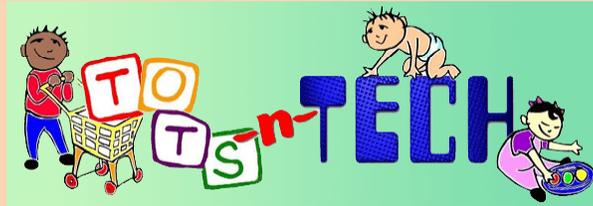


## Promoting Young Children's Participation in Activities & Routines through Adaptations & Assistive Technology

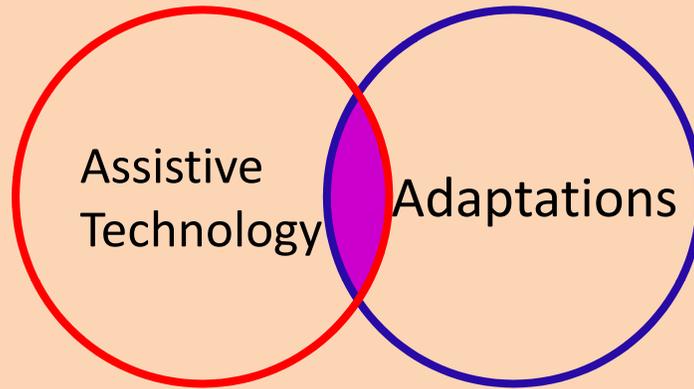


## What are Adaptations & AT?



- An intervention to help children be successful
- Can be used by themselves or in combination with specialized skill-building (therapeutic and sped) strategies

## Adaptations & AT



Pip Campbell NECTAC 12-08-08

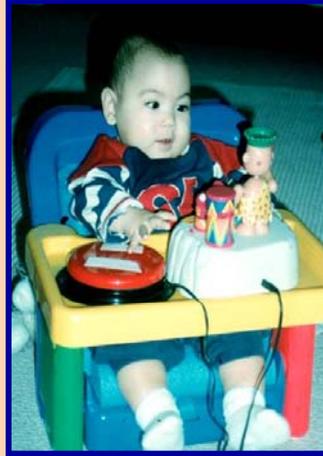
[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

AT is one way of **adapting** in order to promote children's participation and learning

## Assistive Technology Is An Intervention to promote participation

*This child is participating in toy play without adult assistance through use of adaptations and AT*

- Child chair - modified with foam
- Motivating/engaging toy that moves
- Simple switch



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or [Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Low Tech -----  
General; Readily Available  
General market



-----High Tech  
Targeted; Specialized  
Small market



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or [Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## 4 Steps to Promote Participation

- Find out about typical and desired activities and routines
  - Caregiver Interview
  - Child Care Provider Interview
- Establish Meaningful Outcomes - what is happening now, what should/could be happening
- Use the **Adaptation Hierarchy** & **Ideas to Share** for suggestions
- Measure progress

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or [Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Application in Child Care Settings for Preschoolers

Available through DEC at  
[http://www.dec-sped.org/index.aspx/Store/Additional\\_Resources](http://www.dec-sped.org/index.aspx/Store/Additional_Resources)

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Step 1

### Find out about Activities & Routines

- Ask families or caregivers
- Ask child caregivers
- Observe

### Find out about Adult Perceptions of Children's Functional Skills

- Communication
- Socialization
- Getting Around
- Using arms and hands

Http://tnt.asu.edu or  
Http://jeffline.jefferson.edu/cfsrp

Pip Campbell NECTAC 12-08-08

### CARA'S CHECKLIST OF PRIORITIES AND CONCERNS

This checklist is designed to help preschool teachers understand children's needs by describing children's typical performance in everyday classroom activities and routines. When completing the checklist, include input from teaching assistants, aides, and the director, if applicable.

Date: \_\_\_\_\_ Child's name: \_\_\_\_\_ Facility name and address: \_\_\_\_\_

Name(s) and position(s) of staff (e.g., lead teacher, aide) filling out questionnaire: \_\_\_\_\_

Does your facility participate in the State Quality Improvement System?  Yes  No  
Does the child of concern receive early intervention services?  Yes  No *if yes, does the classroom teaching staff consult with the early intervention team on a regular basis?*  Yes  No

**Checklist Instructions**

- 1) Rate the child's ability to participate in the daily routines and activities by looking at the general expectations for the classroom. For example, during arrival and departure, does the child exceed, meet, occasionally meet, or not meet the expectations for the classroom?
- 2) Rate your level (and/or that of the entire staff) of satisfaction with the child's performance in each routine or activity. For example, are you very satisfied, satisfied, somewhat satisfied, or not satisfied with the child's performance? Note: Each early childhood program has different priorities and some situations may be considered more important than others. Therefore, it is possible to be satisfied with performance that does not meet or occasionally meets the expectations of the classroom.
- 3) Circle the routines/activities that do not meet your expectations and with which you are not satisfied.
- 4) On the last page of the checklist, describe the strategies you and/or your classroom staff have tried to improve the routine or activity or to promote the child's participation in the routine or activity.

ACTIVITY	Exceeds classroom expectations	Meets classroom expectations	Occasionally meets classroom expectations	Does not meet classroom expectations	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
LANGUAGE AND LITERACY ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GROUP MEETING / CIRCLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TABLE TOP ACTIVITIES (counters, puzzles, pre-writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SMALL GROUP PLAY (sand & water, dramatic play, block play, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACTIVE LEARNING & MOVEMENT ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ROUTINE TRANSITIONS BETWEEN ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ARRIVAL & DEPARTURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNITY OUTINGS (e.g., daily outdoor walks, trips in the community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CARA's Kit Page 1 Creating Adaptations for Routines and Activities

Pip Campbell NECTAC 12-08-08 Http://tnt.asu.edu or Http://jeffline.jefferson.edu/cfsrp

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	Exceeds	Meets	Occasionally Meets	Does not meet		Very	Is OK	Somewhat	Not	Did Not Ask
EVENING ROUTINE (getting ready for bed, going to bed, sleeping)										
MEALTIMES (appetite, level of assistance)										
PLAYING WITH BROTHERS OR SISTERS OR FAMILY MEMBERS										
PHYSICAL ACTIVITIES (riding a bike, playing outside, playing on playground equipment, swimming)										
AT HOME CHORES (cleaning, preparing meals, watching TV, caring for pets, etc.)										
LEAVING THE HOUSE TO GO SOMEWHERE										
RUNNING ERRANDS (grocery store, mall/store shopping, banking, wash/cleaners)										
OUTINGS (visit a friend/relative, eat at a restaurant/fast food, go to museums, amusement parks, zoo, etc.)										

## Step 2

### What would the caregiver like to have happen?

- What would you like to see happening?
- What would the child/children be doing?
- What would the adults be doing?
- How would the environment look?
- What would you like to hear happening (e.g., voices, background sounds, particular sounds that relate to the situation, etc.)?

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
<http://jeffline.jefferson.edu/cfsrp>

# Decide What Should Happen

- IFSP Outcomes
  - Promote participation in activities and routines by:
    - **“Fixing”** those that are not going well by using adaptations and AT
    - **Embedding** specialized interventions and/or adaptations and AT in routines/activities that are going well (meaning are enjoyable for caregiver/child; child is engaged, etc.)
- General Plan of Expectations

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

**ADAPTATION NOTES**

What is currently happening?

What would you like to see happen?

How can we change the environment?

How can we change the activity?

How can we change the materials?

How can we change the requirements or instructions?

How can we provide assistance?

After you have made the changes, what is currently happening?

CARA's Kit™ Creating Adaptations for Routines and Activities

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or [Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

**Eric will participate in transitions in his preschool program by riding his bike.**



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

**Keelie will participate in play with her older sister before dinner by selecting toys & using her switch to turn them on.**



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Step 3 Consider Adaptation-AT Interventions

- Use the Adaptation Hierarchy
- Use Ideas to Share (<http://tnt.asu.edu>)
- Use CARA's Tool Kit

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Facilitating Children's Participation and Learning

- **Environmental Accommodations**
- **Adapt Room Set-Up**
- **Adapt/Select Child Equipment**
- **Equipment/Adaptations for Positioning**
- **Adapt Schedule**
- **Select or Adapt Activity**
- **Adapt Materials**
- **Adapt Requirements or Instructions**
- **Have Another Child Help --**
  - **Peer Assistance/Tutoring**
  - **Cooperative Learning**
- **Have an Individual Child Do Something Different**
- **Have an Adult Help a Child Do the Activity**
- **Have an Individual Child Do Something Outside of the Room (with an Adult)**



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Adaptation Hierarchy Level	Suggestions
Adapt Set-Up of Environment	Moving furniture within the home to allow a child to walk with a walker; placing all unsafe materials (such as cleaning solutions) in a locked cupboard
Adapt/Select "Equipment"	Using boppies and bean bag chairs in a child care program so that children can sit with support
Equipment/ Adaptations for Positioning	Obtaining an off-the-shelf toilet chair in which a child can sit comfortably and safely; Using a stander so that the child can work with others at the sand table

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Adapt Schedule	Allow longer times for mealtime so that a child who needs more time to self-feed will have enough time to complete the meal;
Select or Adapt Activity	Reading a story using props so that children may participate actively while listening; incorporating a variety of riding toys into outside play so that all children can ride.
Adapt/Select Materials & Toys	Purchasing an off-the-shelf puzzle with knobs so that the child can complete the puzzle independently; attaching a switch to a toy so that the child can play with the toy independently
Adapt Requirements or Instructions	Allowing a child to self-feed for the beginning of the meal and then feeding the child for the remainder; Read 2 very short stories and require a child who has difficulty attending to attend for one story only.

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

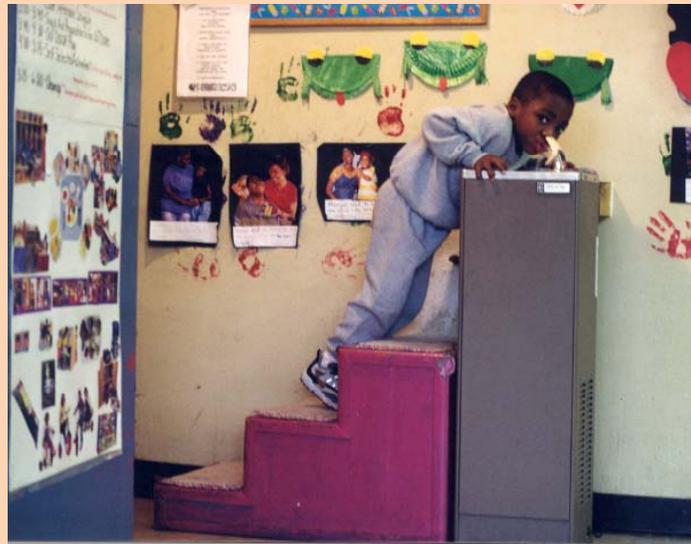
## Continuum: Adaptations to the Environment

- Adaptations to the environment change the setting. For example:
- Rearrange the furniture in the room so that a child in a wheelchair can move about freely.
- Adapt or add equipment (e.g., use a slant board to help a child participate in coloring activities, use wedge to provide supportive seating during circle activities).



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or [Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Continuum: Adaptations to Activities and Routines

- An activity or routine may be adapted to accommodate special needs. For example:
- Add periodic movement activities to a story time activity to help children who have difficulty paying attention.
- Extend the length of free choice time so that children have the opportunity to finish a block building project.
- Start dinner earlier for a child who needs longer to eat than the rest of the family.



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Continuum: Adaptations to Materials

- Materials used in an activity or routine, when adapted, may help a child participate. For example:
- Make the pencil thicker by putting a foam curler around it or by wrapping the pencil with play dough or silly putty to help a child who has problems gripping pencils.
- Use assistive technology— as in the case of using a simple switch interface to help a child with motor difficulties activate a toy.



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)





## Ideas to Share



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Look Up By --

- Functional Skill
  -  Communication
  -  Socialization
  -  Mobility
  - 
- Activity or Routine
  - Errands
  - Chores
  - Outings
  - Mealtimes 
  - Indoor Play
  - Bathtime 
  - Morning
  - Evening
  - Outdoor Play (Physical)

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Communication



## Ideas To Share




### Encourage Vocalizations

This plastic toy echo microphone found in most toy stores can be a great way to encourage children to vocalize and play with sounds. Take turns with your child, making noises into the microphone. Once children "catch on" to the game, it may even be a way of encouraging your child to imitate words for objects that they want.

Idea submitted by: Kim Niles  
For more information: [siverson@bhdssc.org](mailto:siverson@bhdssc.org)

These ideas have been submitted by early intervention providers across the country and do not necessarily reflect the views of the T1T Research Institute and no official endorsement should be inferred.

Pip Campbell NECTAC 12-08-08

<http://tnt.asu.edu> or <http://jeffline.jefferson.edu/cfsrp>

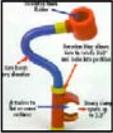
arms and hands



## Ideas To Share



### Mother's Third Arm





This kid-friendly looking device can clamp on to almost anything and will hold a bottle, cup, paint jar, cup of crayons and just about anything else you can think to put in there. It can be used to keep a drink handy so that you don't have to guess when your child is thirsty. It can also be used as a quick and easy way to position a switch for the single switch user to operate a toy, say a message, etc. The Mother's 3rd Arm is offered in a variety of places (InnoVentions, Sommons Prestons, etc) and can be purchased for under \$30.

Idea submitted by: Kim Daswick, Arizona

These ideas have been submitted by early intervention providers across the country and do not necessarily reflect the views of the T1T Research Institute and no official endorsement should be inferred.

Pip Campbell NECTAC 12-08-08

<http://tnt.asu.edu> or <http://jeffline.jefferson.edu/cfsrp>

Bathtime



### Floating Communication Board

An easy waterproof communication board that can float in the pool, bath, or water table.

**Materials:**  
 Foam garden kneeler (one with a cut out handle works best for the pool)  
 Communication Board printed out on card stock  
 Laminate or Con-Tact paper (Laminate holds up longer)  
 Large baggie with zip lock seals (size needs to fit around the communication board)  
 2 sticky back Velcro strips (both hook and loop) cut to width of garden kneeler

**Instructions:**  
 Create and laminate communication board. Put in baggie and seal, pushing excess air out so it lays flat. Place the loop Velcro on the kneeler and the hook on the backside of the baggie. Make sure the pictures on the communication board are facing up. Attach the baggie to the kneeler.

From D.E.S.E. (Designing Environments for Successful Kids) Wisconsin Assistive Technology Institute (WATI), CESA 2, 448 E. High St., Milton, WI 53563. Phone 608-758-6232 X 340 or 800-991-9576. Email: info@watisce.org

Pip Campbell NECTAC 12-08-08

<http://tnt.asu.edu> or  
<http://jeffline.jefferson.edu/cfsrp>



### Easy Book Adaptations



To make page turning easier, glue small felt pieces on each page. The felt circles for the bottoms of chair legs, popsicle sticks, or tabs from notebook dividers can also be glued on pages at varying levels to help children turn pages independently.

Take off the binding of a book and separate the pages (making sure all pages are numbered first). Laminate, coat in clear contact paper, or place each page in a lock top plastic bag. Then, punch holes and put the pages in a three-ring binder.

From *Easy Toy and Game Adaptations* by Diana Mince Nelander, National LeLaktek Center. For more information call the LeLaktek Toy Resource Helpline at 1-800-350-PLAY, or e-mail at [LeLaktek@LeLaktek.org](mailto:LeLaktek@LeLaktek.org) or visit our web site at [www.lelaktek.org](http://www.lelaktek.org).



### Creative Use For Daily Contact Lens Cases



Daily contact lens cases make a great combo page fluffer/turner. You can glue them on to board book pages or the insides of flap book flaps. The indentation for the contact makes a nice space for a small finger or hand to lift the page. You can also add pom poms to each contact container to color code pages and soften plastic edge.

Idea submitted by Kathleen Soden, E.D from the Sacramento County Office of Education SEEDS Project

Literacy - Book Reading

Pip Campbell NECTAC 12-08-08

<http://tnt.asu.edu> or  
<http://jeffline.jefferson.edu/cfsrp>

## Object Play



**Ideas To Share**

**TECH**

**Play Mat**

To help students play independently, attach toys to a plastic or rubber placemat with thin strands of elastic. If a toy happens to fall off the mat, students with limited fine motor skills can scoop the elastic bands and bring the toy back to the playing surface. Attach cookie cutters, mini-rolling pins and plastic pizza cutter to create a play mat compatible with clay and playdoh tasks.

Idea from Project Participate, University of Colorado Health Science Center, 4200 E. 9th Avenue, C268-20 Denver, CO 80262 Phone: 303-315-2318 Fax: 303-315-5641 email: info@projectparticipate.org web: http://www.projectparticipate.org/

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

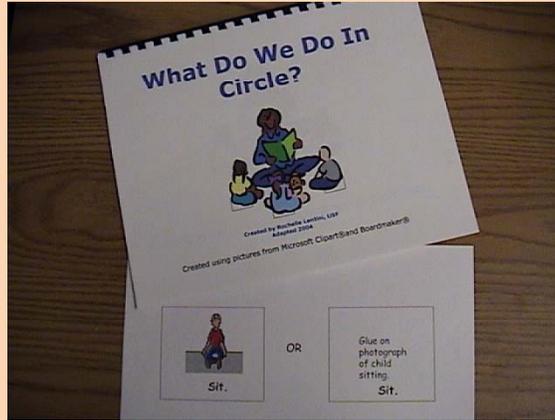
## Continuum: Requirements and Instruction

- Changing the requirements of an activity or a routine, or the way you provide instruction for them, can enable a child to participate. For example:
- Use photographs to show each step rather than simply speaking the instructions.
- Reduce the number of steps a child is expected to perform to change requirements.



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



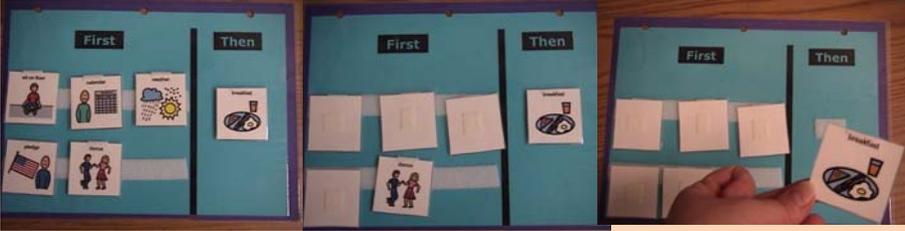
Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Beginning view of  
circle mini schedule

Turn over picture as  
activities are completed

Hand the child the picture of  
the next place to go





Lentini, R., Vaughn, B. J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. Tampa, Florida: University of South Florida, Early Intervention Positive Behavior Support.

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

Pip Campbell NECTAC 12-08-08

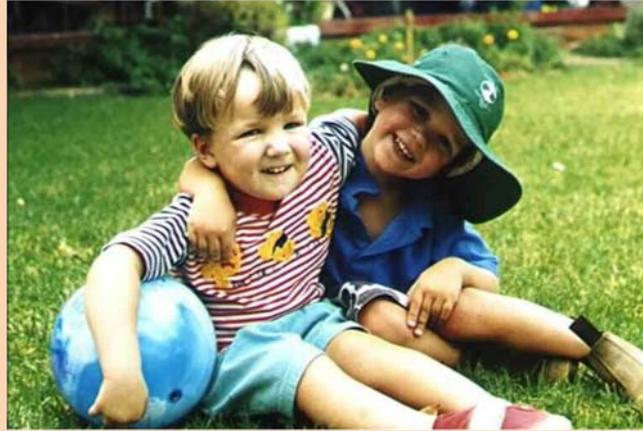
## Continuum: Assistance

- Providing assistance is the most intrusive form of adaptation because it involves another child or adult actually helping the child do the activity or routine, rather than allowing the child to do it independently. Always try to have a peer provide the assistance first before using an adult.
- Provide assistance only when other adaptations have not worked, and only as a last resort.



Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Pip Campbell NECTAC 12-08-08

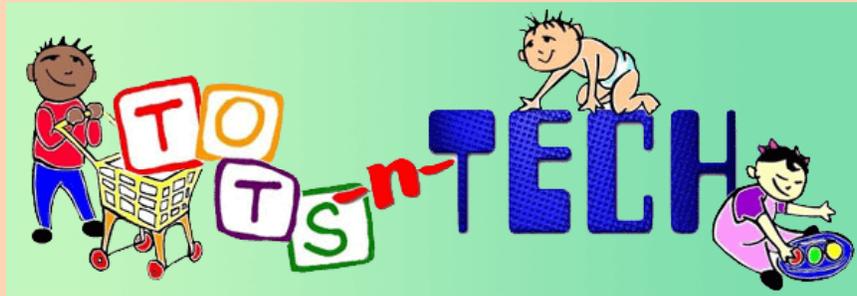
[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



Here's the situation	Try This Adaptation				
	Environment	Activity	Materials	Requirements/Instruction	Assistance
Children are having difficulty sharing books during library book time. [Standards 4, 21, 22, 32, 44, 49]	<ul style="list-style-type: none"> <li>Set up the library center so that children have space to look at a book without being too close to the other children. Define the space with carpet squares, bean bags, soft chairs, etc.</li> <li>Limit the number of children in the area at one time.</li> </ul>	<ul style="list-style-type: none"> <li>Have children act out a book during library time instead of reading it by themselves.</li> <li>Assign two groups; one sits on floor cushions, the other sits on chairs at a table.</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with more than one copy of popular books.</li> <li>Include at least five books per child in the book area (e.g., 5 books x 4 children = 20 books minimum).</li> </ul>	<ul style="list-style-type: none"> <li>Give a verbal directive that when the timer sounds each child will trade books with his or her book buddy.</li> <li>Post an illustration of two children exchanging books when the timer sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Pair children with age-appropriate attention skills with children who have decreased auditory processing skills.</li> <li>Have book buddies choose books together and read to one another during library time.</li> </ul>
Children are leaving books on the floor instead of putting them back on the shelves when finished looking at them. [Standards 5, 7, 27]	<ul style="list-style-type: none"> <li>Use baskets or bins on the floor instead of shelves to hold books.</li> <li>Put books on low magazine racks or low open shelves.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple stickers or a card system to check books out and return them when finished.</li> <li>Assign two small groups for four games of charades. Have one group act while the other guesses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a color-coded system for categories of books.</li> </ul>	<ul style="list-style-type: none"> <li>Post picture reminders to place books back in their proper storage location.</li> <li>Designate areas (e.g., animals, people, etc.) on the shelf. Demonstrate how to return books to the shelf location by matching the book topic with the category.</li> </ul>	<ul style="list-style-type: none"> <li>Have a "librarian for the day/week" who is in charge of collecting the books when it is time to clean up.</li> </ul>
Children are tearing the pages when looking at books. [Standards 4, 7, 34]		<ul style="list-style-type: none"> <li>Have children perform a movement activity such as wall push-ups prior to reading time.</li> </ul>	<ul style="list-style-type: none"> <li>Replace books with paper pages with books with sturdy or fabric pages.</li> <li>Laminate the pages of popular books or put individual pages in a photo album.</li> <li>Provide children with "tearable" books like magazines or catalogs.</li> </ul>		

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



## Resources

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



- Ideas to Share
- Research Briefs
- Links to Resources
  - Guides
  - Training Materials
  - Newsletter

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)



## Early Intervention Assistive Technology Resource Chart

EI Assistive Technology Research Institute: Collaboration Between  
Thomas Jefferson University (Philadelphia - 215-503-1600) and  
Arizona State University (480-965-9396)

The TnI Research Institute is funded by cooperative agreement #H327K000003 from the U.S. Department of Education, OSEES, under CFDA #4-327X to Thomas Jefferson University, Philadelphia and Arizona State University, Tempe. The information printed on this fact sheet does not necessarily reflect the official position of the U.S. Department of Education and no official endorsement should be inferred.

Pip Campbell NECTAC 12-08-08

[Http://tnt.asu.edu](http://tnt.asu.edu) or  
[Http://jeffline.jefferson.edu/cfsrp](http://jeffline.jefferson.edu/cfsrp)

## Contact Us -

Pip Campbell - [pipcamp@aol.com](mailto:pipcamp@aol.com)

Jeanne Wilcox - [mjwilcox@asu.edu](mailto:mjwilcox@asu.edu)

Jill McLeod - [jill.mcleod@jefferson.edu](mailto:jill.mcleod@jefferson.edu)

