Supports for **Young Children with Disabilities in Early Childhood (ages 2-5)**

This resource is being provided to support preschool teachers of young children with disabilities. The lesson ideas in the sections are divided into functional activities associated with time of day (morning, afternoon, evening). Parents may pick and choose which activities fit into their daily routines at home and when these activities will occur. Parents are not expected to complete each activity with their child each day. These are simply a sample of activities and ideas for teachers who should work together to select activities that will help meet the needs of the individual student. When possible, links are provided to virtual resources and general resources which relate to many of the different activities within the matrix.

The resources compiled for this matrix have been gathered from a variety of organizations and agencies to include:

The Center on the Social Emotional Foundations for Early Learning

The Department of Early Childhood of the Council for Exceptional Children-CONNECT Modules

The Early Childhood Technical Assistance Center

The Office of Head Start Early Childhood Learning and Knowledge Center

The National Association for the Education of Young Children

The National Center for Pyramid Model Innovations

The University of North Carolina Center for Literacy and Disability Studies-Project Core

The University of North Carolina TEACCH Autism Program

The Vanderbilt Kennedy Center

The Virginia Commonwealth University Autism Center for Excellence

Early Childhood (2-5 year olds)

*This is a resource document for teachers to use to help create individualized daily/weekly lessons for students with early childhood aged children with disabilities.* Parents should be assured that they are not to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student.

| **Time of**  **Day** | **Daily**  **Routines** | **Developmental**  **Domain Areas**  **(Adaptive, Cognition, Communication,**  **Fine motor, Gross Motor, Social-emotional)** | **Target Skills** | **Resources for Specific Routines** | **General Resources** |
| --- | --- | --- | --- | --- | --- |
| **Morning** | Waking Up | Communication  Social-emotional | * Joint attention * Imitation * Social exchanges * Reciprocity * Greetings |  | [Project Core](http://www.project-core.com/communication-systems/) (website)  [How To: Environmental Considerations-Schedules](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=20) |
| **Morning** | Toileting/  Diapering | Adaptive-  (self-care/dressing)  Communication | * Joint attention * Following verbal directions * Requesting-(i.e.- help, all done) * Pulling up/down undergarments * Sequencing | Example of toileting mini-schedule (may be adapted by using photos from home)  Example of toileting mini-schedule (may be adapted by using photos from home)  Link to video of child modeling steps of [Video modeling Hand Washing](https://www.youtube.com/watch?v=BYaMaGj0Pgo&feature=youtu.be)  Hand Washing Data Sheet-[Hand Washing](http://positivelyautism.weebly.com/blog/teaching-handwashing-with-a-task-analysis) | [Overview of Toilet Training | EBIP](https://ebip.vkcsites.org/overview-of-toilet-training/)  [Picture Schedules for Daily Routines](https://www.understood.org/en/learning-thinking-differences/understanding-childs-challenges/simple-changes-at-home/download-sample-picture-schedules-and-visual-planners?_ul=1*f0yh27*domain_userid*YW1wLTBXY2FkTUZhY0VhNTYxTnd6cWpTSXc.)  [CSEFEL Resources](http://csefel.vanderbilt.edu/resources/modules-archive.html); Go to Module 3b “Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior”  [Self-regulation- tips](https://www.youtube.com/watch?v=oDRj_1sgZPk) |
| **Morning** | Meal Time-  Breakfast | Adaptive(feeding)  Cognition  Communication  Fine Motor  Social | * Requesting choices * Following verbal directions * Sequencing * Eating with utensils * Transferring food and liquid between containers | [How To: Teaching Requesting](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=22) video  [Table manners](https://www.youtube.com/watch?v=XuCqi9rCUlU&feature=emb_logo) animated video  [Prepare Breakfast Together](https://able2learn.com/cooking/recipes/breakfast-and-brunch/) a variety of recipes including visual supports. | [CSEFEL Resources](http://csefel.vanderbilt.edu/resources/family.html); click on “Become Independent with Daily Routines”  Video: [How To: Providing Choices](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=24)  [Social Stories for Children](http://www.autismdiagnosticcenter.com/for-children.html) on multiple topics |
| **Morning** | Getting Dressed | Adaptive(dressing)  Cognition  Communication | * Discrimination Sequencing * Requesting attributes(warm weather clothes versus cooler weather) * Eye-hand coordination * Grasping * Fasteners * Sorting | Getting dress choice board or use actual garments  [Getting dressed picture schedule](http://livingwellwithautism.com/how_to_use_picture_cards_and_schedules/self_care_visual_helpers)  Link to [PBS Kids Interactive Color Sort Game](https://pbskids.org/sid/games/sorting-box) | Link to list of various social stories on the [Head Start Center for Inclusion](http://headstartinclusion.org/downloads)  website  [Center on the Social and Emotional Foundations for Early Learning](http://csefel.vanderbilt.edu/resources/training_parent.html) modules and resources for parents on topics such as making connections, teaching routines, and challenging behavior |
| **Morning** | Independent Play/Toys | Across all domains | * Requesting a choice * Engaging independently with materials in appropriate manner * Cause and effect * Eye hand coordination * Bilateral motor coordination * Understanding spatial relationships * Grasping objects | Example of a choice board with photos to select a play activity  Example of a choice board with photos to select a play activity  [Routine at home-playing Mr. Potato Head](https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-15/) video | [Activities for Families at Home](https://ectacenter.org/topics/disaster/familiesathome.asp); videos demonstrating embedding activities into daily routines for families.  [Podcast 41: Transforming Challenging Behavior - It's Mindset Before Methods!](https://prekteachandplay.com/podcast41/) showing how to transform challenging behaviors |
| **Morning** | Independent Play-Sensory experiences/  hands on exploration | Across all domains | * Completing inset/connecting puzzles or connecting toys | [List of sensory play ideas](https://www.learning4kids.net/list-of-sensory-play-ideas/) |  |
| **Morning** | Independent Play- Screen time | Across all domains | * Eye hand coordination * Following directions * Concept development | [PBS Kids](https://pbskids.org/sesame), [ABCya](https://www.abcya.com/grades/prek), [Starfall](https://www.starfall.com/h/index.php) provide interactive games that will allow a student to practice fine motor skills. |  |
| **Morning** | Independent Play-Books | Across all domains | * Early literacy skills * Orientation of book, turning pages * Fine motor skills | ECLCK article: [Tips for Parents: Choosing Books for Infants and Toddlers](https://eclkc.ohs.acf.hhs.gov/parenting/article/tips-parents-choosing-books-infants-toddlers)  [Literacy Every Day - Ready to Succeed](https://ucanr.edu/sites/ReadytoSucceed/Literacy_Every_Day); information on how to build literacy activities into daily routines  [Parts of book video](https://www.youtube.com/watch?v=7dhW9I2xbFg) introducing young children to parts of a book.  [Booktrust](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/): Stories read aloud |  |
| **Morning** | Play with Others | Cognition, Communication, Fine motor, Gross motor, Social | * Develop social skills * Develop positive relationships with peers * Turn taking * Sustains interactions with other | NAEYC article: [Five Essentials to Meaningful Play](https://www.naeyc.org/our-work/families/five-essentials-meaningful-play) with activities to make at home.  [Play Games, Learn Math! Explore Numbers and Counting with Dot Card and Finger Games](https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers) | [Assistive Technology at Home: Easy Adaptations for Daily Living](https://www.ctdinstitute.org/library/2018-09-10/assistive-technology-home-easy-adaptations-daily-living) detailing ways to use low tech within all daily routines. |
| **Afternoon** | Meal Time- Lunch | Adaptive(feeding)  Cognition  Communication  Fine Motor  Social | * Requesting choices * Following verbal directions * Sequencing * Eating with utensils * Transferring food and liquid between containers | Picture example of a homemade choice board children can use when making choices  Picture example of a homemade choice board children can use when making choices |  |
| **Afternoon** | Outside Time | Gross Motor | * Eye hand, eye-foot coordination * Jumping, walking skipping running * Directional concepts ( up, down, over, around * Balance * Following movements * Calming   \*Choose activities to fit the needs and ability of the child.) | [Obstacle Course](https://vels.education.vermont.gov/resources-educators-and-families/family-resources/developing-self-families-resources): Go to“Activity 6: Build your own obstacle course”  Gross Motor Activity choice board  Example of a Gross Motor Activity choice board with yoga, ride bike, and exercise images  [Learn to sign going outside](https://www.youtube.com/watch?v=-4lzqhdrZMI&list=PL7WtyUQJUsyYt4hYBtu9XAhw6FTztg62D) video  [Yoga](https://www.youtube.com/watch?v=lFbWNmzPByQ&feature=emb_logo) video #1 which illustrates body movements to help children calm and focus  [Yoga video](https://www.youtube.com/watch?v=X655B4ISakg) #2 |  |
| **Afternoon** | Rest Time |  |  |  |  |
| **Afternoon** | Independent Play: Music & Movement break | Cognition, Communication,  Social-Emotional | * Coordinate movements * Imitating movements * Follow directions * Identify body parts * Spatial relations (position of body parts) | Movement videos of the songs [Head, Shoulders, Knees and Toes](https://www.youtube.com/watch?v=ZanHgPprl-0), [Move and Freeze](https://www.youtube.com/watch?v=388Q44ReOWE), and  [Freeze Dance](https://www.youtube.com/watch?v=2UcZWXvgMZE) |  |
| **Evening** | Dinner | Adaptive  Cognition  Communication  Fine motor  Social-emotional | * Follow directions * Spatial relations (position of objects and food) * Group by size * reciprocal communication | Video modeling how to [set the table](https://www.youtube.com/watch?v=lAFxDo21Ebs)  Printable [table setting placemat](https://childhood101.com/kids-chores-printable-setting-the-table-placemats/) to provide a visual to assist a student with this task. |  |
| **Evening** | Getting Out | Adaptive, Cognition, Social-Emotional, Gross Motor | * Spatial relations (position of people and objects) * Group by size * Self-regulate * Follow directions | Choice board of activities  [Tar Heel Reader book](https://shared.tarheelreader.org/) library; search “Grocery Store” |  |
| **Evening** | Bedtime Routine:  Brushing Teeth | Adaptive, Cognition, Fine Motor, Communication, Social-Emotional | * Sequencing (ordering) * Follow directions | [Tooth brushing](https://www.youtube.com/watch?v=makIgB4X3q8) video modeling  [Tooth Brush visual sequence](http://livingwellwithautism.com/how_to_use_picture_cards_and_schedules/self_care_visual_helpers)  Picture example of a sequence strip to teach tooth brushing  Picture example of a sequence strip to teach tooth brushing |  |
| **Evening** | Bedtime Routine: Storytime | Cognitive, Communication,  Fine Motor | * Ask and answer questions * Make predictions * Sequencing (ordering of events) * Indicate choice | [Tar Heel Shared Reader](https://shared.tarheelreader.org/)    Picture example of a homemade choice board children can use to pick a book  Picture example of a homemade choice board children can use to pick a book |  |
| **Evening** | Transitions | Cognition, Communication,  Social-emotional | * Moving from one activity to the next independently * Participating in preferred and non-preferred activities * Concept of time | [How To: Transitioning](https://vcuautismcenter.org/te/how_to/simpleVideo.cfm?video=18) video on transitioning from activity to activity  [TEACCH Tip#4 visual countdowns and time limits](https://teacch.com/resources/teacch-tips/teacch-tip4visualcountdownstimelimits/): tip sheet with photos for visual countdowns and time limits for activities-  [NCPMI resource site](https://challengingbehavior.cbcs.usf.edu/resources/index.html): Search “Transition Visual Cards” available in English and Spanish  Link to [Online Clock Countdown](https://www.online-stopwatch.com/sensory-timers/)  Picture example of a homemade First/Then board  Picture example of a homemade First/Then board |  |

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