One portable bag
* One Inclusive Learning Program Activity Manual (over 30 activities)
* Mats are expandable to accommodate a group activities for more children

Replacement Tile Sets will be available at APH soon! Multiple Tile sets support the following classroom activities: spelling games, musical tiles, stack it, Touch and Trade, Word Wizards

## **Reach and Match Training**

1. Inclusive Learning Program Videos (new development): 40 activity animation videos which include instructions, activity difficulty levels, additional ideas, learning outcomes, and over 20 lesson plans: teacher’s strategies, evidence of learnings
2. Live Webinar Training: group training and program design and support, with monitoring and evaluation (Enquiry: info@reachandmatch.com)

## **Reach and Match Inclusive Learning Program**

* **Applications:** Mainstream and specialist schools, early intervention services, libraries, homes, humanitarian and emergencies
* **Users:** Teachers, orientation & mobility instructors, occupational therapists, physiotherapists, speech pathologists, early intervention specialists, parents
* **Children with different needs:** Blindness and vision impairment, intellectual disabilities, physical disabilities and autism
* **Awards**: in Assistive technology, Education and Social inclusion, including the 2018 OpenIDEO MIKTA Education in Emergencies Challenge, the 2016 Good Design Award.
* **Endorsement:** the Australian Government DFAT

## **Reach and Match 7 Learning Outcomes**

* Braille and Print Literacy
* Cognitive Skills
* Sensory Integration
* Body Concept
* Orientation And Mobility
* Language Enrichment
* Social Interaction

## **Core Curriculum and Expanded Core Curriculum**

* Literacy (CC)
* Mathematics (CC)
* Orientation and Mobility (ECC)
* Sensory Efficiency (ECC)
* Social Skills (ECC)

## **Literacy (CC)**

Pre-braille activities: 26 braille and print alphabet tiles, Reach game and Word Wizard

## **Testimony**

“The feedback from the pilot case was amazing because it is play-based; it is pre-numeracy and pre-literacy training.

One of the teachers from Arawa has been working with children in the 4-8 year age group for a couple years trying to teach them the alphabet and they have been staring at her blankly but through using this play-based approach they have learned the alphabet within 3 weeks. They have loved it, it uses games, exercises [and] is fun whilst being age appropriate.”

Jenny Griffiths, Inclusive Education Advisor (Callan Services, PNG)

## **Mathematics (CC)**

Sorting, matching, counting, addition

Sequencing, memory training

Activities: Stack It, Shake Shake Shake It, Touch and Trade, Boom de Clap de Clap

## **Orientation and Mobility (ECC)**

Whole body movement and play!

Fine Motor Skills: Finger manipulation, Wrist twisting

Gross Motor Skills: Crawling, walking, jumping, leaping

Body Concept: body parts and body movement

Activities: River Crossing, Relay Run, Quick Sand, Simon Says, Stop Drop Go Go Go, Treasure Hunt for Robots

Making different spaces for exploration and self-initiated exploration

Orientation concepts and language (wall, floor, roof, in out, left, right, up, down, under, over

Tactile features: this links well to tactile graphics (straight and wavy lines, bumpy and smooth surfaces)

## **Sensory Efficiency (ECC)**

Sensory Integration: sight and visual skills, hearing integration, touch integration, and body movement

Visual tracking, visual discrimination, visual motor, and tactile readiness

Activities: Musical Tile, Quick Sand, River Crossing, Boom de Clap de Clap, Sorting and Matching, Shake Shake Shake It

## **Social Skills (ECC)**

Social interaction, active listening, active participation, turn taking, cooperation, team work

Activities: all Reach & Match games

## **Testimony**

“The design provided so many opportunities for all children to be engaged in games and activities. Children who have a visual impairment participated fully in alphabet games alongside sighted children due to each tile having the Braille component. Another young child who could not walk was the group leader. He confidently placed shapes into their correct place as his teammates ran towards him as part of the shuttle relay race. The children have had an incredible time and will no doubt benefit enormously from the Reach & Match toolkit going forward,”

Jason Ross, Project officer (Save the Children)

## **Thanks and Keep in Touch!**

Mandy Lau, Founder

mandy.lau@reachandmatch.com

www.reachandmatch.com

@reachandmatch

## **Why Use the Reach & Match Learning Kit?**

* Provides opportunities for children to learn through PLAY!
* It is unique, FUN and friendly!
* It is researched-based
* Provides in the development of social and functional/educational skills
* Flexible and portable

## **Early Learning**

Instruction in early mobility, balance, motor planning, and postural control activities

Fine Motor and Cognitive play

* Orientation to the Reach & Match puzzle pieces
* Exploring texture, shapes and color
* Choice making – building receptive language
* Developing visual perceptual skills through
* block stacking

Core Control and Postural Stability

* Encouraging motor planning and initiation
* Providing balance challenges and core strengthening with movements outside base of support
* Proprioception, reaching and crossing midline

Parent Perspective

* The Reach and Match Learning Kit is versatile
* Helps to incorporate many areas of development
* Provides for the improvement in the development of language, vision, cognition, and motor goals all within one or two activities
* The kit is great for working on making choices and matching shapes/colors

## **Orientation and Mobility**

Activity plans:

* Utilize the Pediatric Belt Cane for detecting and negotiating surface changes and uneven terrain
* Follow one-step and two-step related commands

Pediatric Belt Cane

* Exploration of various surface textures of the mat
* Practice walking on the Reach & Match (path) with the belt cane
* Utilizing the belt cane to negotiate stepping up on the mat and down off the mat (uneven surfaces)
* Exploring body concepts, directional and positional concepts in relationship to the mat

## **Physical Therapy**

Montana School for the Deaf and Blind Motor Lab

* Ready Minds, Learning Bodies curriculum developed by Athena Oden, P.T. [https://readybodieslearningminds.com](https://readybodieslearningminds.com/)
* Designed for pre-kindergarten and elementary students
* Goal is to help students develop foundational sensory processing and motor skills
* PT and OT select station activities that build on those skills

Activity Plans

* Instruction in postural control skills
* Instruction in locomotor skills

Skills in Postural Control

* Increasing kinesthetic awareness of body in space
* Improvement in motor control
* Increasing core strength and proximal stability
* Improvement in equilibrium reactions and static and dynamic balance
* Encouraging crossing midline

Locomotor Skills

* Increasing kinesthetic awareness of body in space
* Gross motor skills development
* Improving equilibrium responses and dynamic balance
* Improving core control and postural stability

## **Occupational Therapy**

Activity plans

* Instruction in Tactile Exploration
* Instruction in Attention and Memory skills

Tactile Exploration Skills

* Development of tactile exploration, discrimination, and manipulation skills
* Incorporating search patterns
* Development of problem solving skills
* Incorporating bilateral use of upper extremity

Attention and Memory Skills

* Development of listening / attention skills
* Development of sequential memory skills
* Incorporating color, shape, and texture matching