

# 14. There is evidence that accommodations are being made for diverse learners.

14a. Literacy and writing materials are apparent at a variety of learning levels.



**Description:** This reading corner contains books of varying literacy levels and in various formats to support literacy for all children in the classroom.

**Description:** Board books and picture books are incorporated into this reading center to accommodate all children in the classroom.



## 14. There is evidence that accommodations are being made for diverse learners.

14b. Toys and learning games are provided for children to promote learning at varying learning abilities and levels.



**Description:** Fine motor materials of varying degrees of difficulty are incorporated into this center.

**Description:** Puzzles of different fine motor skill levels are available for children with different ability levels. This allows all children to be successful.



## 14. There is evidence that accommodations are being made for diverse learners.

14c. Materials can be adjusted for children's different ways of learning and may include accommodations to assist children in seeing, handling, or understanding the materials or activities.

**Description:** The modified key board supports the ability of young children to access technology more effectively.



## 14. There is evidence that accommodations are being made for diverse learners.

14d. Assistive technology (AT) is evident throughout entire classroom to increase the level of participation of children with disabilities in all activities. (Assistive technology is any tool or device that a student with a disability uses to do a task more easily, faster, or in a better way.)



**Description:** This computer, with an adaptive mouse and head set, allows a child with disabilities to play interactive games on the computer with other children.

**Description:** An example of low-tech technical assistance. Pictures for a child's choice board are kept in an organized three-ring binder.



## 14. There is evidence that accommodations are being made for diverse learners.

AT for Communication: single or multi-message voice output device (a voice output device is a piece of equipment with a programmed message); communication (picture) boards.

**Description:**

This push-button device allows a child to participate and communicate using a single pre-programmed message.

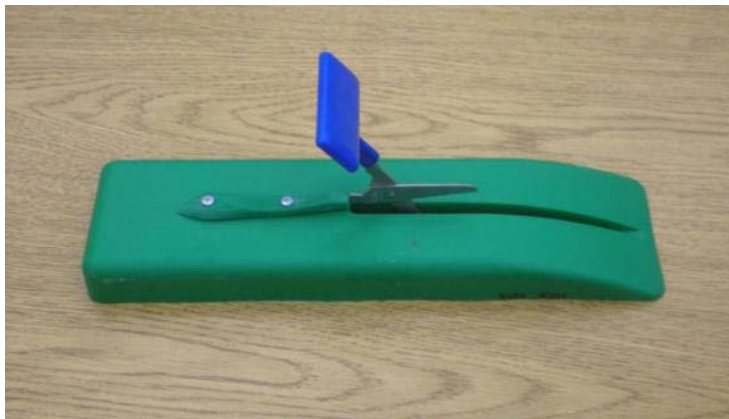


# 14. There is evidence that accommodations are being made for diverse learners.

AT for Art: adaptive tool grip, stabilized materials with clamps/tape, alternative tools for painting (paint rollers/dot markers); adapted scissors; computer software

## **Description:**

This teacher has a variety of adapted fine motor tools for children to use in the art area.



**Description:** This is an example of a modified scissors.

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AT for Books and Literacy: stabilization of books with Velcro, bookstand; adapted page turners (hot glue dots, page fluffers); tactile books

### **Description:**

Books with page fluffers assist children with fine motor issues. The fluffers provide some space between pages to assist with page turning.



## 14. There is evidence that accommodations are being made for diverse learners.

AT for Play and Participation: adaptive positioning equipment; switches and switch toys; toys adapted with hand splints/straps for grasping; computer with software for play/games with switch or adapted keyboard.



**Description:** There is a variety of seats to assist children who require differing level of trunk support. These chairs are examples of low-tech assistive technology.

**Description:** With a special seat, this child is able to participate in the classroom routine and group activities.

