

## Participating in Daily Routines + Activities: Considering AT Supports

Every routine that a child participates in is made up of activities that provide opportunities to develop and learn. Activities related to each daily routine are listed below with suggestions for AT supports to help a child participate. The type, level and amount of support needed will be determined by the abilities, interests and needs of an individual child.

### BEDROOM ROUTINE

Participation Activities	Potential AT Supports and Adaptations
Waking up Call for parents' attention	Buzzer with switch, or dedicated message communicator programmed with: "Mommy, Daddy, I'm up. I need you!"; intercom system, infant video monitoring system/app
Playing with crib toys	Mirror attached to crib side; lowered hanging toys (straps, links)
Access to clothes	Easy to reach shelves, baskets on floor for sorting and storing, low rod for hangers, large knobs or rope pulls on drawers, labeled drawers
Dressing self	Velcro "buttons" on clothing and shoes, loose or knit clothing, Spyrolaces for shoes, zipper pulls; visual supports for body parts/clothing
Seeing self in mirror	Mirrors hung at floor and/or crib level
Turning on light	Night light, touch lamp/touch lamp, "clapper", extension lever, remote control light switch, motion detector switch
Getting in and out of bed	Low bed with portable rail, mobility aid next to bed, grab bars
Sleeping	Calming device, weighted blanket, positioning aid
Good night routines	Communication device with recorded prayer, sequence. Visual supports for routine sequence and possible choices (books, songs, etc.)



## BATHROOM ROUTINE

Participation Activities	Potential AT Supports and Adaptations
Use toilet	Adapted toilet seat, splash guard, seatbelt, safety side bars, back supports, potty lift, adjustable potty chair with chest, hip and/or shoulder straps
Potty training: indicate need	Dedicated single message communication device, buzzer or bell
Wash hands	Stool with side rails; touch soap dispenser; accessible water handle; visual supports for washing
Get into bath or shower	Grab bars at child's level (adjustable grab bars), hand-held adjustable shower head, rubber mat, adjustable bath chair, combination bath/potty chair, bath bench, low shower threshold for mobility device
Sitting in tub	Adjustable bath seat with head rest, stable base, harness, lap belt, pelvic belt; rubber mat, laundry basket; semi-reclined mesh seat, inflatable tub
Safety	Faucet cover, non-slip material in tub; Non-skid rugs or mats
Playing with water toys in the bathtub	Easy-squeeze toys, two-handled plastic cups, ring to keep toys within reach, floating, suction cups
Getting water or soap in face, ears, eyes	Absorbent head wrap (band with ear guards), visor
Brushing teeth	Ergonomic or electric tooth brush or switch adapted toothbrush; single push toothpaste dispenser; visual supports for brushing sequence; secure step stool
Brushing hair	Curved/enlarged brush handle; mirror at child level
Communicate: needs/wants Playful interactions sequence	Laminated symbol choices; suctioned to side of tub, in slip of pool noodle

## MEALTIME ROUTINE

Participation Activities	Potential AT Supports and Adaptations
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Transition to meal time	Set timer; give verbal warning; cue with song; chair positioned and ready; consistent schedule
Sitting independently	Adapted infant seat or high chair with safety belt/ tray; wedge or nonslip under bottom; side/foot supports; pommel/lateral supports; lap weights; adjustable tray to hold bowl/plate or cup
Eating/drinking independently: picks food up with fingers/uses spoon/holds bottle, cup	Specialized bottles, nipples; adapted utensils, plates, bowls; ergonomic eating utensils, maroon infant spoons, curved or built-up handles, bendable spoons, utensil cuff; lipped plates or dishes, scoop dish, plate guard; electric feeders; non-slip (dycem) mats under/around plates, bowls; pediatric cup with two handles, non-tip cup, training sip cup, feeding cup, cup cut-out, straw cup, spout cup; universal cuff/ hand wrap
Selecting food items	Lazy Susan on table with favorite food items or picture icons; circular scanner/switch with compartments and objects; picture icons on table next to child's place mat; single or multiple message communication device programmed with names of favorite foods; points to picture or food object
Helping with cooking	Environmental control unit for connecting switches to large cooking appliances such as mixer, popcorn popper, toaster; built-up spoon handles/pitchers
Following recipes	Picture/object recipe step-by-step
Access to kitchen items	Lazy Susan storage on lower shelves; lower counter for cooking or play; low pull-out drawers, straps or large knobs on drawers, remove cabinet doors; keep most-used items, snacks within easy reach
Carrying items	Slide across counter, table; use cart, walker/wheelchair basket or tray
Seeing items	Adequate lighting, contrasting colored dishes, place mats, napkins, utensils with brightly colored handles
Communicating: Want/needs Conversations Grace sequence	Eat/drink; more/all done; specific foods Social interactions, help; food and eating choices

### PLAY ROUTINE

Participation Activities	Potential AT Supports and Adaptations
Access to toys	Shelves at arm level; several small toy baskets or boxes for sorting/storing labeled with pictures; arm/wrist supports, grab bars
Moving towards/with toys or others	Toys placed in child's proximity; moving aid; pull toys attached behind mobility support

Floor play	Stable comfortable seating system with tray/floor table. Non-slip material to hold toys/pieces in place; wedge to lift. Different textured surfaces.
Playing with toys	Toys with accessible, customizable features; multi-sensory; high contrast texture/color; simple, intuitive design; easy to use; challenging interactions. Play surface can be on the floor or table.
Adapting toys for play	Adaptive materials to extend, highlight, stabilize, build-up, simplify toys for increased use and engagement. Velcro, non-slip, tray with sides, magnets, links, etc.
Playing with battery operated toys, push/pull toys, bubble blowers	Battery-adapters to use switches with battery-operated toys. Switches to turn toys off and on; ramps to race cars or other push toys, props for pretend play; fan to blow bubbles
Communicating: social interactions, ideas, or making choices for games, TV, music, or other activities	Communication board with pictures or icons taped to walls for objects, dial communicator with representative objects; multi-option/level AAC device; choice-making AAC apps
Participating in simple games or activities with others	Spinner/switch connected to communication board or dice; pictures of family members or peers in communication card holders or on bulletin board; switch/app to play recorded names of peers or family members; music on/off access
Cleaning up	Cue with song; timer; picture schedule; use of slower-paced songs
Seeing/using toys	Offer toys in consistent environment; light box to see shapes; highlight toy control areas; toys with auditory/texture features
Communicating: responds to play invites; takes turns; assigns roles for play	Communication device with various options and levels; friends names/pictures, rules, turn taking; toys and activity symbols (birthday cakes); dedicated AAC devices and those with multiple messages

## OUTSIDE PLAY

Participation Activities	Potential AT Supports and Adaptations
Playing in the sand box	Floor chair with stable base and supports; sand tools with large, textured handles
Using riding toys or trikes	Various play surfaces; riding toys with back and front supports, lap belts; propel with feet or leaning movement; scooters
Swinging	Modified bean bag swing, safety harness, adapted chair swing
Getting to and moving around play area	Wagon, go-cart, push cart, mobility aid, adapted car

Drawing on sidewalk	Brushes with chubby handles, stabilized pails of water; large shaped chalk
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## STORY TIME ROUTINE

Participation Activities	Potential AT Supports and Adaptations
Selecting books; types of books	Books displayed on stand, in floor baskets; large books, cardboard, books with sounds, textures; tablet book apps, interactive computer books; story vest with picture/symbols
Holding books, turning pages of books	Book holder, wedge, lap tray with elevated surface. Page fluffers (attach sponge squares w/paperclips to pages), pages on cardboard/album (requires two copies of book), electronic page turner, laminate pages of books; apps and software with touch button or interface for switch
Participating in story	Use props, flannel boards to ask/answer questions, re-tell story
Verbally participating in interactive stories with repeated phrases	Record repeated phrase on single/sequential message communicator or communication app Add text labels to pages
Sitting independently	Crescent shaped pillow in chair or on floor, bean bag chair, adapted seating
Swivel or rocking chairs, rolling chairs	Device to block motion, remove wheels



The contents of this document were developed under a grant from the US Department of Education, #H327L120003.

