

## ADAPTATIONS

- Help children participate in activities and enjoy a wide range of sensory experiences, especially for children with *sensory impairments*. For example, play music with a bass beat that children who have hearing impairments, can feel the vibration through their feet or hands.
- For children who may be overly sensitive to sound, light, or touch, expose new sensory experiences gradually.
- For children who cannot point or talk, look for *gazes* or other *gestures* that communicate their thinking or response to questions.
- Make extra efforts to help children who have disabilities or who are dual language learners connect concepts and words to their experiences. For example, for a child who has vision impairments, provide different things to touch, hear, feel and smell.
- When communicating with a child who has a hearing impairment, first establish eye contact prior to speaking or signing with them.
- Use *props* or pictures when asking a child who has cognitive disabilities, to *recall* previous events. This can also be done with children who are having a hard time recalling events, regardless of a *disability*.
- Adjust group size and number of adult-directed experiences if necessary and possible.
- Put out materials for mathematics activities that most children can easily pick up and use, such as large beads and blocks.
- Add handles to *tools* to make them easier to grip and use.
- Include puzzles with knobs or pegs for easier use.
- Use paintbrushes with large handles.
- Give children *numerals* made of various materials while practicing counting so they can hold up the numerals as they count or place them next to objects for *one-to-one correspondence*.
- Make areas for construction physically accessible to all children.
- Provide blocks of different shapes and sizes covered with various textures to help children *discriminate* between shapes.
- Consider moving upright tables, such as the sand and water table, to the floor for easier access for children (use small individual tubs or larger tubs for several children. Use towels to prevent slipping).
- Give children *sensory materials* in jars, containers, bottles, or plastic bags to allow them to explore materials without touching them if they prefer not to touch them.
- Use equipment such as a modified keyboard, a touchscreen, or mouse to make the computer accessible to all children.
- When handling living things, allow children to touch with one finger or just get close to the plant or animal if they have limited motor control.
- Be sure that all areas, both inside and outside, are physically accessible to all children.
- When taking walks or field trips, plan for any obstacles that may prevent any child from participating, such as stairs, grass to cross, or busy streets.