



A Guide to Using the Planning Adaptations for Distance Learning Worksheet

Introduction

The use of adaptations means making changes so that preschoolers can learn and participate fully with their peers. You can use the Planning Adaptations for Distance Learning Worksheet to identify adaptations that will help children with IEPs (Individualized Education Programs) participate fully in remote learning activities. This guide provides an overview for using the Worksheet; including definitions of the terms and examples of each kind of adaptation.

Recommended Process for using the Worksheet

1. Identify one child. Focus on a child who will participate more fully in remote learning activities if one or more adaptations are put in place.
2. Identify the activity. It should be an activity for which the child needs assistance.
3. Identify your partners. Your partners will likely include family members, a special educator, a speech therapist, etc.
4. Work with your partners to complete the worksheet:
 - A. First, identify the functional skill area(s) where child needs assistance.
 - B. Next, focus on one functional skill area and talk about which adaptations could help and how they could be used. For each adaptation, talk about who will do what to put the adaptation in place.
 - C. Type your plans in the appropriate cell in the worksheet

[Repeat steps A through C if you think other functional areas also need an adaptation for participation in this activity]

Child's name and date plan was developed: [Enter the child's name and Day/Month/Year the plan was developed]

People who worked on the plan: [List the people who developed the plan]

Description of the activity/routine: [Briefly describe the typical activity, routine, or transition for which one or more adaptations might help the child participate as fully as possible]

Adaptations The use of adaptations means making changes so that children can learn and participate fully with their peers in the classroom or through distance learning.	Areas of functional skills needed to participate in the activity				
	Communication Express ideas or needs and understand others	Social/interactions Interact with peers and adults	Use of hands and arms Manipulate objects	Positioning and moving Supported sitting, standing, and mobility	Sensory Regulate sensory input
Environmental adaptations Modify aspects of the physical space to remove barriers and promote access				<i>Example:</i> Max's wheelchair was much lower than the table where he was joining the video session, so his mother had him pull up to a lower table so he could easily see the screen.	<i>Example:</i> Asad was having difficulty looking at a picture book because of distractions so his mother created a cozy corner where he can go to read in a quiet place.
Use of equipment/devices Use high and low-tech products or devices to augment a child's skills	<i>Example:</i> Patty is non-verbal so her mother provides a choice board with photos of choices so she can choose which she wants to do.			<i>Example:</i> Henry's mobility specialist gave him a long cane so he could go on family walks as listed on the class schedule.	<i>Example:</i> Noe wears headphones when listening to his teacher on the computer to block out background noise.
Adapt the activity Adjust activities so a child can participate in them	<i>Example:</i> Jasmine uses gestures to communicate so her mother uses a choice book so she can choose a choice activity.		<i>Example:</i> Felix has more movement in his upper body than his lower body. Felix's teacher made sure that one of the movement activities focuses on upper body movements so Felix could participate in his wheelchair.		

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Adapt the materials used Modify materials or provide alternative materials		<i>Example:</i> Liu is learning new skills for playing with other children. He wants to play in the sand with his brother so his father put a container of sand on his wheelchair tray so they can play together.	<i>Example:</i> Sophia has difficulty coloring with typical crayons so her mother provides chunky crayons she can hold.		<i>Example:</i> Sam's teacher provides print/Braille books so his dad can read aloud while Sam follows along.
Adapt the schedule Change the order of activities or how long they last		<i>Example:</i> Anthony uses an electronic communication device so his teacher allows more time for him to say hi to everyone during video calls.		<i>Example:</i> Sheela uses a walker, so her mother provides enough time for her to get from the breakfast table to the living room where she logs into the video conference with her class.	<i>Example:</i> Santiago has difficulty attending during video calls so his mother has him do an energetic physical activity before the class instead of after.
Adapt the instruction Change the way you describe how to do the activity or change the expectations for the activity	<i>Example:</i> Juan is working on understanding instructions. His mother and teacher demonstrate what to do as they give verbal instructions to help Juan understand.		<i>Example:</i> Mica is just starting to work on cutting with scissors so his teacher expects him to cut only straight lines instead of whole shapes.		