
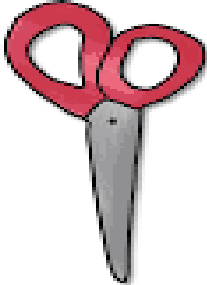



Supporting Children’s Projects

Activities that result in “product” should emphasize the skills of following directions, initiating and sequencing a task, cleaning up, and participating in a lesson.

- **Supports for product-related projects include:**
  - Sequencing on a mini-schedule
  - Completed model of the product
  - Adaptive materials and tools if needed
  - Accommodations (pre-cut pieces or heavy black lines for cutting)
- **General supports might include:**
  - A social script for waiting, sharing of materials
  - Communication visuals for requesting materials, commenting about the project, asking for help

1	2	3
		
<b>Color</b>	<b>Cut</b>	<b>Glue</b>
First	Next	Last

Example: Mini-schedule for making a project.  
Directions should also be given verbally.






**What if a child’s product doesn’t look like the model?**

- \*\*Reinforce participation and creativity.
- \*\*Monitor for understanding of the directions.
- \*\*Prompt with visual cues throughout each step.
- \*\*Provide assistance to children who have difficulty remembering and attending to the activity.



Process-based art often occurs in the early childhood classroom's Art Center. Process-based art is open-ended, creative, and student-directed. Even though participation at the Art Center might be student-directed, supports should be provided to assist children who require them.

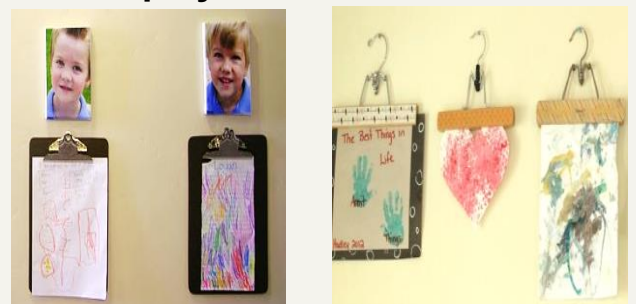
- **Supports for Process Art activities include:**
  - Visual mini-schedules to help with organization and expectations
  - Communication systems to assist children in labeling, commenting, requesting and making choices
  - First/then and other supports for behaviors and following rules
  - Social statements and social visual cues

				
<b>Get Crayons</b>	<b>Get Paper</b>	<b>Work on your project</b>	<b>All done Finished</b>	<b>Clean up Put away</b>

Example: Mini-schedule for process art project (above). Organization of art materials on shelves and in containers further supports children in being able to participate independently. Shelves and containers should be clearly labeled with tags that represent the actual items (below).



### Display Children's Artwork



Display the artwork done by the children. Seeing their work displayed serves as reinforcement for working on a project. It can also serve as encouragement and a way to gain interest for children. Acknowledge the work by putting the child's name or photo on or near it. If the child has a comment about it, the comment should also be written on the paper.