

AT Participation Supports for Young Children with Disabilities In Daily Routines + Activities

AT supports include a wide range of common items found in the home, modifications to those items and specialized devices designed for children with disabilities. Any combination of supports can be used to help children benefit from the learning opportunities embedded in everyday activities. The following are suggested environmental and AT supports that can be considered for individual activities by practitioners who have adopted the Let's Participate model. As supports are ever-changing, feel free to add to the list below.

BEDROOM ROUTINES

ACTIVITIES	AT SUPPORTS + MODIFICATIONS
<i>Waking up Call for parents' attention</i>	Buzzer with switch, or single-message communication device recorded with: "Mommy, Daddy, I'm up. I need you!"; intercom system, infant video monitoring system/app
<i>Playing with crib toys</i>	Mirror attached to crib side; lowered hanging toys (straps, links); kick + play piano attached to foot of the crib
<i>Access to clothes</i>	Easy to reach shelves, baskets on floor for sorting and storing, low rod for hangers, large knobs or rope pulls on drawers, labeled drawers
<i>Dressing self</i>	Velcro "buttons" on clothing and shoes, loose or knit clothing, Spyrolaces for shoes, zipper pulls; visual supports for body parts/clothing
<i>Seeing self in mirror</i>	Mirrors hung at floor and/or crib level
<i>Turning on light</i>	Night light, touch lamp/touch lamp, "clapper", extension lever, remote control light switch, motion detector switch
<i>Getting in and out of bed</i>	Low bed with portable rail, mobility aid next to bed, grab bars
<i>Sleeping</i>	Calming device (lights, sounds), weighted blanket, positioning aid
<i>Good night routines</i>	Communication device with recorded prayer, good night sequence. Visual supports for routine sequence and possible choices (books, songs, etc)

BATHROOM ROUTINES

ACTIVITIES	AT SUPPORTS + MODIFICATIONS
<i>Use toilet</i>	Adapted toilet seat, splash guard, seatbelt, 5 pt harness, safety side bars, back supports, potty lift, adjustable potty chair with chest, hip and/or shoulder straps
<i>Potty training: indicate need</i>	Dedicated single-message communication device, buzzer or bell
<i>Wash hands</i>	Stool with side rails; touch soap dispenser; accessible water handle; visual supports for washing sequence
<i>Get into bath or shower</i>	Grab bars at child's level (adjustable grab bars), hand-held adjustable shower head, rubber mat, adjustable bath chair, combination bath/potty chair, bath bench, low shower threshold for mobility device
<i>Sitting in tub</i>	Adjustable bath seat with head rest, stable base, harness, lap belt, pelvic belt; rubber mat, laundry basket; semi-reclined mesh seat, inflatable tub
<i>Safety</i>	Faucet cover, non-slip material in tub; non-skid rugs or mats
<i>Playing with water toys</i>	Easy-squeeze toys, two-handled plastic cups, ring to keep toys within reach, floating items, suction cups
<i>Getting water or soap in face, ears, eyes</i>	Absorbent head wrap (band with ear guards), visor
<i>Brushing teeth</i>	Ergonomic or electric tooth brush or switch adapted toothbrush; single push toothpaste dispenser; visual supports for brushing sequence; secure step stool
<i>Brushing hair</i>	Curved/enlarged brush handle; mirror at child level
<i>Communicate: needs/wants, play</i>	Laminated symbol choices; suctioned to side of tub, in slit of pool noodle

MEALTIME ROUTINES

ACTIVITIES	AT SUPPORTS + MODIFICATIONS
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<i>Transition to meal time</i>	App or kitchen timer; cue with song; pre-recorded reminder; chair positioned and ready; visual schedule
<i>Sitting independently</i>	Adapted booster seat or high chair with safety belt/ tray; wedge or nonslip under bottom; side/foot supports;ommel/lateral supports (towels); lap weights; adjustable tray to hold bowl/plate or cup
<i>Eating/drinking independently: picks food up with fingers/uses spoon/holds bottle, cup</i>	Specialized bottles, nipples; adapted utensils, plates, bowls; ergonomic eating utensils, maroon infant spoons, curved or built up handles, bendable spoons; lipped plates or dishes, scoop dish, plate guard; electric feeders; non-slip (dycem) mats under/around plates, bowls; pediatric cup with two handles, non-tip cup, training sip cup, feeding cup, cup cut-out, straw cup, spout cup; universal cuff/ hand wrap
<i>Selecting food items</i>	Lazy Susan on table with favorite food items or picture icons; circular scanner/switch with compartments and objects; picture icons on table next to child's place mat; single or multiple message communication device or app programmed with names of favorite foods; points to picture or food object
<i>Helping with cooking</i>	Environmental control unit for connecting switches to large cooking appliances such as mixer, popcorn popper, toaster; built up spoon handles/pitchers
<i>Following recipes</i>	Picture/object recipe step by step
<i>Access to kitchen items</i>	Lazy Susan storage on lower shelves; lower counter for cooking or play; low pull-out drawers, straps or large knobs on drawers, remove cabinet doors; keep most-used items, snacks within easy reach
<i>Carrying items</i>	Slide across counter, table; use cart, walker/wheelchair basket or tray
<i>Seeing items</i>	Adequate lighting, contrasting colored dishes, place mats, napkins, utensils with brightly colored handles
<i>Communicating: Want/needs Grace Sequence</i>	Communication symbols, recorded devices: Eat/drink; more/all done; specific food requests Social interactions, help; food and eating choices

PLAY ROUTINES

ACTIVITIES	AT SUPPORTS + MODIFICATIONS
<i>Access to toys</i>	Shelves at arm/eye level; several small toy baskets or boxes for sorting/storing labeled with pictures; arm/wrist supports, grab bars. Toys placed in child's proximity; moving aid; pull toys attached behind mobility support
<i>Floor play</i>	Stable comfortable seating system with tray/floor table. Non-slip material to hold toys/pieces in place; wedge to lift; various textured surfaces.
<i>Playing with toys</i>	Toys with accessible, customizable features; multi-sensory; high contrast texture/color; simple, intuitive design; easy to use; challenging interactions. Play surface can be on the floor or table.
<i>Seeing/using toys</i>	Offer toys in consistent environment; light box to see shapes; highlight toy control areas; toys with auditory/texture features; stabilize/contain toy pieces
<i>Adapting toys for play</i>	Adaptive materials to extend, highlight, stabilize, build-up, simplify toys for increased use and engagement. Velcro, non-slip, tray with sides, magnets, links, etc.
<i>Playing with battery operated toys, push/pull toys, bubble blowers</i>	Battery-adapters to use switches with battery-operated toys. Switches to turn toys off and on; ramps to race cars or other push toys, props for pretend play; fan to blow bubbles
<i>Pretend play</i>	Velcro closures on dress up clothes; hats; clipboards Planned sequence visual supports; recorded message on communication device
<i>Building blocks</i>	Variety of surfaces and heights for building; weighted, magnet, textured blocks; large props; symbols/patterns to guide; block outlines on shelves for cleanup
<i>Participating in simple games or activities with others</i>	Using switch-adapted spinner for communication, game play or dice; uses a switch/app to play recorded names of peers or family members; music listening with on/off switch access

<i>Cleaning up</i>	Cue with recorded song; timer; picture schedule; use of slower paced songs
<i>Communicating: social interactions, making choices for games, play, music. takes turns; assigns roles for pretend play</i>	Communication board with pictures or symbols taped to walls for objects, dial communicator with representative objects; multi option/level AAC devices; choice making AAC apps. Messages: friends' names/pictures, rules, turn taking; toys and activity symbols (birthday cakes).

OUTSIDE PLAY

ACTIVITIES	AT SUPPORTS & MODIFICATIONS
<i>Playing in the sand box</i>	Floor chair with stable base and supports; sand tools with large, textured handles
<i>Using riding toys or trikes</i>	Various play surfaces; riding toys with back and front supports, lap belts; propel with feet or leaning movement; balance scooters
<i>Swinging</i>	Modified bean bag swing, safety harness, adapted chair swing, non-slip material on seat
<i>Getting to and moving around play area</i>	Wagon, go-cart, push cart, weights or Velcro on wheels for stability, mobility aid, switch-adapted car
<i>Drawing on sidewalk</i>	Brushes with chubby handles, stabilized pails of water; large shaped chalk; chalk holders on riding toys
<i>Using a fishing pole</i>	Built up pole handle; extended reel; adjustable length; pole holder next to supportive seating

STORY TIME ROUTINES

ACTIVITIES	AT SUPPORTS & MODIFICATIONS
<i>Selecting books</i>	Books displayed on stand, in floor baskets; large books, cardboard, books with sounds, textures; tablet book apps, interactive computer books; story vest with picture/symbols

<i>Holding books, turning pages of books</i>	Book holder, slanted holder, lap tray with elevated surface. Page separators (attach sponge squares w/paperclips to pages), laminated pages on cardboard/album (requires two copies of book), electronic page turner; apps and software with stylus or wireless switch interface
<i>Participating in story</i>	Use of props, costumes, flannel boards to ask/answer questions, re-tell story
<i>Verbally participating in interactive stories with repeated phrases</i>	Record repeated phrase on single/sequential message communicator or communication app. Add text labels to pages
<i>Sitting independently</i>	Crescent shaped pillow in chair or on floor, bean bag chair, adapted seating
<i>Swivel or rocking chairs, rolling chairs</i>	Device to block motion, remove/stabilize wheels

WRITING + DRAWING ROUTINES

ACTIVITIES	AT SUPPORTS & MODIFICATIONS
<i>Sitting/standing</i>	Comfortable secure sitting Adjustable table height for sit/stand options
<i>Using tools</i>	Cone shape, anti-roll crayons, large markers, brushes, stamps; adapted materials (grips, weights); universal cuff; adapted and loop scissors; glue sticks; bingo markers, tracing forms
<i>Drawing surfaces</i>	Variety of surfaces, papers, textures; contact paper, paper with heavy, raised lines; sand, clip boards, slant boards
<i>Creating stories</i>	Apps and software for drawing, narrating, creating, editing digital stories; digital recorders; camera;
<i>Tracing and making letters, numbers, name</i>	Guides. Textured letters for tracing; writing apps for guided practice
<i>Communication: Choice (materials) and content boards; social</i>	Communication systems (pictures/symbols + devices with messages); single, dual, multi- message and level recordable

<i>interaction and creativity phrases, teacher/child names</i>	devices; dial communicator with representative objects; AAC apps.
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BEHAVIOR WITHIN ROUTINES

ACTIVITIES	AT SUPPORTS & MODIFICATIONS
<i>Starting and stopping activities</i>	Timers with graphic display of time left; alarm/musical cues; picture schedule of “first/then”
<i>Attending to activity</i>	Active seating support; fidget toys; lap blankets/weights
<i>Completing activity sequence</i>	Visual cards of activity sequence; recorded step by step messages on AAC device
<i>Appropriate interactions with peers</i>	Auditory and illustrated directions; visual program rules; social stories and video modeling apps; learning emotional cues on face and actions

Resources

Idaho EI AT Guidelines: http://www.idahoat.org/portals/0/documents/infant_toddler.pdf

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www.letsparticipate.org | letsparticipate@fhi360.org

