



INCLUSION
COLLABORATIVE

Adaptations in Action

Adaptation Bin for Children (ABC)

Santa C





ACKNOWLEDGMENTS

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Introduction

One of the main ingredients to a successful inclusion program is the educator's ability to support students with disabilities and special needs towards progress in the general education curriculum. It is not enough to just place students in an inclusion program. Students with disabilities and special needs must have equal access to the environment and curriculum and to fully participate in all activities within the classroom. The **Aadaptation Bin for Children (**ABC**)** was created so that educators would not only have materials to support students with disabilities and special needs but also have directions and ideas to use the materials.

It is important to differentiate between the two concepts *students with disabilities* and *students with special needs*. Students with disabilities are those students who have been diagnosed with a specific disability such as Autism or Speech and Language Impairment. Students with special needs, though they might not necessarily have a disability, do have challenges that require extra attention and assistance from the educator. Some of these challenges might be in the form of behavior or learning English as a second language. These students can also benefit from classroom



adaptations and, therefore, are included in this text.

The 22 items in the **A**daptation **B**in for **C**hildren (**ABC**) can be used to adapt or modify routines, environments, play materials, and activities for ALL students, including students who have disabilities or special needs. Each item has corresponding idea sheet(s) that can be used to make adaptations happen right now in classrooms. The idea sheets have four components:

- 1) List of ABC Item(s)
- 2) Type of Adaptation
- 3) Adaptation Directions
- 4) Can Support Children Who Have...

To explore adaptations that can be made with specific items in the bin, see the list of ideas on page four. For adaptations designed for specific challenges of students, see the list of ideas on page five. In addition, a short description of disabilities is also provided.

The idea sheets facilitate understanding about how to simplify, stabilize, enhance, and enlarge classroom materials and activities (Luongo & Kearns, n.d.) so that ALL students are able to fully participate and access the classroom curriculum at their own developmental level. Sometimes students are not able to access activities because their current skill level does not match the



requirements for an activity, resulting in nonparticipation (Milbourne, 2008). It is hard for students to feel a sense of belonging when they are not able to participate in the same activities as their peers.

Adaptations, therefore, bridge the gap between a student's current skill level and the requirements of an activity (Milbourne, 2008). There is value in using adaptations to close this gap. Students will...

- feel a sense of belonging
- participate in all classroom activities
- build self-esteem because activities are presented at their level
- gain independence
- decrease behavioral issues because their needs are being met

It is the Inclusion Collaborative's hope that this booklet will spark your interest to create other adaptations that meet the specific needs of your students and program. If you would like to share your creative ideas with us please e-mail them to inclusion@sccoe.org. If you would like more information about the Inclusion Collaborative, please visit our website at www.inclusioncollaborative.org.

Have fun and be creative!



ABC Idea Sheets Organized by Item

ITEM	PAGE
Black & Yellow Laminated Sheets	26, 27
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Contact Paper	14-16, 48, 49
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ABC Idea Sheets Organized by Student's Challenges

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Attention Deficit Disorder & ADHD	10, 14-16, 18, 21-25, 27 38-42, 46-48, 50, 51
Autism Spectrum Disorders	10, 12-16, 18, 21-25, 27, 28, 32, 36, 38, 39, 41, 42, 45-48, 50, 51
Behavior	10, 14, 15, 18, 21-24, 32, 38- 42, 46-48, 50
Cognitive Delays	10-25, 27-33, 36-39, 41-51
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Vision Impairments	10, 11, 13-16, 18, 22, 23, 26, 27, 29-32, 36, 38, 39, 41-46, 49-51



Facts about Disabilities

For more information see Fact Sheets at www.cdc.gov/actearly and Special Education Eligibility Criteria at www.sccoe.org/programs/inclusion-collaborative/relatedresources.asp

Speech and Language Impairment

- Difficulty with expressive language (what a student can say) and/or receptive language (what a student understands)
- Characteristics can include difficulties with the rate or rhythm of speech (fluency), voice quality or pitch (abnormal voice), and pronouncing the single or multiple speech sounds (articulation). (Ptacek, 2008)
- Range of abilities from mild to severe

Autism Spectrum Disorders (ASD)

- A group of disorders of the brain -- Autism, Asperger Syndrome, and Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)
- Includes a wide range of abilities from completely nonverbal to won't stop talking about preferred topic
- Characterized by any combination of the next four categories (Cox & Boswell, 2009).



- Communication: difficulty with verbal and non-verbal communication, social communication, and saying words but not understanding the meanings of what they said.
- Social interaction: might show inability to take on the perspective of others and difficulty forming relationships
- Sensory integration: difficulty organizing sensation (sights, sounds, touch, taste, smells, and movement) from one's own body and the environment. Vision is often the strongest modality for learning.
- Preference for sameness: might develop strict routines, have difficulty with slight changes, and/or show repetitive behaviors such as hand flapping

Attention Deficit Disorder ADD & Attention Deficit Hyperactivity Disorder ADHD

- Related to the condition of the nervous system and its effects on behavior
- Characterized by difficulty with attending to a task, distractibility, managing impulsive behaviors (acts before thinking), and hyperactivity in some students. (NCBDDD, 2007).



Cognitive Delays

- Characterized by significant delays with intellectual ability (thinking and understanding skills) including basic daily functioning (self-help or adaptive skills) such as feeding, dressing, and toileting (Ptacek, 2008)
- Described also as Mental Retardation and Developmental Delay
- Degree of delay varies greatly from mild to severe

Deafness and Hearing Loss (Ptacek, 2008)

- Characterized by difficulty processing speech and language through hearing
- Wide variety of degrees of difficulty from a mild hearing loss to severe loss such as deafness
- Can affect communication skills, developmental growth, and educational performance

Physical Impairments

- Wide variety of difficulties with daily movement (gross motor skills) from a little clumsy to unable to walk and/or small movements (fine motor skills) such as using the hands to write. (NCBDDD, 2007)



- Examples: Cerebral Palsy and Spina Bifida
- Described also as Orthopedic Impairment (OI)

Visual Impairments

- Characterized by difficulty processing information through sight
- Wide range from partially sighted to legally blind to blind
- Can result in significant developmental delays because of hesitancy and fear to move and explore environments that cannot be seen



ABC Idea Sheet

ABC item(s):

Velcro

Type of Adaptation:

Material

Adaptation Directions:

Attach soft Velcro to the individual pieces of a matching game such as a memory or lotto game. Attach the hard Velcro to each item on the memories/lotto board. This prevents pieces from slipping when placed on the board and can minimize frustration. Might want to laminate the board and individual pieces first.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Black Marker
- Ruler

Type of Adaptation:

- Activity

Adaptation Directions:

Use the black marker and the ruler to simplify cutting activities. Draw straight lines between objects/pictures on dittos or art projects. Straight lines are easier for students to cut out than cutting around the objects/pictures.

Can support children who have...

- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Blocks: Large Wooden or Small Colored
- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the glue gun to attach the wooden blocks to a variety of materials to make a handle/knob to encourage a better grasp from students.

Attach to:

- puzzle pieces
- sponges or cookie cutters for printing (especially good for students who do not like to get messy)
- small drawers or bins to pull open

Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Autism Spectrum Disorders
- Cognitive Delays
- Physical impairments



ABC Idea Sheet

ABC item(s):

- Blocks: Large Wooden or Small Colored
- Velcro

Type of Adaptation:

- Material

Adaptation Directions:

Attach Velcro to the top and bottom of each block. The student can then stack the blocks by feeling for the Velcro. The blocks will be more stable and will not tip over if slightly tapped.

Can support children who have...

- Autism Spectrum Disorders
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Contact Paper

Tape: Clear

Type of Adaptation:

Environment Material

Adaptation Directions:

Use contact paper or clear tape to cover labels on shelves, toy bins, walls, or tabletops. Labels can be posters, words, photographs, and/or pictures of toys (from toy catalogs, toy boxes, and newspaper ads). Helps students focus and attend during cleanup activities.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Contact Paper
Tape: Clear

Type of Adaptation:

- Material

Adaptation Directions:

If laminating is too expensive or not practical for your program, then use contact paper or clear tape as an inexpensive way to laminate, icons pictures, posters, students' artwork, and any visual supports.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Contact Paper

Type of Adaptation:

- Routine Material

Adaptation Directions:

Use the contact paper to attach a student's picture or name to a chair or classroom table so the student has a visual support of where to sit. Could also use as a visual support to help the student find his/her own cubby. Can also use a contrasting color to make the name or picture stand out from the table or chair.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Cognitive Delays
- Deafness and Hearing Loss
- English As a Second Language
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Foam Sheets

Tape: Electrical Duct Painters

Type of Adaptation:

Material

Adaptation Directions:

Use the foam sheets as a way to build up a handle for any type of fine motor instrument (pencil, markers, crayons, paintbrushes, forks, spoons, shovels, toothbrush, scoops, etc.). Wrap the foam sheet around the instrument and secure with electrical, duct, or painters tape. Building up the handle helps improve a student's grasp.

Can support children who have...

Cognitive Delays

Physical impairments



ABC Idea Sheet

ABC item(s):

Glue Gun

Type of Adaptation:

Environment Material Activity

Adaptation Directions:

Using the glue gun will help items maintain their cohesiveness much better than regular glue. If an adaptation is meant to last, then use the glue gun. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Foam Sheets
- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the foam sheets to adapt a puzzle so that a student can easily take the pieces out of the puzzle. Trace and cut out each puzzle piece on the foam shape. Glue the foam puzzle piece into the inset of the puzzle. The foam will raise the puzzle piece above the puzzle and make it easier to lift out. Might want to use multiple layers of sheets to raise the pieces. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Cognitive Delays
- Physical impairments



ABC Idea Sheet

ABC item(s):

- Foam Sheets
- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use a hot glue gun to glue strips of the foam sheet around a plastic cup to stabilize a student's grasp while drinking.
Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Cognitive Delays
- Physical impairments



ABC Idea Sheet

ABC item(s):

- Foam Sheets
- Black Marker
- Glue Gun
- Popsicle Sticks

Type of Adaptation:

- Activity

Adaptation Directions:

Turn taking adaptation: use a glue gun to attach a popsicle stick to a sheet of foam in order to make a turn taking prop. During a turn taking activity the student who is holding the prop takes his/her turn while others wait. This is a visual reminder of whose turn it is. Can use the black marker to draw a smiley face or write my turn on the foam sheet. Works well at circle time. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Speech and Language Impairment



ABC Idea Sheet

ABC item(s):

- Foam Sheets Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the glue gun to attach the foam sheets to a variety of toys, books, and materials to add texture. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the hot glue gun to help add texture to toys, puzzles, and books. Textures can include fabric pieces that are furry, shiny, smooth, and rough. Sponges, sandpaper, and sticky paper can also be fun to touch. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Highlighter

Type of Adaptation:

Material Activity

Adaptation Directions:

Use the highlighter to help lines and text visually stand out on dittos and art activities. For example, highlight where a student needs to write his/her name on a ditto. Also, use a highlighter to show the student where to trace or cut letters, shapes, or pictures. Helps to minimize frustration for difficult tasks.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Deafness and Hearing Loss
- English As a Second Language
- Physical impairments



ABC Idea Sheet

ABC item(s):

Highlighter

Type of Adaptation:

Material

Adaptation Directions:

Highlight specific or repeated words in a book to draw attention to sight words that you want to emphasize.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Cognitive Delays
- Deafness and Hearing Loss
- English As a Second Language
- Physical impairments
- Speech and Language Impairment



ABC Idea Sheet

ABC item(s):

- Black and Yellow Laminated Sheets

Type of Adaptation:

- Routine Material Activity

Adaptation Directions:

Use the yellow or black laminated sheets as high contrast for activities or materials so that students can visually see a distinct difference. Place the laminated sheets under toys, books, art materials, and snack items (bowls, utensils, plates).

Can support children who have...

- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Black and Yellow Laminated Sheets

Type of Adaptation:

- Routine

Adaptation Directions:

Use the yellow or black laminated sheets as high contrast for choice making. Place objects, pictures, or icons of contrasting colors on the sheet and ask the student to choose one. Vary the number of choices based on the student's ability to scan more than one at a time.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Cognitive Delays
- English As a Second Language
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Pink Curlers

Tape: Electrical Duct Painters

Type of Adaptation:

Material

Adaptation Directions:

Slip the pink curler onto any type of fine motor instrument (pencil, markers, crayons, paintbrushes, toothbrushes, forks, spoons, shovels, scoops, etc.) as a way to build up a handle. If the curler moves around, then secure it with electrical, duct, or painters tape. Building up the handle helps improve a student's grasp.

Can support children who have...

Autism Spectrum Disorders

Cognitive Delays

Physical impairments



ABC Idea Sheet

ABC item(s):

- Pink Curlers
- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the curler to add texture to a toy. While standing the curler up straight use scissors to cut across the curler to make four to five smaller curlers. Use the glue gun to glue the smaller curlers onto parts of the toy that a student needs to manipulate. Example: Place the curler on the buttons of an Etch A Sketch. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Scissors with Cutting Assist
- Pipe Cleaners
- Tape: Masking

Type of Adaptation:

- Material

Adaptation Directions:

Wrap pipe cleaners tightly around scissors handles. This creates a smaller space so that only the tips of the fingers can fit through the handle. This is especially good for students who push their fingers all the way through the handle and keep their finger straight while they cut. Can use pipe cleaners that are of a contrasting color to the scissors to make the handles stand out. Tape the end of the pipe cleaner to protect the wire from poking a student's finger.

Can support children who have...

- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Pipe Cleaners
Tape: Masking

Type of Adaptation:

- Material Activity

Adaptation Directions:

During stringing and beading activities, use the pipe cleaner instead of the string because it is easier and will be more stable for stringing. Pipe cleaners work especially well for small beads & Cheerios. Can use masking tape to secure the end of the pipe cleaner to the table for students who have difficulty manipulating both the beads & pipe cleaners. Can also tape the beginning end of the pipe cleaner to protect the wire from poking a student.

Can support children who have...

- Cognitive Delays
 Physical impairments
 Vision Impairments



ABC Idea Sheet

ABC item(s):

- Pipe Cleaners
Tape: Duct

Type of Adaptation:

- Environment Material

Adaptation Directions:

String several small bells on a pipe cleaner and tie the noisemaker around the legs of a tricycle so that students can hear a tricycle when it is approaching from behind. Might want to secure the pipe cleaner with duct tape. Can be used as an auditory signal to cue students that a bike is on the move (especially for students who lack awareness of safety).

Can support children who have...

- Autism Spectrum Disorders
 Behavior Challenges
 Cognitive Delays
 Deafness and Hearing Loss
 Physical impairments
 Vision Impairments



ABC Idea Sheet

ABC item(s):

Pipe Cleaners

Tape: Electrical Duct

Type of Adaptation:

Material

Adaptation Directions:

For lacing cards, replace the string with two or three pipe cleaners twisted together end to end. Use the electrical or duct tape to secure each connection.

Can support children who have...

Cognitive Delays

Physical impairments



ABC Idea Sheet

ABC item(s):

- Pom-Poms
- Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use a hot glue gun to glue a pom-pom onto each page of a book to make it easier for students to turn the pages.
Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Physical impairments



ABC Idea Sheet

ABC item(s):

- Glue Gun Popsicle Sticks

Type of Adaptation:

- Material

Adaptation Directions:

The glue gun and popsicle stick can be used to adapt a book to make it easier to turn the pages. On each individual page glue the popsicle stick so that it sticks out of the page by about an inch or two. The student can then turn the pages of the book by lifting the popsicle stick. Always follow the safety tips provided in the appendix for glue guns.

Can support children who have...

- Physical impairments



ABC Idea Sheet

ABC item(s):

Popsicle Sticks

Type of Adaptation:

Activity

Adaptation Directions:

Use popsicle sticks as an adaptation to any type of sensory exploration activity (Play-Doh, goop, and finger paints) so that students who do not like to touch messy activities can still participate. Use the colored sticks for contrast for students with vision impairments or wrap plain sticks with colored tape (helps to prevent splintering).

Can support children who have...

- Autism Spectrum Disorders
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Scissors with Cutting Assist

Type of Adaptation:

- Activity

Adaptation Directions:

Lift the yellow assist piece on the scissors to make cutting easier. The student squeezes the scissors, cuts the paper, and then the scissors will automatically open. Once a student has had lots of practice, is confident, and can continuously snip across a paper then release the yellow assist piece so the student can open and close the scissors independently.

Can support children who have...

- Cognitive Delays
 Physical impairments



ABC Idea Sheet

ABC item(s):

Shelf Liner

Type of Adaptation:

Routine Activity

Adaptation Directions:

Place the shelf liner under toys and snack items at the table so that the toys/items are more stable and do not move around. This adaptation works especially well for round toys that sometimes fall off the table (i.e. Tinker toys, round beads, and round blocks). Do not use the shelf liner for children who have latex allergies.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Shelf Liner Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Glue the shelf liner to the bottom of toys, board games, or puzzles that sometimes slide around the table when slightly touched. Stabilizing the items will help a student focus better and decrease frustration. Always follow the safety tips provided in the appendix for glue guns. Do not use the shelf liner for children who have latex allergies.

Can support children who have...

- Attention Deficit Disorder & ADHD
 Autism Spectrum Disorders
 Behavior Challenges
 Cognitive Delays
 Physical impairments
 Vision Impairments



ABC Idea Sheet

ABC item(s):

- Shelf Liner Glue Gun

Type of Adaptation:

- Material

Adaptation Directions:

Use the hot glue gun to glue the shelf liner to the bottom of the legs of a student's chair. This will stabilize the chair and prevents it from moving around if the student gets antsy and uses his/her chair as a distraction. Can also glue the shelf liner to the legs of a table that sometimes moves around. Always follow the safety tips provided in the appendix for glue guns. Do not use the shelf liner for children who have latex allergies.

Can support children who have...

- Attention Deficit Disorder & ADHD
 Behavior Challenges



ABC Idea Sheet

ABC item(s):

Tape: Masking Electrical
 Duct Painters

Type of Adaptation:

Environment

Adaptation Directions:

Use the tape as visual supports for the environment. Place a strip of tape on the floor for where to line up. Place strips of tape or make a square so students know where to sit for circle time. Use the duct tape to make arrows or roads outside for tricycle riding. Use tape on the floor or carpet to clearly define the borders of learning centers.

Can support children who have...

- All Challenges
- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- English As a Second Language
- Deafness and Hearing Loss
- Physical impairments
- Speech and Language Impairment
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Tape: Masking Painters
 Clear

Type of Adaptation:

Environment Material
 Activity

Adaptation Directions:

Use tape to attach a single sheet of paper to the table or a large sheet of paper to the table. The tape will help stabilize the paper so that it does not move around when students need to work.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Tape: Masking Electrical
 Duct Painters
 Clear

Type of Adaptation:

Material Activity

Adaptation Directions:

For stringing and lacing activities, wrap tape around one end of the string to make the string sturdier, easier to hold, and easier to place beads on. Vary the length of the tape based on students' individual needs. Gradually decrease the amount of tape until the student can use the regular string. For instance, start off with 3 inches taped, move to 2, 1, and then no tape.

Can support children who have...

Cognitive Delays
 Physical impairments
 Vision Impairments



ABC Idea Sheet

ABC item(s):

Tape: Masking Duct

Type of Adaptation:

Material Activity

Adaptation Directions:

Use the masking or duct tape to secure objects, toys, or art materials to the table so that they won't move around. For instance, tape a cup with water to the table so that it does not spill over when a student is painting with watercolors.

Can support children who have...

- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Tape: Duct

Type of Adaptation:

Material

Adaptation Directions:

Place sensory exploration materials ((Play-Doh, goop, and finger paints) in a sealed Ziploc bag. Use the duct tape to seal the bag. Students who have difficulty with touching different textures can then squeeze the bag without actually having to touch the messy materials. Variation: the bag can actually be taped on all four sides to the table for exploration.

Can support children who have...

- Autism Spectrum Disorders
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Velcro

Type of Adaptation:

Environment Material

Adaptation Directions:

Use strips of hard Velcro to stabilize equipment that usually stays on carpet. The hard Velcro attaches itself to the carpet so that the object will not move. Place the Velcro on the bottom of the piece of equipment and push the object down on the carpet. This is good for cube chairs, throw rugs, classroom mats, pillows, tables, and foam furniture.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

- Velcro Handouts

Type of Adaptation:

- Routine Material Activity

Adaptation Directions:

Use Velcro to make visual supports for students who have difficulty communicating. Place the hard Velcro on a choice board or schedule board. Place the soft Velcro on the object, picture, or icon that the student will be removing (see handouts in bins for choice board and schedule board directions and pictures).

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Deafness and Hearing Loss
- English As a Second Language
- Physical impairments
- Speech and Language Impairment



ABC Idea Sheet

ABC item(s):

- Contact Paper Velcro Glue Stick

Type of Adaptation:

- Material

Adaptation Directions:

Find interesting pictures in a book, copy them on a copy machine (contact publisher for permission), and cut out the copied pictures. Glue the pictures onto card stock and cut out. Laminate each picture or use contact paper. Place a hard Velcro dot on the picture in the book and a soft Velcro dot on the laminated picture. Students can then match the pictures when reading. This adaptation helps students participate and increase attention span.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Deafness and Hearing Loss
- English As a Second Language
- Physical impairments
- Speech and Language Impairment



ABC Idea Sheet

ABC item(s):

Contact Paper Velcro Glue Stick

Type of Adaptation:

Material

Adaptation Directions:

Find interesting objects/pictures or words in a book and use a copy machine to enlarge the pictures/words. Next, glue the pictures onto a contrasting color, card stock and cut around the object but leave a border for contrast. Use the contact paper to laminate each picture. Place a hard Velcro dot on the picture in the book and a soft Velcro dot on the laminated picture. Students can then match the pictures when reading. This adaptation will help highlight the picture/words to make it easier to see.

Can support children who have...

Cognitive Delays
 Vision Impairments



ABC Idea Sheet

ABC item(s):

Velcro

Type of Adaptation:

Material

Adaptation Directions:

Attach the hard strip of Velcro to bottom of a variety of toys, books, bins and materials in the classroom so that when a student plays with the materials on the carpet the items are stable and do not move around. Hard Velcro attaches itself very well to carpet.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Behavior Challenges
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Velcro

Type of Adaptation:

Material

Adaptation Directions:

Add Velcro dots to stabilize puzzle pieces in simple puzzles that have individual pieces. Place a hard Velcro dot on the base of the each puzzle slot. Then place a soft Velcro dot on the puzzle piece. The Velcro helps puzzle pieces stay in their slots while the student works on the puzzle and especially when the student carries the puzzle from the shelf to the table and then back again.

Can support children who have...

- Attention Deficit Disorder & ADHD
- Autism Spectrum Disorders
- Cognitive Delays
- Physical impairments
- Vision Impairments



ABC Idea Sheet

ABC item(s):

Handouts

Type of Adaptation:

Routine

Adaptation Directions:

If students are not talking yet or have a limited vocabulary, then encourage them to communicate in a different way by using sign language. Adults can model sign language while always pairing the sign with the spoken word. For more information about sign language, see the handout that is in the bin.

Can support children who have...

Speech and Language Impairment



References

- Cox, R. D. & Boswell, S. Y. (2009, January) *Fundamentals of structured teaching workshop*. Paper presented at Fundamentals of TEACCH 3-day workshop, Santa Clara County Office of Education, San Jose, CA.
- Hot glue-gun safety*. [Safety notes #56]. (2008). Davis, CA: ANR Environmental Health & Safety. Retrieved March 5, 2009, from <http://groups.ucanr.org/ehs/files/52949.pdf>
- Luongo, S. & Kearns, K. (n.d.) *Adapted play materials*. [Online workshop]. Toronto, Canada: ConnectABILITY. Retrieved March 5, 2009, from www.connectability.ca/connectability/pages/index.html
- Milbourne, S. (2008, July). *Promoting young children's participation by creating adaptations for routines and activities*. Paper presented at the Eighth National Early Childhood Inclusion Institute, The William and Ida Friday Center for Continuing Education, Chapel Hill, NC.



National Center on Birth Defects and Developmental Disabilities (NCBDDD). (2007). *Learn the signs. Act early.* [Fact sheets]. Atlanta, GA: Center for Disease Control and Prevention. Retrieved March 5, 2009, from www.cdc.gov/ncbddd/autism/actearly/downloads.html

Fact Sheet Topics

- Cerebral Palsy
- Vision Loss
- Hearing Loss
- Attention Deficit/Hyperactivity Disorder

Ptacek, P. (2008). Special education eligibility criteria and IEP guidelines. In *Procedural Handbook: SELPAs I, II, III, IV, VII 2008-09* (pp. 6-1 to 6-31). San Jose, CA: SELPA, Santa Clara County Office of Education. Retrieved March 5, 2009, from www.sccoe.org/depts/selpa/additionalinfo.asp



Appendix A: Glue Gun Safety

According to 4-H Youth Development Program (Hot glue-gun, 2008) there are several safety tips that need to be considered when operating a glue gun:

- Always wear heat resistant gloves and safety goggles
- Never place the glue gun on its side and use the wire safety handle for upright positioning.
- Always use cardboard under the upright glue gun so that drips of glue will not come in contact with other services
- Never touch the heated tip of the glue gun
- Remain focused at all times when using the glue gun -- if distractions occur, stop gluing and resume later
- Unplug the glue gun and allow ample time to cool down before storing it
- If glue gets on skin then immediately immerse in cold water
- If glue gets in the eye, cleanse with cold water and immediately seek medical attention.

For a complete list of tips please see <http://groups.ucanr.org/ehs/files/52949.pdf>.



Appendix B: Additional Resources

Curriculum Adaptations

Cook, R.E., Klein, M.D., & Tessier, A. (2008). *Adapting early childhood curricula for children with special needs* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Klein, M.D., Cook, R.E., & Ricardson-Gibbs, A. (2001). *Strategies for including children with special needs in early childhood settings*. Albany, New York: Delmar Cengage Learning.

Milbourne, S.A., & Campbell, P.H. (2007). *CARA's Kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.

Electronic Resources

Connectability Canada
www.connectability.ca/

Inclusion Collaborative
www.inclusioncollaborative.org



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