

## ADAPTATIONS

- *Observe* children to know when to offer support in managing the child's emotions. Allow more time for the child to regulate self if needed.
- Individualize activities and experiences that are *responsive* to children's interests, *temperament*, and developmental level so they can form relationships with adults and peers.
- Provide pictures of emotions that allow children to identify facial expressions with the emotion.
- Provide praise for positive behaviors and emotional expressions.
- Post photos of the daily schedule and remind children often and in advance, if needed, what activity is happening next.
- For children who have difficulty paying attention, add movement to activities such as story times.
- Avoid overwhelming children with too much *stimulation*, especially those with special sensory needs. Adjust the environment to accommodate children who may need less stimulation.
- Help children who have difficulty trying new things, by introducing the material or changes slowly. Prepare children in advance for changes that are coming ("I will be asking children to clean up in 5 minutes.") as a warning that clean up time is coming.
- Regularly acknowledge and comment on children's emotional states in order to build emotional vocabulary and awareness.
- Encourage peer partners/buddies to promote peer relationships through buddy play, clean-up partners, or other projects that can promote these relationships.
- Recognize when dual language learners or children with limited *communication* skills need additional support to be able to express their feelings (providing words, visual cues, *gestures*, or simple sign language).
- Build relationships between parents and teachers so that children feel safe, secure, and comfortable. Emphasize the importance of reading to children at home.
- Ask volunteers, parents, and older children who speak the child's language to write down stories the child dictates in their own language. They could also record themselves reading books in their *home languages* (and in English if they are able to) so children can listen along with the English version of the book and a version in the home language if available.
- Help children to get to know each other. Use repetitive songs and activities to help children introduce themselves. Provide opportunities for children to work in pairs and small groups.

