



time they open a book. Discuss how a student may joke or otherwise purposely draw attention away from the fact that reading is challenging.

6. Also discuss how visual processing disorders go beyond school and can affect participation in sports (depth perception and ball sports, etc.) and can also affect socialization because it can sometimes make it difficult for people to interpret visual cues.

**Marshmallow activity** (meant to simulate articulation disorders that might go along with cerebral palsy).

1. Call for a volunteer (who is not allergic to eggs as marshmallows contain egg whites) to come up and read. Have a sentence written out on an index card.
2. Ask the volunteer to fill his/her mouth with marshmallows until their tongue is immobilized. Have them read to everyone what is on the card. They have to repeat it until the group understands.
3. Discuss that this simulates an articulation disorder. The person knew clearly what they wanted to say but brain doesn't communicate correctly with muscles in the mouth to form the words. Imagine if you couldn't take the marshmallows out of your mouth. Discuss that we sometimes want to pretend that we understand what person is saying to make things more comfortable. We say "oh that's great". But what if the person is saying "I feel sick and I want to go to the nurse" Remind group that the person generally knows that their speech is difficult to understand and they just want to hear the message that you are going to take the time to listen and try to understand. Talk about strategies - asking yes or no questions, asking if they can write it down, asking another person to come over and see if they can understand, etc.

**Story with an "N"** (meant to simulate a language processing/expressive language disorder)

1. Have everyone sit in a circle. Tell them they are going to tell a progressive story starting with "Today I woke up" (or any other starting sentence) and each person has to add a sentence or two to the story. Tell the story.
2. Repeat the story but this time, tell the group that they CANNOT use any words that contain the letter N.
3. Discuss the experience of telling both stories, which story was easier to tell, which story included more details, maybe more drama, how telling each felt, etc.
4. Point out that it took longer and was more difficult to have a conversation when not using words with the letter N because everyone had to think of they wanted to say and everyone had to choose specific words. This is what that people with language processing/expressive language disorder have to do. Talk about being patient and not rushing people who have expressive language difficulties.

# Disability Inclusion

## A Children's Story:

One day on a fine, in the middle of a thick  
forest, a small cottage. It was the home of a  
quiet little girl named Wendy. One day a little Red  
Riding Hood, because of the brightly colored  
coat she wore. One day, her mother gave her a  
very nice basket full of delicious food, and said:

"Grandma is ill. Take her this basket of cake,  
but be very careful! Don't stray from the path  
through the woods."

# Disability Inclusion

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## A Simple Math Test

In the following simple arithmetic exercise, a "+" sign means to multiply, a "÷" means to add, a "÷" means to divide, and a "x" sign means to subtract. Complete these problems following the above directions.

$8 + 2 =$

$14 - 7 =$

$9 - 3 =$

$6 \times 5 =$

$4 \times 3 =$

$8 + 3 =$

$6 - 2 =$

$7 \times 2 =$

$9 - 3 =$

$9 + 2 =$

$7 \times 4 =$

$8 - 4 =$

$4 + 4 =$

$9 + 4 =$

$8 - 4 =$

$1 - 1 =$

$12 \times 2 =$

$8 + 7 =$

$9 - 1 =$

$16 - 4 =$

$5 - 6 =$

$8 \times 2 =$

$8 + 5 =$

$10 - 2 =$

$6 - 6 =$

$15 \times 3 =$

\* Made available through Open Hearts/Open Doors Project of the Jewish Community Centers Association. Prepared by the Jewish Community Center of the Greater St. Paul Area.