



**Developmentally  
Appropriate  
Practices**

**Individually  
Appropriate  
Practice**

Kansas Inservice Training System (1996)  
Kansas University Center on Developmental Disabilities  
2601 Gabriel, Parsons, KS 67357  
620-421-6550 ext. 1618 or 1-800-362-0390 ext. 1618  
email: [kskits@mail.ku.edu](mailto:kskits@mail.ku.edu)  
web: [kskits.org](http://kskits.org)

## Individually Appropriate Practice

### Krista

Krista will turn five years old in January, making her the oldest child in your four-year old group. Krista's play, language, and motor development are, however, typical of a child two years younger. She communicates only in short sentences, has difficulty manipulating small objects, and has a limited attention span.

Krista enjoys working with manipulatives, but she is better at taking apart the buildings of others than building her own. She also has difficulty joining children in the dramatic play area, since she can't get involved at the same level of fantasy play as her peers. When the other children do let her join, she is often asked to be the baby sister and ride in the carriage even if she really wants to be a fire fighter. Krista is often found in the art area where she works alone, making random lines across piece after piece of paper.

### Classroom Activity

You are designing an activity for the dramatic play area called "Pretend Store". The area has been arranged to look like a store with aisles, cash register and other props. In this area, the children will be encouraged to remember and act out typical "going to the store" activities. For example, they may be asked to "plan for the trip to the store" by making a list ahead of time; they may use real money or create play money to use to buy the goods. They may also choose to pretend to be a store clerk or cashier. General learning outcomes related to this activity include: Taking on pretend roles in play; the importance of planning in every day life; money exchanged for goods and services; and prewriting skills.

Your challenge is to plan and facilitate activities that are individually appropriate for Krista, within this developmentally appropriate activity.

### Adapting to Meet Individual Needs

When adapting lessons or activities, it is important to start first with what the child can do. Creating appropriate activities requires educators to build upon the strengths of individual children. In relation to the store activity, list what you

know Krista can do in each domain area (i.e. language, communication, motor, cognition). To illustrate this process we have identified one fine motor skill.

*Example*

Krista Can Do	Next Step	Adapt/Modify	Staff
Take things apart			

The next step is to determine what you would like Krista to learn. Looking at Krista's "can do list" write down what you believe to be the next higher skill. In the example above, we noted that Krista can take things apart. We also know that Krista likes to take apart buildings of others, rather than her own, which may causing some problems. Therefore, the next skill level for Krista in the area of "taking apart" might look something like this:

*Example*

Krista Can Do	Next Step	Adapt/Modify	Staff
Take things apart	Take things apart upon request of a teacher or peer.		

You have identified specific goals and objectives which are individually appropriate for Krista. Now identify specific resources, instructional strategies and/or modifications to the environment that must be to put in place to help Krista be successful.

*Example*

Krista Can Do	Next Step	Adapt/Modify	Staff
Take things apart	Take things apart upon request of a teacher or peer.	Pre-teach Krista to take the groceries out of the shopping cart and put them into a bag so she will have a clearly identified role during the play session.	

Once strategies, modifications and materials have been identified, make a list of the staff person(s) responsible for these activities as well as how or where special instruction might take place.

*Example*

Krista Can Do	Next Step	Adapt/Modify	Staff
Take things apart	Take things apart upon request of a teacher or peer.	Pre-teach Krista to take the groceries out of the shopping cart and put them into a bag so she will have a clearly identified role during the play session.	ECSE T-Direct Instruction  SPL-In conjunction with speech lesson

Developmentally appropriate practice suggests that activities are age appropriate and individually appropriate. Such activities build upon what children know and can do. When adapting lessons or activities to meet the needs of individual children we must build upon individual strengths. The key is planning ahead and planning for individual success.

# Adapting Lesson Plans

**Lesson/Activity:**

**Date** \_\_\_\_\_

**Learning Outcomes**

**Materials Needed**

**Student:**

**Can do**

**Next Step**

**Adapt/Modify**

**Staff**

## Adapting Lesson Plans

**Lesson/Activity:** Pretend Store. House area set up like a store with aisles, cash register and \_\_\_\_\_ **Date** \_\_\_\_\_ other props. Children are encouraged to "plan for the trip to the store" by making a list ahead of time. General learning outcomes related to this activity include: Taking on pretend roles in play; the importance of planning in every day life; money exchanged for goods and services; prewriting skills.

Learning Outcomes	Materials Needed		
<p>New roles in play w/ peers Maintain attention in play w/ peers</p>	<p>Paper/pencils for lists Cash register/real or play money Shopping carts Food boxes/play food Wallet/purse</p>		
<p><b>Student:</b> Krista is 4 years old. Language, play and motor skills in the 2 year range. Likes manipulatives, fine motor activities (i.e. tear down blocks, paint with brush). Parallel play stage.</p>			
Can do	Next Step	Adapt/Modify	Staff
<p>Parallel play - along side w/peer</p> <p>Wants to play in group/take on role</p> <p>Fine motor skills: take apart blocks paint lines with brush</p>	<p>Using props in play w/peers Sustained attention in play w/peers</p> <p>Communicating wishes to peers regarding role play</p> <p>Take apart during appropriate times</p>	<p>Pre-teach a role to Krista including props (e.g. cashier, store clerk)</p> <p>Reinforce peers for interaction w/Krista</p> <p>Extend Krista's communication during play (i.e. "You are taking the money Krista")</p> <p>Pre-teach activities "taking out" that facilitate role play (e.g. taking objects out of the cart)</p>	<p>Teacher</p> <p>Aide</p> <p>SPED Teacher</p> <p>Aide/Peer</p>