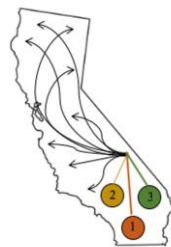


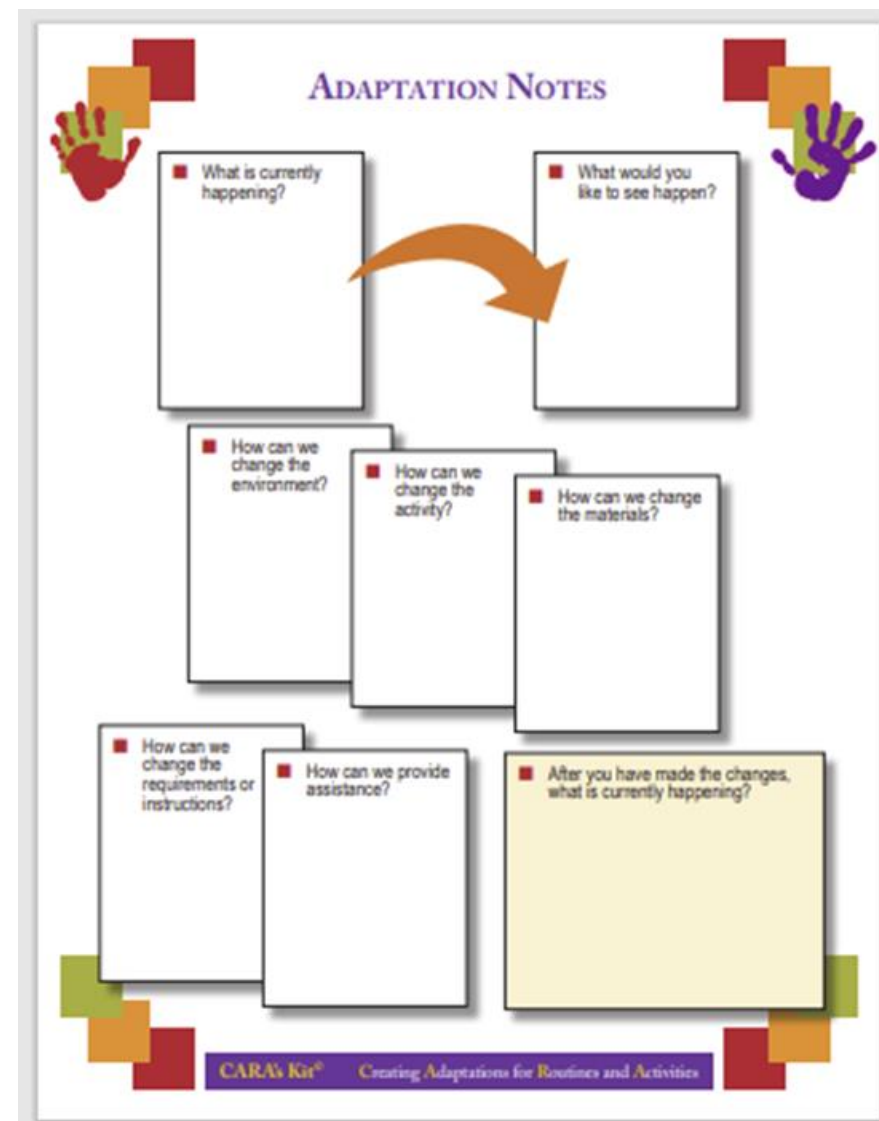
# CARA's Kit: User-Friendly and Practical Resources to Promote Individualizing and Inclusion

Camille Catlett and Sarah Garrity

April 21, 2022



PIPELINES



Handouts,  
PowerPoints, &  
recording will be  
available on the  
PIPELINES website  
<https://education.sdsu.edu/pipelines/resources>

## CARA's Kit: User Friendly and Practical Resources to Promote Individualizing and Inclusion<sup>1</sup>

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### What are California's Expectations of Early Childhood Educators?

California Infant/Toddler Learning & Development Foundations <https://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

California Preschool Learning Foundations <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Early Childhood Teaching and Administrator Performance Expectations [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1\\_4#:~:text=The%20ECE-TPEs%20are%20research,of%20Young%20Children%20\(NAEYC\)%20national](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4#:~:text=The%20ECE-TPEs%20are%20research,of%20Young%20Children%20(NAEYC)%20national)

### What is CARA's Kit?

CARA's Kit Online <http://www.eita-pa.org/inclusion/>

*This sequence of three self-paced tutorials provide a brief and effective introduction to CARA's Kit and how it may be used to help educators, students, and others learn about ways in which to adapt daily routines to support toddlers and preschoolers who may experience challenges to their full participation. Part 1 provides an introduction to CARA's Kit, Part 2 provides an overview of the process for using CARA's Kit, and Part 3 offers additional examples of adaptations that support inclusion. The examples are linked to Pennsylvania's Early Learning Standards for Toddlers and Pre-Kindergarten.*

Purchase hard copies for \$25 at <https://www.dec-sped.org/bookstore?Collection=CARA%27s+Kit>

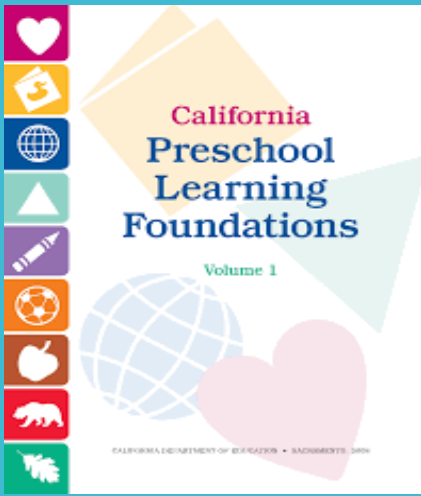
### Resources to Support Individualizing and Inclusion

Format	Resource
Print	<p><b>Classroom Routine Support Guides</b> <i>These guides were developed to assist teachers and caregivers in planning to support young children who may have challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.</i></p> <ul style="list-style-type: none"> <li>• <b>Routine-Based Support Guide</b> <a href="http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf">http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf</a></li> <li>• <b>Early Elementary K-2<sup>nd</sup> Grade</b> <a href="http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf">http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf</a></li> </ul> <p><b>Developing Young Children's Self-Regulation Through Everyday Experiences</b> <a href="https://www.hawaii.edu/childrenscenter/wp-content/uploads/2014/01/Self-Regulation_Florez_OnlineJuly2011.pdf">https://www.hawaii.edu/childrenscenter/wp-content/uploads/2014/01/Self-Regulation_Florez_OnlineJuly2011.pdf</a> <i>This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support.</i></p> <p><b>Family Routine Guide</b> <a href="https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf</a> <i>This guide can assist family members and caregivers in developing a plan to support young children who are using challenging behavior. It includes practices for selecting prevention strategies, teaching new skills, and changing the way they respond to eliminate or minimize the challenging behavior.</i></p>

<sup>1</sup> All resources from this presentation may be found at <https://education.sdsu.edu/pipelines/resources>

# Universal Design for Learning

- These foundations programs in the effort to foster the learning and development of all young children in California, including children with disabilities or other special needs.
- In some cases, children with disabilities or other special needs will reveal their developmental progress in alternative ways.
- It is important to provide opportunities for children to follow different pathways to learning.



# Early Childhood Teaching and Administrator Performance Expectations

- Children may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin.
- The range of children in California early learning settings also includes children whose first language is English, dual language learners, English learners, and Standard English learners.

What Miramar graduates need to know and be able to do!

### Knowledge

- Child development theories and individual differences
- Trauma-informed practices
- Culturally responsive practices
- Understand the why's behind the how's
- Strengths-based practices
- The importance of early childhood education



### Skills

- Relationship-driven; understand the importance of relationships
- Meet children where they are
- Honor children as competent individuals
- Use materials intentionally
- Able to interact with families respectfully
- Recognize that families are the child's first teachers
- Uses culturally-responsive practices
- Able to put theory into practice based on practical experience from Miramar courses
- Incorporate their classrooms and programs into the broader community
- Engage in dialogue with colleagues
- Uses strengths-based practices
- Celebrate diversity
- Implements developmentally appropriate, play-based curricula
- Able to respond to the needs of children and other people

### Positive Qualities and Attributes of Future Graduates

- Flexible
- Advocates – for children and families, for themselves
- Lifelong, continuous learners
- Reflective
- Self-aware and able to respond to their own needs
- Creative thinkers



What are all the variables an educator can adjust to help each child to be successful?

## Jake



Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn't know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

Jake's dad has had a difficult time finding work lately. The family has moved frequently as Jake's father has searched for work. Jake has spent time at home with his mother. Jake's father has recently found a new position that will, hopefully, allow the family a bit more financial stability. In addition, Jake has just started attending a Head Start program.

At preschool, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy. His teachers report that he doesn't have any friends yet and hasn't mastered the concepts of sharing or turn taking.

On Jake's first day of school . . .

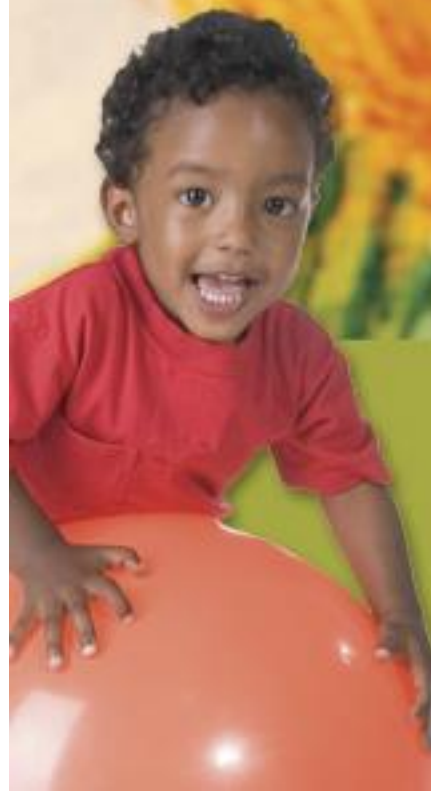
. . . the teacher led an activity with a parachute. She called children's names, and when they heard their names called, they ran under the parachute and changed places. Jake didn't understand the directions or the expectations, got confused about what to do when his name was called, and ended up in tears.





# CARA'S KIT

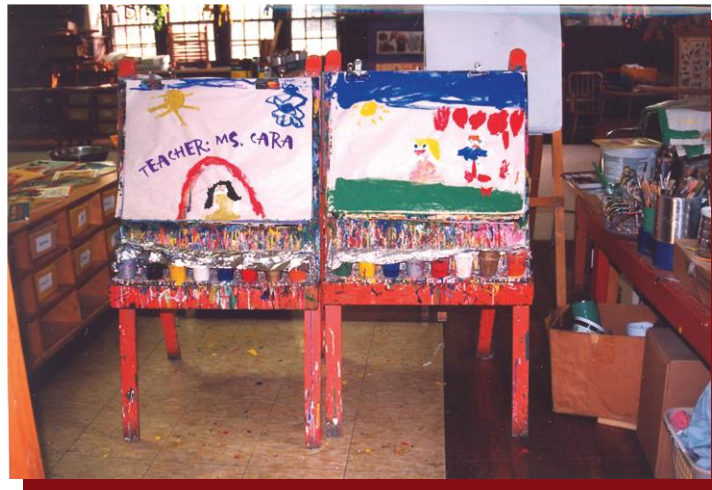
Creating Adaptations  
for Routines  
and Activities





# Welcome to CARA's Kit!

**CARA's Kit**—which stands for Creating Adaptations for Routines and Activities—helps teachers of young children who are enrolled in early care and education programs use **adaptations** to increase children's engagement and participation in classroom activities and routines.





# Adaptations Help All Children

Adaptations allow teachers to do the same things that they would do with all children—facilitate their participation in activities and routines. Adaptations can be used to:

- Make situations better for a particular child.
- Improve situations for the entire group.





# About Adaptations

Making adaptations does not involve teaching children to perform particular skills. Rather, adaptations promote children's successful participation in everyday routines and activities through the use of:

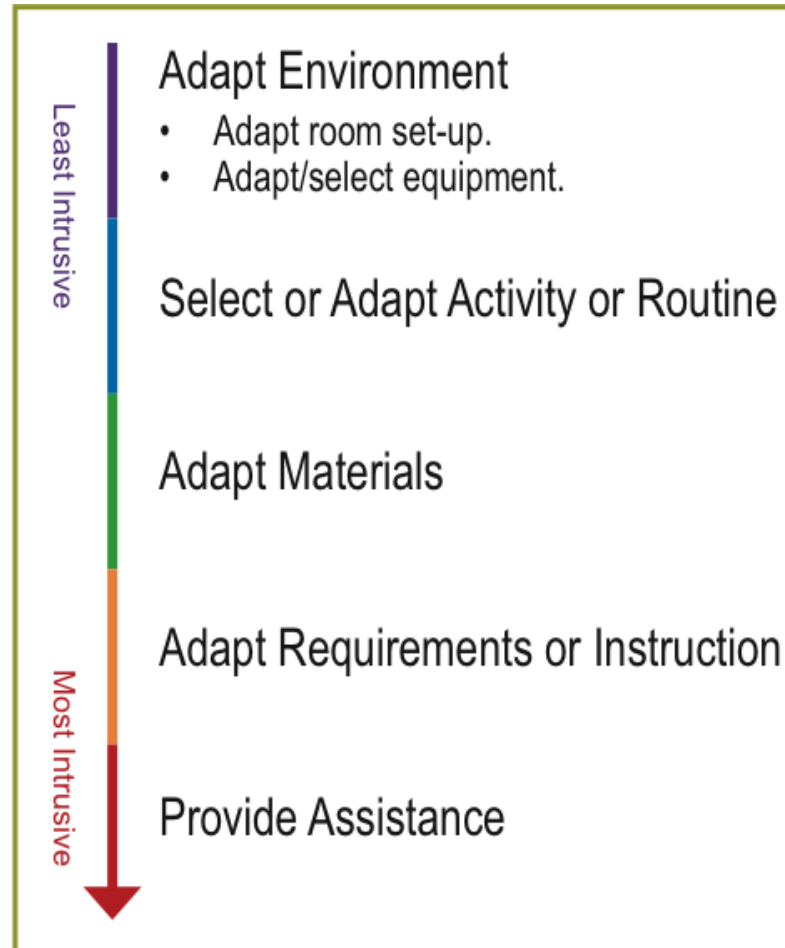
- Environmental accommodations.
- Adjustments to activities and routines.
- Materials and instructional modifications.





# Adaptation Continuum

**The Goal:** Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.





# Continuum: Adaptations to the Environment

Adaptations to the environment change the setting.  
For example:

- Rearrange the furniture in the room so that a child in a wheelchair can move about freely.
- Adapt or add equipment (e.g., use a slant board to help a child participate in coloring activities, use wedge to provide supportive seating during circle activities).



## Inclusion questions to ask yourself:

Is the quality good for the child with a disability?

Is the quality good for each of the other children?



# Alternative Learning Positions:

## Supporting Children's Appropriate Motor Development



*“Implementing inclusion involves a range of approaches – from embedded, routines-based teaching to more explicit interventions – to scaffold learning and participation for all children.”*

Early Childhood Inclusion, p. 2

Close your eyes and imagine for a moment a traditional classroom. Probably the educational model you conjured up included chairs and desks. Possibly even lined up in rows facing a chalkboard. Try a Google Image search and you're likely to get similar results.

While sitting in a chair supports effective performance of academic tasks such as handwriting, compositional writing, or math, many educators now question whether it really is the optimal position for learning. In regards to early childhood environments, sitting for long periods in a chair may not only be ineffective for learning, it is also not developmentally appropriate.







# Continuum: Adaptations to Activities and Routines

An activity or routine may be selected to meet a child's abilities, or it may be adapted to accommodate special needs. For example:

- Add periodic movement activities to a story time activity to help children who have difficulty paying attention.
- Extend the length of free choice time so that children have the opportunity to finish a block building project.





# Continuum: Adaptations to Materials

Materials used in an activity or routine, when adapted, may help a child participate. For example:

- Make the pencil thicker by putting a foam curler around it or by wrapping the pencil with play dough or silly putty to help a child who has problems gripping pencils.
- Use assistive technology— as in the case of using a simple switch interface to help a child with motor difficulties activate a toy.





# Continuum: Requirements and Instruction

Changing the requirements of an activity or a routine, or the way you provide instruction for them, can enable a child to participate. For example:

- Use photographs to show each step rather than simply speaking the instructions.
- Reduce the number of steps a child is expected to perform to change requirements.



# Continuum: Assistance

Providing assistance is the most intrusive form of adaptation because it involves another child or adult actually helping the child do the activity or routine, rather than allowing the child to do it independently. Always try to have a peer provide the assistance first before using an adult.

**Provide assistance only when other adaptations have not worked, and only as a last resort.**



**Here's  
the  
situation**

**Try This Adaptation**

Least Intrusive

Most Intrusive

	Environment	Activity	Materials	Requirements/Instruction	Assistance
<p>Children are having difficulty sharing books during library/ book time. [Standards: 4, 21, 22, 32, 44, 49]</p>	<ul style="list-style-type: none"> <li>Set up the library center so that children have space to look at a book without being too close to the other children. Define the space with carpet squares, bean bags, soft chairs, etc.</li> <li>Limit the number of children in the area at one time.</li> </ul>	<ul style="list-style-type: none"> <li>Have children act out a book during library time instead of reading it by themselves.</li> <li>Assign two groups: one sits on floor cushions, the other sits on chairs at a table.</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with more than one copy of popular books.</li> <li>Include at least five books per child in the book area (e.g., 5 books x 4 children = 20 books minimum).</li> </ul>	<ul style="list-style-type: none"> <li>Give a verbal directive that when the timer sounds each child will trade books with his or her book buddy.</li> <li>Post an illustration of two children exchanging books when the timer sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Pair children with age-appropriate attention skills with children who have decreased auditory processing skills.</li> <li>Have book buddies choose books together and read to one another during library time.</li> </ul>
<p>Children are leaving books on the floor instead of putting them back on the shelves when finished looking at them. [Standards: 5, 7, 27]</p>	<ul style="list-style-type: none"> <li>Use baskets or bins on the floor instead of shelves to hold books.</li> <li>Put books on low magazine racks or low open shelves.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple stickers or a card system to check books out and return them when finished.</li> <li>Assign two small groups for four games of charades. Have one group act while the other guesses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a color-coded system for categories of books.</li> </ul>	<ul style="list-style-type: none"> <li>Post picture reminders to place books back in their proper storage location.</li> <li>Designate areas (e.g., animals, people, etc.) on the shelf. Demonstrate how to return books to the shelf location by matching the book topic with the category.</li> </ul>	<ul style="list-style-type: none"> <li>Have a "librarian for the day/week" who is in charge of collecting the books when it is time to clean up.</li> </ul>
<p>Children are tearing the pages when looking at books. [Standards: 4, 7, 34]</p>		<ul style="list-style-type: none"> <li>Have children perform a movement activity such as wall push-ups prior to reading time.</li> </ul>	<ul style="list-style-type: none"> <li>Replace books with paper pages with books with sturdy or fabric pages.</li> <li>Laminate the pages of popular books or put individual pages in a photo album.</li> <li>Provide children with "tearable" books like magazines or catalogs.</li> </ul>		

## Here's the Situation: Small Group Play

	Environment	Activity	Materials	Requirements/ Instruction	Assistance
Children are having difficulty following directions during an activity	<ul style="list-style-type: none"><li>• Set the tone of the classroom by telling children it is okay to ask others (i.e., adult or another child) for assistance.</li></ul>	<ul style="list-style-type: none"><li>• Make sure the activity is age appropriate.</li><li>• Substitute the activity for another in which the same goals can be met.</li></ul>	<ul style="list-style-type: none"><li>• Use pictures in addition to providing verbal directions to demonstrate what you want the children to do.</li></ul>	<ul style="list-style-type: none"><li>• Ask children to repeat and/or demonstrate what you asked them to do.</li><li>• Explain one step of the activity, let the children complete it, explain step two, let the children complete it, etc.</li></ul>	<ul style="list-style-type: none"><li>• Pair children with buddies who serve as role models. Have them complete the activity together.</li></ul>



singing oh thank you right so holding it





# Making Adaptations: An Ongoing Process

As children learn and grow—and as situations change—you sometimes need to change or develop new adaptations. Use **CARA's Kit** blank matrix to keep track of new adaptations you have found, developed, or learned about from colleagues and classroom consultants.



# CARA'S KIT

Creating Adaptations  
for Routines  
and Activities



CARA's Kit

# CARA's Kit Adaptation Notes

**ADAPTATION NOTES**

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?

CARA's Kit<sup>®</sup> Creating Adaptations for Routines and Activities

# CARA's Kit Mini-Posters



## BLOCK PLAY LEARNING AREA



### *Adaptations*

#### **Adapt Environment**

- Provide ample space for block play, particularly for children who use a walker, stander, or wheelchair.
- Set up boundaries so block building is not interfered with by other active play.
- Provide a variety of surface heights for block building.
- Provide bolsters or wedges for children to be able to "lay" on the floor and build.

#### **Adapt Activity or Routine**

- Use blocks for counting; comparing sizes, shapes, weights; learning about leverage and force; experimenting with gravity; etc.

#### **Adapt Materials**

- Provide children with disposable cameras or take digital photographs of their work. Display the photos.
- Provide children with blueprints, building magazines, and architectural supplies (compass; rulers; calculators; graph paper) for drawing and designing buildings.
- Provide a wide array of block materials and accessories (big, small, familiar and odd shaped, heavy and light, hollow and solid) to help children explore the science of building.

#### **Adapt Requirements or Instruction**

- Allow children to stop and return to their work in progress. Use a sign to inform other children not to touch.
- Provide children with additional time to complete the project.
- Limit the number of children allowed to play in this area to two or three at one time.

#### **Provide Assistance**

- Pair or group children of varying abilities together for block play.
- Sit with children to find a picture of something they would like to replicate, then position the picture so they can use it as a model.



# CARA's Kit

## Here's the Situation

Here's the Situation	Try This Adaptation				
	Least Invasive				Most Invasive
	Environment	Activity	Materials	Requirements/Instruction	Assistance



## How might faculty use CARA's Kit?

- **Use the Adaptation Notes as an observation guide for students who are watching a video or in an early childhood setting.**

- **Use the “Here’s the situation” examples to help students build a repertoire of possible strategies to draw upon.**





## How might faculty use CARA's Kit?

- **Use the Adaptation Notes to plan an activity for a group of children. NOTE: Use personas to increase the relatability and diversity of the children.**

- **Use the Adaptation Notes to review an activity that has been completed and to identify options for revising the activity.**





## How might cooperating teachers use CARA's Kit?

- **Use the Adaptation Notes as an observation guide for students in the classroom. What did you notice? What did you see me do? What questions do you have?**
- **Use CARA's Kit materials to develop, review, and adapt plans for large and small group activities.**





# CARA's Kit Online



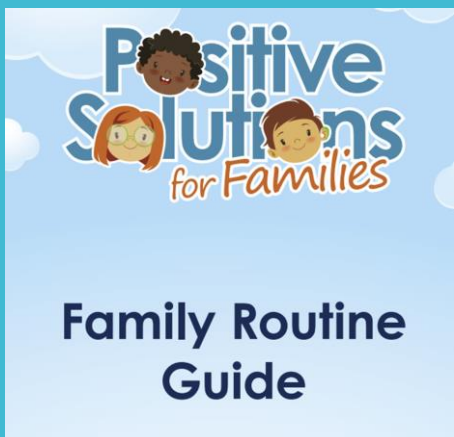
CARA's Kit provides tools and resources to guide you through the process of making adaptations for individuals or groups of children who are experiencing challenges during every day routines and activities. This resource provides guidance for working with both toddlers and preschool-age children. As you explore various classroom situations you will find that they are linked to Pennsylvania's Early Learning Standards for Toddlers and Pre-Kindergarten.

Related  
Resources



# Family Routine Guide

# Family Routine Guide



## Your child does not want to leave the activity they were doing.

### Prevent the Behavior

- ▶ Let your child know you understand how they feel – Validate your child's feelings and then point out what fun thing is coming up after brushing teeth or hair. For example: "I know you are disappointed to end your game but once you brush your teeth or hair, we will be able to read books".
- ▶ Give clear expectations – First, consider your expectations for what you want your child to do. Does your child need assistance (most children under the age of 8 need assistance brushing their teeth and hair)? Then use strategies such as:
  - Signal your child ahead of time – Use a "warning" to let your child know that it will soon be time to "stop" and brush. Depending on your child's ability, you can use a timer or a verbal signal by saying "in five more minutes" or showing them a picture cue and then coming back to let your child know when it's "one more minute". Most often brushing teeth or hair is combined with getting ready in the morning or going to bed. Be sure this becomes a clear expectation in these routines.
  - Reduce distractions – This might involve turning off the television or shutting the door during the routine.
  - Use a "first-then" statement (e.g., "First get dressed, then play.") to help your child clearly understand expectations and help your child through the routines.
  - Refer to a visual schedule
  - Make brushing teeth or hair fun; sing songs, make up a game, download an app which will teach your child the proper amount of time to brush teeth and the positions of the brush.
- ▶ Encourage success – Praise your child, let them know you understand that was really hard and that you will make sure that the activity can be done at a later time. Follow through on your promise.

### Respond

- ▶ Ignore inappropriate behavior and point to the timer or clock and say, "All done \_\_\_\_, now we need to brush \_\_\_\_." Help your child follow through.
- ▶ Validate feelings, and say, "I know it's hard to stop \_\_\_\_, you can do \_\_\_\_ again later. First brush \_\_\_\_, then (fun activity)."
- ▶ Praise any and all small attempts to stop activity and brush teeth or hair.
- ▶ Follow through with the instruction. Remember to state the instruction as a statement and not a question. For example: "Time to brush your teeth." Instead of "Can you brush your teeth?"

### Teach New Skills

- ▶ Teach your child to get ready to stop activity when "warning" is given.
- ▶ Teach your child to stop activity when time to brush teeth or hair.
- ▶ Teach your child to first brush \_\_\_\_, then they can do (fun activity).



## Related Resources



Creating

**Teaching Tools  
for Young Children**

with Challenging Behavior

# **Routine Based Support Guide**

Rochelle Lentini

Bobbie Vaughn

Lise Fox

Kwang-Sun Blair

## CIRCLE TIME

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Child is bored or doesn't like circle (wants to get out of circle)</p>	<ul style="list-style-type: none"> <li>· Give the child a "job" during circle</li> <li>· Embed preferences into circle</li> <li>· Use <b>circle mini schedule</b> to show when favorite circle activities will occur</li> <li>· Give choices (on a <b>visual choice board</b>, if needed) (<b>see Sample Visuals</b>): where to sit, song, activity, book, who to sit/interact with, order of mini-schedule within circle, activity items (puppets, instruments)</li> <li>· Praise for participating</li> <li>· Have the child sit front and center, directly facing teacher</li> <li>· Have adult sit near and encourage with whispers/touches</li> <li>· Arrange circle with little-to-no "escape" route for the child</li> <li>· Include "hands-on" activities</li> <li>· Predict when the child might use challenging behavior and prompt the child to say/gesture "all done" prior to use of challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>· Catch the child just as he/she is about to get up and prompt to use the replacement skill, or for example, you could prompt the child to say, "all done"; if needed, use hand-over-hand assistance to help with signing "all done"; then let the child leave circle for alternative activity</li> <li>· Re-cue to look at <b>circle mini schedule</b> for upcoming "fun activity"</li> <li>· Ignore inappropriate behavior, and praise those participating</li> </ul>	<ul style="list-style-type: none"> <li>· Teach child how to say he/she is "all done" with the activity (verbally, sign language, and/or <b>with a picture</b>)</li> <li>· Teach the child how to sit and attend for longer periods of time once the child learns the skill above</li> <li>· Teach child how to follow <b>circle mini schedule</b></li> <li>· Teach child to make choices</li> </ul>

## Archived Webinars

**Activity Simplification** *Watch this suite to discover strategies for simplifying activities to increase participation of children who need more support or challenge. Links to supporting materials are provided, including tips, tools, and resources.*

**Individualizing Instruction** *This video-based training explores how to individualize instruction for each child by assessing their interests, talents, needs, and abilities; demonstrating and scaffolding; and clearly communicating expectations.*

**Scaffolding Children's Learning** *This suite of resources illustrates ways to help children when they struggle to learn a concept or complete an activity.*

**Examples of Peer Support** *This resource illustrates ways in which peers may be encouraged to invite another child to join an activity, help a child to complete a task, show a child a new skills, and respond appropriately.*

QUESTIONS?  
COMMENTS?  
IDEAS?



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HVALA DANKE 고맙습니다 RAHMAT  
KIITOS MAHALO OE THANKS GRAZIE SPAS DIKIM  
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