

2. Materials are sufficient and in good condition.

2c. Materials are of sufficient quantity, interest, and variety to engage all children.

Quality indicators:

- Materials are stored on child-sized shelves.
- There are multiples of high interest class materials and shelves are stocked.
- There are plenty of activities available in the class that are rotated throughout the year, to keep children actively engaged and extend learning.
- Class materials are in good condition.



Questions to ask:

- ✓ How often are materials rotated?
- ✓ Do children have access to high interest toys during center time activities?
- ✓ Can the children access materials independently?



Supports, Accommodations, Adaptations

Links for Additional Information Right click to open in new window

Universal Supports

- Consider the following when choosing materials:
 - ✓ Wide range of developmental levels
 - ✓ Wide and varied range of interests
 - ✓ Addressing all domains of development throughout the day
 - ✓ Variety in materials that provide: physical motor play, quiet time, pretend play, manipulative items, problem solving, individual as well as group activities

→ [Best Toys for Young Children by Age and Stage - NAEYC](#)

→ [Planning a Developmentally Appropriate Program for Children](#)

Targeted/Specialized Supports

- Provide visual scripts and guided interactive play to assist children who need support in understanding how to use some toys or in engaging in pretend play with peers.
- Increase engagement for all children through the use of peer buddies.
- Provide visuals that are specific to toys and materials for making choices and for communicating with peers during play.

→ [Let's Play Project - Guidelines to Promote Play Opportunities for Children with Disabilities](#)

→ [Toy Tips - Ideas and Options for Children with Special Needs](#)

→ [Examples of Supports and Adaptations for Toys and Materials](#)

Intensive Interventions

- Include toys that are cause and effect in nature and that have a variety of responses (ex. lighting up, making noise, moving) and that have a variety of required actions to activate.
- Include toys such as puzzles with large knobs and specialized materials with accommodations for tactile, vision, hearing needs.

→ [AT Participation Supports for Young Children with Disabilities](#)

→ [Examples of Supports and Adaptations for Toys and Materials](#)

→ [Adaptive Materials Resources](#)