General Modifications for all activities:

Picture Schedules: Picture schedules provide a visual representation of what is going to happen during the day or within a certain part of the day (for example, the details of a certain activity). They are helpful in reducing worry over "what comes next" and in helping smooth transitions. To be most effective, teachers and caregivers should check off or otherwise indicate when an activity has been completed (or have the child do it).

Choice Boards: Choice boards display a limited number of options for activities. Sometimes children have difficulty figuring out what to do next. A choice board can help simplify the decision making process and promote independence.

Timers: Depending on the child, timers can be a good way to remind a child it is time to end one activity and begin another. Finding a timer that provides a warning before time expires is ideal.

Frequent Breaks: Even in preschool, some children are not capable of staying engaged in activities for long periods of time. These children may benefit from breaks. Sometimes having a quiet place to go is enough to prepare the student to reengage in the work activities. For others, it is the movement – the walk to another part your home – that is beneficial.

Choice of location for activities. Some may need a quite space to work. Create a quiet and comfortable corner in your home for your child to work.

Some kids may struggle with following directions or trying novel activities; this can result in a child refusing to participate or having a meltdown. One way to help kids cope is by offering choices. For example, if a student resists participating in a game, say, "You can join this game, or you can help me to keep score." This allows the child to exert some control while participating.

Using a multi-sensory approach is one of the best ways to teach all children. Ensure that learning involves listening and hearing, seeing, touching, and moving. When you integrate all the senses into your lesson, children are able to learn.

Invisible support occurs when a parent arranges naturally occurring events within an activity to increase the probability of the child's success.

Simplify a complicated activity by breaking it into smaller parts or reducing the number of steps.

Play

Use your child's preferred material, activity, or person to encourage the child to play. Ask the recommended questions on the google drive as you are playing with your child. If your child has difficulty answering open ended questions, provide them with a choice of two answers. Provide picture cues if needed.

If you are completing the Indoor or Outdoor Scavenger activities listed, limit the area where items are placed for the hunt. Also, you can limit the number of items for the student to search for.

Literacy

Books: Make board books available, and add jumbo paper clips to regular book pages to make them easier for children to turn. These modifications help children with motor delays but are also fun for everyone.

Ask your child questions when you are reading, they will begin to develop the understandings of basic story concepts (characters, setting etc).
Model how to use the book to fine the answer. If your child answers receptively by pointing to a picture in the book, model how to answer using a short sentence or phrase. If your child is answering the questions in one word or short sentences, model how to expand the answer into a longer sentence.

Act out a story that you have read. Pull out the dress up clothes and have your child act out a story for you. It can be one they already know or one they just made up. Ask them who the characters are, where it takes place and why they make the characters do what they did. This takes your child's game a step closer to academics.

Finger Plays
Model the hand motions for the finger plays for your child. If needed use hand over hand motions to aid your child. Practice the songs several times during the day as repetition helps the students to remember the movements.

ABC activity sheets
Trace the AB activity sheets with a highlighter to aid your child. The highlilghter allows your child to successfully complete the activity. If more support is needed, complete the activity with hand over hand support.

Math

If completing the one to one correspondence activity, only use numbers to 10. Help your child by counting out the correct number of cheerios with your child.

Venger diagrams

When completing the venger diagram activity, brainstorm ideas for the shape you are using. For example, if you are using the circle, suggest your child draw a flower, the sun, or a balloon. Model an example of one of the ideas.

Tangrams

When completing the tangram activity, cut two sets of the tangram. Modify the objects made with the shapes so each object requires 2 to 4 shapes (for example a house, a kite). Complete an example for your child, give verbal instructions if your child needs to match your tangram object.

Shapes

Using concrete items when describing shapes. For example, if you are working on the shape circle, show your child a can. Have your child trace the shape with his hand. You can use the private speech, "around and close" while discussing the shape. Give your child an opportunity to find other items around the house that are the same shape.

Fine Motor

Tracing sheets

When working on fine motor skills, use small crayons if possible. A small crayon will help your child with the tripod grip. Give

verbal instructions to your child when completing the activity sheets. For example, when tracing vertical lines state, "down, down, down". This encourages your child to start at the top of the line and trace in a downward motion.

Play dough
When working with your playdough, you can use this medium to practice letters and numbers. One idea is writing numbers 1 through 10 on a piece of paper. Have your child place the play dough over the numbers you have written. Also, you can write your child's name on a piece of paper and have the cover the letters of their name.