

# Adaptation Matrix

## Activity: Music

LuCynda and Maya, along with several of their classmates, have difficulty manipulating instruments. After reviewing the matrix, Ms. Felicia decided to try rotating the instruments. She set up a music table where there were a variety of instruments. She created a routine in which every 5 minutes toddlers would move around the table to the next instrument. This way the toddlers could experience both easy and more difficult instruments in a shortened period of time.



Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers get in each other's way when moving to music, which can result in them bumping, pushing or falling.	<p>Make sure there is sufficient room for toddlers to move.</p> <p>Carpet the area or use other soft surfaces, such as cushions, to protect toddlers in case they fall.</p> <p>Conduct outdoor music activities in grassy areas.</p>		Have toddlers perform specific movements in place (e.g., wave their arms, play simple finger games, move like an animal such as a duck, etc.).	Incorporate props (e.g., puppets) that toddlers can move during music.	Show pictures of toddlers performing various movements and ask the toddlers to imitate the pictures.

## Activity: Music (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers do not hold musical instruments</p>			<p>Rotate instruments.</p> <p>Shorten the time that toddlers must hold a particular instrument before selecting a new one.</p> <p>Let toddlers play the easiest instruments or give them instruments that do not need to be grasped (e.g., drum).</p>	<p>Choose instruments that can be worn rather than held (e.g., bracelet of bells).</p> <p>Enlarge instrument handles by wrapping them with foam rubber curlers or taping small pieces of foam rubber on to them to make them softer and easier to grip.</p>	<p>Post pictures of instruments. Let toddlers choose instruments they prefer by pointing to pictures or matching a picture they are holding to the posted picture.</p>
<p>Toddlers do not pay attention or listen to the music.</p>	<p>Use a variety of sources for playing music (e.g., DVD player, iPod, computer, etc.).</p> <p>Expose toddlers to a variety of music types (e.g., classical, folk, etc.).</p>	<p>Embed music into a variety of activities throughout the day (e.g., sing as part of transition, circle time, and during stories).</p> <p>Incorporate toddlers' favorite music (e.g., from various cultures, favorite songs, etc.) into activities throughout the day.</p>	<p>Create activities with short songs to help toddlers express their feelings (e.g., "If you're happy and you know it") or needs.</p>	<p>Provide toys that make sounds or music (e.g., mobiles hung above the diapering area, manipulatives that produce sound when toddlers perform an action, etc.).</p>	<p>Post pictures of toddlers listening to an enjoying music.</p> <p>Read a story that describes how toddlers participate in music prior to them engaging in a music activity.</p>

## Activity: Playtime

Zach has difficulty accessing and playing with some of the toys in Ms. Tamara's room. She noticed that when he could not grasp or move the toy as intended, he would become upset and push it away. After consulting the matrix, Ms. Tamara decided to pair Zach with a buddy, Jennifer, who modeled how to move certain toys. Ms. Tamara also modified several toys to make them easier to grasp and made sure that Zach had access to them.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers play with blocks inappropriately (e.g., stacking building blocks too high, throwing blocks around, putting the blocks in their mouths, etc.).	Provide an open space for block building so if blocks fall, there are no other toddlers close by who might get hurt.	<p>Schedule block building as a play time choice.</p> <p>Schedule multiple times throughout the day for playing with blocks. Show these time on a picture choice board.</p> <p>Schedule blocks during after school hours. Invite older children to join the toddlers in their block play.</p>	<p>Create an activity for block building and demonstrate how to get started (e.g., make a big zoo).</p> <p>Introduce block play as a special or surprise activity a few times each week. Review block play rules each time.</p>	<p>Integrate a favorite item, activity, or person (e.g., stuffed animal) into the block area and encourage toddlers to build something around it.</p> <p>Use different types of blocks (e.g., foam, wood, cardboard, etc.) to enhance manipulation.</p>	<p>Demonstrate how to build with blocks. Help toddlers to continue building what you have started.</p> <p>Pair toddlers with a buddy to help them stay engaged.</p> <p>Provide pictures and photographs that show expectations for block building (e.g., what do do with blocks, what block buildings might look like, toddlers playing with blocks, etc.).</p> <p>Provide photographs or pictures that illustrate how to build a structure and extend play (e.g., build an airplane, take a trip on the airplane)&gt;</p>

## Activity: Playtime (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers get bunched up in particular areas of the room during play time.</p>	<p>Limit the number of toddlers in each learning area. Post visual reminders of the limits.</p> <p>Make sure that different areas are inviting for toddlers.</p> <p>Provide enough space for the number of toddlers allowed in a particular area.</p>	<p>Create visuals that show toddlers what they may choose to do while waiting to play in a preferred area.</p> <p>Provide different times in the day in which toddlers have opportunities to play in different areas.</p>	<p>Determine which activities are most interesting, then set up two or more areas with those activities and materials so that toddlers can spread out.</p> <p>Use a timer or alarm clock to let toddlers know when it is their turn to go to an area.</p> <p>Establish a fun transition routine (e.g., hop, skip, or jump to the area) for toddlers to use when entering play areas.</p> <p>Use visual to help toddlers choose where they will play.</p>	<p>Identify high interest materials in each area (e.g., toys with flashing lights) and make similar materials available in other areas.</p> <p>Create a new play center with unusual or unique materials (e.g., branches and leaves).</p>	<p>Refer to the visual reminders regarding the number of toddlers allowed in each area. Help toddlers count the numbers of toddlers in the area.</p> <p>Redirect toddlers to other activities they have found interesting in the past.</p>

## Activity: Playtime (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers fight over materials (e.g., toys, dress up clothes, etc.) during free play.</p>	<p>Limit the number of play materials in each area.</p>	<p>Allow for certain areas to stay open throughout the day so that all toddlers have a chance to play with a particular item.</p> <p>Provide multiple opportunities throughout the day for toddlers to get a turn playing with items that are limited in number.</p>	<p>Shorten the length of play time in a given area to prevent boredom.</p>	<p>Modify toy selection by rotating their availability.</p> <p>Reintroduce old toys as if they are novel.</p>	<p>Draw toddlers' attention to other toys or materials.</p> <p>Have toddlers engage in new activities with a partner.</p>
<p>Toddlers pull toys and materials off shelves without playing with them.</p>	<p>Position toys and materials on a shelf that is out of reach to the toddlers.</p> <p>Limit the number of toys placed on the shelf so that the toddlers have less to pull off.</p>	<p>Schedule opportunities for play throughout the day or when toddlers are most alert.</p>	<p>Limit the area that are open for free play.</p> <p>Limit the number of toddlers allowed in certain play areas.</p>	<p>Use a rotating toy system in which some toys are put away when other are taken out.</p>	<p>Model how to play with certain toys.</p> <p>Facilitate opportunities for parallel play.</p> <p>Provide pictures and/or photographs of toddlers playing with toys and in different play areas.</p>

## Activity: Playtime (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers behave inappropriately (e.g., throwing pieces, walking away, showing boredom, etc.) when they can't put the puzzle together.</p>	<p>Make a puzzle center to add excitement.</p> <p>Limit the number of puzzles toddlers can reach at one time (e.g., place extra puzzles on a higher shelf).</p>	<p>Put puzzle time on the daily schedule so that toddlers may choose it if they wish.</p> <p>Provide different time during the day during which toddlers can experiment and play with puzzles.</p>	<p>Demonstrate the steps for playing with puzzles (e.g., spill out the pieces, turn the pieces right side up, start with pieces that form the edge, etc.).</p> <p>Allow toddlers to end a task if it becomes too frustrating.</p> <p>Place a piece of paper with a stop sign over the puzzle if toddlers become frustrated and allow them to finish the puzzle at a later time.</p>	<p>Provide puzzle with knobs.</p> <p>Provide puzzles with varied difficulty levels.</p> <p>Allow toddlers to use floor puzzles.</p> <p>Provide peg boards for a puzzle-like activity.</p>	<p>Use pictures and/or photographs to show the steps for putting together a puzzle. Post these in locations where toddlers typically play with puzzles.</p> <p>Encourage toddlers to attempt puzzles and assist them when necessary.</p> <p>Start the puzzle with the toddler. Show him or her the pattern and then encourage the toddler to finish it.</p>

## Activity: Playtime (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers do not access or play with toys or materials (e.g., the toy parts are too small for them, making it hard to grasp or move them).</p>	<p>Put toys on low shelves or on a variety of levels where all toddlers can reach them.</p> <p>Very the places where toddlers can play with toys (e.g., on table tops, on the floor, etc.).</p>		<p>Provide a help picture or gesture for toddlers to use when they need help.</p>	<p>Ensure that a wide variety of toys are available and accessible for toddlers to choose.</p> <p>Make sure that some toys are easy to manipulate.</p> <p>Modify toys or parts of toys so that they can be grasped (e.g., use large knobs on small pieces).</p> <p>Allow toddlers to use switches to turn toys on or off and make them go (e.g., operate a toy train).</p>	<p>Show toddlers videotaped examples (e.g., video modeling) of how to play with toys.</p> <p>Having another toddler demonstrate how to play with toys.</p> <p>Post pictures or photographs that show toddlers playing with different toys.</p>
<p>Toddlers make a mess in water and sand play, and in some instances there may be safety hazards.</p>	<p>Conduct water and sand activities outdoors.</p> <p>Use a shower curtain under the sand or water table to catch overflow.</p>	<p>Post the days and times that water or sand play will be available on the classroom schedule.</p>	<p>Structure sand or water activities so that only a few toddlers can participate at any one time.</p> <p>Use games to help structure the activity (e.g., hide objects in the sand).</p>	<p>Provide toddlers who do not want to touch the sand with implements such as shovels.</p> <p>Vary texture by substituting sand and water with other materials (e.g., shredded paper, packing materials, etc.).</p>	<p>Use pictures and/or photographs to illustrate how toddlers play in sand and water (e.g., show a toddler playing with boats and not splashing other toddlers).</p>

## Activity: Art and Sensory Experiences

Michelle loves art, especially painting. But she is very slow to finish and can become agitated when asked to stop and move to another activity. Ms. Desire noticed that several other toddlers also were having difficulty moving on. She consulted the matrix and found ideas for adapting the environment and requirements. First, she created a special table that was for 'work in progress'. She then let the toddlers know that they would have times throughout the day when they could choose to finish their work.



Here's the Situation

Try This Adaptation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers do not finish art activities.	Create a table that is for "work in progress." Invite toddlers to return to the table to complete their work.	Provide multiple opportunities throughout the day for toddlers to finish their art projects.	Use a timer to alert toddlers when art is coming to an end.  Make the art activity shorter. Or, allow more time for completion. Limit the number of art materials.	Provide toddlers with only a few art materials to experiment with at one time.	Tell toddlers who need more time that they will have time later in the day to finish their artwork.



## Activity: Art and Sensory Experiences (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers put art and/or sensory materials (e.g., crayons, glue, paint brushes, etc.) in their mouths.</p>	<p>Put a “no eating” symbol on materials.</p>		<p>Have toddlers practice using materials before beginning the activity.</p>	<p>Use big art materials (e.g., sponges rather than paint brushes).</p> <p>Have toddlers use edible materials (e.g., food coloring in Karo syrup for finger paint, cookie decorations rather than glitter, flour paste, etc.).</p> <p>Use materials that are not harmful if put in the mouth (e.g., don't use small objects).</p>	<p>Provide pictures and/or photographs that show toddlers how to use the art materials.</p> <p>Use first-then visual cues to illustrate the steps in an activity.</p>
<p>Toddlers refuse to touch some art materials (e.g., glue, paint, etc.).</p>	<p>Provide an inviting art table and area to stimulate interest in various art materials.</p>	<p>Provide multiple opportunities throughout the day for toddlers to experiment with art materials.</p> <p>Post pictures of toddlers using different materials on the schedule.</p>	<p>Motivate toddlers by singing songs and showing books about different materials and what toddlers can create with the materials.</p>	<p>Let toddlers experiment with different art materials.</p> <p>Provide a “feely box” in which toddlers can touch the materials before using them.</p> <p>Use materials that respect toddlers' sensitivity (e.g., glue sticks rather than paste).</p>	<p>Pair toddlers with a buddy to help them stay engaged. Encourage toddlers to try using materials.</p> <p>Acknowledge their efforts. Post first-then visual cues (e.g., first glue, then clean off).</p>

## Activity: Art and Sensory Experiences (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers cannot grasp or manipulate materials.</p>	<p>Offer sensory experiences outdoors (e.g., glue leaves and twigs on paper).</p>		<p>Modify activities (e.g., finger paint rather than paint with brushes; apply paint to bare feet and stomp on paper; etc.).</p>	<p>Use easy to grasp materials (e.g., sponge, jumbo marker, etc.) for art activities.</p> <p>Fasten a sponge on to a water bottle to create an easy-to-grasp brush.</p>	

## Activity: Story Time

Several toddlers in Ms. Damika’s classroom were having difficulty sitting still and staying engaged during story time. Using the matrix, she identified several adaptations that she implemented immediately. First, she had the toddlers sit on a rug, which served to define the area in which they could move. Then, she initiated movement by having them act out certain characters. One toddler, Marcus, was still having difficulty staying still, so she assigned him the role of page turner.



### Try This Adaptation

Here’s the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers play inappropriately with books (e.g., stepping on them, pushing them across the floor, etc.).	<p>Have a designated library area with carpet and comfortable seating.</p> <p>Encourage toddlers to sit while looking at books. Use special rugs, chairs, etc., to create “reading chairs.”</p>	<p>Provide multiple opportunities to look at books throughout the day.</p> <p>Create a mini-routine and schedule for using books. Include pictures of what to do with books, where to read books, toys that may be paired with book topics, etc.</p>	<p>Encourage toddlers to select a toy and find a book to read to it.</p> <p>Pair toddlers with a buddy and have them read to each other.</p>	<p>Provide multiple books that feature topics of interest (e.g., animals, trains, etc.).</p> <p>Provide books that engage different senses (e.g., texture-felt books).</p> <p>Use books that talk when buttons are pushed or pages are turned.</p> <p>Use sturdy books (e.g., made of cardboard, plastic, etc.).</p> <p>Create books using photo albums to make page turning easy.</p>	<p>Encourage toddlers to share books with one another.</p> <p>Pair toddlers at different levels to engage and model appropriate book behavior.</p> <p>Provide pictures and photographs of toddlers looking at books to model appropriate behavior.</p>

## Activity: Story Time (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers are not engaged during story time.</p>	<p>Modify the classroom mood by turning down the lights and using a lamp or flashlight for story time.</p> <p>Provide different seating options (e.g., bean bags, pillows, chairs, etc.) for story time. Store books within easy reach of toddlers.</p> <p>Create a separate area for books with comfortable seating options.</p>	<p>Provide opportunities for smaller group story time.</p>	<p>Introduce activities that use finger or puppet play. Invite toddlers to role play, act out, and sing along to their favorite stories.</p> <p>Have toddlers hold a particular item (e.g., toy or puppet) during story time. Have them share the story experience with the item.</p> <p>Shorten the length of sitting time. Invite toddlers to act out certain characters.</p> <p>Use brief activities and/or songs to elicit interest in the story.</p> <p>Have toddlers perform a movement activity such as stretching prior to story time.</p>	<p>Let toddlers hold “fidget toys” (e.g., a squishy ball or stuffed animal) during story time. Invite toddlers to dress up for story time. Use materials from the dramatic play area.</p> <p>Let toddlers use books on tape. Use books that are short and that feature simple pictures, predictable endings, a lot of repetition, and rhymes.</p> <p>Create a book or story that uses photographs of the toddlers. Modify books (e.g., use tabs) to make page turning easier.</p>	<p>Have toddlers who have the most difficulty sit close to you.</p> <p>Give toddlers a role or responsibility (e.g., page turner).</p>

## Activity: Story Time

Several toddlers in Ms. Damika’s classroom were having difficulty sitting still and staying engaged during story time. Using the matrix, she identified several adaptations that she implemented immediately. First, she had the toddlers sit on a rug, which served to define the area in which they could move. Then, she initiated movement by having them act out certain characters. One toddler, Marcus, was still having difficulty staying still, so she assigned him the role of page turner.



### Try This Adaptation

Here’s the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers play inappropriately with books (e.g., stepping on them, pushing them across the floor, etc.).	<p>Have a designated library area with carpet and comfortable seating.</p> <p>Encourage toddlers to sit while looking at books. Use special rugs, chairs, etc., to create “reading chairs.”</p>	<p>Provide multiple opportunities to look at books throughout the day.</p> <p>Create a mini-routine and schedule for using books. Include pictures of what to do with books, where to read books, toys that may be paired with book topics, etc.</p>	<p>Encourage toddlers to select a toy and find a book to read to it.</p> <p>Pair toddlers with a buddy and have them read to each other.</p>	<p>Provide multiple books that feature topics of interest (e.g., animals, trains, etc.).</p> <p>Provide books that engage different senses (e.g., texture-felt books).</p> <p>Use books that talk when buttons are pushed or pages are turned.</p> <p>Use sturdy books (e.g., made of cardboard, plastic, etc.).</p> <p>Create books using photo albums to make page turning easy.</p>	<p>Encourage toddlers to share books with one another.</p> <p>Pair toddlers at different levels to engage and model appropriate book behavior.</p> <p>Provide pictures and photographs of toddlers looking at books to model appropriate behavior.</p>

## Activity: Movement (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers climb, jump, and run around the classroom.</p>	<p>Provide a variety of defend areas in the classroom for movement activities (e.g., jumping, spinning, stretching, etc.).</p> <p>Be sure that all free standing equipment or furniture is sturdy so that if toddlers climb on it the risk of injury is minimized.</p> <p>Arrange the classroom furniture and equipment to discourage running.</p> <p>Modify tricycles and other equipment for safety and for use by all toddlers.</p>	<p>Vary types of activities (e.g., quiet, active, etc.) and where they are offered (e.g., indoors or outdoors).</p> <p>Integrate movement activities into transitions.</p> <p>Build short movement activities into other activities.</p>	<p>Have toddlers participate in songs, chants, and music that promote body awareness and exercise muscles.</p>	<p>Provide a variety of materials (e.g., jump ropes) for indoor movement activities.</p> <p>Make sure that outdoor equipment is age-appropriate and that it allows for varied types of movement activities (e.g., bikes, slides, climbers, spinners, etc.).</p>	<p>Use pictures and photos to show toddlers what active movement activities they can do in certain areas of the room.</p> <p>Pair toddlers with a buddy, assign roles, and create an organized play activity.</p>

## Activity: Circle Time

Ms. Maria Elena noticed that some toddlers were having difficulty staying engaged during circle activities. Using the matrix, she identified two least intrusive adaptations that she believed would work. First, she shortened the length of time the toddlers had to sit by integrating in brief activities that allowed them to move. She also embedded high interest materials – such as colorful building blocks – to keep them engaged.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers do not stay engaged during circle time.	<p>Modify the classroom mood by turning down the lights and using flashlights or a lamp.</p> <p>Provide different seating options such as bean bags and pillows.</p> <p>Arrange the circle so that there is no easy way for toddlers to exit.</p>	<p>Incorporate pictures and/or photo- graphs of circle time into the daily schedule.</p> <p>Include examples of typical activities. Use a mini- schedule to show when individual circle activities will occur.</p>	<p>Match the length of activities to toddlers' ability to remain engaged (i.e., start at 10 minutes). Increase length gradually.</p> <p>Shorten the length of time that toddlers must sit at one time (e.g., add activities that require body movement).</p>	<p>Let toddlers hold "fidget toys" (e.g., puppet or small toy) during circle time.</p> <p>Identify a theme for circle time and invite toddlers to dress up. Have them wear something from the dramatic play area.</p>	<p>Give toddlers rewards (e.g., stickers) for participating or remaining in the circle for predetermined times (e.g., 5 minutes).</p> <p>Assign leadership responsibilities and/or a job (e.g., hold the prop) to toddlers who have difficulty staying focused.</p> <p>Narrate what will happen next (e.g., "Now I am going to read If You Give a Mouse a Cookie!") to help toddlers listen.</p>

### Activity: Circle Time (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers do not stay engaged during circle time. (continued)</p>	<p>Use a patterned rug and draw toddlers' attention to the pattern.</p>	<p>Schedule several short circle times across the day instead of having only one meeting.</p>	<p>Integrate engaging activities (e.g., finger plays) and visuals (e.g., surprise bag).</p> <p>Embed toddlers' likes and preferences into circle activities (e.g., use favorite characters).</p> <p>Plan circle time so that younger toddlers may leave without disrupting the rest of the group.</p>	<p>Modify props or other materials so that they can be grasped and used easily.</p> <p>Allow toddlers to choose an animal or object to hold for comfort.</p>	



## Activity: Community Outings

Caroline loves animals and has difficulty ending activities that involve them. So, when Ms. Lin decided to take the class to a petting farm, she consulted the matrix for ideas on how to ensure that Caroline would have a positive experience. She decided that all of the toddlers would benefit from a preview of the different animals they would be seeing. She added that the toddlers could choose one animal for an extended visit.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers do not move on from something they find interesting.		<p>Create shorter community outings by taking a walk around the block in the neighborhood, taking a nature walk, sitting outside, etc.</p> <p>Practice how to move from one thing to another.</p>	<p>Use songs or chants to help toddlers transition during community outings.</p> <p>Allow toddlers time to observe and talk about things of interest along the way.</p> <p>Encourage toddlers to identify other things on the community outing that they liked.</p> <p>Encourage toddlers to draw pictures about their community outing once back in the classroom.</p>	<p>Give toddlers toy cameras for pretending to take photographs of things they find interesting and want to remember.</p> <p>Make small books or cards with pictures of what toddlers might see to help them talk about their experiences.</p>	<p>Walk through the sequence of the community outing in advance.</p> <p>Ask toddlers to play detective and find other things on the community outing they would like to talk about when they return to class.</p> <p>Display pictures and photographs of the steps in a community outing. Include examples of what toddlers might see on the outing.</p>

## Activity: Community Outings (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers separate from the group or wander away.</p>	<p>Choose community locations that present fewer opportunities for toddlers to separate from the group (e.g., fenced in play grounds, secure buildings, etc.).</p> <p>Make sure that toddlers only need to walk a short distance from the building/location to the transportation vehicle.</p> <p>Pull toddlers in wagons, etc. rather than having them walk.</p>	<p>Orchestrate community outings/ walks several times a week. Help toddlers practice the class outing routines and learn what is expected of them.</p> <p>Vary the time of day when outings occur.</p>	<p>Role-play the expectations for going on community outings.</p> <p>Read stories that help toddlers understand what to do if they are separated from the group.</p> <p>Practice the sequence of the community outing. Have toddlers identify and sort pictures in sequence (e.g., putting on coats, lining up, etc.).</p> <p>Display pictures and/or photographs that illustrate the steps in a community outing before leaving. Include what toddlers are doing and show them happily engaged in the event.</p>	<p>Use a rope or long string for toddlers to hold on to as they walk in line.</p> <p>Provide an object that buddies are responsible for holding together (e.g., a light weight lunch bag or stuffed animal) if toddlers do not like holding hands.</p> <p>Attach name tags and contact information on the backs of toddlers' shirts and/or jackets.</p>	<p>Show toddlers how to hold hands/ objects with their buddy. Provide pictures to reinforce. Practice finding buddies.</p> <p>Have toddlers at risk for separation from the group be the line leaders and walk with an adult. Provide toddlers with a picture script of the community outing sequences that they can keep in their pocket and refer to if they get confused.</p> <p>Provide staff and volunteer adults with clear instructions on what to do if toddlers get separated from the group.</p> <p>Assign each adult chaperone to a small group of two to four toddlers.</p>

## Routines: Drop Off/Pick Up

Many of the toddlers in Ms. Carol's classroom don't want to stop playing and leave at the end of the day. Ms. Carol decided they needed a routine to help them get ready for pick up. Using the matrix, she decided to have toddlers engage in a good bye activity where they find a favorite buddy to hug and whisper a special good bye. She also built in an alert where she tapped on the chimes.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers have a difficult time watching others leave at the end of the day. Or, some toddlers have a difficult time leaving to go home because they want to continue playing.	Provide a play space away from the door to help toddlers remain engaged in play.  Designate a special area where caregivers and toddlers say good bye.		Provide multiple alerts that pick-up time is near.  Engage toddlers in a regular large- group gathering at the end of the day (e.g., singing goodbye songs, participating in a finger play, etc.).  Provide an opportunity for toddlers to say good bye to their friends.	Display family photos in the classroom so that toddlers can see their families throughout the day.	Post pictures and photographs of the departure routine (e.g., toddlers putting coats on, walking out of school, etc.).  Educate parents about departure time difficulties.  Encourage them to teach their toddler a departure ritual (e.g., giving friends a high five good bye, etc.).

## Routines: Drop Off/Pick Up (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers have difficulty separating from the person who drops them off. They take a long time to become involved in the classroom (e.g., they choose to sit alone, won't play, are weepy, etc.).</p>	<p>Ensure the classroom is welcoming (e.g., decorate in colorful and interesting ways).</p> <p>Have cubbies with the toddlers' names and pictures so they know where their belongings go.</p> <p>Have a favorite toy waiting in the toddler's cubby.</p> <p>Provide an open space for toddlers to see others playing.</p>	<p>Post pictures and photographs of toddlers playing with others and participating in daily activities at the entrance to the classroom.</p>	<p>Use an arrival routine that is enjoyable for toddlers (e.g., putting a phot on a board, signing a greeting song, joining the group in free play, being the teacher's helper, etc.).</p> <p>Read a story with toddlers about going to school.</p> <p>Ask toddlers to complete a fun job as they enter the classroom.</p>	<p>Allow toddlers to bring a toy from home that they are allowed to keep during drop-off time. Have them store the toy in their cubby.</p> <p>Have favorite toys for toddlers to play with when they arrive.</p>	<p>Post pictures and photographs of arrival routines (e.g., toddlers walking in, taking off their coats and hanging them in their cubbies, playing with friends, etc.) on the wall near the cubbies.</p> <p>Acknowledge toddlers' feelings as needed (e.g., "I can see that you're feeling really sad that your dad has left.").</p> <p>Comfort and reassure toddlers that someone will pick them up after school.</p> <p>Ask parents to help their toddlers by labeling emotions and reassuring them that school is fun (e.g., "I can see that you're feeling really sad that I'm leaving. I know this is hard. I want you to have fun playing with your friends.").</p> <p>Prepare parents for toddlers' possible reactions. Discuss what might happen and how they might respond to help their toddlers cope effectively.</p> <p>Encourage parents to participate in a separation plan that might include arrival rituals specific to the toddlers' needs and preferences.</p>

## Routines: Diapering and Toileting

Ms. Rosita has a number of toddlers who fuss during diapering. Using the matrix, she identified several environmental adaptations. First, she livened up the changing area by adding colorful wall displays. She added a thicker pad to the changing table to make it more comfortable. While changing the toddlers, she drew their attention to a special toy.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers have a difficult time waiting to be changed (e.g., they are throwing toys around, bothering others, etc.).	Establish play areas where toddlers can wait.	Schedule multiple times for changing throughout the day. Limit the number of toddlers to be changed at a time.	Remind toddlers what they can play with when beginning the changing process.  Change toddlers who have a difficult time waiting first.  Give toddlers enough warning that the changing routine is about to occur.  Let toddlers help (e.g., get their diapers, remove clothing, etc.) before and after being changed.	Provide special toys for toddlers to play with while they are waiting.	Post pictures and photographs of things toddlers can be doing while waiting.

## Routines: Diapering and Toileting (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers have a difficult time during changing or toileting time (e.g., they are fussing, crying, etc.).</p>	<p>Create a colorful and inviting changing area.</p> <p>Provide comfortable changing tables.</p> <p>Post interesting pictures for toddlers to look at.</p> <p>Use hanging devices or toys to distract toddlers while changing.</p>		<p>Use a picture schedule of the changing routine so that toddlers know what to expect.</p> <p>Sing songs or tell a story while changing.</p> <p>Incorporate songs and activities about body parts.</p>	<p>Provide special toys for toddlers to play with during changing.</p> <p>Hang mobiles in the changing area to divert fussy toddlers' attention.</p>	<p>State first-then commands so toddlers know what to expect (e.g., first you get changed, then you can play with your friends).</p> <p>Create a buddy system in which two toddlers go to the bathroom and then come back. Encourage toddlers to help each other throughout the bathroom routine.</p>

## Routines: Nap Time

Many of the toddlers in Ms. Amy's classroom, including Eboni and Tanisha, have a difficult time settling down for naps. She was finding it increasingly hard to get them to calm down. One of the suggestions in the matrix made her think about how she could further adapt the environment. She set up a relaxation area with shaggy rugs, soft blankets, soft music, and low lighting to which toddlers could go to get in the mood for a nap.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers wake up too early from nap time and disturb other toddlers.	Place the early rising toddlers' cots in an area away from the toddlers who typically sleep for the full duration of nap time.  Keep lights low and provide visual reminders (e.g., pictures) to use quiet voices.	Post pictures and photographs of toddlers sleeping on the daily schedule.	Have toddlers who rise early help set up for snack or afternoon activities.  Allow toddlers who rise early to look at books, use table toys, play with quiet toys (e.g., puzzles, beads, pegboards, etc), or color.		Engage toddlers who rise early in a quiet activity (e.g., doing stretching exercises, looking at a book, etc.).  Post pictures and photographs of quiet activities or areas toddlers can go to when they rise early from nap.

## Routines: Nap Time (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers do not settle down for nap time (e.g., talking to the teacher or other toddlers).</p>	<p>Make the room calm by playing soft music to prepare for nap time.</p> <p>Turn lights off and close curtains to allow for a darker room. Use night lights.</p> <p>Provide a relaxation area for toddlers who need extra time to settle down.</p> <p>Place toddlers who like to talk further away from each other.</p> <p>Place toddlers who like to talk to the teacher away from the teacher.</p> <p>Position cots or cribs to discourage interaction.</p>		<p>Read a story that has a resting or sleeping theme. Allow toddlers to look at a book on their cots.</p> <p>Engage toddlers in a movement activity that focuses on going to sleep (e.g., lay their heads down, close their eyes, take deep breaths, etc.).</p> <p>Have toddlers tighten different muscles and then relax them. Sit on the floor next to toddlers.</p>	<p>Allow toddlers to rest with a special toy, stuffed animal, etc.</p> <p>Show pictures of baby animals sleeping and discuss how animals, like toddlers, need to sleep.</p>	<p>Provide toddlers with opportunities to look at pictures of what to do before nap time (e.g., get their blanket, lay on their cot, etc.).</p> <p>Tuck the toddlers in with a back rub, hug, or blanket placement</p>



## Routines: Meal Time

Randall and Charles have a lot of energy, particularly during meal time, when they have a difficult time waiting to be served. Ms. Kaleisha turned to the matrix for ideas. She was pleased to see two environmental adaptations—play soft music and make sure that their seats are comfortable—that could be implemented immediately. Additionally, she liked the idea of providing all of the toddlers with an appetizer, such as sliced apples, that they could eat while waiting.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers have a difficult time waiting for the food to be served.	<p>Make sure that toddlers are seated comfortably.</p> <p>Play soothing music while food is being served.</p>	Discuss and show visual cues in the daily schedule that describe the sequence of events (e.g., first eat your snack, then play).	<p>Provide an activity for toddlers to perform while waiting for their food to be served (e.g., read a story, sing a song, etc.).</p> <p>Give toddlers jobs during the mealtime routine (e.g., cup helper, napkin helper, etc.).</p> <p>Give toddlers choices of where they want to sit.</p>	Provide toddlers with an appetizer that they can eat while the rest of the food is served.	<p>Provide pictures and/or photo- graphs of what toddlers look like when they are waiting for food to help them understand expectations.</p> <p>Use separate first-then sequences to describe the process.</p>

## Routines: Meal Time (continued)

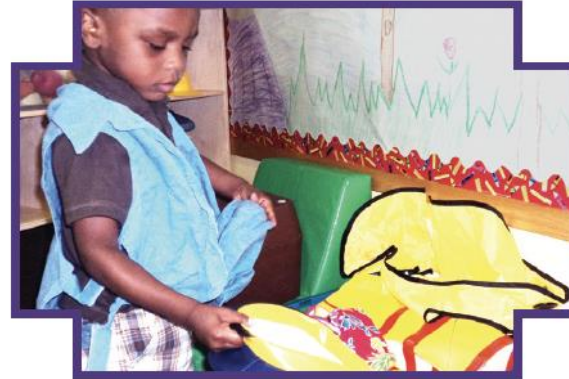
Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers are uninterested in or unable to use utensils.</p>	<p>Make sure toddlers are seated securely to ensure proper use of utensils.</p>	<p>Serve foods that require utensil use earlier in the day when toddlers are less tired.</p> <p>Provide practice opportunities by embedding the use of utensils into other activities (e.g., sand or water play, art and sensory experiences, etc.) throughout the day.</p>	<p>Read a story before eating about toddlers using utensils.</p> <p>Use foods that are easy to eat (e.g., pudding for spoon use, stabbed foods for fork use, etc.).</p> <p>Use foods that toddlers like and are motivated to eat.</p>	<p>Try utensils with different types of handles for toddlers who have difficulty grasping or holding.</p> <p>Help toddlers become independent eaters by having snacks and meals that include finger foods.</p> <p>Use Velcro to hold utensil on toddlers' hands.</p>	<p>Sit toddlers with developing skills next to peers who use utensils appropriately. Draw attention to the model.</p>
<p>Toddlers do not try certain foods. Some grab foods that they prefer from other toddlers' plates.</p>	<p>Create spaces between toddlers that make it more difficult for them to reach other toddlers' food. Designate eating spaces (e.g., use placemats, use masking or colored tape to identify the space, etc.).</p>		<p>Serve small pieces of food or provide small portions to encourage toddlers to ask for more food. Introduce nonpreferred foods by giving tiny portions along with a preferred food.</p>	<p>Introduce different foods multiple times during a week or month before concluding that a toddler dislikes a certain food.</p>	<p>Show toddlers picture sequences to illustrate trying new foods.</p>

## Routines: Meal Time (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Some toddlers are very picky eaters and will stick to only one food or to foods of certain consistencies, textures, tastes, and/or temperatures.</p>		<p>Invite toddlers to experience different foods (e.g., tastes, textures, etc.) throughout the day.</p>	<p>Increase the texture of foods by grinding and/or blending.</p> <p>Follow a mouthful of non-preferred food with preferred food (e.g., lumpy applesauce followed by yogurt).</p>	<p>Have toddlers use coated spoons to mitigate food temperatures (e.g., not too hot, not too cold).</p> <p>Use a blender or food grinder to vary the consistency of foods. Gradually increase or decrease consistency. Add food thickeners to increase consistency.</p>	

## Routines: Cleaning Up

Cleaning-up in Ms. Alpana's classroom is becoming more and more of a chore. Some toddlers do not like cleaning up. Others may start but not finish. Ms. Alpana turned to the matrix for ideas. She noted that the least intrusive adaptation would be to discuss what clean up looks like when reviewing the daily schedule. This would include showing and posting photographs of toddlers cleaning up.



### Try This Adaptation

Here's the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers have a difficult time cleaning up (e.g., running away, ignoring the clean-up process, etc.).	<p>Divide the room into sections for different activities so that there are smaller areas to clean up.</p> <p>Limit the number of toys for play during a particular activity or time of day.</p> <p>Tape photographs of toys on places where they should be stored (e.g., shelves, bins, etc.).</p>	<p>Discuss what clean up looks like when reviewing the daily schedule. Incorporate pictures and photographs of toddlers cleaning up.</p>	<p>Give toddlers one 5-minute warning or two shorter warnings that are visible or auditory (e.g., lights off, bell, music, etc.) to signal clean-up time.</p> <p>Play songs or use specific activities to initiate clean up.</p> <p>Break down large clean-up tasks into smaller ones. Ask toddlers to join the group, do a small song, and then allow them to choose where they would like to clean up.</p>	<p>Create clean-up necklaces with special images on them (e.g., animals) and have toddlers wear their favorite one during clean-up time.</p>	<p>Provide a clean-up reward for toddlers who cleaned up their area.</p> <p>Pair toddlers with a buddy and let them choose an area to clean.</p>

## Routines: Cleaning Up (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers leave books on the floor instead of putting them back on the shelves when they are finished looking at them.</p>	<p>Use baskets or bins on the floor instead of shelves to hold books.</p> <p>Put books on low racks or low, open shelves.</p> <p>Limit the number of books available.</p>		<p>Sing a song about putting books away to make it more enjoyable (e.g., “If you have a book put it away, if you have a book put it away” sung to “If You’re Happy and You Know it Clap Your Hands”).</p>	<p>Use heavy cardboard books that are easier for toddlers to hold and put away.</p>	<p>Take turns cleaning up with a toddler. For example, have the toddler put away a book, then you put away a book.</p> <p>Use visuals on shelves, bins, and/ or baskets that show where books can go.</p>

## Routines: Transition

Toddlers in Ms. Gayle’s classroom have difficulty transitioning from one activity to another. She has tried a number of less intrusive adaptations from the matrix—such as showing transition on the daily schedule and using a timer bell to signal that it is time to move—that help some but not all toddlers. For example, Jimar has difficulty calming down before nap time. Ms. Gayle has found it helpful to tell him what will be happening next and give him verbal reminders that naptime is going to start soon.



### Try This Adaptation

Here’s the Situation

← Least Intrusive

→ Most Intrusive

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
Toddlers move from one free play area to another without putting toys away. Some toddlers move from one area to another chaotically.	Put visual reminders in front of a toy storage area that shows which toys belong there.	Post photographs of activities so that toddlers know they have multiple play areas from which to choose. Review these with the morning schedule.	Decrease the number of areas in which toddlers can play at a given time to reduce the number of transitions.		Draw attention to toddlers who are behaving appropriately (e.g., provide special rewards). Assign a buddy to help toddlers with difficulties move from one area to another.
Toddlers come into the classroom from outdoor play inappropriately (e.g., running into the room, taking toys off the shelves, etc.).	Create an area for toddlers to go to when entering the room.	Show pictures and photos of toddlers entering the room after outside play. Review these with the daily schedule.	Structure the transition routine by having toddlers come in and sit on the rug, then get up and hang up their coats, etc.	Give toddlers a quiet toy to hold as they enter the room.	Have toddlers line up behind you before entering the room. Praise toddlers who walk slowly and remember the routine.

## Routines: Transition (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers do not find their own space for an activity (e.g., chair at the table).</p>	<p>Create laminated placemats that feature toddlers' pictures and place them at toddlers' seats.</p>		<p>Allow selected toddlers additional time to find their spaces before other toddlers move to the table.</p>	<p>Have toddlers bring a favorite tee shirt from home and place it over the back of their chair.</p> <p>Attach pictures of toddlers and/or their families on the backs of their chairs.</p>	<p>Pair toddlers with a buddy to help each other find their spot at the table.</p>
<p>Toddlers do not move appropriately between activities (e.g., they are pushing and hitting one another; they are refusing to leave the previous activity; etc.).</p>	<p>Preset activities to ensure that, upon transition, toddlers are able to begin new activities immediately.</p> <p>Turn off or lower lights during transition times.</p>	<p>Show transition on the picture schedule and review.</p>	<p>Give toddlers special jobs during transitions (e.g., line leader, clean-up partners, etc.).</p> <p>Give toddlers choices regarding where they would like to go next (e.g., "First clean up and then you may go to blocks or the sand table.").</p> <p>Use fun transition activities (e.g., hop on one foot or jump like a frog to the next activity area).</p> <p>Use a timer set for 5 minutes and let toddlers know that when the bell rings the activity is over.</p>	<p>Have toddlers hold on to a rope and make a train to move from one activity to another.</p>	<p>Give verbal reminders that an activity is coming to an end. Tell toddlers what will be happening next.</p> <p>Use photographs and/or pictures showing toddlers having fun in an upcoming activity.</p>

## Routines: Transition (continued)

Situation	Environment	Daily Schedule	Activity/Routine	Materials	Requirements/Instruction
<p>Toddlers are distracted and are not listening to what teachers are saying.</p>	<p>Decrease the amount of visual distractions in the classroom.</p> <p>Use sound absorbing materials (e.g., carpet, soft pillows, cork boards, etc.) throughout the classroom.</p>	<p>Provide multiple times throughout the day to talk about classroom rules (e.g., “Who can show me what nice hands look like?”).</p>	<p>Slow the pace of speech.</p> <p>Use puppets, dolls, and other visuals to keep toddlers’ attention (e.g., have the puppet tell the toddler the instructions).</p> <p>Vary loudness of speech (e.g., whisper) to get toddlers’ attention and engage them in listening.</p>	<p>Use FM systems or other listening devices that highlight the teacher’s voice.</p>	<p>Talk to toddlers at eye level.</p> <p>Secure attention of toddlers you want to communicate with (e.g., ask them to look at you). Demonstrate what you want toddlers to do rather than telling them (e.g., “Watch me…”).</p> <p>Let toddlers practice doing each step one-at-a-time in a multiple- step activity. Reduce the complexity of instructions (e.g., provide one-step directions).</p> <p>Post pictures and photographs of what toddlers should be doing. Use these to supplement verbal instructions.</p>