

## ADAPTATIONS

- Include wordless books, picture-to-word books for children who may be struggling to read and include bilingual books for children who are dual language learners.
- Use visual cues such as props, pictures or *gestures* to help children understand instructions or directions in daily routines.
- Include books that use sign language to communicate the story.
- When speaking with children with hearing impairments, use both spoken word and sign to describe objects or actions.
- Provide strategies and supports that allow for and encourage *expressive communication* for choice making, indicating wants and needs, and participating in group conversations/discussions (such as topic/choice boards; simple technology/switches; picture cards).
- Utilize simple sign language for children who have hearing impairments
- Invite support personnel such as a speech and language pathologist to *model* and provide suggestions for meeting individual children's *communication* needs.
- Provide *adaptive* writing tools when needed, such as: oversized pencils/crayons/markers or sizes that meet the child's needs; rubber pencil grips that fit over pencils or other adaptations to the writing utensil; adapted keyboards or voice recognition software.
- Pair DLL with children who have strong English language skills during small group times.
- Allow for opportunities for repetition and practice.
- If possible, provide interpreters for children who are dual language learners.
- Provide activities for children to help facilitate interactions between children learning the new language and those who speak the language well. Allow them to speak when they are comfortable (safe havens), such as at a table with toys and puzzles, in the book area, or the block area.
- *Label* objects in the environment in both English and the *home language*.
- Include books that label objects in dual languages.
- Sing songs, say rhymes, and do finger plays in English and other languages.
- When speaking with dual language learners, use both English and other language to describe objects or action.
- Help children acquire *book knowledge* and appreciation, *print awareness*, and *phonological awareness* in the language with which they are most proficient, drawing on family and community members as resources. These skills will transfer as children become proficient in other languages.
- Encourage parents to continue to speak to the child in their home language at home. Knowing their first language well will help them in their English language and literacy development.
- Use simple sentences, repeat what is said, and use gestures and facial expressions, point to objects, emphasize key words and use everyday *vocabulary* to help children clearly understand what is said.