

Adaptations Activity

There will be times when teachers, staff, and administrators come to you with concerns about a particular child or children. You can use information about Universal Design for Learning and curriculum modifications to help solve problems. Read the scenarios below. Brainstorm and write down possible solutions.

Concern	Possible Solutions
<p>Joshua, age 10, is in constant motion. He paces from area to area in his school-age program. He does not try any activities. He does not talk to any peers. He just walks from space to space.</p>	<p><i>Environmental Supports:</i> Work with Joshua to develop a picture schedule that shows the areas he is interested in. Create a checklist of things he can do in each interest area. Help him learn to do the activities and check them off his list.</p> <p><i>Child Preference:</i> Find out what Joshua really enjoys (favorite video game, TV character, etc.) and build those preferences into activities.</p> <p><i>Activity Simplification:</i> If the format of the school-age program and the number of choices seems overwhelming for Joshua, offer him only one or two choices at the beginning. Add choices as he completes activities or interacts.</p> <p><i>Adult Support:</i> When Joshua approaches a center, ask questions or make suggestions to bring him in and spark his interest. Give Joshua a role in activities.</p> <p><i>Peer Support:</i> Find a peer buddy for Joshua who can stick with him and help him try activities.</p>
<p>Britta, age 4, has cerebral palsy. She uses a wheelchair and has limited control of her hands and arms. She does not like the sensory experiences in her preschool classroom. She will not put her hands or fingers into water, sand, paint, or any other substance. She hates play dough. Last week when the class planted flowers, Britta cried and refused to participate. Britta's teacher tells you she is worried that Britta is missing out on important experiences with the other children.</p>	<p><i>Materials Adaptation:</i> Experiment with textures to see if Britta has a preference. Perhaps she likes the feel of pebbles, confetti, or paper strips. Consider creating a sensory board for Britta. Affix small objects to sticky contact paper: try feathers, glitter, and other objects she can touch without submersing her hands.</p> <p><i>Special Equipment:</i> Rather than asking Britta to stick her whole hand in a sensory table or into sensory material, provide small cups so she can dip a finger. Or allow her to dip a paint brush or other item into the sensory area.</p>
Concern	Possible Solutions
<p>Celina, age 17 months, has Down syndrome. She is extremely affectionate. She hugs children and is reluctant to let go. Often, the other children start to scream, cry, and push away. A few times</p>	<p><i>Environmental Supports:</i> Create a simple set of pictures that show alternatives to forceful hugs. Remind Celina to be gentle by showing her a picture.</p>

she has wrestled children to the ground while giving hugs.

Adult Support: Model gentle hugs. Stay close and remind Celina to be gentle when she goes in for a hug. When Celina starts to hug, say "1-2-3 All done!" and then celebrate when she lets go.

Peer Support: Teach other children to say, "No hug" or "Stop please."

Rachel, age 7, has a speech and language impairment. She uses a handheld voice-output device to communicate. She brings it with her from school, but very little of the vocabulary that she needs in your school-age program is in the machine. She gets very frustrated when people can't understand her.

Environmental Support: Create a book of pictures Rachel can use to communicate at your program until her device is updated.

Adult Support: Stay near Rachel during situations that might frustrate her. Help her communicate and help other children understand and respond. Talk to her family about updating the device.