

# Adaptations & AT in Early Intervention

## Session 8

### Embedding AT in Routines

## Child Care Settings

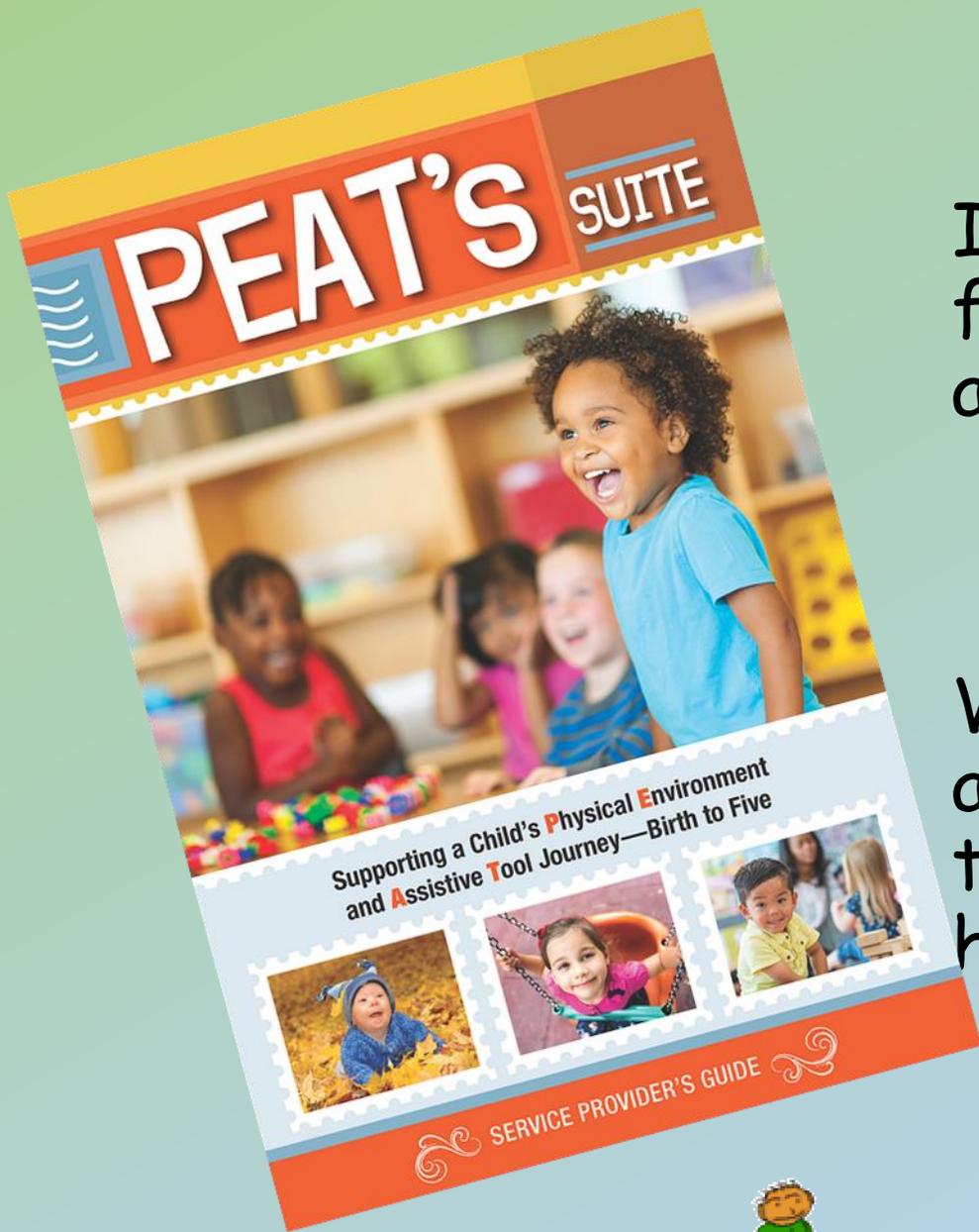
### Storytime/Pre-Academics



# Take Home Message Review--

- AT is any tool that supports a child's participation in activities & routines and learning new skills
- There are many types of AT tools
- Some children will use these tools for temporary supports; other children may need AT tools for the rest of their lives - from infant-toddler to adult years.
- Generating ideas about what tools to use is optimally a group process that includes the family **or teacher** in decision making.





Is based on using AT tools to make family (or teacher)-identified activities or routines go well.

What are some ways of finding out about activities and routines from teachers. Write examples that you have used in the Chat Box





## Routines and Activities Starter Sheet

### Common Family Routines and Activities

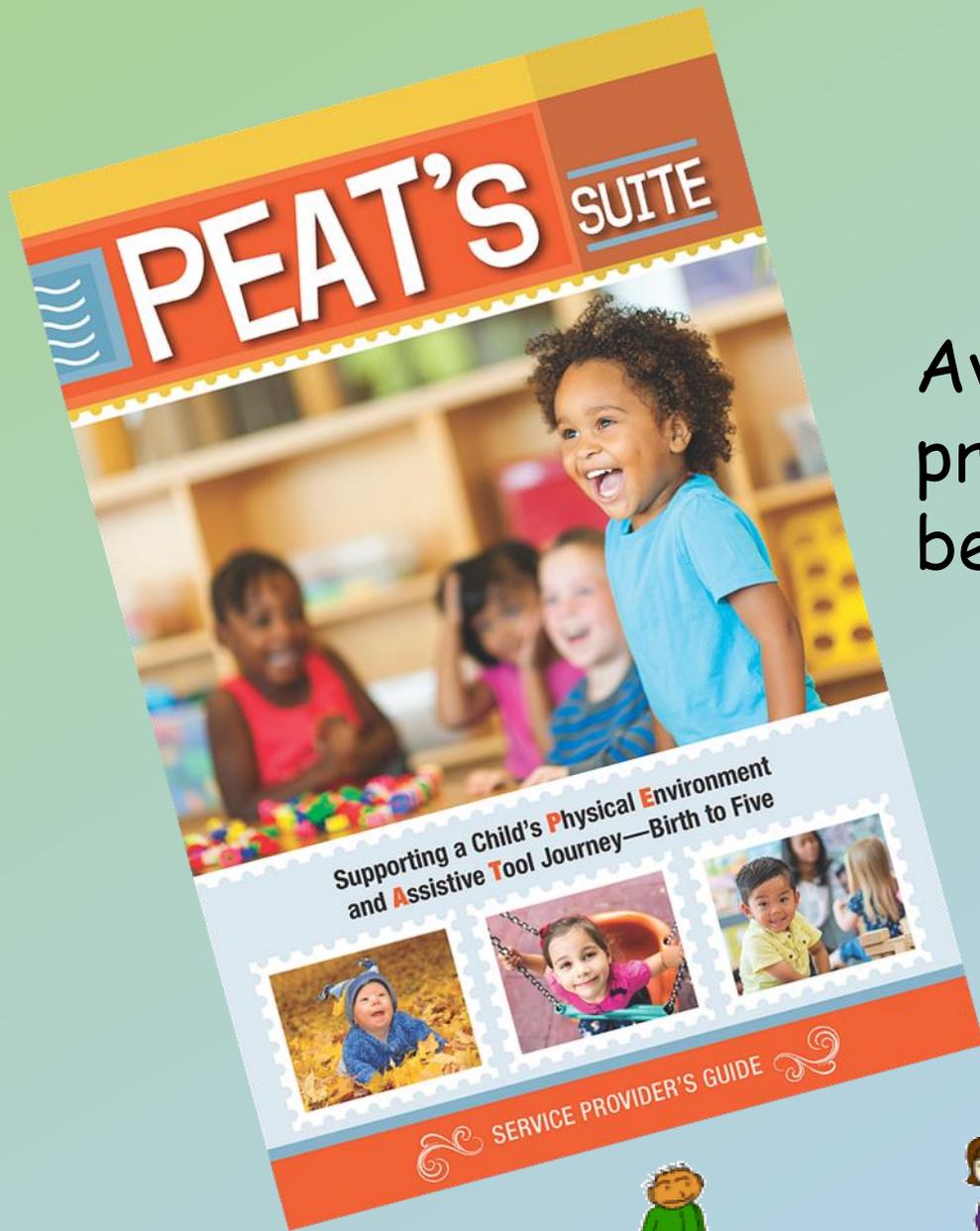
Bathing/personal care  
 Caregiver chores (cleaning, laundry)  
 Community (restaurant, library, church)  
 Diapering/toileting  
 Errands (shopping, post office, library)  
 Getting ready for and going to bed  
 Indoor play (social games, playing with toys)  
 Leaving the house  
 Mealtime (prepping food, feeding, cleaning up)  
 Medical/health appointments  
 Morning (getting up, getting dressed)  
 Nap time  
 Outdoor play (playground, walks, games)  
 Outings (museum, amusement park)  
 Pre-academics (books, songs, drawing)  
 Transitions (from toy play to nap time)  
 Traveling (in the car, on the bus)  
 Visits to others' homes

### Common Preschool Routines and Activities

Art  
 Bathroom  
 Cleaning up  
 Community outings/trips  
 Drop-off  
 Free choice time  
 Group meeting/circle time  
 Math  
 Music  
 Nap time  
 Pick-up  
 Science  
 Self-care  
 Sensory  
 Snack/meals  
 Story time  
 Transition

Refer to earlier handouts for the Routines and Activities Starter Sheet





Available from DEC (with a free professional development webinar to be posted soon.)



<https://www.eita-pa.org/assistive-technology/assistive-technology/>

Welcome to the Jefferson Librari... AOL Mail (399) Assistive Technology and Young

eita PA Early Intervention Technical Assistance Portal Search ... Search

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Assistive Technology and Young Children

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# Cara's Kits



<https://www.dec-sped.org/product-page/cara-s-kit>

Brookes; Amazon

# CARA'S KIT

*for Toddlers*



Creating Adaptations for Routines and Activities

# <https://www.eita-pa.org/inclusion/>

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eita-pa.org/inclusion/

Apps SCRIPT-NC | SCRIPT... Jefferson — Works... Tele-Intervention Jefferson-Myrna Bri... Dr. Campbell - One... ZERO TO THREE Jo... ECHOS - Frost Scie...

Home / Inclusion

<b>Introduction to CARA's Kit</b> <a href="#">Go Now</a>	<b>The CARA Process</b> <a href="#">Go Now</a>	<b>Example Adaptations</b> <a href="#">Go Now</a>

**CARA's Kit** provides tools and resources to guide you through the process of making adaptations for individuals or groups of children who are experiencing challenges during every day routines and activities. This resource provides guidance for working with both toddlers and preschool-age children. As you explore various classroom situations you will find that they are linked to Pennsylvania's Early Learning Standards for Toddlers and Pre-Kindergarten.

[Bringing Inclusion to Life in a Virtual World](#) is a recorded webinar that highlights the shift from an in-person service delivery strategy to a virtual service delivery

[Federal & State Inclusion Policy & Guideline Documents](#)

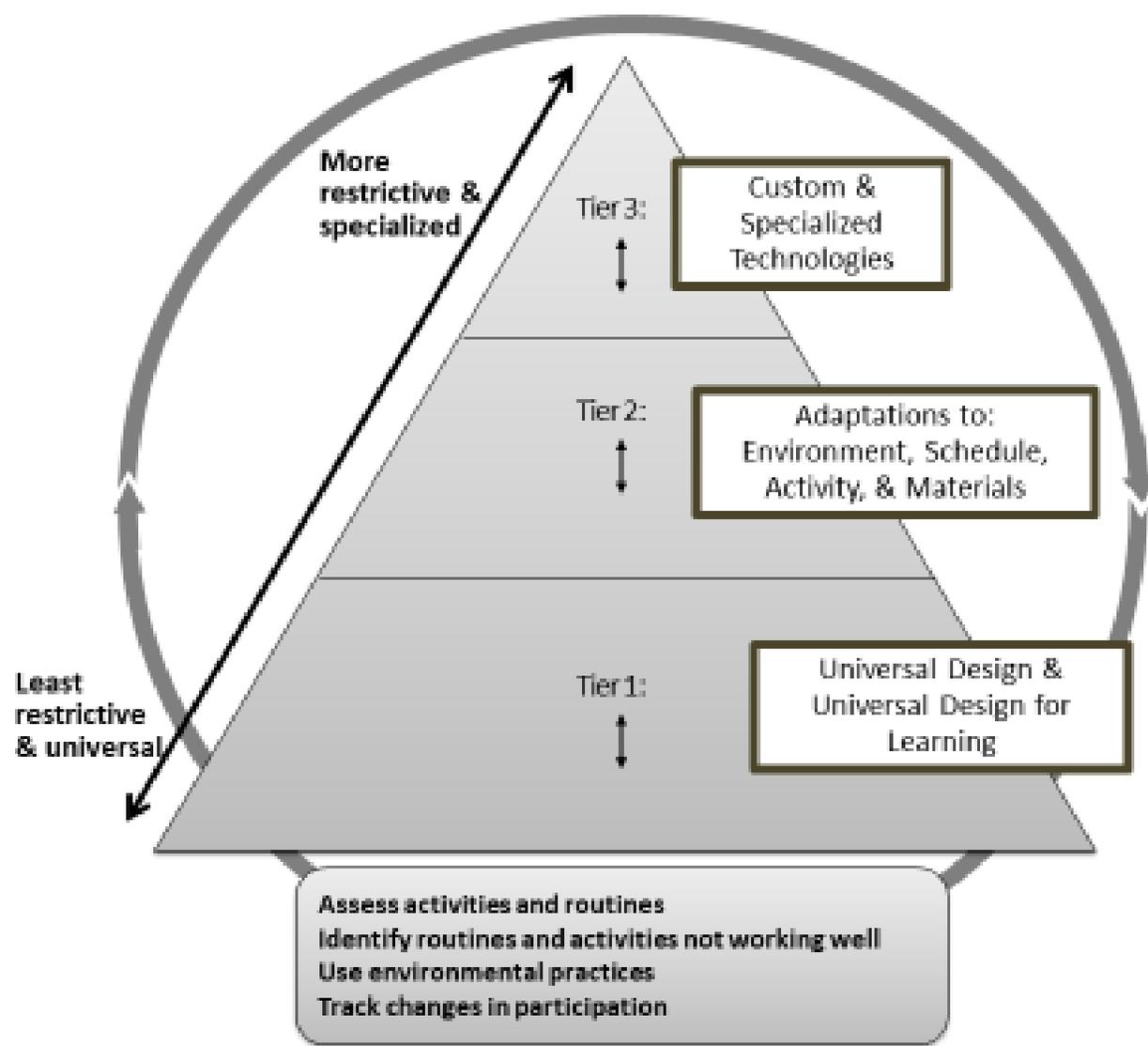
Adaptation & A

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# Some good things about CARA approach

- A simple 5 step process to “fix” routines or activities that are not going well but does not include a lot about embedding skill learning opportunities .
- Has great resources on the accompanying digital files
- CD has a narration English and Spanish to walk you through
- Is designed to apply low tech (adaptations) to situations involving any child - not just a child with IFSP (but not so much high tech)
- Is very flexible, low cost, and easy!!





# Five questions to remember & ask:

- Naturally occurring or Contrived Activity?
- Are things going well or not?
- If not, what tools will make it better?
- What adult provided strategies might be needed?
- How can these learning tools and strategies be embedded in the routines and activities?



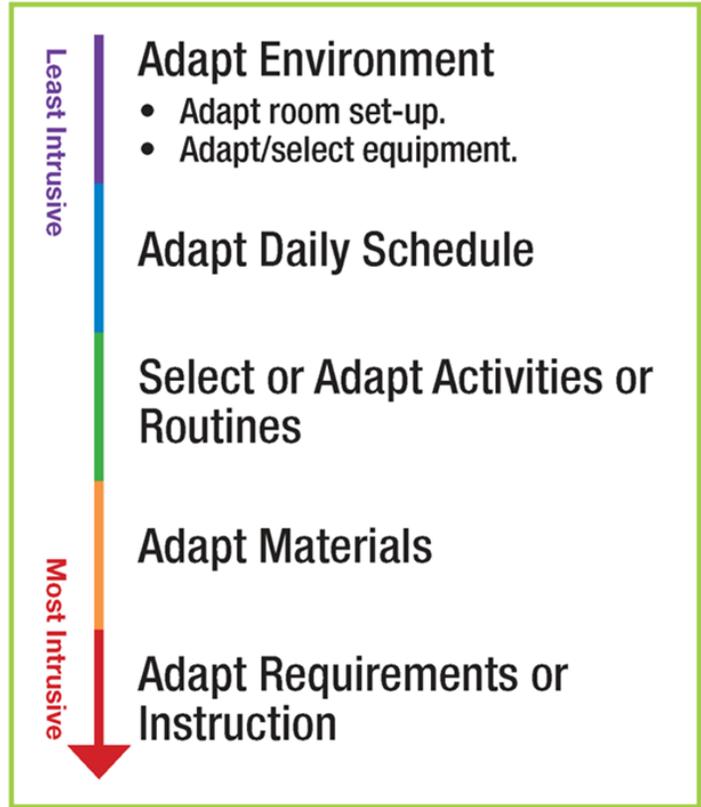
# What are child care activities/routines?

- Arrival & Departure
- Snack/Lunch
- Nap
- Bathroom - diapers, potty ETC.
  
- Circle/Morning Meeting
- Play/Centers
- Music
- Art
- Outdoor Play
- Outings ETC.



# Adaptation Hierarchy

**The Goal:** Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.





## Select Adaptations You Will Use

Use *CARA's Adaptation Notes* to record:

- What is currently happening.
- What you want to see happen.
- Adaptations you will use.
- Results.

**ADAPTATION NOTES**

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the schedule?

■ How can we change the activity or routine?

■ How can we change the materials?

■ How can we change the requirements or instruction?

■ After you have made the changes, what is currently happening?

CARA's Kit for Toddlers® Creating Adaptations for Routines and Activities

The form is titled "ADAPTATION NOTES" and contains seven question boxes. An orange arrow points from the top-left box to the top-right box. The bottom-right box is highlighted in yellow. The form is decorated with colorful squares and footprint icons in the corners.



## Plan for Implementation

To ensure success, consider the following questions:

- Why am I making the adaptation?
- How will the adaptation improve the activity or routine?
- What steps will I take to make the adaptation?
- How will I know if the adaptation is working? What will I see and hear that will tell me the adaptation has improved the activity or routine?



## Try the Adaptation

Try the adaptation every day for at least one week. At the end of one week ask yourself:

*Has the adaptation(s) changed the situation to what I said I would like to see happen?*

- If you answer “yes,” congratulations!
- If you answer “no,” return to Step 3 and repeat the process. It is very common to try several adaptations before finding one that works.



FOR MORE, go to <http://www.brookespublishing.com/CARAs-Kit>

# ACTIVITY: PLAY TIME



## Try This Adaptation



### Here's the Situation

	Environment	Daily Schedule	Activity or Routine	Materials	Requirements or Instruction
<b>Toddlers get bunched up in particular areas of the room during play time.</b>	<ul style="list-style-type: none"> <li>Limit the number of toddlers in each learning area. Post visual reminders of the limits.</li> <li>Make sure that different areas are inviting for toddlers.</li> <li>Provide enough space for the number of toddlers allowed in a particular area.</li> </ul>	<ul style="list-style-type: none"> <li>Create visuals that show toddlers what they may choose to do while waiting to play in a preferred area.</li> <li>Provide different times in the day in which toddlers have opportunities to play in different areas.</li> </ul>	<ul style="list-style-type: none"> <li>Determine which activities are most interesting, then set up two or more areas with those activities and materials so that toddlers can spread out.</li> <li>Use a timer or alarm clock to let toddlers know when it is their turn to go to an area.</li> <li>Establish a fun transition routine (e.g., hop, skip, or jump to the area) for toddlers to use when entering play areas.</li> <li>Use visuals to help toddlers choose where they will play.</li> </ul>	<ul style="list-style-type: none"> <li>Identify high-interest materials in each area (e.g., toys with flashing lights) and make similar materials available in other areas.</li> <li>Create a new play center with unusual or unique materials (e.g., branches and leaves).</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the visual reminders regarding the number of toddlers allowed in each area. Help toddlers count the number of toddlers in the area.</li> <li>Redirect toddlers to other activities they have found interesting in the past.</li> </ul>
<b>Toddlers fight over materials (e.g., toys, dress up clothes, etc.) during free play.</b>	<ul style="list-style-type: none"> <li>Limit the number of play materials in each area.</li> </ul>	<ul style="list-style-type: none"> <li>Allow for certain areas to stay open throughout the day so that all toddlers will have a chance to play with a particular item.</li> <li>Provide multiple opportunities throughout the day for toddlers to get a turn playing with items that are limited in number.</li> </ul>	<ul style="list-style-type: none"> <li>Shorten the length of play time in a given area to prevent boredom.</li> </ul>	<ul style="list-style-type: none"> <li>Modify toy selection by rotating their availability.</li> <li>Reintroduce old toys as if they are novel.</li> </ul>	<ul style="list-style-type: none"> <li>Draw toddlers' attention to other toys or materials.</li> <li>Have toddlers engage in new activities with a partner.</li> </ul>
<b>Toddlers pull toys and materials off shelves without playing with them.</b>	<ul style="list-style-type: none"> <li>Position toys and materials on a shelf that is out of reach to the toddlers.</li> <li>Limit the number of toys placed on the shelf so that the toddlers have less to pull off.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule opportunities for play throughout the day or when toddlers are most alert.</li> </ul>	<ul style="list-style-type: none"> <li>Limit the areas that are open for free play.</li> <li>Limit the number of toddlers allowed in certain play areas.</li> </ul>	<ul style="list-style-type: none"> <li>Use a rotating toy system in which some toys are put away when others are taken out.</li> </ul>	<ul style="list-style-type: none"> <li>Model how to play with certain toys.</li> <li>Facilitate opportunities for parallel play.</li> <li>Provide pictures and/or photographs of toddlers playing with toys and in different play areas.</li> </ul>



## PARTICIPATING IN DAILY CLASSROOM ROUTINES + ACTIVITIES CONSIDERING AT SUPPORTS

Every routine that a child participates in is made up of activities that provide opportunities to develop and learn. Activities related to each daily routine are listed below with suggestions for AT supports to help a child participate. The type, level and amount of support needed will be determined by the abilities, interests and needs of the individual child.

### ENTRY/EXIT ROUTINE

<i>Participation Activities</i>	<i>AT Supports and Modifications</i>
<i>Entering room; greetings</i>	Dedicated message communicator programmed with: "Hi I'm here!" or "Good morning"
<i>Hanging up coat in cubby; backpack on hook</i>	Cubby with photo of child at eye level; enlarged hook with stiff loop/rope on backpack; zipperpull to open; item outlines for placement cues
<i>Putting on coat</i>	Velcro closures; zipperpull on jacket
<i>Signing in</i>	Select name card with high contrast color; marker with enlarged grip
<i>Selecting an activity</i>	Choice board with picture/symbols of various activities
<i>Packing up to go home</i>	Picture checklist: take-home art/work, class messages, permission slips, etc.

### LARGE GROUP ROUTINE

<i>Participation Activities</i>	<i>AT Supports and Modifications</i>
<i>Sitting independently on floor</i>	Supported seating on floor: bean bag chair, back jack seat, inflatable disc/wedge for 'active sitting', specialized floor/corner seat; carpet square
<i>Daily Schedule/ Calendar</i>	Picture/symbols of various activities; Velcro back for placement/removal as completed; social story of activities
<i>Understanding Content</i>	Content provided with various media, books, flannel board, verbal and graphical directions; FM systems, headphones
<i>Moving activity</i>	Ankle/wrist weights; tape on floor to cue paths/line-ups



# Considering AT Supports for Participation in Daily Classroom Activities & Routines (Compiled by Sue Mistrett)

(Full Document in Your Handouts)



# Consider how modifying the physical environment can help support children with different needs (with or without IFSP)



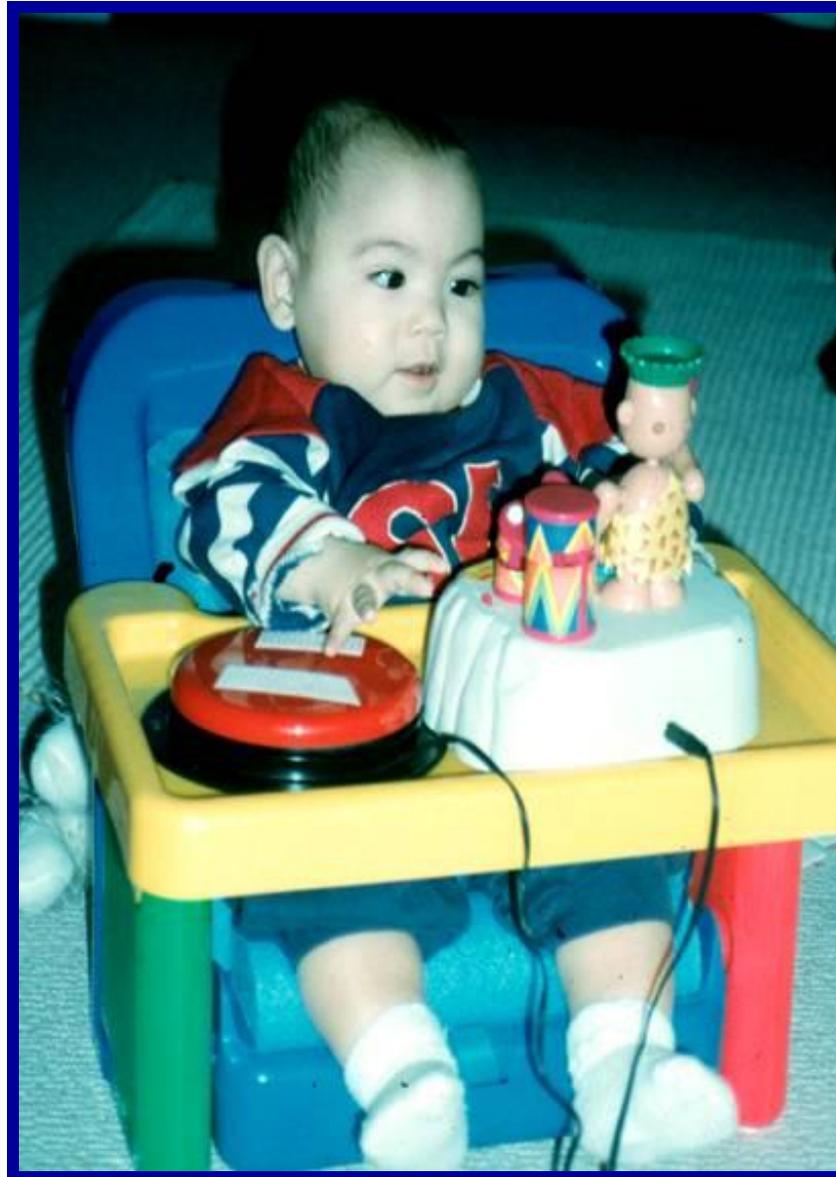
# Next - consider Access

- *Most Activities in Child Care Occur*
  - On the floor (on mats, squares; in supported sitting - beanbag)
  - In chairs at tables (snack time; table top activity)
  - In standing without (at circle to stretch) or with tables (sand/water table)
  - On Potty/Toilet Chair or Changing Table
  - On equipment - bike, scooter, etc.
- Be certain that every child is able to access all activity locations/materials



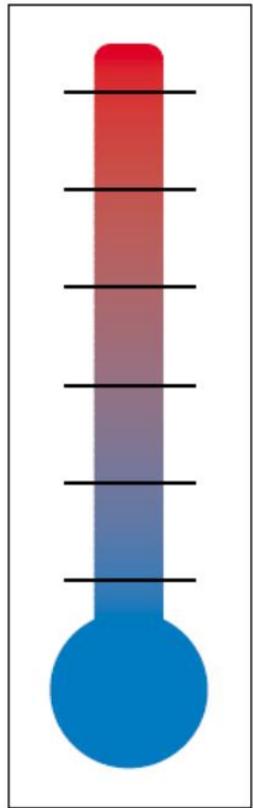








# Relaxation Thermometer



Mad

Take 3  
deep breaths  
1...2...3



Relaxed / relajado

Adapted from Incredible Years Dinosaur School

## Provide Children with Expectation & Expression Cues





# Use Visual Supports

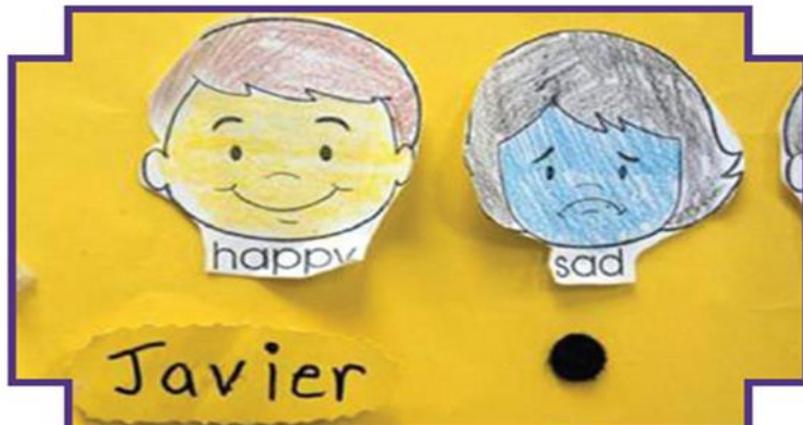
Visual supports are used to help toddlers “see” how to do things. For example:

- Post photographs of what to do in each classroom area.
- Include photographs in the daily schedule.



# VISUAL SUPPORTS

## VISUAL SUPPORTS ENHANCE LEARNING



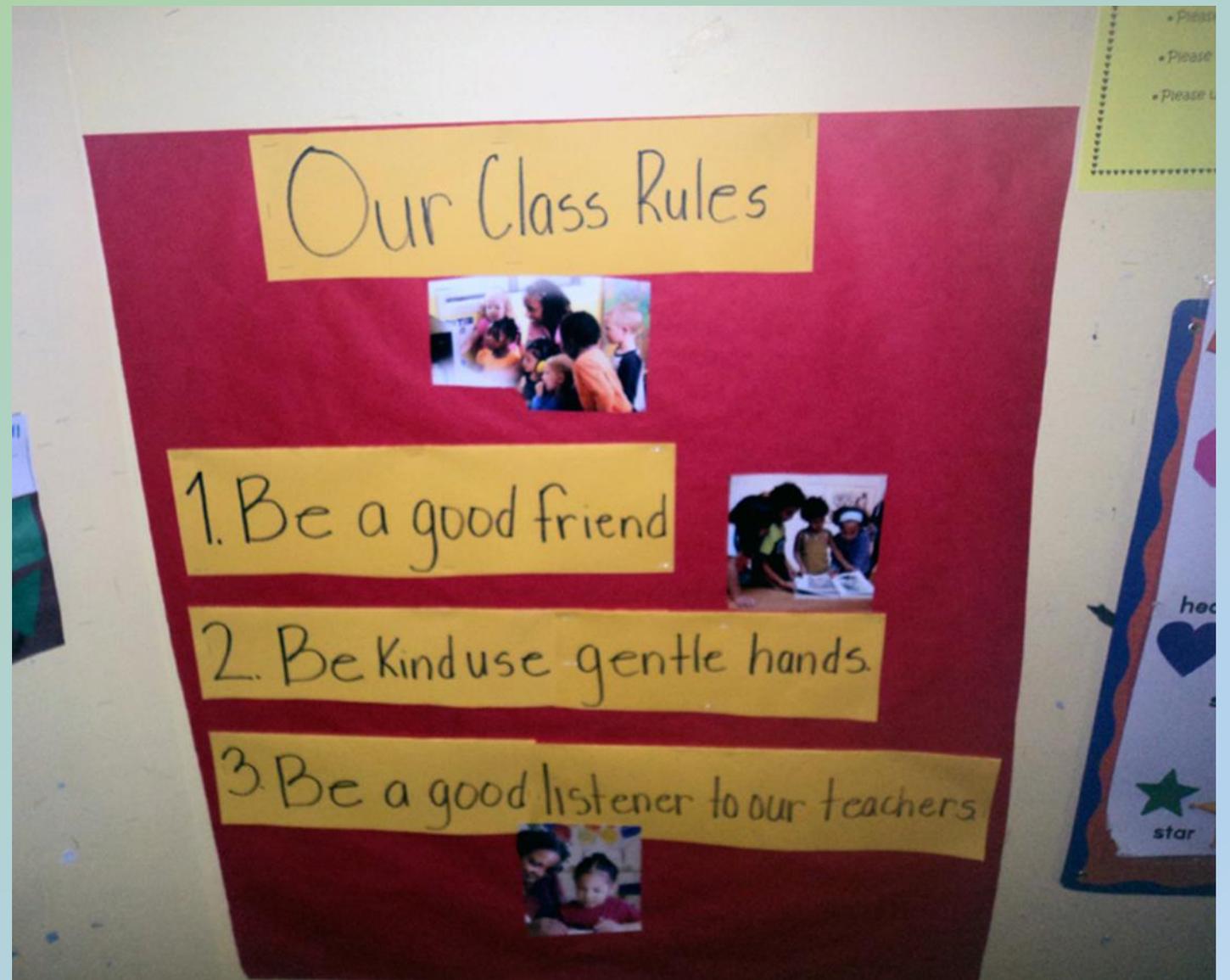
Ms. Angelique creates  
children color them. T



Visual supports are another type of adaptation that use real life photographs, pictures, or words to make it easier to remember expectations, directions, or sequences of steps.













Shy



Surprised



Afraid



Happy

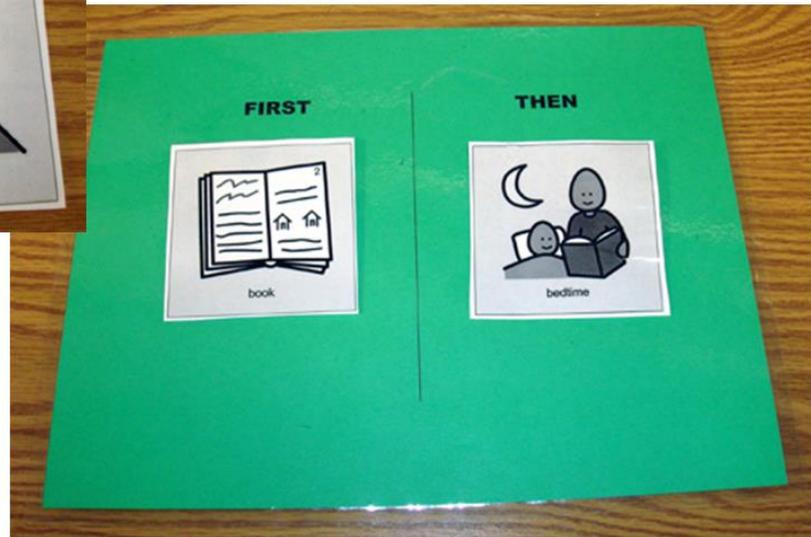


Angry



Sad

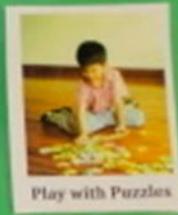




What do you want to do?



I want to...



# Modify Activities

- Way in which child does the activity
  - Length of activity
  - How much a child has to do
  - Etc.
- 
- Don't focus on how impossible it is for a child to do it -  
Instead ASK - WHAT WILL IT TAKE FOR THIS TO WORK?





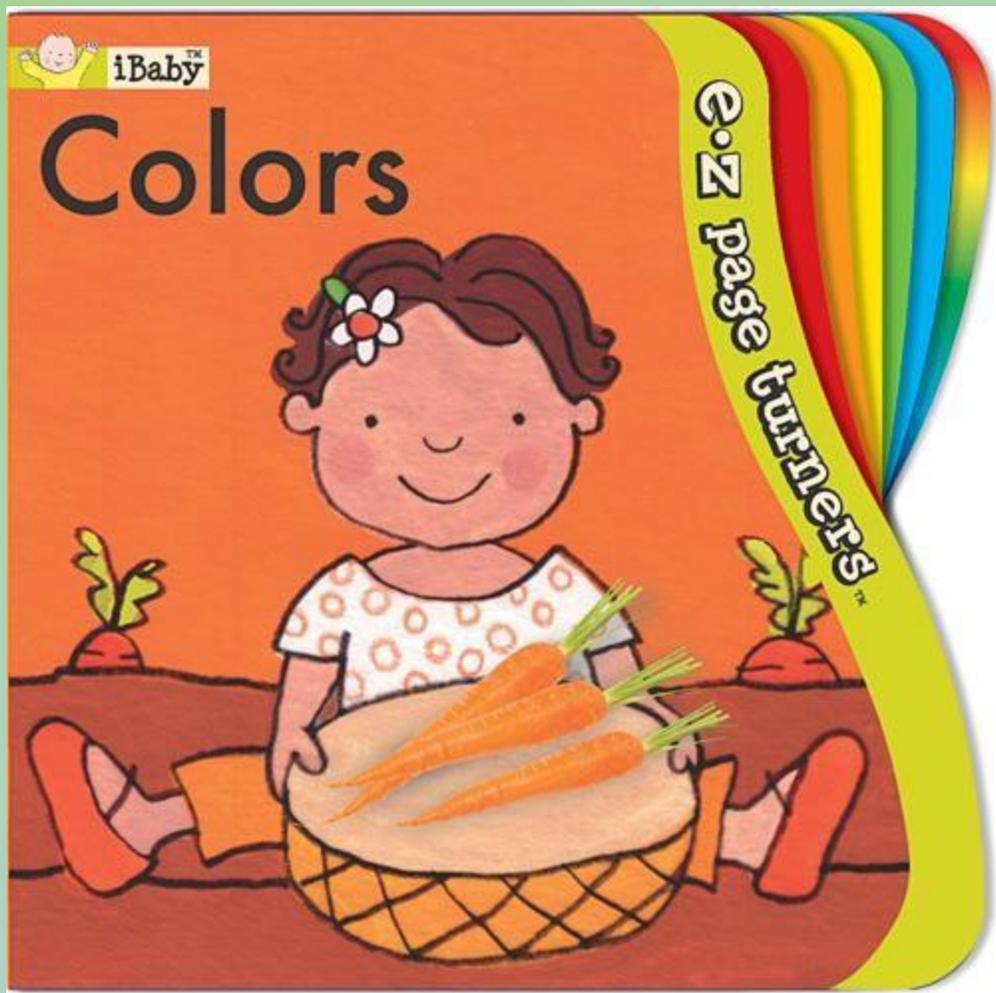




# Story Books -- physical book, picture, modify text

Adaptation	Picture Example	How-To	Type of Support	Purpose
<b>Page fluffers</b>	 <p>Photo Credit: PACER Simons Center on Technology</p>	Glue large clips, clothespins, popsicle sticks, cut-up sponge, foam stickers, or cotton balls to edges or corner of each page.	Motor, Sensory	Separates pages to make them easier to grasp and turn
<b>Tactile outlines</b>	 <p>Photo Credit: PACER Simons Center on Technology</p>	Use glue, wikistix, pipe cleaners, twist ties, textured fabric like ribbons, felt, or recycled mylar or aluminum foil to add texture to pictures or outline pictures.	Visual, Sensory	Uses raised or textured lines or shapes to enable low-vision and/or children with sensory differences to perceive illustrations tactilely and to heighten interest
<b>Picture cues</b>		Cut out pictures from a second copy of book, or use pictures from magazines, food, toy or personal care item packaging, or newspapers (or printed from home computer). Protect pictures with by laminating, using clear contact paper or packing tape on front and back. Add Velcro to back of picture for easy manipulation. Keep safe in an envelope taped to back of the book for storage.	Linguistic, Visual, Sensory.	Supports language, communication, and engagement. Use pictures to create your own book, cover with packing tape to protect, and bind together with pipe cleaner, stapler, or twist tie; OR use pictures as removable Velcro "cues" on existing books. Target STEM vocabulary using the cues, ask your child to hand requested picture.





## Page Turners



## Interactive

# what's next?



# Always consider use of low to high tech AT to help children participate & learn skills

- Find out from families & teachers, caregivers what is not going well and use AT to fix the routine
- Be a GREAT PROBLEM SOLVER!! (How can this child participate in music?)
- Use AT to help children participate and learn in everyday activities and routines in which they are engaged:
  - Ensure Access (generally positioning)
  - Enhance Participation and Learning
  - Embed opportunities to learn functional & developmental skills (and subject areas like math, etc.)
- Stay up to date on possibilities via professional development & use of web resources like google, pinterest, etc.



# Things you need in place for sustainability

- Local expertise/consultation (people to provide assistance)
- Local manpower to help fabricate needed items & ways to organize/coordinate
- Easy to access "Libraries" to lend toys & AT devices for use by infants & toddlers
- Equipment recycling centers/closets
- Financial support for activities
- Ongoing professional development



# Local Capacity Poll

1. Identified existing resources - Ways to borrow toys, AT devices; Equipment exchange/recycle; Expertise Bank
2. Made plans to establish local resources for
  - Borrowing/Recycling Equipment
  - Borrowing Toys, AT Devices
  - Recycling equipment
3. Identified local people expertise - who can help? (and used their assistance)
4. Identified people who want to make things



Thanks for Participating in this Webinar Series  
about AT!!

Follow-Up is Available by **contacting ????**

