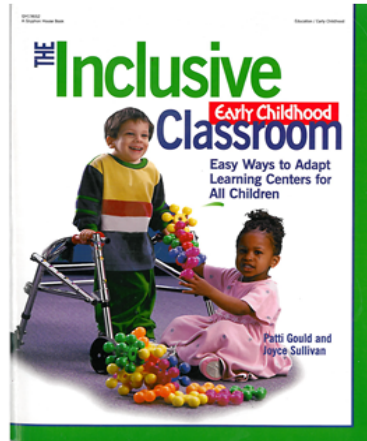


Large Group Adaptations Handout

Another Great Resource for Adaptations

Full of ideas



Gould, P. Sullivan, J. 1999. *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville Maryland: Gryphon House

EXAMPLES for Circle Time from Chapter 2, pages: 33 - 47

<ul style="list-style-type: none"> • General Ideas <ul style="list-style-type: none"> ○ Start the year with short 3-5 minute circle times ○ Work to 2x age segments with movement interludes ○ Make circle as an optional activity center ○ Provide consistency and structure to the routine ○ Incorporate as many senses as possible • For children with Developmental Delays <ul style="list-style-type: none"> ○ Fidget toys ○ 2-3 minute expectations ○ Music, movement, props, and puppetry ○ Snacks and chewing improves focus • Orthopedic impairments <ul style="list-style-type: none"> ○ similar seating as other children ○ alternative function if unable to participate (turn pages, etc.) ○ rhythm instruments fastened to body if unable to hold picture cards for choosing songs, books, rhymes, etc. 	<ul style="list-style-type: none"> • PDD and autism <ul style="list-style-type: none"> ○ Predictable structure and familiar routine ○ Rocking chair or beanbag or held on large ball ○ Dismiss to work 1-on-1 ○ Lower noise levels • ADHD and Behavioral Issues <ul style="list-style-type: none"> ○ Subdivide groups ○ Adult proximity and contact ○ Fidget toys or Stuffed squishy animal ○ Shorten time expectations • Motor Planning Problems <ul style="list-style-type: none"> ○ Persistent encouragement to participate ○ Allow to only observe when necessary ○ Repetitive routines ○ Break activities into tasks of small steps • Visual Impairments <ul style="list-style-type: none"> ○ Use running , descriptive narration ○ Real or 3 dimensional versions of story characters ○ Avoid light sources and glares
---	---

CARA’s Kit: Creating Adaptations for Routines and Activities, 2007, by S.A. Milbourne and P.H. Campbell provides specific adaptation ideas for many settings that are organized along a continuum from least to most intrusive. For Group Meetings/Circle Activities and for Transition Times they provide these suggestions:

Situation	Least intrusive ----- Adaptations ----- Most Intrusive				
	Environment	Activity	Materials	Requirements /Instructions	Assistance
Children are having difficulty sitting still and listening to stories.	<p>Length 2x age</p> <p>Modify mood by turning down lights and using a flashlight or a lamp</p> <p>Different seating options such as bean bags and pillows</p>	<p>Introduce activities that use finger or puppet play. Invite children to role play and act out favorite stories</p> <p>Have children hold onto a hula hoop, rope or parachute and do a movement activity prior to sitting still</p> <p>Shorten the length of sitting time. Present story segments throughout the day.</p> <p>Integrate activities that are very short (e.g. two or three minutes)</p>	<p>Let children hold “fidget toys” (e.g. squishy ball or stuffed animal) during story time.</p> <p>Invite children to dress up for story time. Use materials from the dramatic play area or special hats or scarfs that they keep in their cubby</p>	<p>Use fidget toys to introduce concepts such as left, right, in front of you, next to you, etc.</p> <p>Allow children to select other quiet activities</p>	
Children are moving chaotically from one activity to the next	<p>Ensure that there is enough open space for children and adults to move about during transition time</p>	<p>Use songs that go through the steps you want children to follow during transitions.</p>	<p>Post pictures of the day’s schedule at the children’s eye level and refer to the schedule throughout the day.</p>	<p>Post children’s photos or names in the area of the room that they are going to next. Have them find their name or photo.</p>	<p>Have one adult available to move with each small group of children throughout the day.</p>

Chart adapted from CARA’s Kit page 8 and page 13