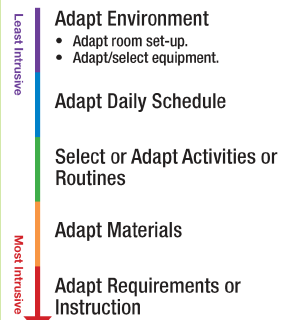


# CARA's Kit: Creating Adaptations for Routines and Activities

## Adaptation Hierarchy

**The Goal:** Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.



## ENVIRONMENT

Adaptations to the environment change the setting. For example: Rearrange the furniture in the room so that a child in a wheelchair can move about freely.

Adapt or add equipment (e.g., use a slant board to help a child participate in coloring activities, use wedge to provide supportive seating).

## SCHEDULE

Schedules can be adapted in several ways: change the sequence of the scheduled activities; intentionally use a group or individual picture schedule; plan the daily schedule based on children's interest; scheduled a not-so-favorite activity before a favorite activity; provide flexibility with the schedule if children are highly engaged at a particular time of the day.

## ACTIVITIES AND ROUTINES

An activity or routine may be selected to meet a child's abilities, or it may be adapted to accommodate special needs. For example:

Add periodic movement activities to a story time activity to help children who have difficulty paying attention.

Extend the length of free choice time so that children have the opportunity to finish a block building project.

## MATERIALS

Materials used in an activity or routine, when adapted, may help a child participate. For example:

Make the pencil thicker by putting a foam curler around it or by wrapping the pencil with play dough or silly putty to help a child who has problems gripping pencils.

Use assistive technology—as in the case of using a simple switch interface to help a child with motor difficulties activate a toy.

## REQUIREMENTS

Changing the requirements of an activity or a routine, or the way you provide instruction for them, can enable a child to participate. For example:

Use photographs to show each step rather than simply speaking the instructions.

Reduce the number of steps a child is expected to perform to change requirements.



Least Intrusive

Most Intrusive

# CARA's Checklist of Priorities And Concerns

This checklist is designed to help preschool teachers understand children's needs by describing children's typical performance in everyday classroom activities and routines. When completing the checklist, include input from teaching assistants, aides, and the director, if applicable.

Date: \_\_\_\_\_ Child's name: \_\_\_\_\_ Facility name and address: \_\_\_\_\_

Name(s) and position(s) of staff (e.g., lead teacher, aide) filling out questionnaire: \_\_\_\_\_

Does your facility participate in the State Quality Improvement System?     Yes     No  
 Does the child of concern receive early intervention services?     Yes     No    If **yes**, does the classroom teaching staff consult with the early intervention team on a regular basis?     Yes     No

## Checklist Instructions

- 1) Rate the child's ability to participate in the daily routines and activities by looking at the general expectations for the classroom. For example, during arrival and departure, does the child exceed, meet, occasionally meet, or not meet the expectations for the classroom?
- 2) Rate your level (and/or that of the entire staff) of satisfaction with the child's performance in each routine or activity. For example, are you very satisfied, satisfied, somewhat satisfied, or not satisfied with the child's performance? *Note:* Each early childhood program has different priorities and some situations may be considered more important than others. Therefore, it is possible to be satisfied with performance that does not meet or occasionally meets the expectations of the classroom.
- 3) Circle the routines/activities that do not meet your expectations and with which you are not satisfied.
- 4) On the last page of the checklist, describe the strategies you and/or your classroom staff have tried to improve the routine or activity or to promote the child's participation in the routine or activity.

ACTIVITY	Exceeds classroom expectations	Meets classroom expectations	Occasionally meets classroom expectations	Does not meet classroom expectations		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
<b>LANGUAGE AND LITERACY ACTIVITIES</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>GROUP MEETING / CIRCLE</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>TABLE TOP ACTIVITIES</b> (manipulatives, puzzles, pre-writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SMALL GROUP PLAY</b> (sand & water, dramatic play, block play, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ACTIVE LEARNING &amp; MOVEMENT ACTIVITIES</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ROUTINE TRANSITIONS BETWEEN ACTIVITIES</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ARRIVAL &amp; DEPARTURE</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>COMMUNITY OUTINGS</b> (e.g., daily outdoor walks, trips in the community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# CARA's Checklist of Priorities And Concerns

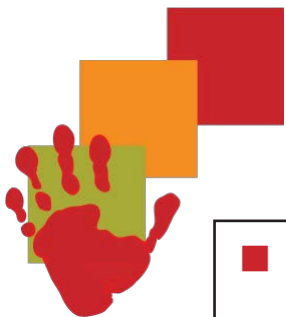
DEVELOPMENTAL AREA/SKILL	Exceeds classroom expectations	Meets classroom expectations	Occasionally meets classroom expectations	Does not meet classroom expectations		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
<b>SOCIALIZING</b> ( e.g., interacting with peers and adults)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>COMMUNICATING</b> (with peers and adults)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>GETTING AROUND</b> (classroom, school, & community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>USING HANDS &amp; ARMS FOR FUNCTIONAL TASKS</b> (e.g., use of utensils, tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>FOLLOWING DIRECTIONS</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use blanks to add routines or activities specific to your classroom									
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Once you have completed the checklist, circle the routines/activities that do not meet your expectations and with which you are not satisfied.

We have tried the following strategies to improve the routine/activity or to promote the child's participation in the routine or activity (list below):

# Adaptation Notes



■ What is currently happening?

■ What would you like to see happen?



■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?