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CARA's Kit

- Links current research on the effectiveness of adaptations as an intervention with early childhood curriculum and early childhood pre-K standards.
- Is relevant and timely in that more and more children with disabilities are being enrolled in “typical” early childhood/child care settings.
- Is intended to provide guidance on how to make adaptations for daily activities and routines so that children can successfully participate in “typical” classroom curriculum.
- Adaptations are a primary method for meeting the unique needs of children with disabilities and special needs.



Preschool Teacher Ms. Olga ~ Promoting Literacy Without Headache

Ms. Olga's classroom has 9 boys and 1 girl ages 4-5. She has been challenged by children not listening during circle, getting up and away, lying on the floor, and not paying attention to the story she was reading.





CARA's Kit Principle No. 1

Teaching or therapy strategies
focus on gaining skills for
"tomorrow"

Whereas, the use of adaptations
focus on "today"

**Address challenging learning
situations** which in turn, promotes
PARTICIPATION every day.



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- Challenging
Situation?
- Try an
Adaptation!



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Principle No. 2

The goal of PARTICIPAION is just that –
the child is able to be a part of the activity/routine and participate with his or her peers.



Participation

Participation in daily activities and routines affect children's **physical, social, emotional, and intellectual development**, and thereby help children meet a variety of curricular expectations and pre-kindergarten standards.





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Principle No. 3

Rather than a focus on "fixing" a child's skill deficit,
The approach focuses on adapting the **SITUATION** (activity or routine) where something is not going as expected.



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Principle No. 4

When, from the point of view of the care taker (family or teacher), situations (activities or routines) are
“Not working well”



CARA's Kit Principle No. 5

There are many ways to adapt a situation and
CARA's Kit adaptation Hierarchy emphasizes the use of "least restrictive" adaptations prior to using "more restrictive" adaptations



CARA's Kit Principle No. 6

Adaptations include,
but are not limited to,
the use of assistive technology (AT).



CARA's Kit Principle No. 7

The use of adaptations is a **flexible and evolving process** that weaves together information about both the **individual child and the environment** in which they are participating.

The **range and type** of adaptations used with a particular situation for a particular child are **likely to change over time.**



CARA'S KIT

Creating Adaptations
for Routines
and Activities





Welcome to CARA's Kit!

CARA's Kit—which stands for Creating Adaptations for Routines and Activities—helps teachers of young children who are enrolled in early care and education programs use adaptations to increase children's engagement and participation in classroom activities and routines.





Adaptations Help All Children

Adaptations allow teachers to do the same things that they would do with all children—facilitate their participation in activities and routines. Adaptations can be used to:

- Make situations better for a particular child.
- Improve situations for the entire group.





About Adaptations

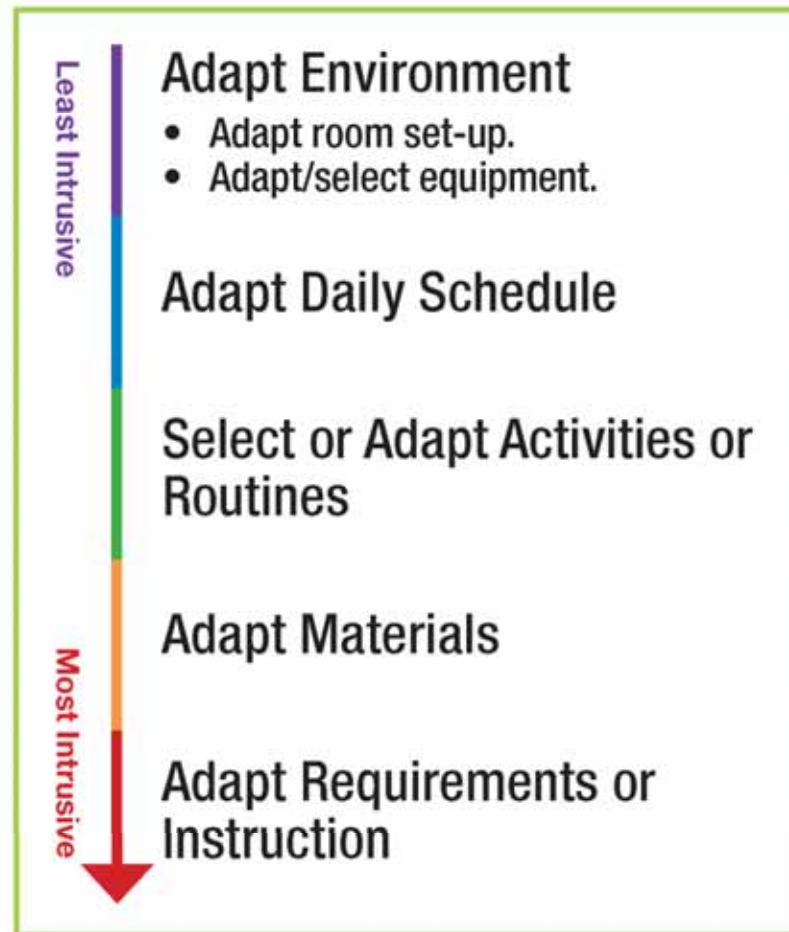
Making adaptations does not involve teaching children to perform particular skills. Rather, adaptations promote children's successful participation in everyday routines and activities through the use of:

- Environmental accommodations.
- Adjustments to activities and routines.
- Materials and instructional modifications.



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.





Hierarchy: Adaptations to the 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 during circle activities).



Adaptation Hierarchy

Adaptations to the Daily Schedule

Daily schedules tell toddlers when various activities will occur. For example:

- Post photographs of the different activities on the daily schedule.
- Schedule multiple opportunities throughout the day for outdoor activities.





Hierarchy: Adaptations to 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.





Hierarchy: Adaptations to 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.





Hierarchy: Requirements and Instruction

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:

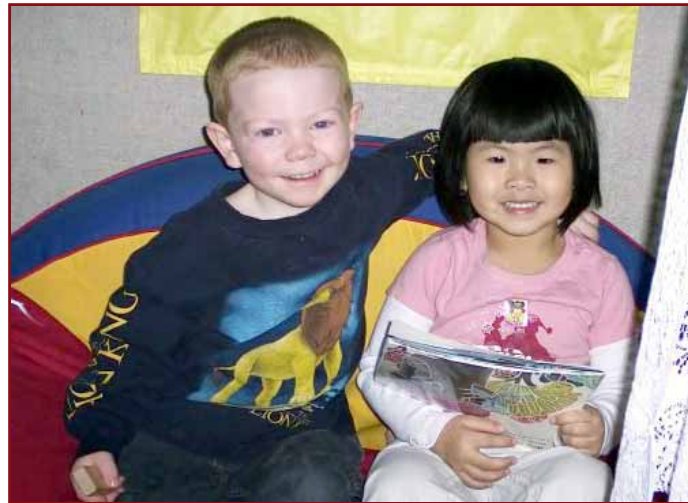
- Use photographs to show each step rather than simply speaking the instructions.
- Reduce the number of steps a child is expected to perform to change requirements.





CARA's 6-Step Adaptation Decision Making Process

The goal: Decide what you want to see happening and make adaptations to achieve that result.





Step 1: Understand the Situation

Use CARA's Checklist of Priorities and Concerns to help you understand children's performance in your preschool program so that you can better select adaptations. Complete the checklist for a specific child or group of children.





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
LANGUAGE AND LITERACY ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GROUP MEETING / CIRCLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TABLE TOP ACTIVITIES (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"/>
SMALL GROUP PLAY (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"/>
ACTIVE LEARNING & MOVEMENT ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ROUTINE TRANSITIONS BETWEEN ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARRIVAL & DEPARTURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNITY OUTINGS (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"/>





Step 2: Decide What You Want to Happen

Describe what you would like to see happen that is not currently happening. Ask yourself:

- What would you like to see happening?
- What would the child/children be doing?
- What would the adults be doing?
- How would the environment look?
- What would you like to hear happening (e.g., voices, background sounds, particular sounds that relate to the situation, etc.)?



Step 3: Consider Adaptations

Use CARA's Here's the Situation—Try this Adaptation matrices to get started thinking about adaptations. Matrices present typical situations and adaptations organized from least intrusive to most intrusive. Remember: Always use the least intrusive adaptation that you believe will work.





Here's the Situation

Try This Adaptation

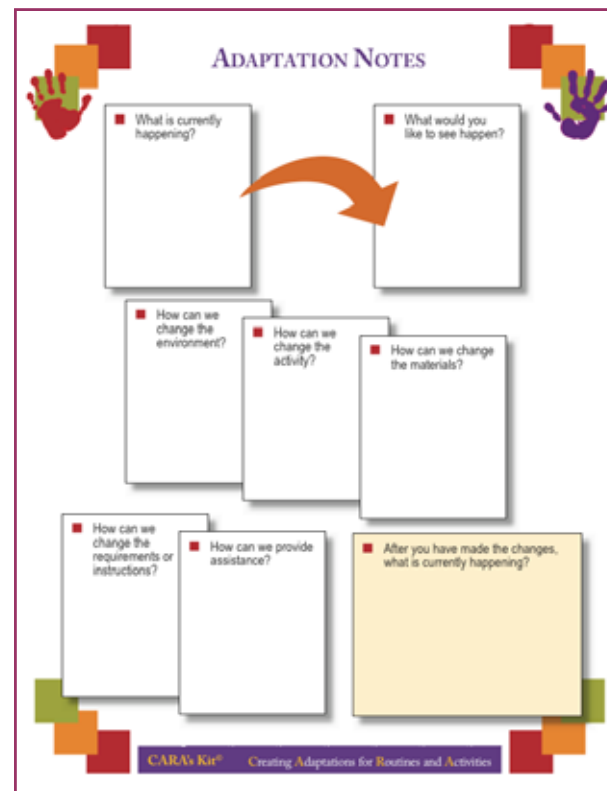
Least Invasive Most Invasive →

Environment	Activity	Materials	Requirements/Instruction	Assistance
<p>Children are having difficulty sharing books during library/book time. [Standards: 4, 21, 22, 32, 44, 49]</p> <ul style="list-style-type: none"> Set up the library center so that children have space to look at a book without being too close to the other children. Define the space with carpet squares, bean bags, soft chairs, etc. Limit the number of children in the area at one time. 	<ul style="list-style-type: none"> Have children act out a book during library time instead of reading it by themselves. Assign two groups: one sits on floor cushions, the other sits on chairs at a table. 	<ul style="list-style-type: none"> Provide children with more than one copy of popular books. Include at least five books per child in the book area (e.g., 5 books x 4 children = 20 books minimum). 	<ul style="list-style-type: none"> Give a verbal directive that when the timer sounds each child will trade books with his or her book buddy. Post an illustration of two children exchanging books when the timer sounds. 	<ul style="list-style-type: none"> Pair children with age-appropriate attention skills with children who have decreased auditory processing skills. Have book buddies choose books together and read to one another during library time.
<p>Children are leaving books on the floor instead of putting them back on the shelves when finished looking at them. [Standards: 5, 7, 27]</p> <ul style="list-style-type: none"> Use baskets or bins on the floor instead of shelves to hold books. Put books on low magazine racks or low open shelves. 	<ul style="list-style-type: none"> Use simple stickers or a card system to check books out and return them when finished. Assign two small groups for four games of charades. Have one group act while the other guesses. 	<ul style="list-style-type: none"> Use a color-coded system for categories of books. 	<ul style="list-style-type: none"> Post picture reminders to place books back in their proper storage location. Designate areas (e.g., animals, people, etc.) on the shelf. Demonstrate how to return books to the shelf location by matching the book topic with the category. 	<ul style="list-style-type: none"> Have a "librarian for the day/week" who is in charge of collecting the books when it is time to clean up.
<p>Children are tearing the pages when looking at books. [Standards: 4, 7, 34]</p>	<ul style="list-style-type: none"> Have children perform a movement activity such as wall push-ups prior to reading time. 	<ul style="list-style-type: none"> Replace books with paper pages with books with sturdy or fabric pages. Laminate the pages of popular books or put individual pages in a photo album. Provide children with "tearable" books like magazines or catalogs. 		



Step 4: Select Adaptations You Will Use

Use CARA's Adaptation Notes form to record the adaptations you will use. When completed, put this form with your lesson plan.



The diagram shows the 'ADAPTATION NOTES' form, which is a collection of seven boxes arranged in a flow. At the top, the title 'ADAPTATION NOTES' is centered. The boxes are connected by a curved arrow pointing from the top-left box to the top-right box. The boxes contain the following questions:

- 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?

At the bottom of the form, there is a logo for 'CARA-Kir®' and the text 'Creating Adaptations for Routines and Activities'. The form is decorated with colorful handprints and squares in the corners.



Step 5: Plan for Implementation

To ensure success, consider the following questions:

- Why am I making the adaptation?
- How will the adaptation improve the activity or routine?
- What steps will I take to make the adaptation?
- How will I know if the adaptation is working?
What will I see and hear that will tell me the adaptation has improved or changed the situation?





Step 6: Try the Adaptation

Try the adaptation every day for at least one week. At the end of one week review your answers to the questions asked in Step 5. Ask yourself:

Has the adaptation(s) changed the situation to what I wanted to see happen?

- If the answer is “yes,” congratulations!
- If the answer is “no” return to Step 3 and repeat the process. It is very common to try several adaptations before finding one that works.





Preschool Teacher Ms. Olga ~ Promoting Literacy Without Headache

Ms. Olga's classroom has 9 boys and 1 girl ages 4-5. She has been challenged by children not listening during circle, getting up and away, lying on the floor, and not paying attention to the story she was reading. After speaking with the quality improvement specialists that visits her classroom Ms. Olga decided to rearrange the classroom and adapt her circle time activity. She set up a quiet area in the room and during circle time she turned off the overhead lights and used camp lanterns. Ms. Olga introduced a talking stick which gave each child a time-limited chance to tell part of the story by looking at the pictures in the book that Ms. Olga selected for circle time. While the walking stick and book were passed around each child had a turn to tell part of the story and Ms. Olga would write down the words that the children used. After everyone had a chance to read their part of the story the children moved to the table where they found paper, three-ring binders to use as slant boards and a variety of drawing tools. At the table Ms. Olga read the passages from the children's story as children drew pictures. Independently, with an example, or with Ms. Olga's assistance each child made a story book using zip lock bags stapled together and duct taped at the edge. Children could take the book home to read to their family.

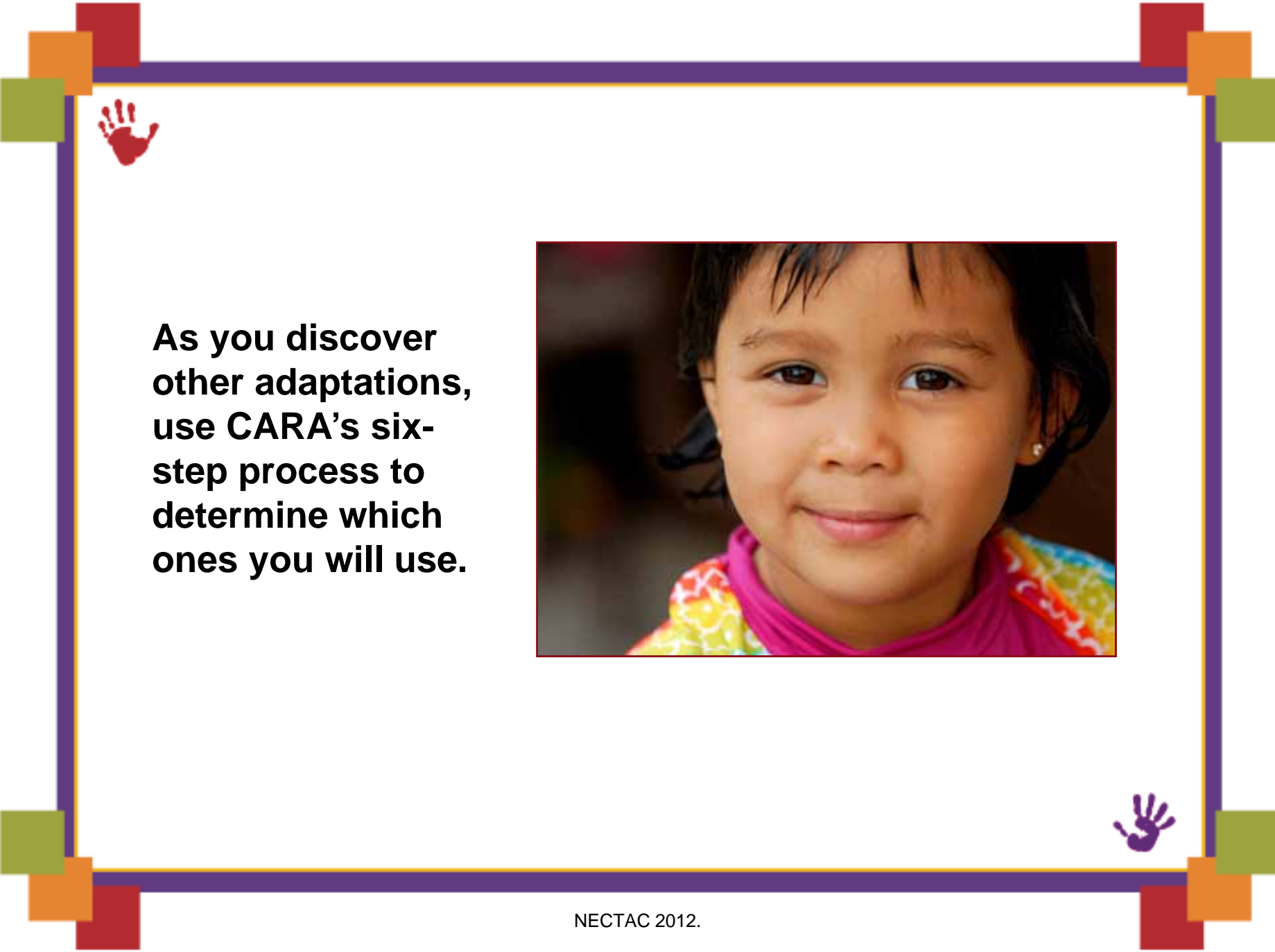




Making Adaptations: An Ongoing Process

As children learn and grow—and as situations change—you sometimes need to change or develop new adaptations. Use CARA's Kit blank matrix to keep track of new adaptations you have found, developed, or learned about from colleagues and classroom consultants.





**As you discover
other adaptations,
use CARA's six-
step process to
determine which
ones you will use.**





Philadelphia
Inclusion
Network

Promoting the inclusion of
infants and young children
with disabilities in childcare

INSTRUCTOR GUIDE
CARA's Kit ~
Creating Adaptations for
Routines and Activities



Philadelphia Inclusion Network a program of
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