

ADAPTATIONS cont.

- Provide painting mitts or gloves for finger painting.
- Provide thick crayons, markers, and pencils that are easier to grasp and control.
- Set up easels on the table or at the child's level to help hold paper in place and to provide a raised surface.
- For children who have motor disabilities, use adaptive scissors that can easily squeeze together.
- Attach musical instruments to a mitten or glove to make them easier to grasp and hold.
- Pair up children with a peer to complete jobs, such as watering plants or feeding the fish.
- Provide *assistive devices* for children who need them to dictate stories or share information about their experiences or families. For example, a picture board, sign language, computer, or other electronic devices that may help children express information about themselves or their families.
- Encourage children who have difficulty with movement to move any parts of their body they can.
- Give children who have hearing impairments, opportunities to touch speakers as music is played, feel instruments as they are played, and to learn familiar songs in sign language.
- Encourage children who have difficulty singing to participate in music activities by humming or some other vocalization or by playing an instrument.
- Sing songs or do fingerplays in other languages.
- Support the *creative expressions* of each child to boost confidence and help children see value in their own work.
- Allow children to work with materials such as the sensory table and art supplies both indoors and outdoors.
- Teach using concrete and abstract representations of objects and ideas. Some children may need to use *concrete representations* longer.
- Allow extra time for a child to think, attempt a task, or to respond. Don't intervene immediately, instead offer scaffolding to help them to solve challenging activities.
- Use verbal and physical *prompts* to help children classify, count, or measure objects (guide the child's hand to put a blue square in appropriate container while describing what she/he is doing).
- Ensure that all materials and experiences are *age-appropriate* and safe for the children using them. Make sure that children are well supervised.
- When possible, introduce new ideas and concepts in the child's language.
- Teach children who are dual language learners the names of numbers and shapes in their *home language* as well as English.
- Before introducing a new concept, determine which words may be unfamiliar. Plan strategies to teach these words in their home language first then introduce the English word. Be sure to use pictures to help illustrate what the word means.