

Bib/Smock

Resource: Twenty "Stay-Put" Play Spaces for Infants, Preschoolers and Developmentally Young Children with Sensory Impairments and Other Special Needs

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Description:

Smocks and bibs can magically become "body playgrounds" by attaching interesting textured, visual and sound objects to them. As a child sits in a car seat or waits for mealtime in a restaurant, s/he encounters "treasures" that have been anchored there-just waiting to be discovered! These smocks are ideal for children who are beginning to explore their bodies and their clothing (e.g., tugging at their shirts, chewing on clothing or mouthing their hands).

Target Skill Areas:

Body imagery; cause-effect; eye-hand coordination; fine motor skills (hand search, grasp, manipulation, release); self-initiated actions; spatial mapping; tactile exploration.

Materials Needed:

For plastic art smock:

- One plastic art smock, available from a craft store or a teacher's supply store
- Sticky-back soft Velcro (approximately 12–14-inch length, available from a craft store)
- 6 - 1-inch white curtain rings, available from a craft or sewing supply store
- 6 - 1-inch metal book rings, available from an office supply store
- Items to attach to smock (e.g., metal measuring spoons, soft slinky, plastic measuring cups), available from a "dollar" store
- WARNING LABEL (See Directions, # 4) For cloth art smock: (picture on left) One cloth art smock
- 8 - 1-inch white curtain rings
- 8 - 1-inch metal book rings Needle and thread
- Items to attach to smock (e.g., cluster of jingle bells, wooden clacker, fuzzy soccer balls on a string), available from a "dollar" store.
- WARNING LABEL (See Directions, # 4)

Directions for Making:

For plastic art smock (very simple to make):

1. Using 2-inch pieces of soft sticky-back Velcro, anchor the upper ends of six white curtain rings onto the front surface of the smock, leaving the bottoms of the rings unattached. Space the rings horizontally across the front of the smock in two lines of three rings in each line. The first line of rings should be placed approximately 2-3 inches below the neckline of the smock and about 4 inches from each other. The second line of rings should be spaced evenly with the rings in the top, line and anchored approximately 4 inches below the top line.
2. Open 6 metal book rings and loop one book ring onto each curtain ring.
3. Loop items (see examples on previous page) onto the open book rings and then close the rings.
4. Affix a WARNING LABEL onto the smock that reads: "WARNING: Children MUST be supervised by an adult at ALL times when using this activity smock."

Please remember that adults should not interfere unnecessarily with children's self-initiated exploration and play but must always watch to be sure that children are safe.

For cloth art smock (requires some hand sewing):

1. Using thread and a needle, hand sew eight white curtain rings onto the front of the cloth smock, leaving the bottom end of each ring unattached. As shown, the rings are attached in three horizontal lines across the smock, with two rings in the top line and three each in the middle and bottom lines. The two rings in the top line are attached at about 3 inches below the top of the smock and spaced about 5 inches apart. The three rings in the middle line are attached about 4 inches below the top line and are spaced about 4 inches apart. The three rings in the bottom line are attached about 4 inches below the middle line and are spaced to line up with the rings in the middle line.
2. Open eight metal book rings and clip one book ring onto each curtain ring.
3. Hook items (see examples above) onto the (open) book rings and then close the rings.
4. Affix a WARNING LABEL onto the smock (see Directions, #4 above).

Suggestions for Use:

1. Pull the smock over a child's head and/or tie the smock onto a child's body. Check to be sure that the child is able to reach all items where they are positioned. Move items, if needed, to position them more appropriately for a child. Check to be sure that the child is able to activate and/or explore the items presented (cause a sound, move items, touch various textures) and that the items selected are interesting to the child.
2. If a child is mouthing objects, check to be sure that items that may be put into the mouth are safe for the child (e.g., no small pieces, no pieces that may be pulled off and ingested; no items that child may cut mouth on or jam into his/her throat; no items that may break apart and become sharp or a choking hazard).
3. These activity smocks are ideal for "down" time (such as riding in a car or sitting in a restaurant) and "free choice" time at school.
4. If a child uses a "drooling" bib, items may be attached to it instead of making a smock.