**Small Changes, Big Differences: Modifying & Adapting Materials & Activities**

**Key Considerations**

①What is meaningful to the child (e.g., likes, dislikes, interests)

②What is meaningful to the family

③What can you do, within daily routines, with what you know about ①&②, to support access and participation

**Free Resources**

Adapt and Accomodate [**http://connectability.ca/2014/06/14/adapt-and-accomodate/**](http://connectability.ca/2014/06/14/adapt-and-accomodate/)

Center for Early Literacy Learning

Classroom Adaptations [**http://www.earlyliteracylearning.org/adaptations1c.php**](http://www.earlyliteracylearning.org/adaptations1c.php)

Practice Guides with Adaptations[**http://www.earlyliteracylearning.org/pg\_tier2.php**](http://www.earlyliteracylearning.org/pg_tier2.php)

CONNECT Module 5: Assistive Technology

Examples of Assistive Technology Equipment [**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-5-2.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-5-2.pdf)

Examples of Assistive Technology Adaptations [**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-5-3.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-5-3.pdf)

How to create a squishy book [**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-5a.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Activity/CONNECT-Activity-5-5a.pdf)

Video: The Family Child Care Provider’s Viewpoint

[**http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-1**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-1)

Video: The Family’s Viewpoint [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-2**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-2)

Connectability [**http://connectability.ca/category/kids/**](http://connectability.ca/category/kids/)

Videos/slide shows like Adapted Play Materials [**http://connectability.ca/Garage/wp-content/uploads/workshops/adapted\_materials/adapted\_materials.html**](http://connectability.ca/Garage/wp-content/uploads/workshops/adapted_materials/adapted_materials.html)

Visuals Engine [**http://connectability.ca/visuals-engine/**](http://connectability.ca/visuals-engine/)

Creating and Using Social Stories [**http://depts.washington.edu/hscenter/social\_stories**](http://depts.washington.edu/hscenter/social_stories)

Do2Learn [**http://www.do2learn.com/**](http://www.do2learn.com/) - free visuals

Emerging literacy through assistive technology [**http://webzoom.freewebs.com/sallydoxie/VOL.35NO.2NOVDEC2002\_TEC\_Article%206.pdf**](http://webzoom.freewebs.com/sallydoxie/VOL.35NO.2NOVDEC2002_TEC_Article%206.pdf)

Handout designed by Camille Catlett (919/966-6635; [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu))

Family Routine Guide [**http://csefel.vanderbilt.edu/resources/parent/mod6/family\_routine\_guide.pdf**](http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf)

Fun Books for Shared Reading

[**http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/therm.funbooksfo.pdf**](http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/therm.funbooksfo.pdf)

Let’s Play Projects [**http://letsplay.buffalo.edu/**](http://letsplay.buffalo.edu/)

Take a Look: Visual Supports for Learning [**http://www.naeyc.org/files/tyc/file/V4N5/Take\_a\_look\_visual\_supports\_for\_learning.pdf**](http://www.naeyc.org/files/tyc/file/V4N5/Take_a_look_visual_supports_for_learning.pdf)

Teacher Tools: Classroom Visuals and Supports

[**http://depts.washington.edu/hscenter/teacher-tools#visual**](http://depts.washington.edu/hscenter/teacher-tools#visual)

Toy Adapting Ideas [**http://www.letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf**](http://www.letsplay.buffalo.edu/toys/toy%20adapting%20ideas-%20VT.pdf)**­­­­**

Universal Design for Play Toy Guide [**http://letsplay.buffalo.edu/toys/guide/index.htm**](http://letsplay.buffalo.edu/toys/guide/index.htm)

Universal Design Means Toys for Everyone [**http://letsplay.buffalo.edu/UD/ud\_edplay.pdf**](http://letsplay.buffalo.edu/UD/ud_edplay.pdf)

Using Social Stories to Ease Children’s Transitions [**http://www.naeyc.org/files/tyc/file/TYC\_V4N1\_BriodyMcGarry.pdf**](http://www.naeyc.org/files/tyc/file/TYC_V4N1_BriodyMcGarry.pdf)

Using Visual Supports with Infants and Toddlers

[**http://tnt.asu.edu/sites/default/files/Oct2012Newsletter\_0.pdf**](http://tnt.asu.edu/sites/default/files/Oct2012Newsletter_0.pdf)

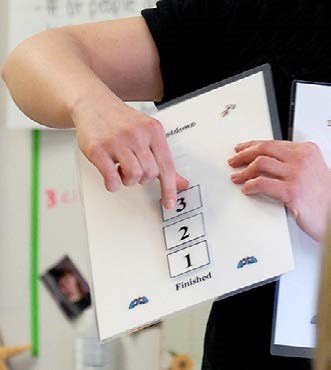
Visual Strategies (TACSEI) [**http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\_tools/ttyc\_toc.htm**](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_toc.htm)

Visual Supports Checklist

[**https://ccids.umaine.edu/wp-content/uploads/sites/26/2011/03/Visual\_Supports\_Checklist-20160210.pdf**](https://ccids.umaine.edu/wp-content/uploads/sites/26/2011/03/Visual_Supports_Checklist-20160210.pdf)

Welcoming All Children: Creating Inclusive Child Care [**http://www.iidc.indiana.edu/styles/iidc/defiles/ecc/welcomingallchildrenrevisededition2014.pdf**](http://www.iidc.indiana.edu/styles/iidc/defiles/ecc/welcomingallchildrenrevisededition2014.pdf)

**Visual Supports Checklist**



The **Visual Supports Checklist** is based on a review of current literature, practical knowledge, and reported experiences from early childhood educators on the topic of visual supports. For more information and additional resources for creating and using visual supports, please visit the University of Maine Center for Community Inclusion and Disability Studies’ web page, “[Visual Supports Learning Links and Visuals Templates](http://ccids.umaine.edu/resources/visual-supports/)” at http://ccids.umaine.edu/ resources/visual-supports/

|  |  |  |
| --- | --- | --- |
| **Understanding where to find things and where they belong.** | **Already using** | **Not yet using** |
| A label on each child’s cubby with an image of the child’s face |  |  |
| Labels on shelves indicating what should be kept or found there |  |  |
| **Tips for making labels:**   * At the beginning of the year, the photo is larger and the text is smaller. * Begin to switch mid-year (matching children’s development) and make the text larger and the photo smaller. * Eventually, have children help to create or write the labels in their own language (can use different color for each language). * Use lower case font for shelf labels (if the words are not proper nouns) and make them large enough (at least 22 point font size. Many places do not have the words large enough. * For name cards, make the first letter uppercase and the other letters lowercase. |  |  |
| **Understanding when things will happen.** | **Already using** | **Not yet using** |
| Daily schedule |  |  |
| **Understanding what to do and how to do it: curriculum, classroom, and community expectations.** | **Already using** | **Not yet using** |
| Step-by-step procedural directions (i.e., winter dressing sequence) |  |  |
| Center Play Poster (how many children can play here?) |  |  |
| **Tip for making center play poster:**  • If 4 children can play in an area, the sign might have the number 4 on it, 4 dots, the word “four” and 4 stick figures, for example. |  |  |

|  |  |  |
| --- | --- | --- |
| **Understanding what to do and how to do it: curriculum, classroom, and community expectations (continued).** | **Already using** | **Not yet using** |
| Classroom rules and/or expectations |  |  |
| Voice volume chart |  |  |
| Turns list or waiting list for popular centers and activities |  |  |
| Defined space (placemats, carpet squares with photo, etc.) on rugs for showing children their “spots.” |  |  |
| Sign-in charts |  |  |
| **Understanding how to interact with others (social skills supports).** | **Already using** | **Not yet using** |
| Social stories demonstrating interaction with peers and supporting conflict resolution |  |  |
| Social stories to help children process changes (vacations, staffing changes, child who is moving, etc.) |  |  |
| **Understanding how to communicate thoughts and choices (communication supports).** | **Already using** | **Not yet using** |
| Choice board — plan for center(s) to play in. |  |  |
| Preference chart (graph of favorite food charts, etc.) |  |  |
| Feelings chart |  |  |

The **Visual Supports Checklist** was developed by **Susan Bennett-Armistead, Ph.D.**, University of Maine College of Education and Human Development; **Bonnie Blagojevic, M.Ed., C.A.S.**, University of Maine Center for Community Inclusion and Disability Studies; **Erika Neal, M.Ed.**, University of Maine Farmington; and **Billie Taylor, MSW, LCSW**, University of Maine Center for Community Inclusion and Disability Studies. © 2011, 2016

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