



Kirkwood Community College
Early Childhood Paraeducator Grant

Adaptation Curriculum
Instructional Strategies using *CARA's Kits*



S. A. Milbourne & P. H. Campbell (2007) *CARA's Kit Creating Adaptations for Routines and Activities*, Child and Family Studies Research Programs, Thomas Jefferson University.



P.H. Campbell; A.A. Kennedy; S.A. Milbourne, Ph.D. (2012) *CARA's Kit for Toddlers, Creating Adaptations for Routines and Activities*, Paul H Brookes Pub Co

Available from The National Association for the Education of Young Children www.naeyc.org or The Division for Early Childhood www.dec-sped.org

CARA's Kit provides a framework for creating adaptations for young children. These strategies provide opportunities for college students to:

- 1) Identify the benefits of adaptations for young children
- 2) Describe different types of adaptations
 - a) Environment
 - b) Activity
 - c) Materials
 - d) Requirements/Instructions
 - e) Assistance
- 3) Discuss the need to move from the least to most intrusive adaptations.
- 4) Practice analyzing situations and creating adaptations.
- 5) Recognize that adaptations can support and expand the learning of all children including children with disabilities.

**The concepts in *CARA's Kit* are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of *CARA's Kit* and use the kit as part of their Field Experience activities.



Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 103 Introduction to Early Childhood

Title	Adaptations Lesson Based on <i>CARA's Kit</i>								
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible								
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.								
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)** Examples of low tech adaptations such as pencil grips, adapted spoons, Boardmaker™ symbols <i>Go Fish</i> card games								
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1) What are the benefits of making adaptations? 2) Describe different types of adaptations <ol style="list-style-type: none"> a) Environment b) Activity c) Materials d) Requirements/Instructions e) Assistance 3) Discuss the need to move from the least to most intrusive adaptations. 4) Describe examples of adaptations such as pencil grips, shortening time in activity, providing alternative seating, providing opportunities for movement. 5) Group activity 1 : Adapt the card game "Go Fish" <ol style="list-style-type: none"> a. What are possible dilemmas? b. How can we make adaptations so that all children can play the game? c. Examples: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Dilemma</th> <th>Adaptation</th> </tr> </thead> <tbody> <tr> <td>child not playing attention</td> <td><i>move to smaller area with fewer distractions</i></td> </tr> <tr> <td>child isn't taking turns</td> <td><i>child plays card only when he/she is wearing crown or holding visual marker</i></td> </tr> <tr> <td>child can't hold cards</td> <td><i>– make cards bigger, attach a clothes pin to the card</i></td> </tr> </tbody> </table>	Dilemma	Adaptation	child not playing attention	<i>move to smaller area with fewer distractions</i>	child isn't taking turns	<i>child plays card only when he/she is wearing crown or holding visual marker</i>	child can't hold cards	<i>– make cards bigger, attach a clothes pin to the card</i>
Dilemma	Adaptation								
child not playing attention	<i>move to smaller area with fewer distractions</i>								
child isn't taking turns	<i>child plays card only when he/she is wearing crown or holding visual marker</i>								
child can't hold cards	<i>– make cards bigger, attach a clothes pin to the card</i>								





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ECE 103 Introduction to Early Childhood
continued

	<p>6) Group activity 2 – Dilemma</p> <p><i>Child in the center continues to cry when family member leaves, and seems over stimulated in the environment.</i></p> <p>How can you make adaptations so that the child will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ul style="list-style-type: none">a. adaptations will support the child and help the child participate fully and as independently as possible in the environmentb. number of adaptationsc. adaptations in each category along the continuumd. adaptations are age appropriatee. adaptations are logical and functional
Comments	<p>Group activity 1 provides an opportunity for students to make adaptations on a concrete task.</p> <p>Group activity 2 (dilemma) is a more abstract activity. Activities in other classes will include making adaptations to solve other dilemmas.</p>
Sources	<p><i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org</p>
Time	50 minutes



This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 133 Child Health Safety and Nutrition

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <p>1) Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations.</p> <p>2) Group activity – Dilemma</p> <p><i>You are working with a group of children with language delays who does not interact with other children. One child who has a sensory integration issue becomes angry whenever he is touched.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ul style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA 's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<p><i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org</p>
Time	50 minutes





Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 158 Early Childhood Curriculum I

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <p><i>You are working with a group of children. In the group there are children who may have intellectual disabilities. One of the children has Down Syndrome. Some of the children do not sit during story time and wander around the room.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a. adaptations will support the children and help the children participate fully and as independently as possible in the environment b. number of adaptations c. adaptations in each category along the continuum d. adaptations are age appropriate e. adaptations are logical and functional
Comments	**The concepts in <i>CARA 's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<p><i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org</p>
Time	50 minutes



Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 159 Early Childhood Curriculum II

Title	Adaptations Lesson Based on <i>CARA's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity 1 : Dilemma <i>You are working with a group of children. In the group there are children who do not seem to pay attention to instructions and others who are aggressive. When materials are available, such as manipulatives in math, they throw the materials instead of sorting them.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance. 3. Group activity 2: <i>In the group of children, there are two children who seem to be paying attention and seem interested in the sorting activity, but they don't successfully complete the task. Their answers seem random.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a. adaptations will support the children and help the children participate fully and as independently as possible in the environment b. number of adaptations c. adaptations in each category along the continuum d. adaptations are age appropriate e. adaptations are logical and functional





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ECE 159 Early Childhood Curriculum II
Continued

Comments	**The concepts in <i>CARA's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA's Kit</i> and use the kit as part of their Field Experience activities.
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Time	50 minutes



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Kirkwood Community College
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ECE 221 Infant/Toddler Care and Education

Title	Adaptations Lesson Based on <i>CARA's Kit for Toddlers</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <i>You are working with a group of infants. In the group are children who only sleep when held.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, daily schedule, activity and routine, materials, requirements and instruction. 3. <u>Additional discussion topic</u>. Discuss the cultural issues related to sleeping in the family bed vs. independent sleeping. How would the family's culture impact and change the adaptation plan?
Evaluation	Evaluate adaptations based on: <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA's Kit</i> and use the kit as part of their Field Experience activities.
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Time	50 minutes





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ECE 243 Early Childhood Guidance

Title	Adaptations Lesson Based on <i>CARA's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <p><i>You are working with a group of children. Several have behavior issues such as temper tantrums during transitions. One child uses a wheelchair. The children are not cooperating and contributing during clean up.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA 's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
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Time	50 minutes



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ECE 262 Field Experience

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1) Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2) Portfolio Activity <ol style="list-style-type: none"> a) Select a child in your setting. b) Complete the steps in <i>CARA 's Adaptation Decision Making Process</i> (page 5) on the child you selected. c) Step 1 – Checklist d) Step 2 – Decision Making <ol style="list-style-type: none"> (1) Identify 2 dilemmas (areas of concern) (2) Why did you select these areas? e) Step 3 Complete an Adaptation Matrix for each of the areas identified in Step 2 f) Step 4 – Plan for Implementation g) Step 5 – Try adaptations <ol style="list-style-type: none"> (1) Collect data (2) Reflect on the success/needs of the adaptations
Evaluation	Evaluate adaptations based on: <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org
Time	50 minutes in classroom – semester long project





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Adaptation Curriculum
Instructional Strategies using *CARA's Kits*



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Available from The National Association for the Education of Young Children
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- 1) Identify the benefits of adaptations for young children
- 2) Describe different types of adaptations
 - a) Environment
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ECE 103 Introduction to Early Childhood

Title	Adaptations Lesson Based on <i>CARA's Kit</i>								
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible								
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.								
Materials	<p><i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**</p> <p>Examples of low tech adaptations such as pencil grips, adapted spoons, Boardmaker™ symbols</p> <p><i>Go Fish</i> card games</p>								
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1) What are the benefits of making adaptations? 2) Describe different types of adaptations <ol style="list-style-type: none"> a) Environment b) Activity c) Materials d) Requirements/Instructions e) Assistance 3) Discuss the need to move from the least to most intrusive adaptations. 4) Describe examples of adaptations such as pencil grips, shortening time in activity, providing alternative seating, providing opportunities for movement. 5) Group activity 1 : Adapt the card game "Go Fish" <ol style="list-style-type: none"> a. What are possible dilemmas? b. How can we make adaptations so that all children can play the game? c. Examples: <table border="1" data-bbox="618 1402 1382 1703" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Dilemma</th> <th>Adaptation</th> </tr> </thead> <tbody> <tr> <td>child not playing attention</td> <td><i>move to smaller area with fewer distractions</i></td> </tr> <tr> <td>child isn't taking turns</td> <td><i>child plays card only when he/she is wearing crown or holding visual marker</i></td> </tr> <tr> <td>child can't hold cards</td> <td><i>– make cards bigger, attach a clothes pin to the card</i></td> </tr> </tbody> </table>	Dilemma	Adaptation	child not playing attention	<i>move to smaller area with fewer distractions</i>	child isn't taking turns	<i>child plays card only when he/she is wearing crown or holding visual marker</i>	child can't hold cards	<i>– make cards bigger, attach a clothes pin to the card</i>
Dilemma	Adaptation								
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child can't hold cards	<i>– make cards bigger, attach a clothes pin to the card</i>								



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ECE 103 Introduction to Early Childhood
continued

	<p>6) Group activity 2 – Dilemma</p> <p><i>Child in the center continues to cry when family member leaves, and seems over stimulated in the environment.</i></p> <p>How can you make adaptations so that the child will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ul style="list-style-type: none"> a. adaptations will support the child and help the child participate fully and as independently as possible in the environment b. number of adaptations c. adaptations in each category along the continuum d. adaptations are age appropriate e. adaptations are logical and functional
Comments	<p>Group activity 1 provides an opportunity for students to make adaptations on a concrete task.</p> <p>Group activity 2 (dilemma) is a more abstract activity. Activities in other classes will include making adaptations to solve other dilemmas.</p>
Sources	<p><i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org</p>
Time	50 minutes



Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 133 Child Health Safety and Nutrition

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <p>1) Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations.</p> <p>2) Group activity – Dilemma</p> <p><i>You are working with a group of children with language delays who does not interact with other children. One child who has a sensory integration issue becomes angry whenever he is touched.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ul style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA 's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<p><i>CARA 's Kit</i></p> <p>Division for Early Childhood (DEC)</p> <p>27 Fort Missoula Road</p> <p>Suite 2</p> <p>Missoula, MT 59804</p> <p>www.dec-sped.org</p>
Time	50 minutes



Kirkwood Community College
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ECE 158 Early Childhood Curriculum I

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <p><i>You are working with a group of children. In the group there are children who may have intellectual disabilities. One of the children has Down Syndrome. Some of the children do not sit during story time and wander around the room.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a. adaptations will support the children and help the children participate fully and as independently as possible in the environment b. number of adaptations c. adaptations in each category along the continuum d. adaptations are age appropriate e. adaptations are logical and functional
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Time	50 minutes





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ECE 159 Early Childhood Curriculum II

Title	Adaptations Lesson Based on <i>CARA's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity 1 : Dilemma <i>You are working with a group of children. In the group there are children who do not seem to pay attention to instructions and others who are aggressive. When materials are available, such as manipulatives in math, they throw the materials instead of sorting them.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance. 3. Group activity 2: <i>In the group of children, there are two children who seem to be paying attention and seem interested in the sorting activity, but they don't successfully complete the task. Their answers seem random.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a. adaptations will support the children and help the children participate fully and as independently as possible in the environment b. number of adaptations c. adaptations in each category along the continuum d. adaptations are age appropriate e. adaptations are logical and functional





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ECE 159 Early Childhood Curriculum II
Continued

Comments	**The concepts in <i>CARA's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA's Kit</i> and use the kit as part of their Field Experience activities.
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Time	50 minutes



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ECE 221 Infant/Toddler Care and Education

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Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <i>You are working with a group of infants. In the group are children who only sleep when held.</i> How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, daily schedule, activity and routine, materials, requirements and instruction. 3. <u>Additional discussion topic</u>. Discuss the cultural issues related to sleeping in the family bed vs. independent sleeping. How would the family's culture impact and change the adaptation plan?
Evaluation	Evaluate adaptations based on: <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<i>CARA's Kit for Toddlers</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org
Time	50 minutes





Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 243 Early Childhood Guidance

Title	Adaptations Lesson Based on <i>CARA's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1. Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2. Group activity – Dilemma <p><i>You are working with a group of children. Several have behavior issues such as temper tantrums during transitions. One child uses a wheelchair. The children are not cooperating and contributing during clean up.</i></p> <p>How can you make adaptations so that the children will participate fully and as independently as possible? Provide at least one adaptation for each of the 5 levels of adaptations: environment, activity and routine, materials, requirements and instruction, and assistance.</p>
Evaluation	<p>Evaluate adaptations based on:</p> <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	**The concepts in <i>CARA 's Kit</i> are introduced in Introduction to Early Childhood class and reinforced in other Early Childhood classes. The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<p><i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org</p>
Time	50 minutes



Kirkwood Community College
Early Childhood Paraeducator Grant

ECE 262 Field Experience

Title	Adaptations Lesson Based on <i>CARA 's Kit</i>
Purpose/Rationale	In order to support the learning of all children, students need to make adaptations so that children can participate as fully and independently as possible
Objectives	The students will discuss basic adaptation strategies and apply the strategies in a dilemma.
Materials	<i>CARA 's Kit</i> : audio, posters and power point can be found on the CD (for instructor's use)**
Directions	<p><i>Concepts are discussed in CARA 's Kit materials.</i></p> <ol style="list-style-type: none"> 1) Review the basic concepts of making adaptations: benefits, different types of adaptations, moving from least to most intrusive adaptations. 2) Portfolio Activity <ol style="list-style-type: none"> a) Select a child in your setting. b) Complete the steps in <i>CARA 's Adaptation Decision Making Process</i> (page 5) on the child you selected. c) Step 1 – Checklist d) Step 2 – Decision Making <ol style="list-style-type: none"> (1) Identify 2 dilemmas (areas of concern) (2) Why did you select these areas? e) Step 3 Complete an Adaptation Matrix for each of the areas identified in Step 2 f) Step 4 – Plan for Implementation g) Step 5 – Try adaptations <ol style="list-style-type: none"> (1) Collect data (2) Reflect on the success/needs of the adaptations
Evaluation	Evaluate adaptations based on: <ol style="list-style-type: none"> a) adaptations will support the children and help the children participate fully and as independently as possible in the environment b) number of adaptations c) adaptations in each category along the continuum d) adaptations are age appropriate e) adaptations are logical and functional
Comments	The students in Field Experience, a capstone course, purchase their own copies of <i>CARA 's Kit</i> and use the kit as part of their Field Experience activities.
Sources	<i>CARA 's Kit</i> Division for Early Childhood (DEC) 27 Fort Missoula Road Suite 2 Missoula, MT 59804 www.dec-sped.org
Time	50 minutes in classroom – semester long project

