

**PROFESSIONAL DEVELOPMENT MODULE TEMPLATE** Please use this as your Module template. Please see above for additional guidance on completing this form. PQAS Application

**USING ADAPTATIONS AND ASSISTIVE TECHNOLOGY TO PROMOTE CHILDREN'S ENGAGEMENT & INDEPENDENCE**

**OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULE**

Please use this as your Overview template. Please see above for additional guidance on completing this form.

1. <b>Title of Event:</b>	<i>Using Adaptations and Assistive Technology to Promote Children's Engagement &amp; Independence</i>
2. <b>Length of Event:</b> (2-4 hrs.)	3 hours
3. <b>Event Description:</b> (75-100 words)	<i>Child care practitioners will learn to design and use adaptations and assistive technology (AT) to support children's learning and participation within classroom activities and routines. Teachers and staff will design and use adaptations to 1) improve activities and routines that are not going well; and 2) enable children to reach desired social, language, and academic outcomes.</i>
4. <b>Learning Objectives:</b>	Upon completion, the learner will be able to : 1) Explain assistive technology, and describe how assistive technology can be used to promote desired outcomes. 2) Identify various types of assistive technology devices and services. 3) Identify types of adaptations and new ideas to promote children's participation in daily routines.
5. <b>Knowledge Area</b>	<b>K2- Curriculum and Learning Experiences</b>
6. <b>Core Knowledge Competency</b>	<b>K2.3C1- Describe ways that a prepared physical environment promotes positive behavior and encourages supportive relationships including room arrangements, visual cues, resources, and adaptations and accommodations for diverse learners.</b>
7. <b>Core Knowledge Competency Level:</b>	<b>K2.3C1</b>
8. <b>Target Audience:</b>	<i>Family, group, or center-based child-care teachers; Directors</i>
9. <b>Age Emphasis:</b>	<i>Infant/Toddler and Preschool</i>
10. <b>Presentation Techniques:</b>	<i>Warm-up activity, Lecture with PowerPoint; Small &amp; Large group activities; Role-play, Video clips of children using adaptive equipment; Discussion of handouts and resources, Case Study, Think, Pair, Share Cooperative Learning, Question and Answer Period, Demonstration and Hands-on activity-provide examples of AT devices and adapted objects by placing items on display for audience to observe, review &amp; interact with (such as adapted books, feeding utensils, seating devices, voice boxes, switches), and pictorial aids.</i>
11. <b>References:</b>	<i>Campbell, P., Milbourne, S., Dugan, L. &amp; Wilcox, M. (2006). A Review of Evidence on Practices for Teaching Young Children to Use Assistive Technology Devices. Topics in Early Childhood Education, 26(1), 3-13.</i>

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	<p>The Division for Early Childhood for the Council for Exceptional Children (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education. (2014). P... 7 &amp; 11.</p> <p><i>EZ At 2: Simple Assistance Technology Ideas for Children Ages Birth to Three: A guide for increasing young children's participation in daily activities and routines. (2011) Pacer Center, Inc... <a href="http://tnt.asu.edu">tnt.asu.edu</a></i></p> <p><i>Helping Tools for Young Pennsylvanians and Their Families. (2010). Pennsylvania's Initiative on Assistive Technology, (PIAT). Temple University.</i></p> <p><i>Mistrett, S. G. (2000). Let's play! Project final report (Final Report to OERS, No. H024B50051). Buffalo: State University of New York at Buffalo, Center for Assistive Technology.</i></p> <p><i>Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.</i></p> <p><i>Sullivan, M. &amp; Lewis M. (2000). Assistive Technology for the Very\Young: Creating Responsive Environment. Infants and Young children, 12 (4), 34-52.</i></p> <p><i>Rhoads, L. &amp; Seiler, R (May 2007). Assistance Technology for Infants and Toddlers with Disabilities: A Handbook for Parents and Caregivers. Idaho Moscow, Idaho: Assistive Technology Project, University of Idaho.</i></p> <p><i>The Hilton/Early Head Start Training Program: (2009). Special Quest Multimedia Training Library DVD/CD Edition with Quick Start Guide.</i></p>
<p><b>12. PA Tools and Resources:</b></p>	<p><i>CSEFEL: Center on the Social and Emotional Foundations for Early Learning. <a href="http://www.csefel.vanderbilt.edu/resources/strategies.html">http://www.csefel.vanderbilt.edu/resources/strategies.html</a></i></p> <p>The Division for Early Childhood for the Council for Exceptional Children (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education. (2014). P... 7 &amp; 11. <a href="http://www.dec-sped.org">http://www.dec-sped.org</a></p> <p><i>Institute on Disabilities at Temple University (Request for TLC Technical Assistance in Assistive Technology) <a href="http://disabilites.temple.edu">http://disabilites.temple.edu</a></i></p> <p><i>Pennsylvania Assistive Technology Foundation (PTAF), <a href="http://www.patf.us">www.patf.us</a></i></p> <p><i>Pennsylvania Core Knowledge Competencies for Early Childhood &amp; School-Age Professionals: Office of Child Development and Early Learning, Pennsylvania Department of Education and Department of Public Welfare. (January 2014).</i></p> <p><i>Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten. Office of Child Development and Early Learning. (2014)</i></p> <p><i>TOTS-N-TECH (TNT) -Thomas Jefferson University, <a href="http://www.tnt.asu.edu">http://www.tnt.asu.edu</a></i></p>

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	<p>Pennsylvania's Initiative on Assistive Technology- (PIAT). Temple University. Videos of children using adaptive equipment.  <a href="http://disabilities.temple.edu/programs/assistive/piat/">http://disabilities.temple.edu/programs/assistive/piat/</a></p> <p>Campbell, P.H., Milbourne, S.A. &amp; Wilson, C.A. (2015). Philadelphia Inclusion Network Training Series, Revised. Philadelphia, CFSRP, Thomas Jefferson University.  <a href="http://jeffline.jefferson.edu/cfsrp/childcare-early.htm">http://jeffline.jefferson.edu/cfsrp/childcare-early.htm</a></p> <p>Pennsylvania Training and technical Assistance Network-PaTTAN,  <a href="http://www.pattan.net/teachlead/EarlyIntervention.aspx">http://www.pattan.net/teachlead/EarlyIntervention.aspx</a></p> <p>TACSEI Resources - University of South Florida  <a href="http://challengingbehavior.fmhi.usf.edu/do/resources.htm">http://challengingbehavior.fmhi.usf.edu/do/resources.htm</a></p> <p>Teaching and Learning Collaborative (TLC), Thomas Jefferson University.  <a href="http://www.teachinglearningcollaborative.org">http://www.teachinglearningcollaborative.org</a></p> <p>ZERO TO THREE: Center for the Social and Emotional ...  <a href="http://www.zerotothree.org/about-us/funded.../csefell/csefl.htm">www.zerotothree.org/about-us/funded.../csefell/csefl.htm</a></p>
<p><b>13. Materials:</b></p>	<p>LCD projector, laptop computer, PowerPoint, name tags, sign-in sheet, folder of handouts, instructions to complete evaluations and obtain certificates, CARA's Kits to distribute to participants, and samples of assistive technology devices and adapted objects such as adapted books, feeding utensils, for hands-on activity for participants. Videos of children using adaptive technology.</p>
<p><b>14. Handouts:</b></p>	<p>PowerPoint: Using Adaptation and AT to Promote Children's Engagement &amp; Independence. Helping Tools for Children and Their Families. (2010) Pennsylvania's Initiative on Assistive Technology, (PIAT). Temple University. (Handout #1)</p> <p>Case Study "Katie." Pennsylvania's Initiative on Assistive Technology-(PIAT), Temple University. <a href="http://www.disabilities.temple.edu/piat">www.disabilities.temple.edu/piat</a> (Handout #2)</p> <p>Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University. (Handout #3)</p> <p>Curriculum and Pre-K Standards Matrix). Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University. P...1 (Handout #4)</p> <p>Adaptation Continuum Matrix (Adaptation Hierarchy) Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University. P...4 (Handout #5)</p> <p>Worksheet: Doohickeys, Thingamabobs, and Whatchamacallits: Pennsylvania's Initiative on Assistive Technology-(PIAT), Temple University.  <a href="http://disabilities.temple.edu/programs/assistive/piat/">http://disabilities.temple.edu/programs/assistive/piat/</a>          (Handout #6)</p>

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	<p>"What Did I Learn This Session?" Philadelphia Inclusion Network, a program of Child and Family Studies Research programs at Thomas Jefferson University. CARA Kit... 13. (Handout # 7)</p> <p>Course Icons Quick Guide, PA Keys To Quality. Professional Development Registry. <a href="http://www.pakeys.org">http://www.pakeys.org</a> (Handout #8)</p>
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Time	Content Outline	Presentation Methods	Handouts/ Materials
<p><b>10 minutes</b></p>	<p><b>Welcome and Introductions</b> Sign in and nametags</p> <p>Introduction of instructor and participants Slide #1</p> <p>Distribution of Training Materials – Folders Instruct participants to use post-it to write down questions to be shared &amp; discussed at the end of session. House Keeping - (location of bathrooms) Introduction of instructor and participants Topic of Workshop to be discussed</p>	<p>Introduction of Instructor Have participants introduce themselves and provide the age group they work with (infants, toddler, or pre-school).</p>	<p><b>Materials:</b> Sign-in sheet Name Tags Folders Pens Post-its</p>
<p><b>30 minutes</b></p>	<p><b>Learning Objectives:</b> Upon completion of this course, learners will able to: 1) Explain assistive technology, and describe how assistive technology can be used to promote desired outcomes. 2) Identify various types of assistive technology devices and services 3) Identify types of adaptations and new ideas to promote children's participation in daily routines. Slide #2</p> <p>This Training Module aligns directly with Pennsylvania Core Knowledge Competencies (CKC) for Early Childhood and School-Aged Professionals, knowledge area is "Curriculum and Learning Experiences." "Describe ways that a prepared physical environment promotes positive behavior and encourages supportive relationships including room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners," (K2.3C1). This training will meet the STARS requirement for Inclusive practices. Pennsylvania Early Learning Standards for Early Childhood Infant-Toddler and Pre-Kindergarten: Curriculum and Learning Experiences. "Learning environments should be designed and modified to support children's individual needs and interests."</p>	<p>Begin PowerPoint presentation- refer to handout #1 in folder to allow participants to follow along during lecture.</p>	<p>Projector Folders for participants containing</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• All handouts</li> </ul> <p>PowerPoint: Using Adaptation and AT to Promote Children's Engagement &amp; Independence. Pennsylvania's Initiative on Assistive Technology, (PIAT). <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a>. (Handout #1)</p>

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	<p><b>Assistive Technology Devices Awareness: Warm-up activity.</b>                      Everyone uses assistive technology devices to assist in performing daily routines, but may not be aware that these items are considered AT devices. Assistive Technology is Devices, Things, and Services and Supports.</p>	<p><b>Warm-up Activity: Common Assistive Technology Devices.</b>                      Have participants in the group think about assistive technology devices and have them give examples of devices they use every day in their daily routines. Provide an example to get them started (eye glasses- to promote vision; alarm clock - to wake you up; cell phone - to communicate; GPS - to get directions; or a pillow used in your car to make you comfortable).                      Open discussion about AT devices we use every day to assist us in performing daily routines. Increase awareness that all of us use AT devices to engage in daily activities and to promote our participation and independence in performing these activities.</p>	
	<p><b>What is Assistive Technology?</b></p> <ul style="list-style-type: none"> <li>• Assistive Technology (AT) is a tool to get to desired "outcomes" - discuss how AT can be used or defined. Refer to examples given in PowerPoint.                          Discuss slide #3 and #4</li> <li>• Assistive Technology devices-provide definition and factors that characterize AT devices.                          Review slide #5 and #6</li> <li>• Describe and discuss types of assistive technology devices and assistive technology services. Give examples of each type. Refer to description and examples given in PowerPoint.                         <ul style="list-style-type: none"> <li>A) Low-Tech</li> <li>B) Mid-Tech</li> <li>C) High-Tech</li> <li>D) AT Services</li> </ul>                         Discuss slides #7, #8, #9, and #10</li> <li>• Discuss the difference between adaptation and assistive technology.                          Refer to slide #11</li> <li>• The scope of Assistive Technology (AT) - Different ways that AT can help children do daily activities or functions.                          Refer to slide #12 to review some examples</li> </ul>	<p>After warm-up activity refer back to PowerPoint presentation - to allow participants to follow along during lecture.</p> <p>PowerPoint: Using Adaptation and AT to Promote Children's Engagement &amp; Independence. Pennsylvania's Initiative on Assistive Technology, (PIAT).  <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a>.                      (Handout #1)</p>	

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	<ul style="list-style-type: none"> <li>• Let's consider some functions of AT:                             <ul style="list-style-type: none"> <li>-communicating</li> <li>-moving around the environment</li> <li>-sitting, standing</li> <li>-playing and learning</li> <li>-dressing, eating, bathing (ADL)</li> </ul> </li> <li>Discuss some examples of daily activities, slide #14</li> </ul>		
15 Minutes	<p>Provide an opportunity for the participants to brainstorm in small groups how assistive technology can be used to assist children's functioning and/or participation in daily activities.</p>	<p><b>Activity:</b>                      Have the participants break up into 4 small groups by counting out loud, 1,2,3,4. Assign each group a specific function:                      Group #1: communication                      Group # 2: mobility                      Group # 3: playing and learning                      Group #4: ADL skills                      All Participants in each group (1- 4) will share instances in which AT devices were used in the classroom setting, during daily routines to promote child's engagement in activity.                      Provide examples of devices for all functions (Example - Placing a foot stool at the sink to enable a child to wash their hands independently - ADL). Have the participants rejoin large group and report back to the whole class. After discussion, elaborate on how these devices are considered to be AT devices that promote participation and engagement in activities. Discuss other ways these devices may assist children with daily functions.</p>	<p>Before participants break into small groups show a video clip of a child washing his hands using a step stool to reach the sink. (within PowerPoint)  <i>Pennsylvania's Initiative on Assistive Technology-(PIAT). (2010) Temple University.</i>  <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a></p>
15 Minutes	<ul style="list-style-type: none"> <li>• How assistive technology (AT) can be used to help a child "do." What does the child want/need to do?                              Refer to slide #16</li> </ul> <p>Show video clips and pictures of children using assistive technology devices.                      Refer to slides #17 through #24</p>	<p><b>Pictorial Aids:</b>                      Share video clips of children using AT devices in order to promote various functions:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Mobility</li> <li>• Seating and Positioning</li> <li>• Playing and Learning</li> <li>• Activities of Daily Living</li> <li>• Switch Activated Toys</li> </ul> <p><b>Question and Answer:</b>                      After review and discussion of video clips and pictures of children using AT devices with participants. Ask participants to give an example of an AT device and/or an</p>	<p>Video clips of children using various AT devices to promote engagement in daily activities: (within PowerPoint)  <i>Pennsylvania's Initiative on Assistive Technology- (PIAT). Temple University. Videos of children using adaptive equipment.</i>  <a href="http://disabilities.temple.edu/programs/assistive/piat/">http://disabilities.temple.edu/programs/assistive/piat/</a>                      Pictures of children using AT devices. (within PowerPoint)</p> <ul style="list-style-type: none"> <li>• Communication - a child using a picture exchange board</li> <li>• Mobility - a baby using a car seat</li> <li>• Seating and Positioning -</li> </ul>





Time	Content Outline	Presentation Methods	Handouts/ Materials
15 Minutes	<p><b>Case Study: "Katie" (Handout #2)</b>                      Review recommendations for "Katie"                      Including:</p> <ul style="list-style-type: none"> <li>• Discussion of Katie's skills, including strengths and weaknesses</li> <li>• Katie's needs</li> <li>• Share ideas to promote communication skills</li> </ul> <p>Instructor will walk around the room and interact with the smaller groups promoting ideas, reinforcing strategies, recommending best practices and providing support as needed.</p> <p>Review and apply Best Practices to assessment:</p> <ul style="list-style-type: none"> <li>• Identifying the child's strengths, needs, preferences, and interests.</li> <li>• Using a variety of methods, including observations and interviews, to gather assessment information from multiple sources, including child's family and significant others.</li> <li>• Obtain information about child's skills in daily activities, routines, and environments such as home, center, and community.</li> </ul> <p>The Division for Early Childhood of the Council for Exceptional Children (DEC), Recommended Practices in Early Intervention/Early Childhood Special Education. (2014). P. 7</p>	<p><b>Small group discussion:</b>                      When considering assistive technology:                      Implement Best Practices:</p> <p>"What does the child want/need to do?"                      -strengths and weaknesses</p> <p>"How to assess and gather information?"                      -obtain information from all sources, such as family and significant others.</p> <p>"When should child be observed?"                      -during daily routines, activities, and in familiar environments.</p> <p>Have the participant's brainstorm some ideas or activities in which AT devices can help Katie function and participate in activity.</p> <p>Break up into small groups of 3-4 by counting by "fours", at table. Refer to handout # 2 case study of "Katie", in folder. Have the participants engage in role playing and identify Katie's needs and recommendations to promote communication skills in the classroom. One person can act out being "Katie" in the classroom while the other members of the group act as the caregivers responsible for meeting Katie's needs.</p> <p>Instructor will provide examples of AAC devices to participants: Pass items around the room while the participants are having small group discussion.</p> <ul style="list-style-type: none"> <li>• Picture boards</li> <li>• Photo books</li> <li>• Communication key chains</li> <li>• Go Talk Button</li> <li>• Big Mack Communicator</li> <li>• Voice Recorders</li> </ul>	<p>Video clip providing details about "Katie."                      Case Study- "Katie" (Handout #2)                      Pennsylvania's Initiative on Assistive Technology (PIAT).                      Temple University.  <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a></p> <p>Examples of ACC devices used to promote communication skills. Pass items around the room to share with participants while in small group activity.                      Items included:</p> <ul style="list-style-type: none"> <li>• Picture boards</li> <li>• Photo books</li> <li>• Communication key chains</li> <li>• Go Talk Button</li> <li>• Big Mack Communicator</li> <li>• Voice Recorders</li> </ul> <p>Pennsylvania's Initiative on Assistive Technology-(PIAT),  <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a></p>
Pennsylvania Early Learning Keys to Quality (Effective 4/1/2015)			

Time	Content Outline	Presentation Methods	Handouts/ Materials
10 Minutes	<b>BREAK</b>	Participants can continue to review the example of ACC devices during break.	
30 Minutes	<p><b>CARA's Kit Approach: Creating Adaptations for Routines and Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>What is CARA's Kit?</b> <ol style="list-style-type: none"> <li>1) Use PowerPoint slide describing CARA's Kit - Explanation and Purpose</li> <li>2) Refer to CARA's Kit (Booklet) and discuss the organization of CARA's Kit and how to use it</li> <li>3) Read through the teacher's pages of CARA's Kit to peruse the tools on the CD (Teacher's resources)</li> <li>4) Acknowledgment of applying "Best Practices, when implementing the use of adaptations and assistive technology.</li> </ol> </li> </ul> <p>"Practitioners plan for and provide the level of support, accommodations, and adaptations needed child to access, participate, and learn within and across activities and routines." The Division for Early Childhood of the Council for Exceptional Children, Recommended Practices in Early Intervention/Early Childhood Special Education. (2014). P.11</p>	<p>Instructor - use of PowerPoint; <i>Using Adaptations and AT to Promote Children's Engagement &amp; Independence.</i> Refer to handout #1 - Provide examples and demonstrate adaptations &amp; routines.</p> <p>- Review the structure and organization of CARA's Kit: Creating Adaptations for Routines and Activities with the teachers. (How to use the book)</p> <p>- Have the participants follow along using their booklets. (CARA's Kit - handout #3)</p> <p>- Use of pictorial aid- a poster (Handout # 4) Review handout to reinforce understanding of how assistive technology can be used to promote participation. Examples demonstrated in handout.</p>	<p>Refer back to handout # 1 PowerPoint: Using Adaptation and AT to Promote Children's Engagement &amp; Independence. Pennsylvania's Initiative on Assistive Technology, (PIAT). <a href="http://www.disabilities.temple.edu/piat">http://www.disabilities.temple.edu/piat</a>.</p> <p>Distribution of CARA's Kit with CD to participants (Handout #3) Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA's Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.</p> <p>Pictorial aid - a poster illustrating use of assistive technology and adaptive devices to promote children's participation in everyday activities and routines, examples of assistive technology, adaptation hierarchy, and assistive technology resources. Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.</p>
	<ul style="list-style-type: none"> <li>• <b>Review The Curriculum and Pre-K Standard Matrix (Handout # 5).</b></li> </ul> <p><b>Explain handout:</b> The matrix demonstrates how the learning activity areas can be set up and used in the classroom to meet multiple Universal Pre-K Standards and Curriculum. Provide opportunity for participants to individually reflect and/or plan how they will use this information in their daily work.</p>	<p>Have the participants turn and talk with their neighbors to discuss ways their learning activity centers are set up in their classrooms to promote Universal Pre-K Standards and curriculum. Provide a handout. Curriculum and Pre-K Standards Matrix (Handout #5)</p>	<p>Curriculum and Pre-K Standard Matrix (Handout #5) Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.</p>

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	<ul style="list-style-type: none"> <li>• <b>CARA's Adaptation Continuum</b> - Identifying types of Adaptations: Provide explanation and an example for each type described.                             <ol style="list-style-type: none"> <li>1) Environment - adaptations to the environment to change the setting. (Example: rearrange the furniture in the room)</li> <li>2) Activity and Routine - an activity or routine may be selected to meet child's needs or to may be adapted to accommodate special needs. (Example: add movements to story time to help children who have difficulty paying attention)</li> <li>3) Materials - materials used in an activity or routine, when adapted may help a child participate. (Example: knobbed puzzles or large crayons)</li> <li>4) Requirement and Instructions - change the way you provide instruction. (Example: implement the use of photographs to show each step)</li> <li>5) Assistance - providing physical assistance to help the children do the activity or routine. (Example: hand over hand assistance)</li> </ol> </li> </ul>	<p>Explain to teachers that adaptations promote children's successful participation in everyday routines and activities. CARA's Kit provides guidance on how to make adaptations for daily activities and routines so that children can participate successfully. Have the participants follow along using the CARA's Kit Booklet to review material and examples given.</p> <p>Refer to Adaptation Continuum Matrix chart in the CARA's Kit Booklet to identify if adaptation is less or more intrusive. (Handout # 5)</p>	<p>Refer to CARA's Kit Booklet (Handout #5) Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit: Creating Adaptations for Routines and Activities. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University. P. 4 (Handout #5)</p>
<p><b>10 Minutes (Bathroom break)</b></p>	<p>Provide an opportunity for the participants to walk around the room and observe examples of adapted equipment and materials provided:</p> <ul style="list-style-type: none"> <li>- Adapted storybook</li> <li>- Adapted crayon, pencil, &amp; paint brushes</li> <li>- Adapted spoon, cup, and plate</li> <li>- Adapted schedule/daily routine - use of pictures, symbols, and child oriented schedule.</li> </ul>	<p>Instructor will provide some examples of adapted materials for participants to examine during break.</p> <p>Provide opportunity for participants to individually reflect and/or plan how they will use these materials in their daily routines/classrooms.</p>	<p>Hands-on examples of adapted materials provided by instructor and placed on display such as: adapted story book, adapted crayon, pencil, and paint brush adapted spoon, cup, and plate, adapted classroom schedule/ daily routine.</p> <p>Leave items out for participants to review after session.</p>
<p><b>15 Minutes</b></p>	<ul style="list-style-type: none"> <li>• <b>CARA's Adaptation Decision Making Process: How to Implement Adaptations:6 Steps:</b></li> <li>• <b>Provide opportunity to apply prior knowledge/experience to content</b></li> </ul>	<p>Walk through the CARA's decision making process with the teachers. Review the adaptation matrices (in booklet) with teachers and share examples. Ask teachers which ones they have used or would like to know more about. Model adaptations that are unfamiliar to teachers.</p>	<p>CARA's Kit booklet (Handout #3) - Tools, handouts and resources provided on the CARA Kit CD. Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit:</p> <p>CARA's Kit booklet ( Handout #3) Milbourne, S.A. &amp; Campbell, P.H. (2007). CARA'S Kit. P. 5-15.</p>

Time	Content Outline	Presentation Methods	Handouts/ Materials
	<p>Learning how to identify adaptations needed. The goal is to decide what you want to see happening and make adaptation to achieve that result:</p> <p>1) Understand the Children's Needs - checklist of priorities and concerns, assessment of the child's/family's routines Example - child wants to independently wash hands.</p> <p>2) Decide what you want to happen - Determine and decide what you would like to see happen. Example - child independently washing hands</p> <p>3) Consider Adaptation - "Will an adaptation be needed?" Example - step stool to reach the sink</p> <p>4) Select Adaptations - What type or types of adaptations will be needed? Examples include adapting the environment, activity or routine, materials, instruction, or providing physical assistance. Example - use of pictorial aids, such as instructions for hand washing placed at child's eye level above the sink.</p> <p>5) Plan for Implementation - What is purpose for adaptation. Example - promotes independence and participation in routine.</p> <p>6) Try Adaptation - implement for a week; then monitor and assess.</p>	<p>- Explain all 6 steps of CARA's Adaptation Decision Making process. Then review examples given, "Here's the Situation," provided in the CARA's Kit Booklet for participants to practice content and theory. It provides different classroom situations for example: Here's the situation: children with disabilities are becoming isolated from other children who are playing. Try this adaptation: Have a buddy system where children are guided to engage activities with a buddy.</p>	
<p>10 Minutes</p>	<p>Activity - Worksheet: This activity will allow participants to practice making adaptations to objects to make them more functional and help children engage in activities and promote children's independence in daily routines.</p> <p>Instructor will expand and positively reinforce their ideas, suggestions, and participation. Provide example, such as a sponge hair roller placed on a pencil or crayon to promote the ability to grip object.</p> <p>Instructor will use an answer key to identify the proper name of items, cost, and ways in which the item can serve as an assistive device.</p>	<p><b>Think, Pair/Share Activity- Worksheet:</b> Doohickeys, Thingamabobs, and Whatchamacallits: (Handout #6) Have the participants break into pairs by selecting a partner and work at table. Working together, they will identify types of adaptive equipment and multiple uses of these objects to promote function in daily routines. Review directions written on worksheet. Allow 10 minutes to complete activity. Have the pairs share their ideas with the larger group.</p> <p>This activity allows participants to increase understanding of new concepts and theory. Also, it is a fun way to determine or measure participants</p>	<p>Distribute Activity worksheet- Doohickeys, Thingamabobs, and Whatchamacallits (handout # 6) Worksheet: Doohickeys, Thingamabobs, and Whatchamacallits: <i>Pennsylvania's Initiative on Assistive Technology- (PIAT), Temple University.</i> <a href="http://disabilities.temple.edu/programs/assistive/piat/">http://disabilities.temple.edu/programs/assistive/piat/</a> (Handout #6)</p>

Time	Content Outline	Presentation Methods	Handouts/ Materials
<p><b>15 Minutes</b></p>	<p><b>Conclusion - Summary of key ideas:</b></p> <ul style="list-style-type: none"> <li>• AT has been defined as devices or services that allow children to engage in everyday activities to promote participation and learning.</li> <li>• AT devices can range from "low-tech" to "high-tech." Low-tech AT devices involve the use of simple external materials to allow a child to perform a task and participate in activities. High-tech AT devices are specialized and are usually marketed through specialized catalogues that are usually distributed to professionals.</li> <li>• Adaptations and AT both represent interventions that may be used to enable child to participate and learn successfully.</li> <li>• Recognition of how AT can be implemented to promote a child's participation in activity or routine.</li> <li>• Augmentative and alternative communication (AAC) refers to all strategies used by people with complex communication needs to enhance their ability to understand and express themselves.</li> </ul> <p>Review of CARA's Kit Approach - Creating Adaptations for Routines and Activities.</p> <p>Review of Handouts and Resources</p> <p>Provide a feedback form for participants to complete to measure outcomes of stated learning objectives.</p>	<p>understanding of adaptations, assistive technology, and how the device increases child's participation in activity.</p> <p>Have the participants complete feedback sheet prior to dismissal.                      "What Did I Learn This Session?" (Handout # 7)</p> <p>Encourage some of the participants to share their ideas with group. This provides an opportunity for the participants to recap what they have learned during the training session.</p> <p>Remind participants to refer to their handouts in their folders, which have websites that can be used as resources in implementing assistive technology and making adaptations in their classrooms.</p> <p>Emphasize that the CARA Kit contains a CD which provides instruction on how to implement the use of assistive technology in the classroom to promote child's participation in daily routines.</p>	<p>Folders with PowerPoint and handouts.</p> <p>"What Did I Learn This Session?" (Handout # 7)                      Philadelphia Inclusion Network, a program of Child and Family Studies Research Programs at Thomas Jefferson University.                      CARA kit P. 13.</p> <p>CARA'S Kit includes a CD that provides support on how to use and implement in the classroom.</p>
<p><b>5 Minutes</b></p>	<p>Wrap up:</p> <p>Question &amp; Answer</p> <p>Review how to complete evaluation form on-line.</p> <p>Review how to obtain certificate on-line.</p>	<p>Open to participants</p> <p>Instructor will provide a handout on how to complete evaluation and obtain certificate for completion of training.</p>	<p>Course Icons Quick Guide: PA KEYS TO QUALITY, Professional Development Registry.  <a href="http://www.pakeys.org/pages/get.aspx?page=home">http://www.pakeys.org/pages/get.aspx?page=home</a>                      (Handout #8)</p>