

# Appendix C

## Equipment and Loose Parts List

### Infants

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Baby bathtub or basin  
Blanket  
Plastic bottles (filled with rice, beans, etc.)  
Large mobility ball  
Newspaper  
Rattle  
String

### Toddlers - Preschoolers

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Balls

- Large
- Small
- Geoball or O Ball\*
- Slo-Mo balls\*
- Flyweight balls\*
- Beach balls\*
- Bumps ball\*
- Lighted or sound balls\*
- Mobility ball\*

Bath scrunchies  
Bean bags  
Beach accessories (Preschoolers)  
Blocks

Boxes/baskets  
Bubble soap and bubble wands (Toddlers)  
Bubble wrap (Toddlers and Twos)  
Carpet squares  
Carpet tubes – cut in half lengthwise and used as chute to roll balls down\*  
Chalk  
Cones  
Floor markers and shapes  
Floor spots or ploy dots (colored)  
Foam noodles  
Foot cut-outs  
Hacky sacks  
Hula hoops  
Gallon jugs (empty)  
Leaves  
Music  
Paper background of sky and clouds, stars, rockets, etc. with Velcro on each (Twos)  
Paper plates (Preschoolers)  
Parachute\*  
Pinecones  
Racquets  
Scarves\*

String\*  
Sticks and branches  
Tape  
Targets – large and small  
Tin cans (Preschoolers)  
Velcro gloves and other manipulative objects\*

### Optional

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Drainage tubing  
Dress up clothing  
Inner tubes  
Jump ropes  
Mats  
Mattress  
Mirrors  
Planks of Lumber (2x4, 2x6, 4x4, 6x6, etc.)  
Plastic rain gutters  
Push toys  
PVC piping  
Road signs  
Rocks  
Sacks (burlap)  
Saw Horses  
Trikes and other ride-on toys

\*These materials may be helpful for children with disabilities and for any child who needs some additional help.

# Appendix D

## Alternative Equipment Solutions

### 1. Balance beams:

- These do not have to be actual beams. Put a line of tape on the floor for children who have poorer balance.
- Start by walking the line — if children cannot walk on the line, have them walk with one foot on each side of the line. Then progress to walking with one foot on the line, then walking with both feet on the line.
- Do you have curbs or landscape timbers outside? Use them as balance beams.
- Sidestep instead of walking forward.

### 2. Bridges and tunnels:

- Use the wall instead of the floor to make a tunnel. This will make a higher bridge for a wheelchair to go through. Have the children lean into the wall to make a tunnel.
- Help the children practice on their knees before making a bridge.
- Encourage push-ups to increase upper body strength. Children in wheelchairs could substitute wheelchair/seated push-ups (dips) if able.

### 3. Throwing:

- Post targets such as poly spots to throw toward, varying the distances and size of the poly spots /targets when possible.
- Put markers or feet cut-outs on the floor as a visual reminder to put feet apart and twist body.
- Use the hand-over-hand method to guide the child through the throwing motion (caregiver's hand over the child's hand).

### 4. Catching:

- Vary how inflated the ball is. A ball that is less inflated is easier to catch and grasp.
- Try catching a soft ball, Geoball, a bath scrunchie, ball with braids, or ball with bumps.
- Use a beanbag for children who can't catch a ball. Use a ball with sound and/or lights.
- Use a flyweight ball — it is easier to catch.

### 5. Striking:

- Put the cone on a block to increase its height from floor level.
- Vary the height with the size or number of blocks for raising the cone.
- Have children who have trouble standing strike while sitting — be sure to put the ball at the proper height.
- Secure a string across an open space. Hang wiffle balls or tie on foam balls for children to hit.

### 6. Balancing:

- For a child who is having difficulty balancing on one foot, start by holding his/her hands and have the child bend his/her knee. Allow the leg to be supported by the other leg.
- For children who cannot stand, have them test their balance by leaning to one side or the other with as little support as possible.

### 7. Sidestepping:

- For a child having difficulty with sidestepping, face the child and hold his/her hands. Have the child move sideways with you, telling (and showing) the child to move one foot and then the other.

### 8. Ball rolling:

- For children who cannot sit on the floor, have them sit at a table with a partner opposite them. Roll the ball on the table.
- For a child who is seated in a wheelchair, add a chute such as a carpet tube cut in half along its length. Prop the chute on an angle in front of the child. This will enable the child to roll the ball down the chute.

### 9. Hurdles:

- Prop up some hurdles so that non-ambulatory children can crawl under them.
- For children in wheelchairs, put hurdles higher so that they can roll under them.

### 10. Dancing:

- For children with limited mobility, have them participate by clapping, playing musical instruments, making hand and arm movements, or moving with their wheelchair or other assistive device (walker). Make sure there is enough space to maneuver. Note that these children may also move at a different pace.

### 11. Obstacle course:

- Set up activities that children with limited mobility can do — throw a ball into a basket, roll a ball across a table, ride under a hurdle, etc. They may need more space or ground to move around.
- Guide children with visual, cognitive, or hearing difficulties through the obstacle course or use partners. An adult may need to be the guide to ensure that children with visual disabilities go through the course safely.

### 12. Walking backwards:

- Many children have trouble starting to walk backwards. Have an adult stand behind them with their hands on the child's shoulders. The adult starts to walk backwards and takes the child with them.
- Some children in wheelchairs, depending on ability, may be able to roll backwards. Ensure that children have enough space to maneuver, realizing that they may not move in a straight line.