

A GUIDE TO...

BOOK ADAPTATIONS

Cultivate and encourage ALL young children (0-5; with and without disabilities) to explore STEM concepts through activities as independently as possible with adaptations in their natural environments.

Every child is different, and these are only suggested adaptations. Do what works best for the child. The child's therapist can give you more ideas.

Are you interested in helping your child access books? Are you looking for ways to encourage reading and conversations about books with your young child?

Use this how-to guide to support access to books through adaptations. Every child is different, and these are only suggestions. Do what works best for your young child or children you are working with. You might also work with the child's speech pathologist or occupational therapist to make more adaptations or visual cues.



ADAPTATIONS

Adaptations to the environment and materials are aligned to the Division for Early Childhood (DEC) Recommended Practices (2014).

ENVIRONMENT

- ▶ **Book Reading Space**
- ▶ **Within Reach**

MATERIALS

- ▶ **AAC Device**
- ▶ **Page Turners & Fluffers**
- ▶ **Story/Prop Box**
- ▶ **Visual Cues**
- ▶ **Colored Border**
- ▶ **Tactile Outlines**
- ▶ **Binding Change**
- ▶ **Page Protection**
- ▶ **Personalization**
- ▶ **Simplify Text**

INSTRUCTION

- ▶ **Simplify Questions**
- ▶ **Sign Language**
- ▶ **Visual Supports**
- ▶ **Increase Reading Time**
- ▶ **PEER and CROWD**



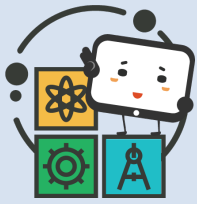
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Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.



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ENVIRONMENT:

Area & Space: Arrange the environment and/or materials to meet the needs of a specific activity



INCREASE CHILD'S ATTENTION & ENGAGEMENT:

BOOK READING SPACE

- Create a quiet book reading space or site in a cozy chair
- Adjust lighting, if needed
- Limit background noise and distractions



Image credit: Autism and the School Environment

This adaptation can also...

- Support children with vision impairment/low vision
- Support children with sensory challenges



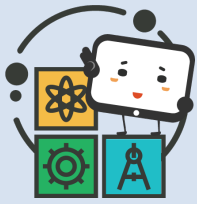
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ENVIRONMENT:

Within Reach: Arrange materials in a contained space for easier access



INCREASE CHILD'S ATTENTION & ENGAGEMENT:

WITHIN REACH

- Use low, open shelves or tables that are at comfortable heights to place books front facing at eye level



Image credit: Anna in the House

This adaptation can also...

- Support children with vision impairment/low vision
- Support children with sensory challenges



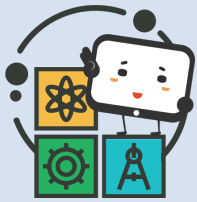
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MATERIALS:

Assistive Technology: Use of "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities" (Sandall et al., 2005)

INSTRUCTION:

Communication Supports: Use a variety of ways to communication (e.g., sign language, gestures) to engage children



SUPPORT MANY WAYS OF COMMUNICATION:

AUGMENTATIVE & ALTERNATIVE COMMUNICATION DEVICES

- For children who use a communication device, plan ahead to include specific words based on possible responses to the **CROWD** prompts you are using



Image credit: CONNECT Module 5

Learn More!

A Guide to Dialogic Reading
<https://stemie.fpg.unc.edu/dialogic-reading-very-hungry-caterpillar>

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning



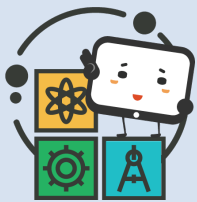
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MATERIALS:

Grasping Supports: Add additional material(s) to an object to make it easier to grasp, lift, or turn



SUPPORT CHILDREN WHO ARE LEARNING TO REACH, HOLD AND/OR TURN:

PAGE TURNERS & FLUFFERS

- Use things around your house, such as small pieces of felt, popsicle sticks, empty daily contact lens cups, or big paper clips to place on sides of book pages
- Glue large clips, clothespins, popsicle sticks, cut-up sponge, foam stickers, or cotton balls to the edges or the corner of each page to separate the pages to make them easier for the child to grasp and/or turn the page.



Image credit: Tots-n-Tech



Image credit: PACER Simons Center on Technology

Learn More!

Easy Picture Adaptations

<https://www.fabricate4all.org/at-solution/easy-picture-adaptations/>

This adaptation can also...

- Increase children's attention and engagement
- Support alternative ways of communication
- Support children's learning



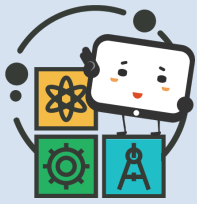
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MATERIALS:

Variety of Materials: Provide a variety of materials of different sizes, shapes, colors, and/or textures to increase interest and accessibility



SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORY BOX

- Create a story box, which is a collection of items in a box or bag that includes the items or characters mentioned in the story.
- Use stuffed animals, action figures, or draw figures on paper and tape to popsicle sticks as 'props' or puppets to act out parts of the story.



Image credit: Sarah Pedonti

This adaptation can also...

- Increase children's attention and engagement
- Support children with sensory challenges



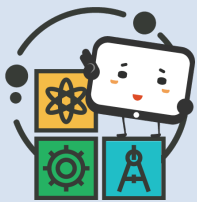
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MATERIALS:

Visual Supports: Add to and/or visually modify an object or material to increase interest



SUPPORT MANY WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

- Select pictures that go with items/objects/animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning
- Cut out pictures from a second copy of book, or use pictures from magazines, food, toy, or newspapers (or printed from home computer). Protect pictures by laminating, using clear contact paper or packing tape on front and back. Add Velcro to back of picture for easy use. Keep safe in an envelope taped to back of the book for storage.



Image credit: CONNECT Module 1



Image credit: Sarah Pedonti

Learn More!

Make Your Own Adapted Books

<https://www.techaccess-ri.org/ho-to-making-adapted-books/>

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- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



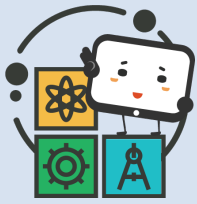
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Visual Supports: Add to and/or visually modify an object or material to increase interest



SUPPORT CHILDREN WITH VISION IMPAIRMENT/LOW VISION:

COLORED BORDER

- Add colored borders to focus attention
- Use a colored border to highlight certain words or areas



Image credit: InfoPeople

This adaptation can also...

- Increase children's attention and engagement
- Support children with sensory challenges



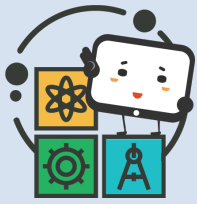
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SUPPORT CHILDREN WITH VISION IMPAIRMENT/LOW VISION:

TACTILE OUTLINES

- Use glue, wikistix, pipe cleaners, twist ties, textured fabric like ribbons, felt or recycled mylar or aluminum foil to add texture to pictures or outline pictures.



Image credit: PACER Simons Center on Technology

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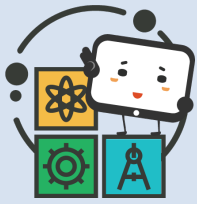
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Visual Supports: Add to and/or visually modify an object or material to increase interest



INCREASE CHILD'S ATTENTION & ENGAGEMENT:

BINDING CHANGE

- Cut the book apart at the binding, and reassemble using a looser type of binding (loose-leaf rings or twist ties) so that only one page is seen at a time



Image credit: Paths to Literacy

This adaptation can also...

- Support children with vision impairment/low vision
- Support children with fine motor challenges



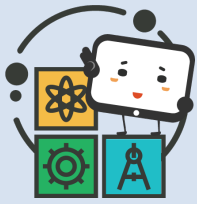
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INCREASE CHILD'S ATTENTION & ENGAGEMENT:

PAGE PROTECTION

- Protect thin or flimsy pages and make stronger by covering in Scotch Packing tape, clear contact paper, or cutting apart and putting individual pages in a plastic sleeve or Ziploc baggie, then re-bind.



Image credit: Sarah Pedonti

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- Support children with fine motor challenges



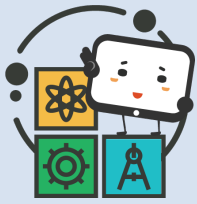
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INCREASE CHILD'S ATTENTION & ENGAGEMENT:

PERSONALIZATION

- Add child's name or face to the book using post-its (written name, taped down) or place photos on certain pages.

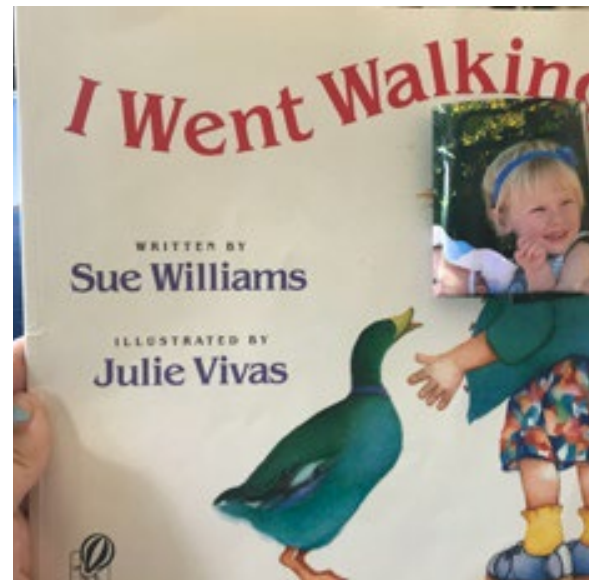


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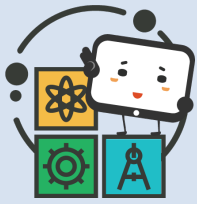
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Visual Supports: Add to and/or visually modify an object or material to increase interest



SUPPORT CHILDREN WITH VISION IMPAIRMENT/LOW VISION:

SIMPLIFY TEXT

- Place sticky notes or sentence strips with easier words over existing text



Image credit: Sarah Pedonti

This adaptation can also...

- Increase children's attention and engagement
- Support children with sensory challenges
- Support children's learning



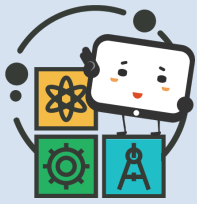
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INSTRUCTION:

Communication Supports: Use a variety of methods of communication (e.g., sign language, gestures) to meaningfully engage children



SUPPORT MANY WAYS OF COMMUNICATION:

SIMPLIFY QUESTIONS

- Provide choices
- Request the child to point
- Ask yes/no questions
- Direct request to repeat answer (Fleury et al., 2014)



Image credit: Creative Commons

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



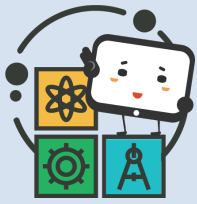
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SUPPORT MANY WAYS OF COMMUNICATION:

SIGN LANGUAGE

- For children who have communication needs (e.g., are non-verbal, deaf or have a hearing impairment), and are using sign language, children could be prompted to sign responses



Image credit: Creative Commons

Learn More!

Reading to Deaf Children

<https://www3.gallaudet.edu/clerc-center/info-to-go/literacy/literacy-it-all-connects/reading-to-students.html>

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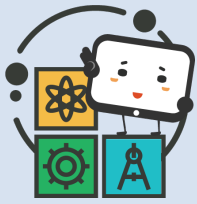
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INSTRUCTION:

Visual Cues: Use pictures and/or icons to signal next steps

Visual Schedules: Use a picture and/or icon list with words for transitions and routines to provide structure and predictability



INCREASE CHILD'S ATTENTION & ENGAGEMENT:

VISUAL SUPPORTS

- Use visual cues and schedules to create structure and teach what you expect during storybook reading



Image credit: STEMIE

This adaptation can also...

- Support alternative ways of communication
- Support children's learning



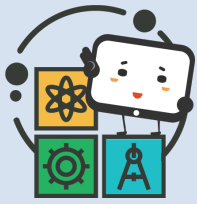
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INSTRUCTION:

Teaching Strategy: Used by adults or other children to help a child participate in everyday experiences, and activities.



INCREASE CHILD'S ATTENTION & ENGAGEMENT:

GRADUALLY INCREASE READING TIME

- Read a few pages at a time and gradually increase the length of reading time



Image credit: Creative Commons

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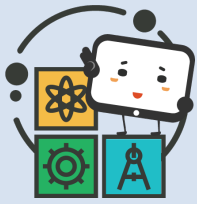
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INCREASE CHILD'S ATTENTION & ENGAGEMENT:

PEER & CROWD

- **P:** Prompt child with questions. Use the acronym **CROWD** to remember ways to prompt child. Recall and Distancing work best with older preschoolers.
- **E:** Evaluate child's answers by responding to what the child said. Praise and encourage.
- **E:** Expand child's answers. Ask another question or help the child remember additional details.
- **R:** Repeat or revisit the prompt you started with, help child use new the information or words you shared.

C

R

O

W

D

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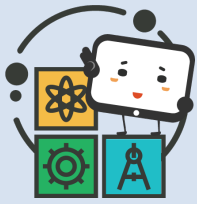
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