

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>	AT Supports and Modifications
<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>	AT Supports and Modifications
<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



<i>Participation Activities</i>	AT Supports and Modifications
<i>Finger plays, singing</i>	Use slower paced music; Use props, flannel boards to ask/answer questions, re-tell rhyme; record repeated phrase on single/sequential message communicator or communication app; wearable song related props
<i>Attending</i>	Fidget toys (squeeze, twist, stretch); chewies
<i>Communicating: responds to content, asks questions, makes choices</i>	Communication board with yes/I do! and No symbols; related questions; song, movement and fingerplay choices

SNACK/MEALTIME ROUTINE

Participation Activities	AT Supports and Modifications
<i>Sitting at table</i>	adapted seat with safety belt/ tray; wedge or nonslip under bottom; side/foot supports; pommel/lateral supports; lap weights; tray to hold bowl/plate or cup; placemat with utensil outlines for placement
<i>Eating/drinking independently: picks food up with fingers/uses spoon/holds cup</i>	adapted utensils, plates, bowls; ergonomic eating utensils, curved or built up handles, utensil cuff; lipped plates or dishes, scoop dish, plate guard; electric feeders; non-slip (dycem) mats under/around plates, bowls; cup with two handles, non-tip cup, cup cut-out, straw cup, spout cup; universal cuff/ hand wrap
<i>Selecting food items</i>	Lazy Susan on table with favorite food items or picture icons; circular scanner/switch with compartments and objects; picture icons on table next to child's place mat
<i>Helping with cooking</i>	Environmental control unit for connecting switches to large cooking appliances such as mixer, popcorn popper, toaster; built up spoon handles/pitchers
<i>Following recipes</i>	Picture/object recipe step by step
<i>Carrying items</i>	Slide across counter, table; use cart, walker/wheelchair basket or tray with sides
<i>Communicating: want/needs,</i>	Picture/symbols for: Eat/drink; more/all done; specific foods. Social interactions, help; food and eating choices

<i>social interactions</i>	Use single or multiple message communication device recorded with names of favorite foods; points to picture or food object
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PLAY ROUTINE

Participation Activities	AT Supports and Modifications
<i>Accessing toys/play materials</i>	Shelves at arm level; several small toy baskets or boxes for sorting/storing labeled with pictures; arm/wrist supports, grab bars
<i>Moving towards/with toys or others</i>	Toys placed in child's proximity; moving aid; pull toys attached behind mobility support
<i>Floor play</i>	Non-slip material to hold toys/pieces in place; wedge to lift. Different textured surfaces.
<i>Playing with toys</i>	Toys with accessible, customizable features; multi-sensory; high contrast texture/color; simple, intuitive design; easy to use; challenging interactions. Play surface can be on the floor or table.
<i>Adapting toys for play</i>	Adaptive materials to extend, highlight, stabilize, build-up, simplify toys for increased use and engagement. Velcro, non-slip, tray with sides, magnets, links, etc.
<i>Playing with battery operated toys, push/pull toys, bubble blowers</i>	Battery-adapters to use switches with battery-operated toys. Switches to turn toys off and on; ramps to race cars or other push toys, props for pretend play; fan to blow bubbles
<i>Pretend/dramatic play</i>	Open bins, accessible large hooks; oversized clothing with Velcro closures; adapted costumes; large handle tools/props
<i>Participating in simple games or activities with others</i>	Variety of sized materials + containers; throw/catch with Velcro mitts; using spinner/switch connected to communication board or dice; uses a switch/app to play recorded names of peers; music on/off access;
<i>Cleaning up</i>	Cue with song; timer; picture schedule; use of slower-paced songs
<i>Transitioning to next activity</i>	Use of timers (objects or apps); give verbal warning; cue with song; chair positioned and ready; consistent schedule

<i>Communicating: responds to play invites; shares</i>	Communication board with pictures or icons taped to walls for objects, dial communicator with representative objects; choice-making AAC apps. Communication device with various options and levels; friends' names/pictures, rules, turn-taking; toys and activity symbols (birthday cakes)
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OUTSIDE/MOTOR PLAY

<i>Participation Activities</i>	AT Supports and Modifications
<i>Playing in the sand box</i>	Durable floor chair with stable base and supports; sand tools with large, textured handles
<i>Using riding toys or trikes</i>	Various play surfaces; riding toys with back and front supports, lap belts; propel with feet or leaning movement; scooters; switch-adapted vehicles
<i>Swinging</i>	Modified bean bag swing, safety harness, adapted chair swing
<i>Getting to and moving around play area</i>	Wagon, go-cart, push cart, mobility aid, adapted car
<i>Drawing on pavement/sidewalk</i>	Brushes with chubby handles, stabilized pails of water; large shaped chalk
<i>Obstacle course; relays</i>	Cones, ropes for lines; various lengths and equipment heights
<i>Neighborhood field trips</i>	Walking rope; camera with Bluetooth button or switch
<i>Communicating: choices, taking turns</i>	Communication boards with pictures or symbols taped to equipment. Communication device with various options and levels; friends' names/pictures, rules, turn-taking; various activity symbols (slide, swing, ride-ons)

STORY-TIME ROUTINE

Participation Activities	AT Supports and Modifications
Sitting on carpet	Crescent shaped pillow in chair or on floor, bean bag chair, adapted seating
Listening and understanding	Noise cancelling/filtering headphones; amplifiers; FM systems, audio tools for narration and reading stories
Selecting books	Books displayed on stand, in floor baskets; large books, cardboard, books with sounds, textures; accessible book

	formats (board books, audio and digital books); story vest with picture/symbols
Holding books, turning pages of books	Book holder, wedge, lap tray with elevated surface. Page fluffers (attach sponge squares w/paperclips to pages), pages on cardboard/album (requires two copies of book), electronic page turner, laminate pages of books; apps and software with touch button or interface for switch
Retelling story	Use props, cut out items on flannel boards to ask/answer questions; re-tell story
Verbally participating in interactive stories with repeated phrases	Record repeated phrase on single/sequential message communicator or communication app Add text labels to pages

SMALL GROUP: MATH/LITERACY/WRITING + DRAWING

<i>Participation Activities</i>	AT Supports and Modifications
<i>Seating: at table</i>	Comfortable secure sitting; Adjustable height and slant tables for sit/stand options. Chairs with sides, footrests; inflatable or balanced seats that promote active seating with wiggling
<i>Know what to do: social rules, activity sequence</i>	Signs, posters and apps that offer visual supports: pictures, photos and symbols in sequenced activity steps and rules
<i>Literacy activities</i>	Apps for writing, drawing, narrating, creating, editing Camera to capture experiences (field trips, building, themes) to create stories Apps for creating and sharing digital stories; digital recorder for narration. Large magnetic letters or word cards; various sizes, textures, high contrast; letter and word stamps Adapted surface: slant boards, boundaries, surfaces
<i>Writing, drawing, creating</i>	Surface: Slant boards, clip board, table or wall easel; Adaptive easel, spill-proof containers Tools: Cone shape, anti-roll crayons, large markers, brushes, stamps; adapted tools (grips, weights), universal cuff, light box, loop or adapted scissors Adaptive materials for writing tools: Velcro, dots, dual lock; dycem, non-slip shelf liner; cylindrical rolls; self-hardening Crayola Model Magic clay to customize grip/build up tools;

	Switch-adapted spin art, electronic scissors Apps for drawing, narrating, creating stories, editing
<i>Math activities</i>	Manipulatives: various size and textures of self-correcting structured toys (puzzles, nesting boxes, shape sorters); open-ended toys (legos, magnetic letters, peg boards, geo-boards); and collectibles (buttons, shells, nuts and bolts). Knobbed puzzles, peg boards, shapes, multi-textures Abacus; trays to confine and hold materials and pieces Accessible games; measuring tools, UD counters, containers; light box with transparent shapes Accessible science and exploration tools (measurement, proscope camera with portable microscope/ipad) iPad mounts, styli, Manipulating: large beads and counters blocks (Velcro, magnetic), Large button/ display talking calculator Apps with manipulative math activities (e.g. Mr. Potato Head, GeoBoard); building, sorting, counting
<i>Attending + understanding</i>	Use weights (vest, lap blanket), chewies, compression shirt/vest Social stories, video-modeling
<i>Communication + social interactions</i>	CS for counting, requests and comments. Choice and content boards/supports with emphasis on social interaction and creativity phrases: material choices, comments, interactions, teacher/child names.



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