

OBJECTIVES:

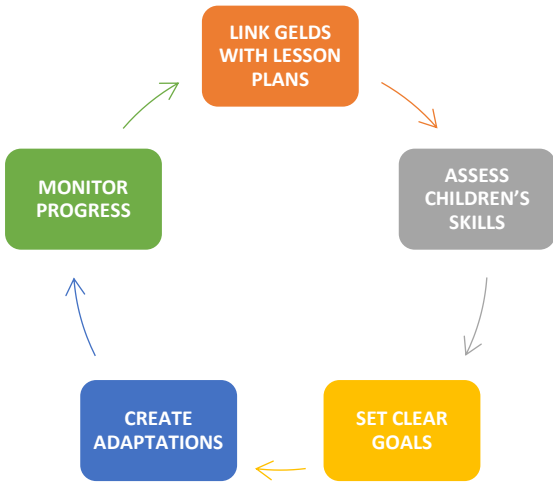
- Participants will review the definition of inclusion and Person First Language
- Participants will state the purpose for making adaptations
- Participants will describe the adaptation continuum
- Participants will describe process for making adaptations using GELDS
- Participants will identify programs that provide therapies and other supports



ACTION PLAN: INDIVIDUAL ACTIVITY

1. What would you like to learn about adaptations?	
2. Why is this question important to you?	
3. How does it relate to your work in the classroom?	

CHOOSING ADAPTATIONS



NOTES: _____

Differentiated Instruction:

Based on the idea that all classrooms will have a diverse group of learners. Difference is seen as the norm, and students are viewed as individuals who come to the classroom with a wide range of backgrounds, interests, experiences, and skills.



(Tomlinson et al., 2003)

ADAPTATIONS TO THE ENVIRONMENT

Least Involved

- Put picture symbol on shelves to make clean up a matching game
- Use trays or placemats to make individual workspaces
- Position shelves, tables, and chairs are at comfortable levels so all children can have access

ADAPTATIONS TO THE ACTIVITY

- Use props such as puppets or movements to engage children
- Shorten or lengthen activity according to child interest
- Give the child the materials required for the activity one piece at a time

ADAPTATIONS TO MATERIALS

- Stabilize materials by using Velcro or tape
- Attach popsicle sticks or small foam pieces to book pages to make them easier to turn
- Use a foam roller or clay to make pencil or paintbrush grasping easier

ADAPTATIONS TO REQUIREMENTS AND INSTRUCTION

- Provide other quiet activities in an area where the child can still see the group
- Allow extra time to complete activities
- Provide picture cue cards in addition to verbal instructions

ADAPTATIONS WITH ASSISTANCE


- Most Involved
- Partner up children and have a peer use visual cue cards to prompt
 - Join the children’s play and model new ways to play
 - Provide instructions and have them repeated back to you

Source: Milbourne, S.A., & Campbell, P.H. (2008) CARA’s Kit: Creating adaptations for routines and activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.

REFLECTING ON YOUR ACTION PLAN

- What barriers make it difficult to make adaptations in your program/ classroom?
- What resources are needed?
- What is your plan to address these barriers?



RESOURCES	
	<p>The Georgia Early Learning and Development Standards are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS support the growth of the whole child, birth to five.</p> <p>Website http://www.gelds.dec.al.ga.gov/</p>
	<p>Planning Educational Activities for Children (PEACH) is an interactive website that puts thousands of high-quality, developmentally appropriate activities at your fingertips! The activities available are designed for children ranging in age from birth to five years old.</p> <p>Website http://peach.dec.al.ga.gov/app/</p>
	<p>From birth to 5 years, your child should reach milestones in how he plays, learns, speaks, acts and moves. Track your child’s development and act early if you have a concern.</p> <p>Website https://www.cdc.gov/ncbddd/actearly/index.html</p>
	<p>The Georgia Department of Education is an American agency that governs public education in the state of Georgia. The department manages funding and testing for local educational agencies accountable for student achievement.</p> <p>Website https://www.gadoe.org/Pages/Home.aspx</p>
	<p>Babies Can’t Wait is the Early Intervention program in Georgia that serves children Birth to 36 months that are eligible for services.</p> <p>Website: https://www.bcw-bibs.com/</p>
	<p>DECAL offers a variety of supports through a team of regionally based Inclusion and Behavior Support Specialists to ensure that all children are successfully included in early care and learning environments.</p> <p>Website: https://dec.al.ga.gov/InstructionalSupports/InclusionServices.aspx</p> <p>Inclusion@dec.al.ga.gov</p>