



• “Hey, It’s my turn!”

- Modifications and adaptations
for young students with disabilities

Nancy Kuglin
Mary Kay Rafferty

Sharing a Vision
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The goal: to build the child's confidence and skills through interactions and engagement.

Question: Which one do we adapt or modify?

(Answer: one, two or sometimes, all three!)

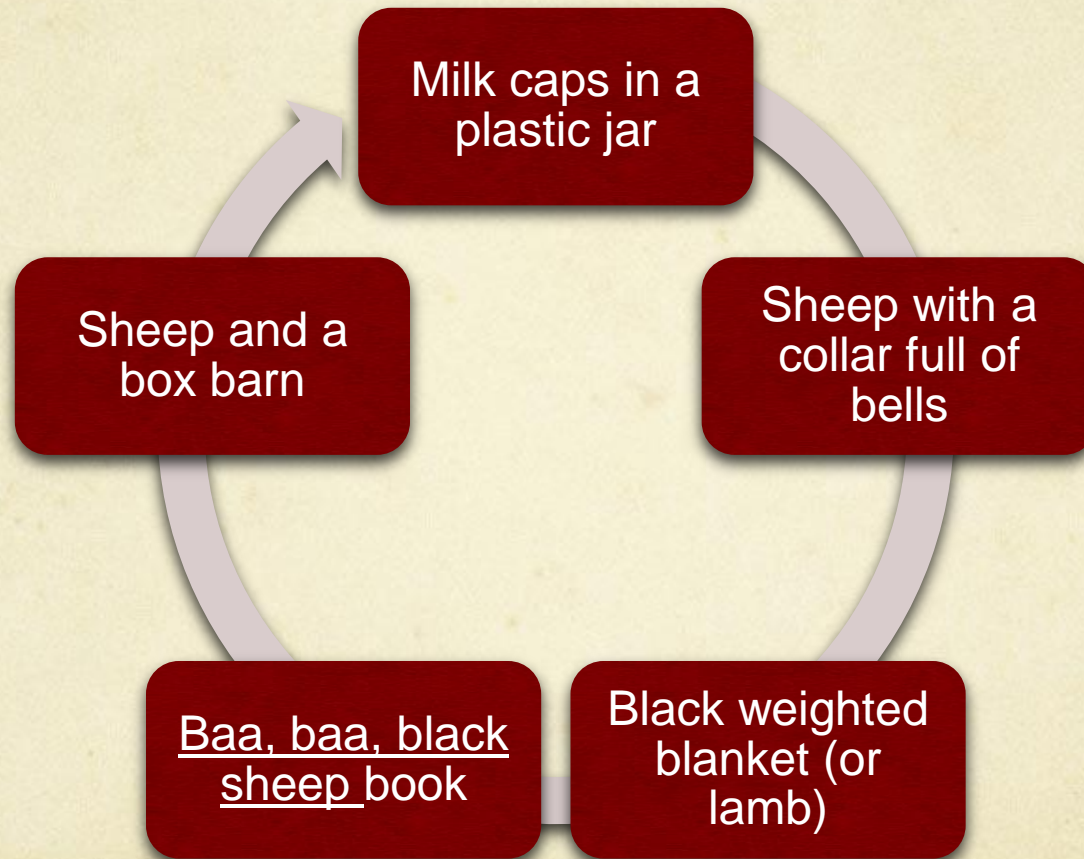


materials

activities

environment

II Early Learning and Development Standard
25.A.ECc Begin to appreciate and participate in music activities
Modifying MATERIALS for "Baa, Baa, Black Sheep"



II Early Learning and Development Standard
6.A.ECa Count with understanding and recognize “how many” in small
sets up to 5.

Adapting ACTIVITIES for counting

Students work in small groups

A

Identify sets up to 5,
using cards backed
with velcro; attach to
Headliner fabric

B

Match number words
printed on plastic jars
and wooden sticks
with sets up to 5

C

Sequence lids, with
funfoam shapes
attached, representing
sets up to 5

II Early Learning and Development Standard
11.A.ECc Plan and carry out simple investigations
Changing the ENVIRONMENT

Bring the activity
TO the student (ex.
attach magnets or
velcro to back of
materials; use with
tray on Prone or
Supine stander)

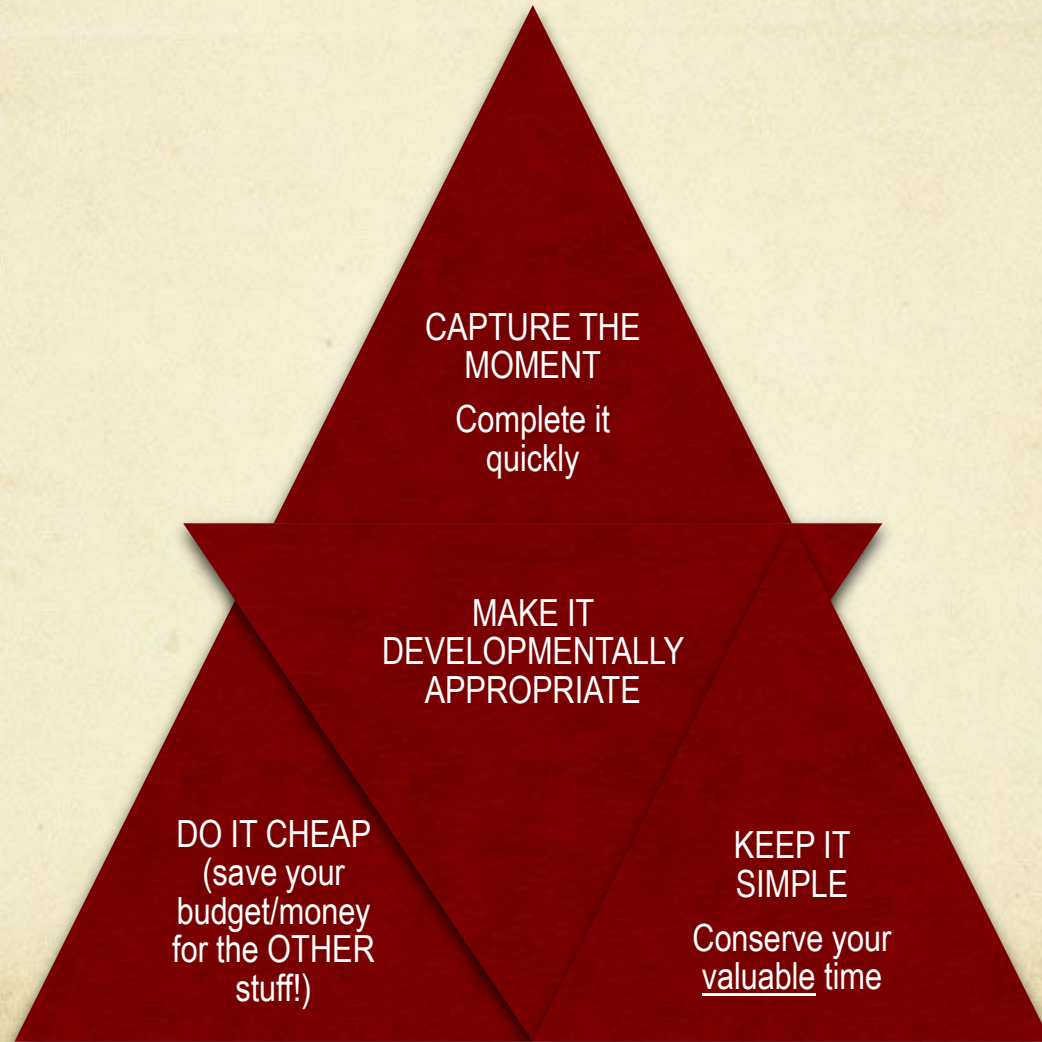
Utilize Universal
Design with
students (ex.
Wooden puzzles
with knobs for
grasping)

Suspend letters,
picture cards or
objects from PVC
tubes to
accommodate
students in wheel
chairs or positioned
in corner chairs,
Rifton chairs or on
mats

Changing the environment-PVC tubes, with objects attached



Modify and adapt materials, activities and the environment to meet the child's needs to encourage and support their involvement!



Assemble a “Modify-and-Adapt-It Box”

Available, accessible and compiled by those around
the child/children



Ideas - what to put inside

Textures: sheets of Fun foam, fleece, felt, vinyl, flannel, corduroy, wooden sticks, ribbon, shoelaces, yarn

Adhesive: masking tape, clear packing tape, plain and design Duct tape, glue stick

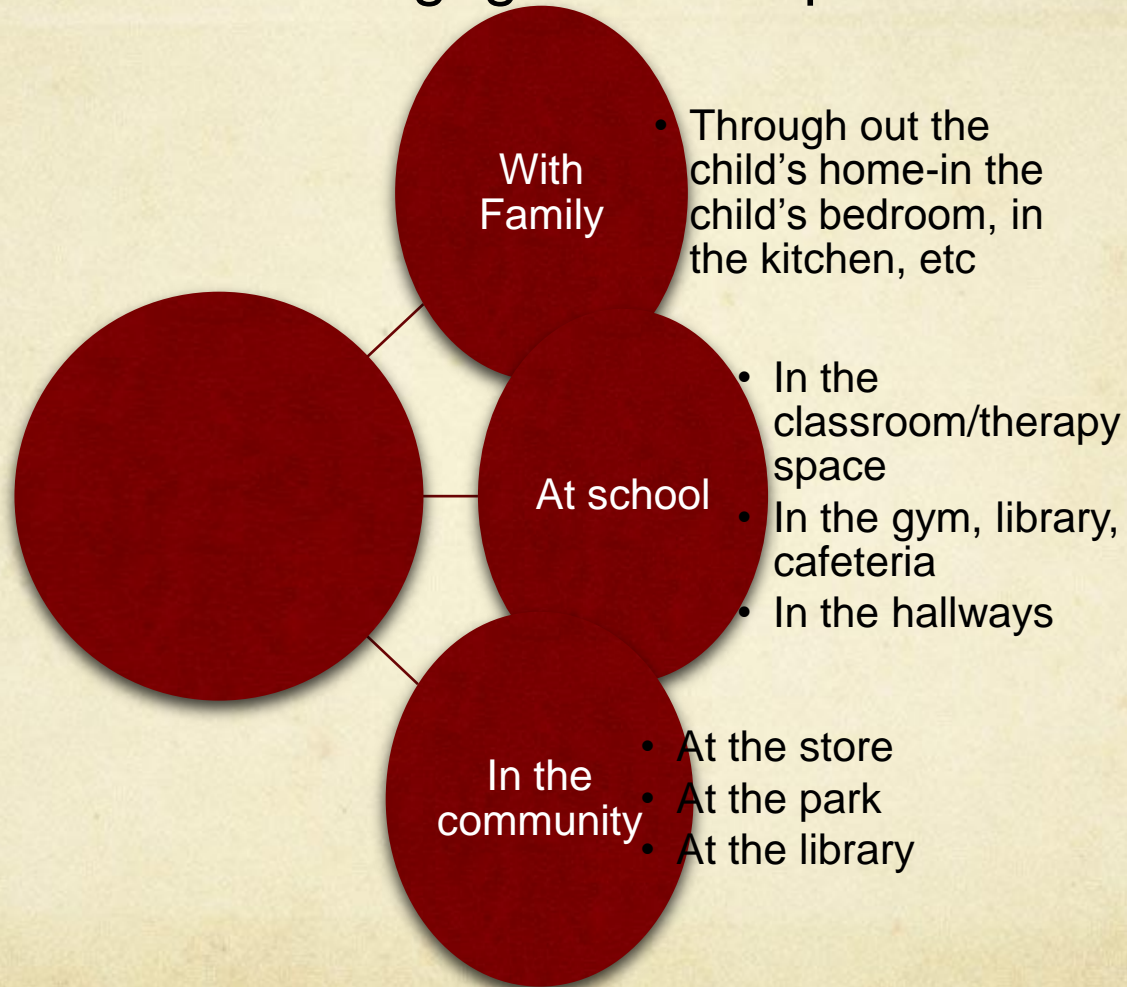
Tools: scissors, hole punch, permanent markers, high lighter pens, sticky back velcro and magnets

Auditory components: assorted bells, squeakers, beads, dried beans

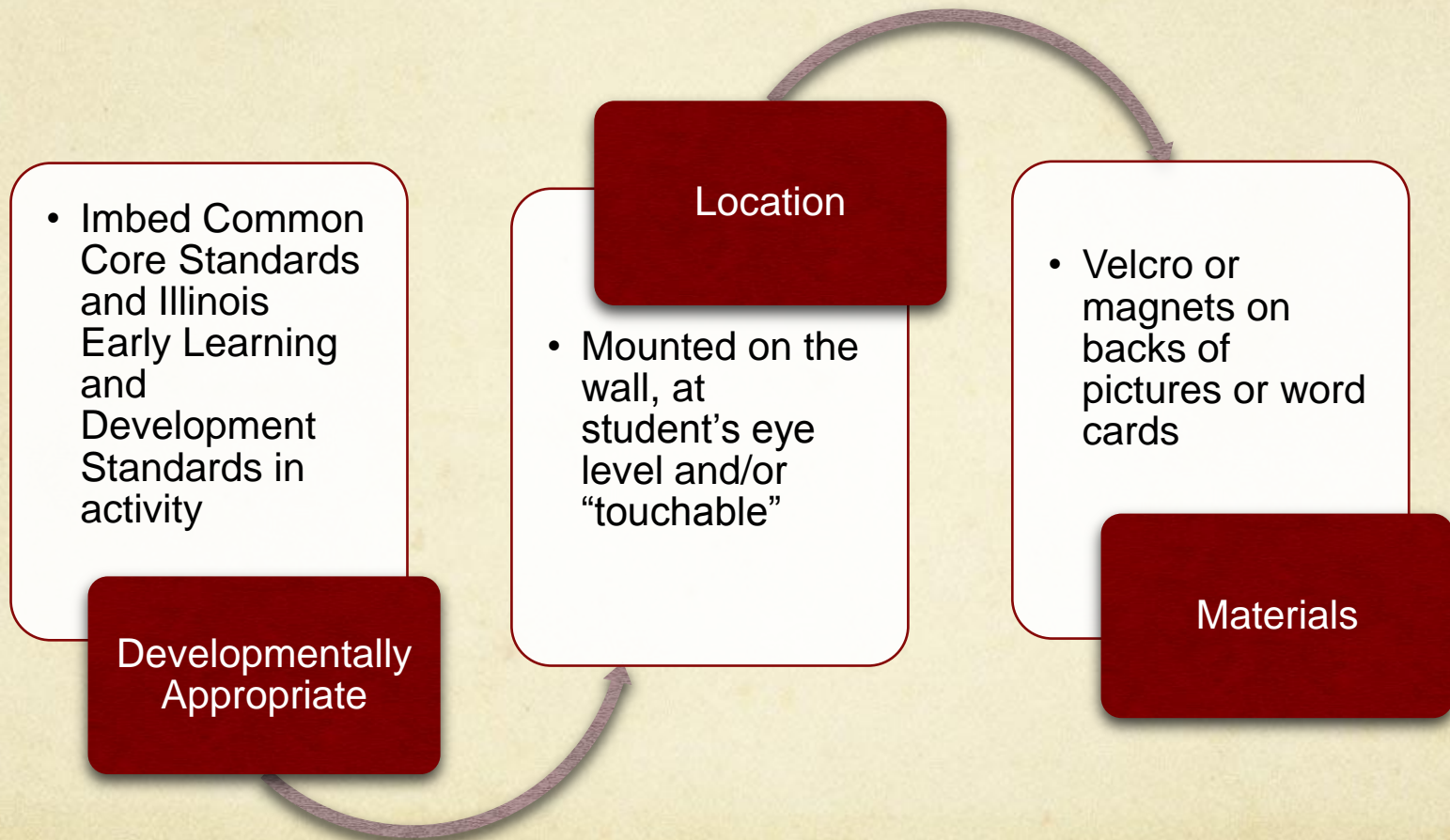
Containers: soft sided lunch bags, plastic jars, zippered cases, metal boxes, shoe boxes, plastic tubs with lids, Baby Wipes boxes

“It’s my turn!”

Where can engagement be promoted?



Interactive Hallway Learning Activities



“It’s ALWAYS my turn”



MATERIALS

- Plan, using multiples
- Provide multisensory experiences



ACTIVITIES

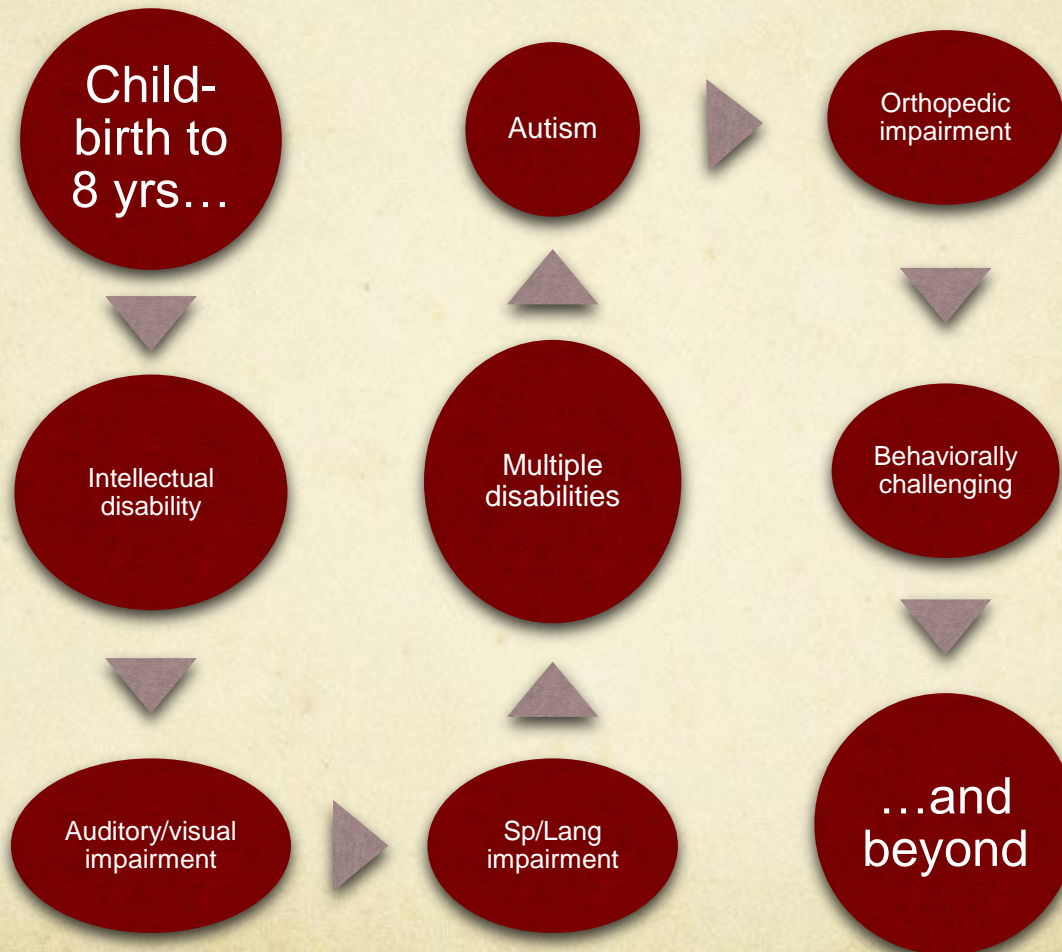
- Incorporate movement
- Utilize “Fidgets”



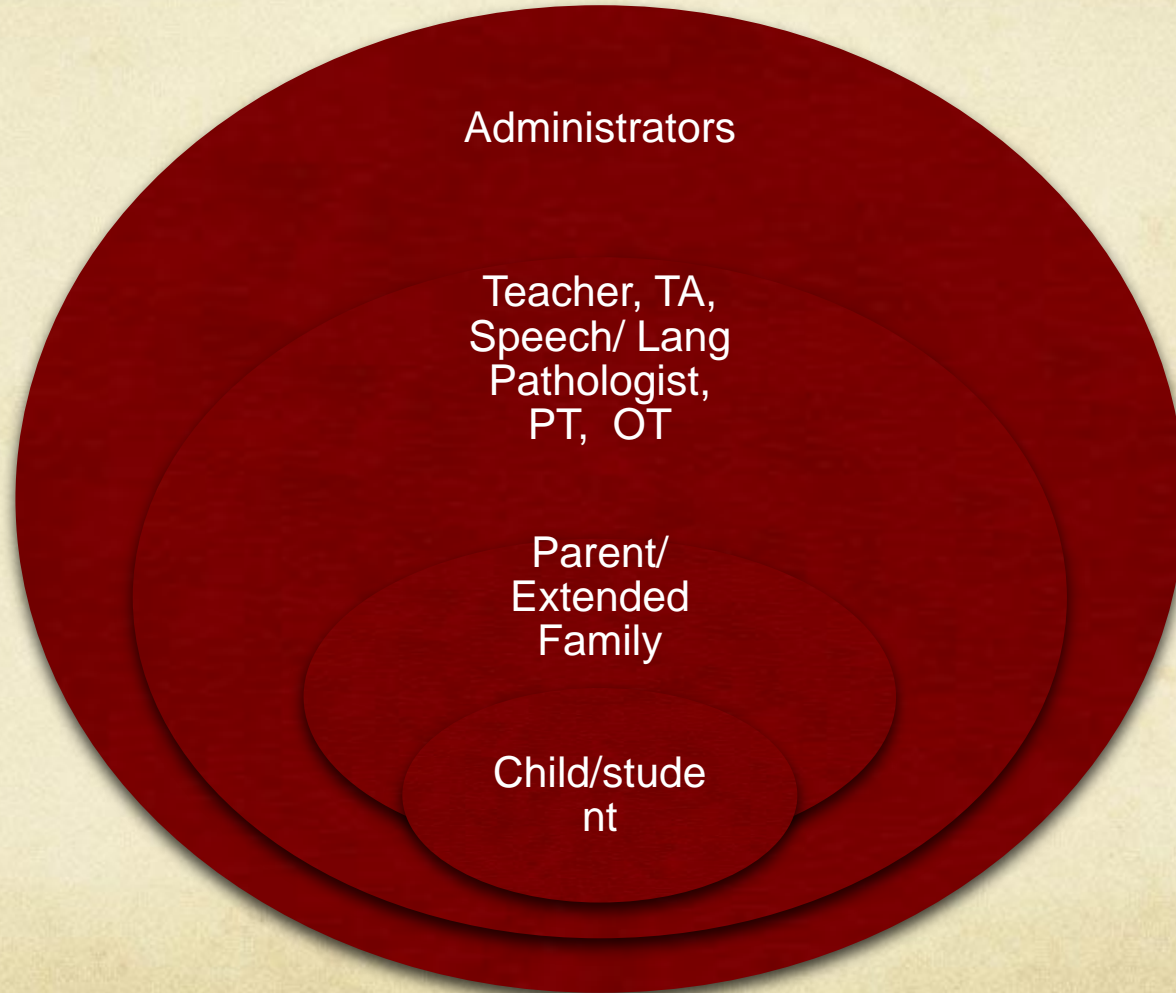
ENVIRONMENT

- Implement Visual schedules
- Label chairs or positioning options w/ names and/or pictures
- Create spaces – at the table, on a chair

“It’s my turn!”



It's a team effort!



“Alone we can do so little;
together we can do so much.”

Helen Keller

