






A HOW TO GUIDE FOR...

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.

Adaptation	Picture Example	How To...	Type of Support	Purpose
Page fluffers	 <i>Photo Credit: PACER Simons Center on Technology</i>	Glue large clips, clothespins, popsicle sticks, cut-up sponge, foam stickers, or cotton balls to edges or corner of each page.	Motor, Sensory	Separates pages to make them easier to grasp and turn
Tactile outlines	 <i>Photo Credit: PACER Simons Center on Technology</i>	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.	Visual, Sensory	Uses raised or textured lines or shapes to enable low-vision and/or children with sensory differences to perceive illustrations tactilely and to heighten interest
Picture cues		Cut out pictures from a second copy of book, or use pictures from magazines, food, toy or personal care item packaging, or newspapers (or printed from home computer). Protect pictures with by laminating, using clear contact paper or packing tape on front and back. Add Velcro to back of picture for easy manipulation. Keep safe in an envelope taped to back of the book for storage.	Linguistic, Visual, Sensory	Supports language, communication, and engagement. Use pictures to create your own book, cover with packing tape to protect, and bind together with pipe cleaner, stapler, or twist tie; OR use pictures as removable Velcro "cues" on existing books. Target STEM vocabulary using the cues, ask your child to hand requested picture.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



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






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Binding change		Cut book apart at the binding, and re-assemble using a looser type of binding (loose leaf rings or twist ties)	Visual, Behavioral, Sensory	Allows reader to flip book more easily so that only page is demonstrated at a time (for children with attention challenges or low vision)
Page protection		Protect thin or flimsy pages and make more durable/sturdy by covering in Scotch Packing tape, clear contact paper, or cutting apart and putting individual pages in a document sleeve or Ziploc baggie, then re-bind.	Motor, behavioral	Supports children with motor challenges by making pages sturdier and easier to turn; makes pages less likely to be torn for children with behavioral challenges
Text simplification		Place sticky notes or sentence strips with simplified text over existing text (i.e., "There was the puzzle", instead of "There was the very missing puzzle piece")	Linguistic, Visual	Reduces visual overload for children with scanning difficulty; reduces linguistic/communicative load for children needing to focus on core vocabulary



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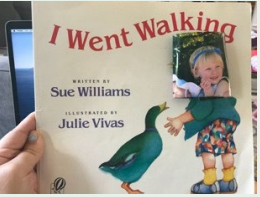



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Personalization		Add your child's name or face to the book using post-its (written name, taped down) or printed photos (also taped down) to certain pages. (For example, changing "The Snowy Day's" phrase "One day, Peter woke up and looked out the window" to "One day, [your child's name] woke up and looked out the window"	Social, Behavioral	Increases book interest and self-identification for children with ASD or other syndromes with related social difficulties. Use with books targeted towards STEM routines and vocabulary
Prop bags/boxes		Used stuffed animals, action figures, or draw figures on paper and tape to popsicle sticks as "props" or puppets to act out or illustrate parts of book.	All areas of development	Increases interest, re-telling/sequencing skill, and STEM vocabulary for all children.