Adapting Activities to Different Children

The goal is meaningful choice, not a single required way to participate.

Communication options

Words are not the only valid format. A child can point, draw, choose a picture or communicate using familiar supports. Do not insist on eye contact, speech or a particular amount of detail to “complete” an activity.

Sensory preferences

Bright screens, audio, touch and movement can feel different to different children. Offer quieter formats, printable alternatives and reduced sensory input. The website’s videos include captions and transcripts so families can choose how to access them.

Reading and motor abilities

Read instructions aloud if helpful. Offer bigger spaces, thicker pens or the possibility of answering verbally. You can do only one step. A child may also prefer that an adult writes down their exact words.

Culture and family

Use caregiver and family language that fits the child’s real context. Do not assume one family structure. If translating a page, retain the activity’s optional nature and avoid introducing clinical claims.

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A PHRASE YOU CAN USE

“Would you rather point to a picture or tell me in your own words?”

IMPORTANT BOUNDARY

Accommodations are not the same as therapeutic intervention.

REFERENCES & SCOPE

Practical accessibility design guidance; adapt to the individual child. This guide is informational; a licensed professional provides individualized assessment and treatment.

PUT THIS INTO PRACTICE

One question I would like to ask a professional:

One choice I can offer my child without pressure:

What would tell me that more support is needed?

Bring these notes to an appropriate conversation if useful. Do not record sensitive traumatic memories here.