Philadelphia Inclusion Network

Promoting the inclusion of infants and young children with disabilities in child care

Instructor Guidelines

Adaptation & Accommodation

Philadelphia Inclusion Network a program of
Child and Family Studies Research Programs at
Thomas Jefferson University
130 S. 9th Street, 5th floor
Philadelphia, PA 19107
cfsrp@jefferson.edu
http://jeffline.tju.edu/cfsrp

April 2005

PIN ~ Philadelphia Inclusion Network

Campbell, P.H., Milbourne, S.A., & Silverman, C. (2002). Philadelphia Inclusion Network, Participant Materials.

Campbell, P.H., Milbourne, S. (2002). Philadelphia Inclusion Network, Instructor Guidelines.

Both are available from Child and Family Studies Research Programs, TJU, OT, 130 S. 9th Street, 5th floor, Philadelphia, PA 19107, 215-503-1608.
Http://jeffline.tju.edu/cfsrp

Many people have provided ideas for training activities, content, and materials and we appreciate their input, especially from Elyse Rosen, Lalita Boykin, Kathi Nash, Francine Warton, Patricia Benvenuto, and Robin Miller, teachers who support inclusive child care for families and their young children with disabilities. Mary Mikus, Jean Ann Vogelman, and other families who work for their children to be part of inclusive communities. Susan Kershman and Terry Waslow, early intervention specialists and advocates for inclusion. A special thanks to Natalie Feller and Lillian McCuen and also to the many of you who diligently and tirelessly edited the content of the materials.

April 2005
PIN, a program of:
Child & Family Studies Research Programs
Thomas Jefferson University,
Jefferson College of Health Professions,
Department of Occupational Therapy
130 S. 9th Street, 5th Floor
Philadelphia, PA 19107
215-503-1608 fax 1640
http://jeffline.tju.edu/cfsrp

Session Outline

Topic	Activity	Time	Cum Time
I **Welcome the Group** Introduce yourself and talk briefly about the Philadelphia Inclusion Network (PIN). Promoting the inclusion of young children with disabilities in child care settings is a primary purpose of PIN.		5 min.	.5
II **Making a Meal**	#1	10 min.	.15
III **Introduction to the Adaptation Framework**		10 min.	.25
IV **Learning Environment**	#2	15 min.	.40
V **Activities**	#3	15 min.	.55
VI **Materials**	#4	15 min.	1.10
VII **Instruction & Requirements**	#5	15 min	1:25
VII **Helping Hands**	#6	15 min.	1:40
Break		5 min.	1:45
VIII **Adaptation Action Plans**	#7	40 min.	2:25
IX **Summing Up**		5 min.	2:30

Notes:

What you will need:

- Participant sign-in sheet
- Extra copies of the make-up assignment
- Extra copies of previous modules
- Flip chart and markers (or blackboard).
- Tape
- **Optional:** Examples of adapted toys (may be borrowed from local Lekotek (Phone 1-800-366-PLAY)
- overhead projector
- overheads: Environment, Activities, Materials, Instructions/Requirements, Helping Hands

Session:
Adaptation & Accommodation

Notes:

OVERVIEW

What this workshop should accomplish:

As children with disabilities are included in traditional child care programs, teachers are finding creative ways to adapt toys, activities and learning centers to meet the needs of all of their students. Early childhood professionals have been making adaptations in their classrooms for years. They tape papers on tables for children who have difficulty holding and coloring. They rearrange their housekeeping areas to meet the needs and interest of their children. So why should all that change when they include a child with a disability in their classroom? Well, it doesn't need to.

The purpose of this module is to help teachers become aware of the challenges of learning new skills, the toys and activity interests of specific age groups and how they can develop their own creative and inexpensive adaptations for toys, activities and learning centers.

From this session participants should gain an understanding about:

- Learn about types of environmental adaptations including accessibility, classroom considerations, and equipment
- Create adaptations for toys (low tech and high tech) and peruse already adapted toys.
- Identify low tech and high tech adaptations
- Review and recognize considerations for adapting instruction
- Learn and suggest strategies to promote social environments

Notes:

BACKGROUND

Notes:

As children with disabilities are included in traditional child care programs, teachers are finding creative ways to adapt toys, activities and learning centers to meet the needs of all of their children. Early childhood professionals have been making adaptations in their classrooms for years. They tape papers on tables for children who have difficulty holding and coloring. They rearrange their housekeeping areas to meet the needs and interests of their children. So why should all that change when child care programs include children with disabilities in their classrooms?

The purpose of this module is to help teachers become aware of the challenges of learning new skills, the toys and activity interests of specific age groups, and the ways in which teachers can develop their own creative and inexpensive adaptations for toys, activities and learning centers. Adaptations are a primary way of meeting the unique needs of children with disabilities in child care programs. The information in this module will provide early childhood staff with information about children's Individual Educational Programs, a document referred to as the IEP, and Individual Family Service Plans, or IFSP, a similar document that is developed for infants and toddlers.

When teachers and others think of including children with disabilities in regular child care programs, they may think of how different the child with a disability may be from other children in the program. They may wonder about the many needs that the child may have and how they will be able to meet that child's needs. Many people have had limited experiences with people with disabilities, and therefore they may view a child as having more needs than the child actually has. They may see themselves as incapable of teaching the child because they have had limited (or no) experience with people with disabilities. Some people may have familiarity with people with different disability labels. For example, they

may have grown up with a person with Down Syndrome or may remember once meeting someone with Cerebral Palsy. Their images of these prior experiences often influence what they perceive a child to be like. For example, they may have known a person with Down Syndrome who never talked or a person with cerebral palsy who was unable to do anything independently and may think that these images reflect all people who have that label.

In reality, young children with any disability are more alike than different from children of the same age without disabilities. All young children have different abilities and needs. Some need more emotional support than others. Others need more structure and direction. Some young children may be shy and reserved while others are outgoing and the center of attention. Some children excel in motor abilities while others shine at art or are early readers. Other children talk exceedingly well even at early ages while others express themselves less fluently. There are many variations of what is "typical" for young children and many differences among typical children in terms of how they grow and develop.

Children with disabilities or delayed development also vary in terms of their development, likes, preferences, needs and strengths. Just because a child has a particular diagnosis, such as Autism or Cerebral Palsy, does not mean that the child does not have abilities and unique qualities. Child care staff have the job of facilitating the participation and learning of all children in the center or classroom. Adaptations are strategies that staff may use to help children -- with and without disabilities -- to participate in classroom activities and routines more easily.

Notes:

Deciding Which Adaptations to Use When

Notes:

There are many different ways in which environments, activities, and routines can be adapted to make them more conducive for children's participation. As adults, we often think of the adaptations listed on the bottom of the chart as our first strategies. We think about having children removed from an activity to do something else or having an adult spend full-time helping a child. These types of strategies are the most intrusive ones we can use. They may isolate the child from the other children in the room, creating situations where children are interacting one-on-one with adults rather than developing the social abilities and relationships with other children that are so important during the early childhood years.

Many teachers can identify times during the day or specific activities, such as transitions, that are difficult generally or hard for a child with a disability. The list of strategies in Adaptation Handout #1 is a good guideline to follow. The first step is to identify the activities or routines that are **not going well.** Then, start at the top of the chart with Environmental Accommodations and work your way through the other types of adaptations to the bottom of the chart. Under some circumstances, you may try everything and end up with needing an adult to do something specific with an individual child. However, in most instances, adaptations will be successful before you get to the bottom of the chart.

If environmental accommodations are not fully effective, try adapting the activity or choosing another activity that might fulfill the same purposes but will work better for the child with a disability. For example, if a child has difficulty staying in one place in the room, with a group of other children or roams around a lot, try organizing your room so that the children cannot move so easily around the room (rather than assigning an adult to stay with the child who is roaming). This can be accomplished by setting up learning centers throughout the room (rather than just around the edges

of the walls) or by using classroom equipment such as tables as "barriers." If a child has a physical disability and seems to slump and lean on the table a lot, making sure that the child has an appropriate chair that supports the trunk would be more effective than having an adult remind the child to sit up or not lean on the table.

The whole purpose of using adaptations is to prevent adults from having to do everything -- helping a child physically, reminding children verbally, or working with children individually. When adaptations are effective, adults can be doing the same things that they would do with all children -- facilitating their participation in activities and routines and promoting their learning. This allows children to develop relationships and friendships with other children and to learn the kinds of things that are being learned by all children their age. The remainder of the module provides detailed information about how to make adaptations at the different levels.

Environmental Accommodations

The ways in which a building or room are set up makes a big difference with how children participate in activities and routines. For example, if furniture is spaced too close together, a child with a physical disability may have difficulty moving in a wheelchair or walking using crutches or a walker. If the arrangement of a room is changed frequently, a child with impaired vision may have difficulty moving around the room. General architectural guidelines for people with physical disabilities have been established to help when remodeling or building new structures.

Many centers are housed in older buildings or share space with, for example, church Sunday Schools. In these instances, extensive architectural modifications are not always possible or easily accomplished. Many people think that laws such as the Americans with Disabilities Act require expensive building modifications (Raab & Wood,

Notes:

1995). The ADA requires that individualized accommodations and adaptations be made so that people with disabilities may have access to buildings and participate in activities. The Act does not specify the exact accommodation that is required.

Significant architectural changes are not needed in order to accommodate most children with disabilities. Paying careful attention to the ways in which classrooms or other rooms in a center-based day care are organized can assist all children, including those with disabilities, to participate in activities safely and with less adult direction and supervision.

Simple organizational strategies such as putting toys at eye level, storing small pieces in boxes or other containers with lids that children can see through, and making sure that furniture is not easily tipped over can assist all children, especially those with disabilities. Having toys in containers with lids will prevent major spills when a child does not have good coordination or making sure that furniture is stable will prevent falls when children are trying to climb into chairs or when a child with a physical disability is trying to pull up to a standing position. Adapting the set-up of a room is a first step in accommodating the needs of children with disabilities.

The right type of classroom equipment as well as specific equipment for children with disabilities can help accommodate a child's disability. Some children with disabilities, like those with hearing impairments, may be able to participate fully in all activities and routines through the use of personalized hearing aids. No other accommodation may be necessary. Similarly, some children with physical disabilities such as Spina Bifida or Cerebral Palsy may be able to be fully accommodated in activities and routines with only a walker or some other mobility aid. Other children may require the use of more than one type of equipment or learning aid. For example, a child with a severe motor disability might require a communication aid; positioning equipment for standing, sitting, and toileting; and electronic switches by which toys and other devices can be

Notes:

operated. Various types of equipment that may benefit children typically are identified by therapists or special educators and may range from very low technology aids, such as pasting pictures on a board to which the child can point to communicate choices, to very high technology aids such as computers.

Notes:

Adapting Activities and Materials

Adaptation Plans enable teachers and other staff to plan adaptations necessary for specific children or for particular routines and activities. By planning ahead and answering a few questions, teachers can focus on what changes will enable and promote children's optimal performance and participation. A first step is to choose the activity or to modify an activity so that it better meets all children's abilities. For example, a child who needs sensory experiences can receive these experiences if a teacher sets up an art activity that requires using glue and a variety of materials (like yarn, sandpaper, etc.). This activity will provide a child with experiences with materials of different textures. Making sure that the playground equipment includes a rocking horse or a see-saw or merry-go-round allows a child who needs movement stimulation to receive that stimulation within regular gross motor activities or outdoor/indoor play time.

Many classrooms for young children are organized into both permanent and temporary learning centers. Teachers may have permanent book corners/nooks, kitchen and housekeeping areas as well as centers that vary. Science centers are often set up for older children while toddler rooms may include areas for climbing and other gross motor skills. Teachers may have areas of the room that are used for snack only or, this area may also double as a learning center for art, puzzles, or other table top activities. A number of handouts are included that provide examples for adaptations for a variety of types of activities. These handouts are

used for the first activity in this module -- an activity during which participants make specific adaptations for children with specific types of disabilities.

Some children can participate in one or more activities with the use of an aid or assistive device. These are specifically designed for individual children to help them overcome particular limitations such as in communicating, writing or drawing, or playing with toys. High-Tech devices are commercially manufactured, usually identified for a particular child by a specialist, and generally require knowledge of adults around a child in order to be maximally useful. For example, when a child operates a toy using an electronic switch which activates the toy (i.e. a tape recorder or music box). The teacher needs to know how to plug the switch into the toy and how to make simple repairs or trouble-shoot if the device does not operate properly. There are many different types of devices which are commercially available through mail order catalogues and various companies (see Resource List).

Low-Tech devices can be created by anyone (a teacher, the child's parents, other professionals) and are ways to adapt materials so that the child can use the materials independently. These devices are generally available in stores or are home-made and usually are inexpensive in cost. Many of the devices that would be considered Low-Tech are not specifically designed for children with disabilities but are available for and useable by all children. Loop scissors, fat crayons, grip holders for pencils or paint brushes, magnetic letters, cups with lids and permanent straws, Rubbermaid drawer liner, books printed on cardboard pages, may be helpful when used to assist children to participate in an activity or routine independently.

Adapting Activity Requirements or Instructions

Changing the requirements of an activity can help a child participate. For

Notes:

example, if a child chooses the same learning center day after day, changing the requirements for that child so that the child is guided to choose one of two learning centers can broaden a child's experiences. If all the children in the class are making their own individual picture books, a child who works at a slower pace may be required to make a picture page (instead of a whole book). Children who have difficulty remembering all the steps required for a particular activity may be helped by giving the instructions one at a time or by having a picture cue card that shows them the steps required. When children have difficulty with listening and concentrating, talking to them in simplified language -- matching your language to their understanding level -- can help them follow directions more effectively.

Notes:

Have Another Child Help

Young children are natural teachers of other children. One of the reasons that multi-age groupings are used in some nursery schools (such as Montessori) is because older children can set examples for younger children and can help younger children learn. Typical children can teach children with disabilities in much the same way. Typical children set the standard for what is expected and model for children with disabilities. Sometimes children without disabilities may view children with disabilities, such as a child who cannot walk, as if the child is a baby and may treat the child like a baby. This image could lead to helping the child too much or doing things for the child when he/she is capable of doing those things independently. Young children also may not understand the behavior of other children -- particularly if it is unusual or aggressive -- and may stay away from a child who seems strange to them, who is unpredictable, or who may hurt them. However, in most instances, children naturally befriend other children and can be helpful in assisting children with disabilities to participate in classroom activities and routines.

In many early childhood settings, children's groups are not structured but

occur naturally. Cooperative learning is a strategy that teachers can use to group children so that more competent children are grouped with less competent children in specific areas. For example, rather than grouping all the children around a table for an art activity, teachers can form two groups of children and match the children who need help with those who are good at a particular skill. Children who are not able to cut would be grouped with children who cut well. The task would be structured so that the child who is good at cutting does most of the cutting for the whole group. Another child, who may be good at sorting colors, sorts the colors for the whole group. An additional strategy is to pair children and have them complete one project together. One child who needs experiences with coloring, for example, would be responsible for the coloring while another child might do the cutting and pasting. In the first example, cooperative learning, groups of children, each with his or her own strengths and abilities, work together. In the second example, pairing, two children work together on the same project. A third strategy is to have a child be a helper for another child. The helper child might actually teach a child to cut or might help a child in the bathroom or with managing snack or lunch. In the reading corner, one child might help another child to turn the pages of the book and the two children would look at and "read" the book together.

Notes:

Substituting Activities: Have an Individual Child Do Something Different From the Rest of the Group

Sometimes, it may seem impossible to match a child's needs and abilities with a particular activity. When the activity cannot be changed or materials or instructions modified, or when another child cannot help successfully, a child may need to participate in another activity that is different from what others in the group are doing. This strategy, while

sometimes needed, is not always best. An adult may have to work with the child individually, leaving the remaining children with only one adult. The child is also removed from the group which means that the child also misses social opportunities that are present when children work together or in groups. Children should not be removed from normal classroom activities unless there is no possible way in which the child can participate or unless the opportunity for a child to work one-on-one with an adult is seen as beneficial.

Adult Assistance -- Inside and Outside of the Classroom

Adult assistance is often the first strategy used with children with disabilities. Many children with disabilities who attend regular elementary school classes, for example, do so with a full-time personal assistant -- a situation that is less prevalent in child care programs but may exist especially with children with mental health disorders such as Autism. Children with disabilities may receive therapy and special education services in addition to attending regular child care programs, and these services may be provided at the child care center, in children's homes, or in both places. This often means that special professionals come into the classroom and remove a child from the activity (or the classroom) in order to do something with the child individually. Removing children from the group or their classrooms may inadvertently "stigmatize" children in the eyes of their peers, reinforcing children's differences instead of their similarities. For these reasons, including children whenever and wherever possible through the use of the adaptation strategies discussed in this module is critical. Providing children with total adult assistance or adult-child one-on-one instruction, inside or outside of the classroom, should only be used as a strategy when nothing else will work satisfactorily.

Notes:

Summary

Accommodating children with disabilities in child care centers and nursery schools is legally required by the Americans with Disabilities Act but is important to do, not just because of the law, but because children with disabilities have greater opportunities to learn when they are grouped with children who are typically developing. Initially, many teachers and child care staff question whether or not a child's needs can be addressed in their setting. Adaptations of activities, materials, and instructions or having children work together in groups or pairs are strategies that can promote a child's meaningful inclusion in a child care setting. Teachers, parents, friends, even children themselves are often quite creative and can create ways to adapt both the environment and activities so that children with disabilities may participate successfully. Physical and occupational therapists, speech language pathologists, technology specialists, or special education teachers are also good resources for adaptations. The most important thing to remember is that the child's participation is being supported and made possible. The child may not be learning the same things as the other children in the group but the child is learning how to get along with other children, social conventions, expectations, and, perhaps, skills that are included on the child's IFSP or IEP.

Notes:

Activity #1 Making a Meal

Notes:

Purpose: Illustrate how adaptations are made in everyday life.

Length: 10 minutes

What you will need:
- markers
- chart paper
- paper plates (optional)

Activity Sequence:

1. Have participants pair up or divide into four groups.
2. Ask each pair/group to plan a meal for their 'family' and or friends with the following individual needs: one person is on a diet, one person is a vegetarian, one person only likes meat and potato type meals, and one person cannot drink milk products. You may want to write these on a chart paper.
3. Give each group a different amount of money to spend on the meal ($10.00, $25.00, $50.00).
4. Have each pair/group plan a meal using the assigned money amount and record the menu on their plate
5. Ask for groups to volunteer and share their meal with the large group.
6. Discuss how adaptations are made everyday. By planning the activity 'eating' and individualizing according to preference and needs, everyone was able to come to the table.
7. Have participants describe adaptations that they have made in their classrooms. Use this discussion to lead to presenting the framework for creating adaptations as opposed to creating adaptations at a whim. Pose the question "how do you decide or how do you plan to make adaptations"

Introduction to Adaptation Framework

Purpose: To introduce a framework of adaptations of classroom environments and materials.

Activity Sequence:

1. Describe the handout: Facilitating Children's Participation and Learning : Talk participants through the framework describing each level of adaptation and provide an example for each level.

   Describe how the framework is to be used from top to bottom when thinking about and planning an adaptation for a child. (Least intrusive to more intrusive).

   Examples:

   Environment: Put toys and materials on shelves or in baskets that are low enough for children to reach; Rearrange furniture to create space for a child/adult using a wheelchair to move around independently.

   Activities: Limit the number of children doing an activity at one time; Add movement to an activity that might otherwise not be interesting to the children

   Materials: Build up the handles of utensils so a child can eat on his/her own; Add velcro to pages of a book if children need assistance with turning the pages

   Instructions/Requirements: Give directions one step at a time and have children complete each step before moving on; Use pictures to illustrate what children should be doing

   Assistance: Have classroom buddies during activities; Have an adult help a child complete an activity (i.e. I'll cut it, you paste it)
2. Discuss ideas or questions that participants may have regarding particular experiences or children with whom they have worked.

Notes:

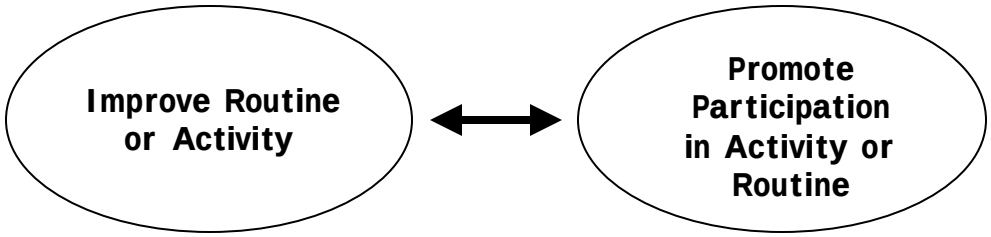
Length: 10 minutes

What you will need:

Handout:

- Facilitating Children's Participation Participant pp. 16

Facilitating Children's Participation



Environmental Accommodations

- Adapt Room Set-up
- Adapt/Select Equipment
- Equipment/Adaptations for Positioning

Select or Adapt Activity

Adapt Materials

Adapt Requirements or Instructions

Have Another Child Help-

- Peer Assistance/Tutoring
- Cooperative Learning

Have and Individual Child do Something Different

Have an Adult Help a Child Do the Activity

Have an Individual Child Do Something Outside of the Room (with an Adult)

Activity #2 Learning Environment

Purpose: Brainstorm ways to adapt the physical environment of a care space so that all children can participate in the routines and activities.

Activity Sequence:

****For the next activities, you will need to have chart paper hanging on the walls, each labeled with each of the levels of the Adaptation Framework.****

1. Show the overhead which illustrates the need for the physical environment of a care space to be modified.
2. Have participants brainstorm ways that the physical environment can be modified so that all children can participate.
3. Record answers on the chart paper labeled "Environment". If participants give answers that belong to another level of the framework, ask them to think about what level of the framework the answer belongs in and why. Record the answers on the corresponding chart paper, reminding participants to think about the physical environment.
4. Refer the participants to handouts on accessibility, environmental accommodations, and room set-up. Explain to participants that these handouts can be good resources when thinking about ways to set up their care spaces.

Notes:

Length: 15 minutes

What you will need:

Handouts:
- Overhead – Environment
- Chart paper and markers
- Environmental Accommodations Participant pp. 17
- Room Set Up Participant pp. 18
- Equipment Environmental Accommodations Participant pp. 19
- Equipment for Young Children Participant pp. 20
- Facilitating Children's Participation and Learning Participant pp. 16

Environmental Accommodations

Sidewalks

- Curb cuts that permit access
- Sidewalks at least 48" wide
- Sidewalks level, without irregular surfaces, bumps, or ridges

Ramps

- Ramps with handrails 32" high
- Grade of the ramp no more than 1" rise every 12" in length
- Non-slip surface present for all types of weather

Door

- Door opening at least 32" wide when the door is open
- Floors level at least 5' in both directions from the doors
- Thresholds low enough (½' not to present obstacles)

Toilets

- Stall available 3' wide by 4'8" deep with 33"-high handrails
- Toilet seats 20" high and urinals 19" from floor
- Sinks, towel dispensers, and mirrors 36-40" from the floor

Water Fountains

- Controls hand operated
- Spout in front of the unit
- Controls and spout 26-30" from the floor

Room Set-Up

1. The room is arranged so that there are interesting things at eye level for all children to see and touch.

2. Space is arranged so that children/adults using wheelchairs or crutches can navigate in and out of the space as well as being able to turn around in the space.

3. Shelves, tables, and chairs need to be at comfortable levels. Children's feet are touching the floor or foot rests and tables are adjusted for chair heights.

4. Equipment and fixtures are sturdy and can hold the weight of one child.

5. Toys and materials are accessible to the children.

6. The sound level is adequate for children with hearing impairments and there are quiet areas in the room.

7. Center areas are labeled with pictures and/or large print words. Centers are 3 dimensional spaces with furniture arranged to designate boundaries (rather than most furniture against walls).

8. Toys and materials are in easy to manipulate containers and there are labels or pictures on the shelves to designate where toys are to be located.

9. Classroom rules are stated positively and are posted in pictorial form or other form that is understandable to the children.

Equipment
Environmental Accommodations

Hearing/Communication

- Hearing Aids
- Classroom Amplification Systems (such as FM or table top systems)
- Telecommunication Devices (TTY or relay)

Communication/Reading

- Computers
- Communication Boards and Electronic Communication Aids
- Synthetic Speech
- Pictures/Symbols
- Braille

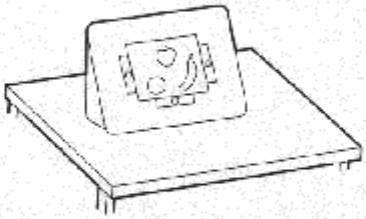
Environmental Controls

- Computers
- Switches
- Animals

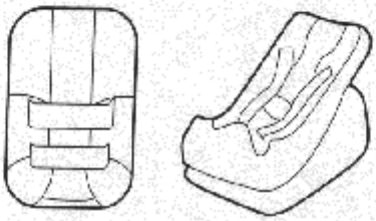
Mobility

- Canes
- Crutches/Walkers
- Wheelchairs
- Prosthesis

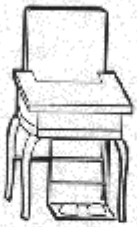
EQUIPMENT FOR YOUNG CHILDREN



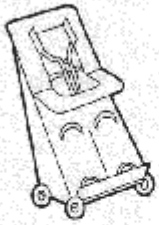
Play frame that is stabilized for a book or a puzzle



Floor Sitter and Floor Sitter Wedge



Youth Activity Chair



Adaptive Stander

Activity #3

Adapting Activities

Purpose: Explore ways to adapt the activities and materials used in the child care space.

Activity Sequence:

1. Refer participants to the Adaptation framework once again. Remind them where we are on the chart in terms of thinking about creating adaptations.
2. Show the overhead which illustrates the need for an activity to be modified.
3. Have participants brainstorm ways that the activity can be modified so that all children can participate.
4. Record answers for activity adaptations on the chart paper labeled "Activity". If participants give answers that belong to another level of the framework, ask them to think about what level of the framework the answer belongs to and why. Record the answers on the corresponding chart paper, reminding participants to think about the activities.

Notes:

Length: 15 minutes

What you will need:

- Overhead – Activities
- Chart Paper
- Tape

Activity #4

Adapting Materials

Purpose: Explore ways to adapt the activities and materials used in the child care space.

Activity Sequence:

1. Refer participants to the Adaptation framework once again. Remind them where we are on the chart in terms of thinking about creating adaptations.
2. Show the overheads which illustrate the need for the materials of a care space to be modified.
3. Have participants brainstorm ways that the materials can be modified so that all children can participate.
4. Record answers for material adaptations on the chart paper labeled "Materials". If participants give answers that belong to another level of the framework, ask them to think about what level of the framework the answer belongs to and why. Record the answers on the corresponding chart paper, reminding participants to think about the materials.
5. Refer participants to the handout Low-Tech / High-Tech Adaptations. Remind participants that adaptations can be created on a continuum or spectrum of expense, time, and effort. Give some examples of low and high-tech adaptations.
6. **Optional:** Introduce the toys from Lekotek. Have participants pair up, choose a toy, and explain to a bigger group of 6 or 8, what was adapted, why it might have been adapted, and how the toy works.

Notes:

Length: 15 minutes

What you will need:

Handouts:
- Low-Tech / High-Tech Adaptations Participant pp. 21
- Ideas for Low-Tech Communication & Choice Making Participant pp. 22 & 23
- General Low-end Technology Ideas Participant pp. 24-25
- Characteristics of Good Toys Participant pp. 26 &27
- More Strategies for Toy Adaptations Participant pp. 28
- Overhead – Materials
- Chart Paper
- Tape
- **Optional:** Multiple examples of adapted materials and activities (can be provided by Lekotek)

Low Tech / High Tech Adaptations

Low tech

(home made adaptations)

-Relatively inexpensive

-May be used for all children

-May promote inclusion

High tech

(store bought adaptation or electronic toy)

-Can be expensive

-Cost may prohibit using for many children

-May take time for providers to be comfortable enough to use

Ideas for Low-Tech

Communication & Choice Making

Adopted from the National Lekotek Center

1. Use the same icons or pictures on the classroom bulletin boards as you use on communication devices. This provides a shared symbol system among all children.

2. Include instructions to the communication partner written in the user's voice, on all communication devices to facilitate positive interaction with the user. Remember to include issues of "wait time" to prevent communication breakdowns.

3. When you create low-tech communication and choice-making boards consider constructing them to match the dimensions of a computer peripheral, or the child's own stand-alone communication device to facilitate easy transfer to an electronic system.

4. Provide speaking peers with the freedom and support to suggest new vocabulary and phrases for nonspeaking peers to facilitate social interaction. Perhaps a "vocabulary box", or clipboard, or notebook, etc. could be available in the classroom for peers to provide suggestions. Give peers access to icon books, computer-produced icon programs, graphics programs, etc. to permit them to suggest icons as well as text.

5. Use Velcro on boards and objects to develop a reminder board where the user moves the object to another section when the task is completed.

6. Design communication partner books - one book for the communicator and a separate book for the partner, with complementary vocabulary in each. This approach may facilitate modeling of communication techniques for nonspeaking children.

(Continued)

7. Plastic disk dividers (from 5.25" disk boxes) make great "frames" for communication boards. They fit inside a sandwich-size Ziploc bag to make them waterproof.

8. Use low-tech communication techniques for all students in a classroom to deal with the expression of feelings and moods. Select icons which depict various emotions, and copy them on appropriate colored paper to express various moods (red+angry, blue+cool, etc.) Each child can have a small "feelings" notebook to use to express and clarify feelings, or use them on a bulletin board for access by all children in the room.

9. Portability needs for ambulatory augmentative communication users may be addressed through the design of: communication necklaces (HINT: Skinny S'gette String, available at craft stores, is extremely pliable cord which stretched significantly when pulled on and is not apt to "choke" the wearer); belt loop cards on a double-hook clasp; small, light-weight boards with handles; Velcro on lunch bag/box or backpack, with icons to be Velcroed on.

10. Some children need something tactile to touch in order to relieve anxiety during communication activities. Consider mounting a pleasing tactile substance/fabric on one edge of the board as a "de-stressor" for the communicator.

11. For communication during snack and meal times, mount icons on vinyl placemats and cover with clear contact paper. This same idea can be done by mounting icons on a vinyl tablecloth at the children's places.

General Low-End Technology Ideas

Adopted from the National Lekotek Center

1. When running some software programs which require the use of specific keys, use little girls' stick-on, disposable "earrings" to mark the keys. The "earrings" are small enough not to totally occlude the letter markings on the keys, and they provide a tactile prompt as well. (Cost: 30 pairs of stick-on earrings for $.99)

2. Provide improved visual contrast for children with visual impairment or figure-ground difficulties by covering the keys with bright yellow price marker stickers with the letter written in black ink. (HINT: This works well for both standard keyboards, and nonstandard keyboards, such as Muppet Learning Keys.)

3. When using "page puffers" to facilitate easier page turning by children with physical disabilities, consider lacing a leather shoestring "loop" on each page, or snack bag "clips" to provide the child with a "handle" for grasping the page.

4. Create a tactile, 3-dimensional keyboard overlay for the UNICORN Board or Intellikeys using letter and numerical erasers ($1/bag or letters or numerals). Just hot glue the erasers to a Qwerty or Alphabetical keyboard overlay, and you're ready to go.

5. Construct a "permanent" mouse house from a Karton Kooler (drink box holder).

6. Use All Purpose Gripper Pads (Dollar Store) in place of Dycem to hold switches, keyboards, slanted items, toys, etc., in place. Rug gripper mats, cut to fit items also works well.

7. To help hide cords from computers, switches and adapted toys, purchase a First Years - Hide Away Cord Shortener. The cord shortener comes with Velcro that adheres easily to a host of areas off a wheelchair and can also be used as a mount for switches.

8. Use thick plastic straws or plastic tubing to facilitate a child's ability to turn a toggle switch on and off. Tie a large loop knot in one end of the straw, and slip the other end over the toggle switch. The child then pull/pushes the knotted end of the straw to turn the switch on and off.

(Continued)

9. Use cork spots (picture hanging materials section of any store) on communication system overlays to make the device more pressure sensitive for children with limited physical strength. Glue the cork spots to the back of the overlay (behind the icon), or make a master template from a file folder which slips in between the overlay and the surface of the communication device.

10. Use a Shopping Clip Board (Dollar Store) attached to the handle or cross bar of most wheelchairs to write notes to teacher or family, or to jot down symbols that need to be added to a communication system, or other "notes." The Clip Board attaches easily to host areas of a wheelchair and can also be used as a mount for switches.

11. To direct a child's attention to a specific area or symbol, use a squeeze flashlight (looks like a lighter). This device works well as a training tool for eye gaze communication, and the cue is easy to fade.

12. Give your mouse a puff-paint "nose" and "eyes," and felt "ears" to help children direct the mouse in the correct direction.

13. Use cork spots on communication systems or overlays to make the device more pressure sensitive. Put the cork pieces on a file folder to go under the overlay to match the target symbols and areas.

14. Use two tape players that are battery operated to establish a basic closed-loop tape communication system. Attach switches to the Remote Jack on each recorder (you may need a Radio Shack sub-mini phone plug adapter to fit). Use two 15-30 second closed loop answering machine tapes. Record your message. When user pushes the switch, the message will be spoken. Tape rewinds automatically.

15. Construct word overlays for Texas Instruments Touch N Tell. Take off the picture overlay that comes with the Touch N Tell. Trace around the overlay and cut out. Use a paper punch to punch holes on the left side of the new overlay to match the old overlay. Write in the words for the pictures.

16. Communication Baggies are great in a classroom. Place categories of communication symbols in baggies. Velcro the baggies to the walls of the room. When an activity occurs that needs a specific symbol or symbols, pull down the baggie and place the symbols on a temporary communication board so the user has vocabulary immediately. This strategy works well for centers in the classroom as well.

CHARACTERISTICS OF GOOD TOYS

Adopted from the National Lekotek Center

Toys are keys to stimulating a child's interest. Toys are not simply given to the child with the expectation that he will play spontaneously. This may be possible with the non-disabled child who is naturally curious and finds great pleasure in experimentation. For the child with a disability, spontaneous play may not be an ordinary occurrence. She may need to be helped to discover the fun of play. She may need to be coaxed, encouraged, even goaded into participation. A thoughtful adult can help a child understand the toy's use and value.

Toys for children with disabilities need not be any different from good toys for all children. A child with a severe physical disability may require special adaptation to help her operate the toy but she will learn to play through the same developmental stages as all children. She requires toys that conceptualize learning in the same ways. Providing activities that stimulate children with special needs requires a knowledge of basic child development and an understanding of the value of play in the child's life.

When choosing toys for children who have special needs, there are certain basic questions to consider:

IS THE TOY SAFE?

Choosing toys for the child with a disability may require extra precaution. A child may not have lost the need to suck or mouth objects at the usual age. Can he swallow parts of the toy or game? The child may not have the coordination or balance to use riding toys safely without assistance.

IS THE TOY SIZED CORRECTLY?

A premature baby may have a difficult time holding many of the commercial rattles available. Furniture should also fit the child's size. Chairs and benches should allow the feet to rest firmly on the floor. Back and arm rests need to give children confidence that they will not fall to the back or side. A child with limited muscle control or strength will expend valuable energy trying to stay upright in poorly designed furniture.

ARE THE TOY COLORS APPROPRIATE?

A baby first sees contrasts rather than specific colors. The primary colors are preferred over pastels which are more difficult to see and differentiate.

IS THE TOY DEVELOPMENTALLY CORRECT?

The characteristics of the toy should be appropriate to the developmental level of the child. Infants have little understanding of elaborate pictures or multi-functional toys. Children with cognitive impairment can be confused by too much fantasy outside their world of experience. Toy packaging often gives a suggested age which may not be applicable to a child whose skills are not at their age level. For example, a push toy may not be appropriate for a child not yet standing, despite the recommended age listed on the box the toy comes in. The adult who chooses the toys needs to understand the child's current physical and cognitive levels as they relate to toys.

DOES THE TOY STIMULATE THE SENSES?

Toys that feel or sound good are important to the child for developing the sensory pathways.

IS THE TOY DURABLE AND STURDY?

Children with developmental delay often may enjoy a toy for a much longer time than a child without disabilities. Children with physical impairments can be more physically demanding of toys, dropping them more often or holding them clumsily. Toys need to be able to take hard use over a long period of time.

DOES THE TOY PROMOTE CAUSE AND EFFECT LEARNING?

Toys that respond to an action of the child strengthens learning connections. An activity that is rewarded by a bell ringing or a figure popping up reinforces the child's understanding of consequences as well as cause and effect.

MORE STRATEGIES FOR TOY ADAPTATIONS

Adopted from the National Lekotek Center

A. Non-skid rug material can be used for keeping toys steady on a flat surface. Relatively inexpensive, it is available at yard goods stores and can easily be cut to correct size.

B. Velcro can be used to make sticky blocks which are easier to handle than conventional blocks. Also attach Velcro to the palm of a glove or mitten for easier grasping.

C. Attach cloth or heavy elastic bands on puzzle pieces or other small toys to make them accessible with hand movement only.

D. Adapt shape boxes by changing lids or use plastic containers or coffee cans, changing the lids to make it easier to fit shapes into the holes.

E. Use a plastic slide viewer with a light underneath to help highlight shapes, figures etc. for a visually impaired child.

F. Provide small easels for children with poor upper body strength. Attach drawing paper or games with sticky material or two-sided tape.

G. Place silly putty or finger paint in a plastic zip-lock bag for the child who is tactically sensitive or who places toys in his mouth.

H. Enlarge lotto pieces on the copy machine, glue to a firm backing and laminate.

I. Glue small spools or blocks to puzzles and toys that are hard to pick up.

J. Glue felt on the bottom of toys to keep them from slipping.

K. Use a felt board or tray to help child with visual boundaries.

L. Laminate cardboard game pieces for easier handling and cleaning.

M. Small toys can be nailed to blocks of wood to give them a larger base.

N. Change small knobs and levers to larger blocks of wood.

O. Make simple tactile books from felt and scraps of fabrics.

P. Wind masking tape around the handles of spoons, pencils, crayons, wands, etc. to make handling easier.

Q. Punch a pencil or paint brush through a Styrofoam ball to make it easier to hold.

Activity #5

Instruction & Requirements

Purpose: Explore ways to adapt instructions or requirements of activities

Activity Sequence:

1. Ask for 6-8 volunteers from the group. Have the volunteers stand up. The seated participants' job in this exercise is to observe the participants who are standing. Start giving the volunteers directions about folding their piece of paper, saying it fast enough that the participants do not have time to complete each step before the next direction is given.

   ****Fold your paper in half, fold it in half again, rip the top corner, rip the bottom left corner, fold in half again. Unfold it and see what you have.****
2. There should be different versions of what the participants created as a result of the way the directions were given. Ask the seated participants what they observed during the activity, then ask participants in the volunteer group how they felt during the activity.
3. Ask for suggestions from participants as to how the directions could have been presented differently so that everyone would have gotten similar results.
4. Stress how important it is to give clear directions that children can understand and follow during routines and activities. This will help children to be more independent in the environment.
5. Ask participants about modifying the requirements and to give suggestions to improve the activity. What was the goal or purpose? Requirements should be meaningful.
6. Refer participants to handouts on page 29 for more strategies.

Notes:

Length: 15 minutes

What you will need:

Handouts:
- Adapting Instructions or Requirements Participant pp. 29
- Facilitating Children's Participation and Learning Participant pp. 16
- Overhead – comic relief Instructions and Requirements
- blank paper

Adapt Requirements or Instructions

Individualize for all children

- Simplify when needed
- Supplement
- Make salient
- Reward
- Use good teaching strategies

Make sure that the children are busy and persist

- Ensure the child has predictable routines
- Pretend the child is engaging in a purposeful way (e.g., give the child things he/she say they want even if you don't believe that is what he/she really wants)
- Encourage the child to prolong interactions with peers and/or toys
- Provide models and reward models for complex play and exploration
- Play often, be playful, and provide the child with affection
- Take turns with the child instead of initiating everything
  Follow the child's lead
  Imitate the child
  Wait for the child to initiate
  Repeat the child's phrases (word for word; sometimes add a word or a phrase)

Activity #6
Helping Hands

Purpose: Discuss adaptations that include having other children assisting a child and to preview adapted toys.

Activity Sequence:

1. Show the overhead which illustrates the need for assistance during an activity or a routine.
2. Have participants brainstorm ways that the child can be assisted so that he/she can fully participate in the activity or routine.
3. Record answers on the chart paper labeled "Assistance". If participants give answers that belong to another level of the framework, ask them to think about what level of the framework the answer belongs in and why. Record the answers on the corresponding chart paper.
4. Explain that children will help other children willingly when classrooms are set-up to be social environments. Provide a few examples of how participants can create increased social play. For example, reinforcing when a child does something positive (i.e. recognizing child who shares a toy with another child); using activities or toys that encourage children to interact with one another (i.e. dramatic play in the kitchen area. Set table with 4 chairs, plates, cups); modeling positive interactions for children (i.e. listening to what children say, making eye contact when talking with children), encourage sharing in the environment (i.e. during art activity put out fewer materials so that children practice sharing)
5. Refer participants to handout: Have Another Child Help...
6. Refer participants back to the handout: Facilitating Children's Participation and Learning.

Break

Notes:

Length: 15 minutes

What you will need:

- Overhead – Helping Hands

Handouts:
- Have Another Child Help... Participant pp. 30
- Facilitating Children's Participation and Learning Participant pp. 16

Length: 5 minutes

Have Another Child Help -- Peer Assistance (Cooperative Learning)

Peer assistance is best facilitated in a classroom environment that is socially enriched. In socially enriched classes, teachers

1. **Teach and encourage social skills such as**
   - Initiating play
   - Responding to others initiations
   - Imitating
   - Pretending
   - Sharing and taking turns
   - Expressing feelings
2. **Structure play by**
   - Setting rules for the children before the play activity
   - Suggesting ideas for play by providing children with a play activity
   - Help children to decide who is playing what role
3. **Value cooperation and helping**
   - Discuss friendship, cooperation, and helping
   - Provide opportunities for children to play, and talk with one another
   - Increase physical contact and social interactions

Activity #7
Adaptation Action Plans

Purpose: Participants will learn how to apply the Adaptation Framework to an activity or routine as well as how to create an Adaptation Action Plan.

Activity Sequence:

1. Introduce activity telling participants that this next activity will allow them to understand how the entire Adaptation Framework can be applied to an activity or routine in the day care program.
2. Ask participants to describe what circle time looks typically looks like in their program (ie. Children sit in a circle; sing songs; move around; how long it lasts; etc).
3. On a piece of chart paper labeled, “Circle Time”, make a diagram (see example) that illustrates what the participants say.
4. After the diagram is complete, tell participants that the Adaptation Framework can be applied to this diagram of circle time. Label the different levels of the framework on the diagram.
5. Briefly introduce the Adaptation Action Plan. This is a 6-step sequence of questions to facilitate the process of creating an adaptation. Encourage participants to use this as a planning tool.
6. Next ask the participants to break up into groups of 4 or 5 and to choose an activity or a routine (ie. meal time, music time, etc) that they go through in their program during the day. Have the participants create a diagram for their routine or activity, like the one that was created for Circle Time. Then ask participants to use the adaptation plan to create adaptations for that particular routine or activity.
7. Have each group present their diagram and adaptation plan to the rest of the group.
8. Refer participants to the rest of the handouts. These are idea sheets filled with adaptations for particular areas of children’s environments. .

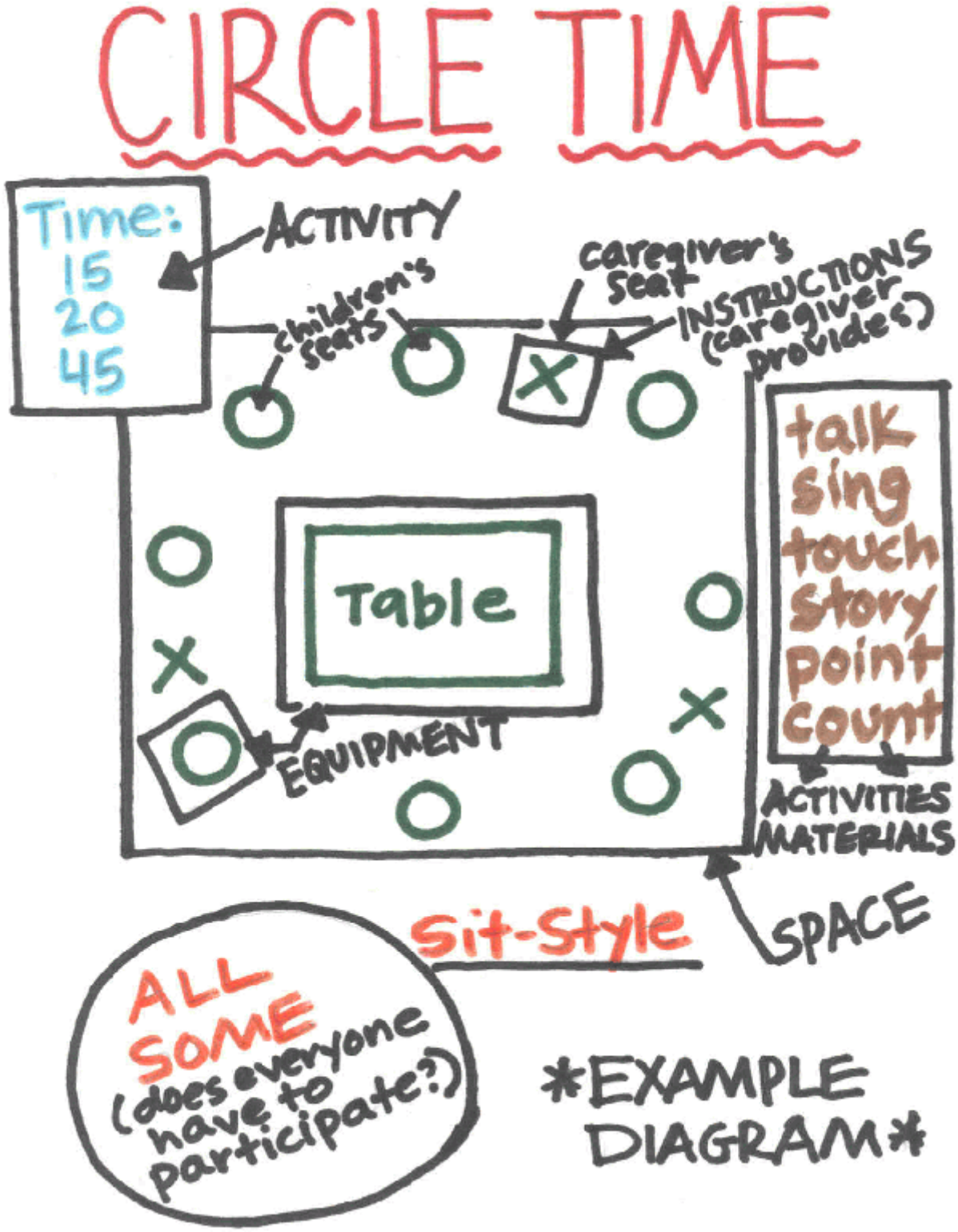
Notes:

Length: 40 minutes

What you will need:

Handouts:
- Adaptation Action Plan Participant pp. 31
- Participant Handouts pp. 32-37

- chart paper and markers


CIRCLE TIME
Time:
15
20
45
ACTIVITY
children's seats
caregiver's seat
INSTRUCTIONS (caregiver provides)
Table
EQUIPMENT
talk
sing
touch
story
point
count
ACTIVITIES MATERIALS
SPACE
Sit-Style
ALL
SOME
(does everyone have to participate?)
EXAMPLE DIAGRAM

Adaptation Plan

1. What adaptation is being made?

2. Why is the adaptation being made?

3. How will the adaptation promote the child's participation in a routine or activity?

4. What materials are needed?

5. What steps are needed to make the adaptation?

6. How will you know if the adaptation is working?

Summing Up

This discussion will assist participants to reflect on what they learned today and will also briefly preview the next session. Be sure that all materials are collected and replaced into proper containers.

Review:

Have participants imagine that they are sharing lunch with a co-worker who is not a part of this group. The co-worker asks, "What is this training program about, anyway? What did you learn?"

Pause for at least 30 seconds. Ask participants how they would respond. Allow participants to volunteer, then ask others what they might add.

Repeat:

Date and time of the next session.

Highlights of next session:

Evaluation:

Have participants complete the evaluation form "What Did You Learn Today?" and collect them.

Notes:

Length: 5 minutes

What you will need:

- Evaluation form: What Did You Learn Today, Participant pp. 40

REFERENCES & RESOURCES

Breath, D., DeMauro, G.J. & Snyder, P. (1997). Adaptive sitting for young children with mild to moderate challenges: Basic guidelines. Young Exceptional Children, 1(1), 10-16.

Campbell, P. H., McGregor, G., & Nacik, E. (1994). Promoting the development of young children through use of adaptive and assistive technology. In P. H. Safford (Ed.), Yearbook in early childhood education: Early childhood special education, (pp.192-217). New York: Teachers College Press.

Cooke, R.E., Tessier, A., & Klein, M. D. (1996). Implementing intervention and instructional strategies. Adapting early childhood curricula for children in inclusive settings, (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Deschenes, C., Ebeling, D.G., & Sprague, J. (1994). Adapting curriculum & instruction in inclusive classrooms: A teacher's desk reference. Bloomington, IN: University of Indiana Institute for the Study of Developmental Disabilities. (ISDD, 2853 E. 10th Street, Bloomington, IN 47408-2601).

Early Education Team, Capper Foundation. (1990). Project Kidlink: Bringing together disabled and nondisabled preschoolers. Tucson: Therapy Skill Builders.

Fisher, D. & Ryndak, D.L. (2001). The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education. Baltimore: TASH publications.

George, C. & Lacefield W. (1996). Handbook of adaptive switches and augmentative communication devices. Lexington, KY: Academic Software.

Giangreco, M. F. (1997). Quick guides to inclusion: Ideas for educating students with disabilities. Baltimore, MD: Paul H. Brookes.

Gould, P. & Sullivan, J. (1999). The inclusive early childhood classroom: Easy ways to adapt learning centers for all children. Beltsville, MD: Gryphon House.

McCormick, L. & Feeney, S. (1995). Modifying and expanding activities for children with disabilities. Young Children, 50(4), 10-17.

Moore, L.O. (1997). Inclusion: Strategies for working with young children. Minnetonka, MN: Peytral Publications.

PACER Center, Inc. (1997). Kids included through technology are enriched: A guidebook for teachers of young children. Minneapolis: author. (PACER Center, 4826 Chicago Ave., Minneapolis, MN 55417-1098).

Paasche, C.L., Gorrill, L., & Strom, B. (1990). Children with special needs in early childhood settings. Menlo Park, CA: Addison-Wesley.

Schaffner, C. B. & Buswell, B. (1991). Opening doors: Strategies for including all students in regular education. Colorado Springs: PEAK Parent Center, Inc. (PEAK Parent Center, 6055 Lehman St., Colorado Springs, CO 80918.

Sourweine, J., Crimmins, S., & Mazel, C. (1981). Mainstreaming ideas for teaching young children. Washington: National Association for the Education of Young Children.

York, J., Doyle, M.B., & Kronberg, R. (1992). A curriculum development process for inclusive classrooms. Focus on Exceptional Children, 25(4), 1-15.

Wolery, M., & Wilbers, J.S. (Eds.). (1994). Including children with special needs in early childhood programs. Washington: National Association for the Education of Young Children.

Web Sites

Websites are a valuable resource for learning more about particular areas and for downloading information that can be used in training. Many websites are linked to other websites, providing easy access to related sites. However, website addresses may change. These lists are a place to begin exploring!!

The most up to date listing of resources may be found at

http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm or

www.nectac.org

Circle of Inclusion

The **Circle of Inclusion Web Site** is for early childhood service providers and families of young children. This web site offers demonstrations of and information about the effective practices of inclusive educational programs for children from birth through age eight.
http://www.circleofinclusion.org

Pennsylvania's Assistive Technology Lending Library

Pennsylvania's Assistive Technology Lending library is a free service that loans assistive technology devices to people with disabilities. It's available to Pennsylvanians of all ages and disabilities.
http://disabilities.temple.edu/index.htm

DREAMMS

DREAMMS for Kids, Inc. Is a non profit parent and professional service agency that specializes in Assistive Technology related research, development and information dissemination.
http://www.dreamms.org/

Kids Together, Inc.

This site is designed to provide helpful information and resources to enhance the quality of life for children and adults with disabilities, and communities as a whole.
http://www.kidstogether.org/

Family Center on Technology and Disabilities

The Family Center was formed by United Cerebral Palsy Associations and partner organizations to provide assistance to programs and organizations to respond to the technology needs of parents and families of children and youth with disabilities.
http://www.ucpa.org

What Did You Learn Today?

1. Did you make any changes in your care space since the last session? Explain

2. List 2- 3 main points you learned from this session.

3. I am leaving this session with a better idea about how to:

4. What is one thing you plan to do differently before the next session?

Additional Ideas for Adaptations -

- Hang each one of the following handouts in various parts of the child care space.
- Can you think of more creative ideas for adaptations? Add them to the list.
- Think about what are you adapting - the environment, the activity, the materials, instructions or requirements, assistance?
- Watch what the children do - sometimes they can give us clues for creating adaptations that we may not think to do!!
- Share these handouts with other child care providers in your program.

Adaptations for Sand and Water Play

- Make sure children are able to access the sand and water tables. It is important for children to be able to reach a wide area of the table. Raise the table so that a child's wheelchair can fit under the table. Make sure all adaptations to the table are stable.

- Adapt the position of the table in order to meet the needs of a variety of children. Experiment with the height of the table so that it is on the floor, at chair height or for standing. Make sure adapted equipment for standing or sitting at the table is available for children who need the assistance.

- If no table is available or it can not be adapted easily, make individual containers of water or sand using small bins or buckets. Pair children together to play in containers that may be placed on a wheelchair tray.

- Make sure the toys in the sand/water table fit a range of developmental needs. Have a range of simple to complex pouring, sifting and squeezing toys.

- Attach a switch to a small fan that can be operated by a child who has difficulty manipulating toys. His friends can use the fan to help blow soap bubbles, streamers or pin wheels.

- Use a variety of textures in the table. Some examples might include dried beans, rice, shaving cream, gelatin or mud.

Materials:

- adjustable tables
- individual containers, bins or buckets

- T sifters with handles, small sifters
- T different size pitchers
- T different weight pitchers

Adaptations for Art Play

(When using paint brushes, adapt the handles to make them easier to grasp. Handles may be lengthened, shortened, built up with pipe insulation, attached to the hand using a Velcro strap or attached to a glove with Velcro on the palm.

(Experiment with using other materials in painting projects that may be easier to grasp. Examples include: raw potatoes, sponges, squeeze paints, drinking straws to blow paint around on paper, spin art with a switch adaptation. Line a shallow bucket with art paper and place marble dipped in paint in the bucket. Tip the bucket to make the marbles "paint" the paper.

(Tape drawing paper to the artwork table/area if more stability is needed. On an easel, use tape or paperclips to hold on to the surface.

(Markers make thick lines and need less pressure than crayons. They may be a good adaptation for a child who may not see thin crayon lines or who can not press hard enough with crayons.

(Use large sized or finger tip crayons for children who have difficulty holding on to small crayons.

(Tie markers or brushes to table or easel. This will allow children who have difficulty getting down to the floor to be more independent in picking up dropped materials.

Materials:

- T pipe insulation
- T glove with velcro on palm

- T a straw
- T shallow bucket or pan
- T marbles
- T masking tape
- T short pieces of string
- T food color
- T scents (i.e. vanilla, licorice, strawberry...)

Adaptations for Dramatic Play

- È Have clothing available that uses a variety of fasteners, some easy, others more difficult.
- È Make sure that all areas (table & chairs, counters, shelves, etc.) can be reached by a child in a wheelchair or a child who may have difficulty reaching long distances.
- È Include dolls with disabilities as part of your family doll collection.
- È Include equipment related to disabilities in the dress-up area. Some equipment might include glasses, canes, braces, hearing aides or wheelchair. The equipment can be pretend or made from old or outgrown equipment. Make sure equipment is safe.

Materials:

- T velcro
- T various size tables and/or counters
- T dolls with disabilities

T equipment i.e. wheelchairs, walkers, glasses, first aid kit...

Adaptations for Table Top Toys

E Most electric battery operated toys can be modified to be activated by a switch. Buy or make simple switches that allow for a variety of ways to access these toys.

E Make sure that toys won't move across the table if the child can not stabilize it. Use Velcro, double-backed tape, or a C-clamp to hold the toy in place.

E Place the toy in shallow tray on the table to help keep all pieces together and define that play area.

E Use adaptive scissors that can be used hand over hand, or those that can be operated by squeezing.

E If children have difficulty holding small toys, help them to grasp the toys better by building up handles with sponges, hair curlers or pipe insulation, or by attaching the handle to the hand with the use of a Velcro strap.

E Look for puzzles with knobs or handles. Adapt your favorite puzzle with knobs from the hardware store.

Materials:

T non-skid material
T c-clamps
T velcro
T shallow baking tray
T variety of scissors (sizes and styles)
T sponges
T hair curlers
T pipe insulation

- T dresser knobs
- T variety size knobs
- T switches (home made or store bought)

Adaptations for Library Area

- Identify a variety of ways that children can respond during story time. Some can respond by speaking, pointing to pictures, holding items discussed in the story, turning pages, etc.

- Use story cassette tapes. Use a tape player with large easy to push buttons or adapt it to a large switch. Color code or use textures to identify "play" and "stop" buttons.

- Include a variety of books about children with disabilities in the library area.

- Include books that use sign language, for all children, to communicate stories.

- Make a class talk book. This is a photo album that includes pictures, objects or photos of daily activities. This will allow children with little speech to talk about their day by pointing to the object or picture of an activity. It also provides children who may have difficulty remembering with cues about what happened during the day. Words can be added so that it is expanded to an early literacy activity.

- Adapt a switch to a slide projector. Take slides of each page of the story book. A child who is unable to turn pages can use the switch to advance the

story during story time.

, For children who have difficulty turning pages, place tabs on each page. Attach a small piece of foam to each page so there is more room to slip in a finger and turn pages.

Materials:

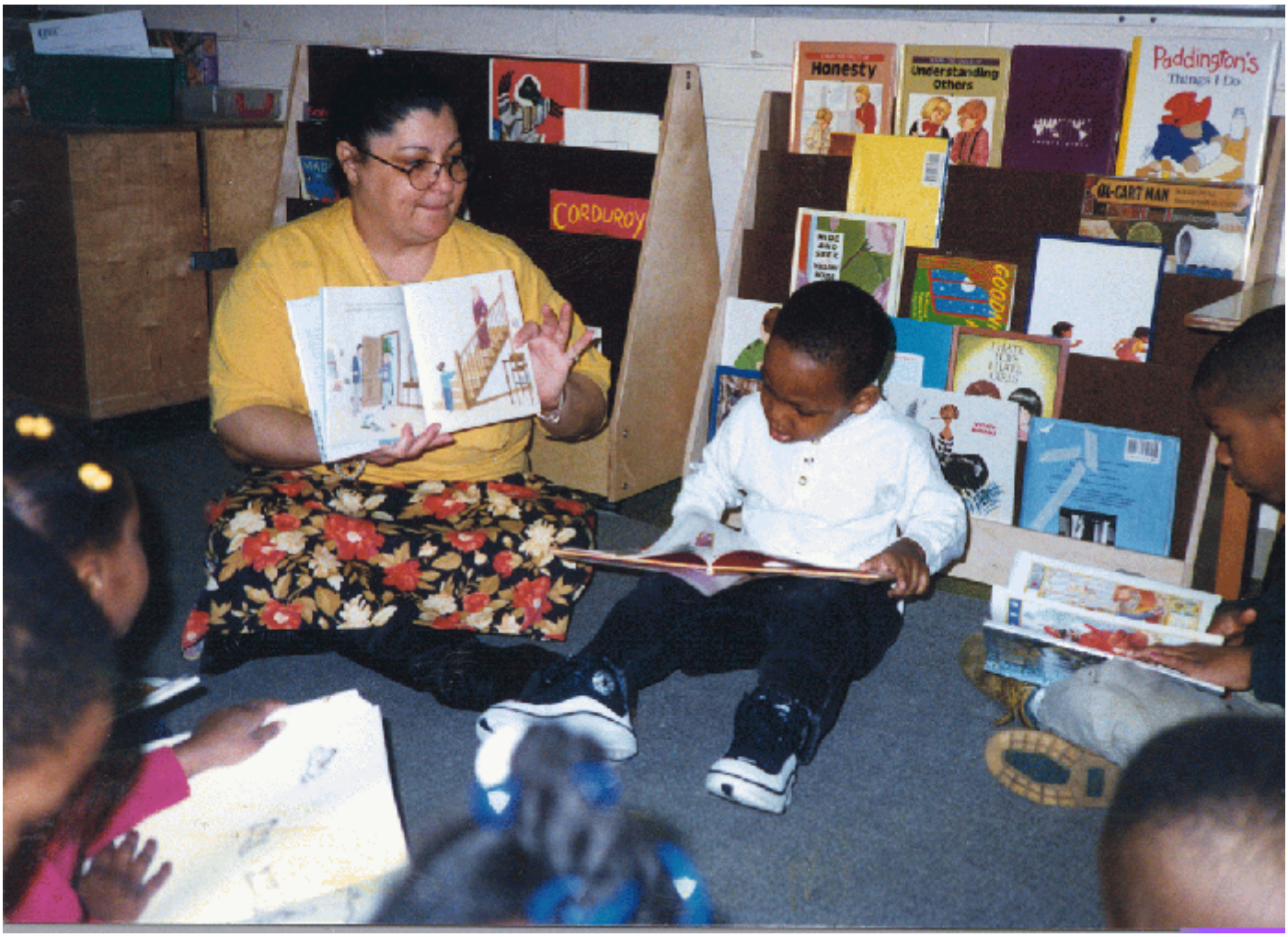
- **T** cassette tapes
- **T** books for children about disabilities
- **T** photos of children & photo album
- **T** slide projector & slides of books
- **T** foam & glue

OVERHEADS

1. Environment
2. Activity
3. Materials
4. Instructions
5. Assistance

Environment

Activity


Honesty
Understanding Others
Paddington's
CORDUROY
OX-CART MAN

Materials

Instructions

Assistance