

Consider developmental skills:

- Resource - [Florida Early Learning and Developmental Standards](#)
Look at the continuum of skill components – select the level appropriate and click zoom to see ideas
- Resource - [Concept Development Milestones](#) – Refer to the chart to determine the processes involved with development from concrete to abstract concepts. For example big/little (age 2-3) and less/more (age 3-4)

Consider communication needs:

- Teach and model vocabulary needed for the activity.
- Be sure children have access to communication systems and facilitate use of the systems throughout the activity.
- Provide photos and real objects to help children understand concepts.
- Provide opportunities for communication during hands-on as well as literacy activities.

Decrease the difficulty - make the activity easier

- Make materials easily accessible. Provide larger-sized materials (large puzzle pieces, big crayons).
- Provide board books and make page fluffers so that the pages turn more easily.
- Use grippers on paintbrushes and markers.
- Use two-sided tape for children who have difficulty gluing.
- Include pictures and stickers in the writing center for children who have difficulty writing.

Decrease the complexity – reduce the number of steps:

- Hand the pieces of an activity to a child one by one and gradually increase the number of pieces given.
- Reduce the number of steps. Give a child a project with some of the steps already completed.
- Take turns completing the steps with a child.

Decrease the time – make the activity shorter:

- Arrange for a child to complete a specific part of an activity, take a break, and then complete the rest of the activity.
- Have children work with peer buddies and take turns doing certain parts of a task.
- Provide a visual schedule to a child with motor activities interspersed within an activity.

Increase the amount of help you give – give more prompts:

- Model each step of the activity. Give directions and visuals for each step. Repeat these for steps as needed.
- Provide physical assistance for activities such as gluing and cutting.
- Provide adult assistance and monitoring.

Increase supports – use visuals, objects, and gestures

- Create a picture schedule of the activity.
- Pair the teaching of abstract concepts with real objects to help children understand the activity.
- Provide photos of steps of a task and of the finished project.
- Use first then schedules.