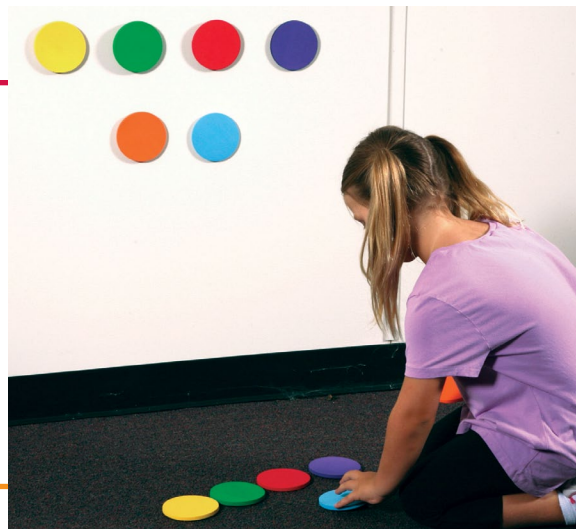


DirectionalDiscs

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Introduction

Does your student have trouble copying from the board? Have difficulty understanding direction (up, down, top, bottom, middle, diagonal etc.) If you've ever wondered how to really engage your students in improving these skills, then the DirectionalDiscs is the perfect tool. Great for teachers, therapists and/or itinerant staff, the DirectionalDiscs kit is portable, light weight, safe, and engaging for children of all abilities. It teaches simple directions in a fun way that includes movement for kinesthetic learning. Wonderful for all students and terrific for children with attention issues, learning differences or sensory processing disorders.



Product Use

The DirectionalDiscs can be used to teach the following concepts:

- Left versus right
- Top versus middle versus bottom
- 3 in a row
- Directional terminology, i.e. beside, below, next to, above, diagonally, 1st, 2nd, 3rd,
- Scanning
- Spatial alignment
- Mathematics
- Decreasing reversals
- Increasing the ability to copy from a board to one's paper
- Improving pencil grip and hand strength

Set-Up

- There are 18 discs in all, in 6 different colors. Besides the discs, you will need a white board marker and/or chalk (not included).
- The discs come blank. Part of the fun is "finding" what's on the flipside. For example, numbers can be printed on one side only of the discs.
- The discs are arranged, blank-side-up, in any desired pattern. Try making a pattern of three across, three rows down (using 9 discs in all).
- On the blackboard just above the pattern laid out on the floor, draw the corresponding pattern, but leave your disc circles blank.

Activities

There are many activities one can think up for using these discs and one can have fun making up your own. Some sample activities are listed below, starting with simple and progressing to the more complex activities:

1. **Easy** – The "teacher" (this can just be another student) stands at the blackboard and draws (e.g. six circles, three in a row, two rows, etc) on the board. A second student looks at the pattern on the board and duplicates it on the floor, paying attention to spatial alignment and placing of the discs.

Use the same color discs in each row as this helps one "see" the patterns easier and helps teach the concept of "three in a row".

2. **A Little Harder** – Place nine discs on the floor in three rows, three to a row. Draw a corresponding pattern of discs on the blackboard. If it helps, place placards with the words "top", "middle", and "bottom" next to each row on the floor and print these words next to each row on the board. Top, middle, bottom can be difficult concepts for some students to grasp.

The "teacher" stands at the board and the "student" stands at the bottom of the rows. The teacher asks the student to hop to a disc, i.e. "top row", and to turn over any disc in that row. The teacher asks the student, "What is the number?" Have the student identify it and the teacher writes the number in the corresponding blank disc on the board. After one is successful turning over the first disc, go on to another disc, i.e. "jump to a disc in the middle row and tell me that number", etc. Proceed until all numbers are "found". This activity helps one understand the concepts of color coordination (if all discs in one row are the same color), learning the concepts of "top vs. middle vs. bottom", "three in a row", and number recognition.

3. **Harder** – Place nine discs on the floor in any color combination. All are placed number side down. Draw nine blank circles on the blackboard in the corresponding pattern. Have the student stand at the bottom of the rows. The teacher stands at the board and calls out verbal instructions, i.e. “Go to the top, left disc, turn it over, and tell me the number”.

Do not tap on the correct disc space as the student is to follow verbal instructions alone without visual or auditory cuing. Once the correct disc has been found and recognized, the number is called out to the teacher, who places that number in the corresponding blank disc space on the board. Go through all nine discs until all are turned over. This activity helps teach left from right and how to follow multiple verbal commands.

4. **Getting Difficult** – Do exactly the same activity as in Step 3, except now the ‘student’ gets to be the ‘teacher’. This is usually the activity of choice as it gives the child control of the activity and control of the adult or other child.

It is more difficult to correctly give instructions than it is to receive them. Also, having to print the numbers in the blank discs on the board encourages printing numbers correctly. Again, the ‘student’ should not move if the number is incorrect or reversed.

5. **Difficult** – All 18 discs are used. There will be 6 rows, 3 discs to a row. The discs are placed number side down and 18 blank corresponding discs are drawn on the board.

The directional instructions are more difficult. Now the student is invited to, i.e. “Jump to the 2nd row from the top, right disc”. Process of elimination is used on the 18th disc. After 17 of the 18 numbers have been found, the student is not allowed to turn over the 18th disc. Instead, by process of elimination the student must tell the teacher what number the 18th disc has to be. After all 18 numbers are “discovered”; student and teacher swap places, and do the activity again.

Modifications

- The discs do not have to have numbers written on one side of them. Letters shapes, or even remaining blank, are possibilities, too.
- Your choice does not have to be permanent. For example, place a small amount of Velcro on the backside of the discs in order to Velcro on letters of the alphabet, numbers, familiar pictures, etc.
- Put the week's spelling words on the back of the discs, which could facilitate memory of the list as well as practice the spelling.
- A grid could be drawn on the floor and on the board. Play tic-tac-toe using the discs and the grid.
- Students can do these activities in pairs, without an adult being necessary.
- Students can practice following verbal directions blindfolded.
- Do this activity without shoes on so that your feet can feel the discs.
- After hearing the verbal direction, wait until there is a drum beat before moving. This modification facilitates auditory processing and auditory memory.

Care & Safety

The DirectionalDiscs set includes 36 discs and 40 Velcro spots for adhering to any surface. The discs are made of foam rubber and contain latex. DirectionalDiscs can be cleaned with warm soap and water, dried, and kept stored in their box. This product is appropriate for use in education and/or therapy services with children aged five to adult.

Recommended Products

Check out these other great Abilitations products:

- **Tactile Discs:** Item #202194
- **Step-N-Stones:** Item #1004570
- **EduChute:** Item #030553 and 030552
- **Go Left To Right!:** Item #021174
- **Find The Link:** Item #020803
- **Get A Grip On Patterns:** Item #1267946



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