### Adapting Program Activities

In the Learn section of this lesson, you were introduced to a scenario about Shayla, a child with cerebral palsy who joins your classroom. Shayla uses a wheelchair and can move around in her wheelchair by herself. Read these additional scenarios. Use your knowledge from this lesson to brainstorm solutions or adaptations in response to each situation. Then compare your answers to the suggested responses.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>How do you respond?</th>
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| Shayla wants to play with other children during outdoor time. The playground equipment is on mulch. Her wheelchair gets caught in the mulch and you have to move her chair. | • Lead activities for all children in other outdoor spaces that are wheelchair-friendly, like sidewalks or concrete.  
• Use outdoor time to play with parachutes, swim, or have other fun activities that Shayla can participate in.  
• Shayla may be able to sit on a swing or go down the slide with a teacher’s help. |
| Some of the children in your classroom are really interested in Shayla and her wheelchair. They begin pushing the wheelchair everywhere Shayla wants to go. | • Tell children in your classroom to first ask Shayla if she wants to be pushed or if she prefers to move herself.  
• Ask Shayla to show her peers how her wheelchair works.  
• Ask Shayla’s family to come to your classroom and share with the children how Shayla does things around the house and the community with her wheelchair. |
| A physical or occupational therapist comes to your class daily during outdoor time to stretch Shayla’s muscles. The other children in your class stop their activities to come watch. Shayla acts shy and resists stretching when the other children are watching. | • Incorporate stretching into the classroom’s everyday routine where children can do the same stretches that Shayla is doing. If she wants to, Shayla can lead stretches.  
• Children could participate in yoga or other stretching and strengthening activities during the same time Shayla is. |