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ACTIVITY: PLAY TIME



Try This Adaptation

Least Intrusive

Most Intrusive

Here's the Situation

	Environment	Daily Schedule	Activity or Routine	Materials	Requirements or Instruction
Toddlers get bunched up in particular areas of the room during play time.	<ul style="list-style-type: none"> Limit the number of toddlers in each learning area. Post visual reminders of the limits. Make sure that different areas are inviting for toddlers. Provide enough space for the number of toddlers allowed in a particular area. 	<ul style="list-style-type: none"> Create visuals that show toddlers what they may choose to do while waiting to play in a preferred area. Provide different times in the day in which toddlers have opportunities to play in different areas. 	<ul style="list-style-type: none"> Determine which activities are most interesting, then set up two or more areas with those activities and materials so that toddlers can spread out. Use a timer or alarm clock to let toddlers know when it is their turn to go to an area. Establish a fun transition routine (e.g., hop, skip, or jump to the area) for toddlers to use when entering play areas. Use visuals to help toddlers choose where they will play. 	<ul style="list-style-type: none"> Identify high-interest materials in each area (e.g., toys with flashing lights) and make similar materials available in other areas. Create a new play center with unusual or unique materials (e.g., branches and leaves). 	<ul style="list-style-type: none"> Refer to the visual reminders regarding the number of toddlers allowed in each area. Help toddlers count the number of toddlers in the area. Redirect toddlers to other activities they have found interesting in the past.
Toddlers fight over materials (e.g., toys, dress up clothes, etc.) during free play.	<ul style="list-style-type: none"> Limit the number of play materials in each area. 	<ul style="list-style-type: none"> Allow for certain areas to stay open throughout the day so that all toddlers will have a chance to play with a particular item. Provide multiple opportunities throughout the day for toddlers to get a turn playing with items that are limited in number. 	<ul style="list-style-type: none"> Shorten the length of play time in a given area to prevent boredom. 	<ul style="list-style-type: none"> Modify toy selection by rotating their availability. Reintroduce old toys as if they are novel. 	<ul style="list-style-type: none"> Draw toddlers' attention to other toys or materials. Have toddlers engage in new activities with a partner.
Toddlers pull toys and materials off shelves without playing with them.	<ul style="list-style-type: none"> Position toys and materials on a shelf that is out of reach to the toddlers. Limit the number of toys placed on the shelf so that the toddlers have less to pull off. 	<ul style="list-style-type: none"> Schedule opportunities for play throughout the day or when toddlers are most alert. 	<ul style="list-style-type: none"> Limit the areas that are open for free play. Limit the number of toddlers allowed in certain play areas. 	<ul style="list-style-type: none"> Use a rotating toy system in which some toys are put away when others are taken out. 	<ul style="list-style-type: none"> Model how to play with certain toys. Facilitate opportunities for parallel play. Provide pictures and/or photographs of toddlers playing with toys and in different play areas.

ACTIVITY: PLAY TIME (continued)

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	Environment	Daily Schedule	Activity or Routine	Materials	Requirements or Instruction
Toddlers behave inappropriately (e.g., throwing pieces, walking away, showing boredom, etc.) when they can't put the puzzle together.	<ul style="list-style-type: none"> Make a puzzle center to add excitement. Limit the number of puzzles toddlers can reach at one time (e.g., place extra puzzles on a higher shelf). 	<ul style="list-style-type: none"> Put puzzle time on the daily schedule so that toddlers may choose it if they wish. Provide different times during the day during which toddlers can experiment and play with puzzles. 	<ul style="list-style-type: none"> Demonstrate the steps for playing with puzzles (e.g., spill out the pieces, turn the pieces right side up, start with pieces that form the edge, etc.). Allow toddlers to end a task if it becomes too frustrating. Place a piece of paper with a stop sign over the puzzle if toddlers become frustrated and allow them to finish the puzzle at a later time. 	<ul style="list-style-type: none"> Provide puzzles with knobs. Provide puzzles with varied difficulty levels. Allow toddlers to use floor puzzles. Provide peg boards for a puzzle-like activity. 	<ul style="list-style-type: none"> Use pictures and/or photographs to show the steps for putting together a puzzle. Post these in locations where toddlers typically play with puzzles. Encourage toddlers to attempt puzzles and assist them when necessary. Start the puzzle with the toddler. Show him or her the pattern and then encourage the toddler to finish it.
Toddlers do not access or play with toys or materials (e.g., the toy parts are too small for them, making it hard to grasp or move them).	<ul style="list-style-type: none"> Put toys on low shelves or on a variety of levels where all toddlers can reach them. Vary the places where toddlers can play with toys (e.g., on table tops, on the floor, etc.). 		<ul style="list-style-type: none"> Provide a help picture or gesture for toddlers to use when they need help. 	<ul style="list-style-type: none"> Ensure that a wide variety of toys are available and accessible for toddlers to choose. Make sure that some toys are easy to manipulate. Modify toys or parts of toys so that they can be grasped (e.g., use large knobs on small pieces). Allow toddlers to use switches to turn toys on or off and make them go (e.g., operate a toy train). 	<ul style="list-style-type: none"> Show toddlers videotaped examples (e.g., video modeling) of how to play with toys. Having another toddler demonstrate how to play with toys. Post pictures or photographs that show toddlers playing with different toys.
Toddlers make a mess in water and sand play, and in some instances there may be safety hazards.	<ul style="list-style-type: none"> Conduct water and sand activities outdoors. Use a shower curtain under the sand or water table to catch overflow. 	<ul style="list-style-type: none"> Post the days and times that water or sand play will be available on the classroom schedule. 	<ul style="list-style-type: none"> Structure sand or water activities so that only a few toddlers can participate at any one time. Use games to help structure the activity (e.g., hide objects in the sand). 	<ul style="list-style-type: none"> Provide toddlers who do not want to touch the sand with implements such as shovels. Vary texture by substituting sand and water with other materials (e.g., shredded paper, packing materials, etc.). 	<ul style="list-style-type: none"> Use pictures and/or photographs to illustrate how toddlers play in sand and water (e.g., show a toddler playing with boats and not splashing other toddlers).