



## PUT INTO USE: FACILITATOR GUIDE

**Activity overview:** The purpose of this activity is to practice thinking of ways to adapt materials in order to encourage increased participation of specific children.

**Directions:** Return to the list of challenging materials or equipment the group identified during the icebreaker activity. Ask participants to use the strategies they learned during the training to develop ideas for that list, and record them.

**Note:** The Reverse Introduction icebreaker activity can be found on Slide 1 of the *Presenter Notes*.

Challenging materials	Optimal level	Stabilize	Modify response	Larger or brighter
<i>Playing cards:</i> A child has difficulty holding and using playing cards.		Place cards in a playing card holder so they are upright.		
<i>Tubs:</i> A child uses a walker and is unable to reach tubs to clean up after snack.	Place tubs on a child-sized bench.			
<i>Paint:</i> A child doesn't like the touch of slippery materials.			Roll the wheels of a toy car through paint rather than finger painting.	
<i>Board game:</i> A child with low vision loves to play board games.				Use large yellow dice with black dots.



## PUT INTO USE

**Activity overview:** The purpose of this activity is to practice thinking of ways to adapt materials in order to encourage increased participation of specific children.

**Directions:** Read the list of challenging materials and equipment the group identified during the icebreaker activity, and copy those items in the first column. Then write down how you might adapt those materials for a particular child or children. See the example below.

Challenging materials	Optimal level	Stabilize	Modify response	Larger or brighter
<i>Playing cards:</i> A child has difficulty holding and using playing cards.		Place cards in a playing card holder so they are upright.		