



presenter's notes:

Curriculum Modifications and Adaptations

Materials Needed:

- Presenter's PowerPoint
- Projector and audio equipment
- Participant's handout/Notes pages
- Child Assessment Worksheet
- Curriculum Modification Planning Form
- Team Planning Worksheet
- Curriculum Modifications and Adaptations Evaluation Form

Slide 1

Curriculum Modifications and Adaptations

Hello and thanks for joining us today for Head Start Center for Inclusion's training on Curricular Modifications and Adaptations. This is one of the training modules in our series. *(Give participants background information on yourself and also poll the audience to see who is attending—if it is a small group, you can ask them a question related to inclusion as you have them introduce themselves—also get any housekeeping items out of the way...bathrooms, when you will be taking a break)*

Slide 2

Objectives

We have three main objectives for our in-service today. Our first objective will be for us to describe eight different types of curriculum modifications and adaptations that you can use in your classroom to allow for your environment and your curriculum to be more accessible to preschoolers with special needs. The second objective will be for us to show you many different examples of how some very simple modifications can be used in order to increase a child's access, participation and learning in your classroom. And our third objective is for us to help you identify and describe the modifications that you plan to use in your classroom after this training, in order to help support some specific children in your Head Start classroom or program.

Slide 3**HSCI Framework**

So, let's remember back to our Head Start Center for Inclusion framework. The HSCI framework provides a set of educational practices designed to help Head Start teachers do a more effective job of including young children with disabilities and other special needs in their preschool classrooms. The HSCI Framework is based upon the work by Drs. Susan Sandall and Ilene Schwartz and others involved with the Early Childhood Research Institute on Inclusion. The work is published in a book called: Building Blocks for Teaching Preschoolers with Special Needs, published by Brookes Publishing Company.

Slide 4**The Foundation**

We have already paid attention to our foundational block and we've made sure that we have all of the indicators of a high-quality early childhood program in place. We have responsive teachers, we have a predictable schedule, we have taken a look at our transitions and our staff know what their duties are throughout the day. So now let's take a look at a child who is in a high quality learning environment, who is still struggling to access, participate and learn.

Slide 5**Erika**

So let's look now at a child who is in a high quality learning environment but who still struggles to access her environment. So this is Erika. Erika is 4 year old girl who attends a full-day Head Start program. Her teachers report that she has a lot of trouble participating during center time and during group activities such as circle and small group. Her teachers have been spending a lot of extra time with her trying to redirect her and help her to access information, toys and peers.

Slide 6**Erika Before...**

Here is a photo of Erika at time. As you can see here, she is beginning to disengage in the activity, by bouncing herself on her mat and scooting herself into the middle of the group. She is not fully participating in learning and will require a teacher to redirect her back to her spot.

Slide 7**Moving up the Framework**

Because Erika has trouble accessing her learning environment, and because we know that she is in a high-quality early childhood program, her teachers are going to move up a block in the framework to curriculum modifications and adaptations. They are going to provide Erika with a planned curriculum modification to give her extra support. A curriculum modification is a change to the ongoing classroom activity or materials in order to facilitate or maximize the child's participation in planned activities and routines. The underlying notion is that through an increase in the child's participation in classroom activities, as well as with their playful interactions with toys and peers, the child can take advantage of more opportunities to develop and learn.

Slide 8



handout

Activity

For this activity, we want you to think about a child who is in a high quality learning environment, and who still struggles to participate and learn. We want you to fill out a Child Assessment Worksheet for the child you are thinking of. If you are not currently teaching in the classroom or if you are a parent, feel free to fill it out on a child you have previously known or you may also fill it out on your own child if you'd like. *(show next slide before they get started)*

Slide 9

Erika's Child Assessment Worksheet

Before you get started on this activity, let's first look at the Child Assessment Worksheet that Erika's teachers have filled out for her. The teacher has listed the daily classroom activities in the left hand column and filled in the expectations for the entire class in the middle column. The expectations for her class during circle time are for the kids to sit on their mats, participate in the lesson and raise their hand if they want to talk. However, as we already know from reading about Erika, she is not engaging in circle time, not staying in her spot and she is not raising her hand for a turn to talk, so in the right hand column, her teachers have rated her behavior as an area of concern. *(Go over more of the form with participants as needed)*

Slide 10



small group activity

Child Assessment Worksheet

So go ahead and complete the Child Assessment Worksheet for a child in your classroom. In this first column we want you to list the daily schedule of activities in your classroom. Next think about how children behave when they are successful in these activities. During center time do they engage in a variety of activities? Do they share toys when asked? During transitions, do they use walking feet when moving around the room, do they clean-up toys and materials when finished? At circle time, do they sit quietly when it's not their turn to talk and do they participate safely in the movement activities? Then in the final column, we want you to rate the child's performance during these particular activities by checking off if this activity is strength for them, if their behavior and participation is average or if this activity is an area of concern. Feel free to work in teams for this activity if you are sitting with your team, or you can do this on your own.

Slide 11

So what is a curriculum modification?

A curriculum modification is making a change to a classroom activity or altering the materials in order to facilitate or maximize a child's participation, access and learning.

Slide 12

Curriculum Modifications and Adaptations

So there are generally eight different types of modifications and adaptations that are used in classroom learning environments. They are Environmental Support, Materials Modification, Simplify the Activity, Special Equipment, Peer Support, Adult Support, Child Preferences and Invisible Support.

Slide 13**Environmental Support**

We will now go through and give you a little taste of what each one of these eight modifications look like and then we will go through a typical preschool classroom schedule and show you how to fit these modifications into each activity. So, Environmental Support is altering the physical, social, and/or temporal environment to promote participation, engagement and learning.

Slide 14**Environmental Support**

Here are a couple slides that show what an environmental support is... Here a blue plastic tray provides physical/visual support. This child has more information about where the materials required for the activity are located.

Slide 15**Environmental Support**

This child holds chart at circle time featuring reminders of expected behavior at circle time.

Slide 16**Environmental Support**

Here, a stop sign is taped to a small sports cone provides a visual cue that this area is not available.

Slide 17**Environmental Support**

Here the problem is that children are having a difficult time arranging themselves at large group time so that everyone has enough space and so that they can all see the teacher. Also, they have a couple children who do not have any play partners.

Modification: Environmental Supports—1) The teacher puts out one colored carpet square for each child labeled with their name. The added idea of placing the names behind the children allows them to focus their attention on the teacher rather than fidgeting with the name card. 2) The teacher works to build friendships by having the children sit in the same seats for each large group activity.

Slide 18**Modify Materials/Materials Adaptation**

Here are some slides that show what it looks like to modifying materials. A Materials Adaptation is when the materials are modified so that a child can participate as independently as possible.

Slide 19**Modify Materials/Materials Adaptation**

Here, a child is not yet using a tripod or “functional” grasp without reminders. A teacher uses a materials adaptation to support. Using an easel helps to keep her hand in the appropriate position for writing.

Slide 20**Modify Materials/Materials Adaptation**

By building this puzzle on a tray, this child is able to put the puzzle away intact, and continue working on it at a later time.

Slide 21**Special Equipment**

Special or adaptive devices that allow a child to participate or that increase a child's level of participation.

Slide 22**Special Equipment**

In these next three slides you'll see examples of special equipment being used in the classroom to support a child's participation as well as helping the child conserve energy for play and learning. This Rifton type chair provides more stability to support this child's trunk so that she can fully participate in meal times alongside her peers.

Slide 23**Special Equipment**

The bowl on the left has a built up side as well as a suction cup bottom. A child learning to scoop with a spoon can easily do so with the built up side, and the bowl will stay put on the table to eliminate any frustration. Bowl on the right is an example of using child preference.

Slide 24**Special Equipment**

A wooden cube placed under his feet allows his legs to be stable, while still sitting in a chair high enough to be at the table with his peers.

Slide 25**Simplify the Activity**

This involves simplifying a complicated task by breaking it into smaller parts or reducing the number of steps.

Slide 26**Simplify the Activity**

In this slide a "process chart" simplifies hand washing by providing step-by-step directions.

Slide 27**Simplify the Activity**

This girl is waiting for a turn on the trampoline. In order to simplify this process, the teacher provides children in line with a counting card. The children count along with the numbers while a friend is having a turn jumping. When they reach the end of the number line, the child gets off of the trampoline and gives a waiting child a turn.

Slide 28

Simplify the Activity

This shows an activity that was simplified for the child "James" on the right. The child in the middle, completed the project independently, as well as wrote their name on the name card under their project. James on the right, simply had to find his name on the card and then he was able to color on top of his project and participate with the group.

Slide 29

Simplify the Activity

In this example, children are playing tag. Tag is a difficult game for some children to understand, as who is being chased and who is "it" is difficult to keep straight. This girl wears a bright green "chase me" hat to indicate that she is being chased and other children wear bright red hats that say, "I'm it." When the children want to change roles, they change hats.

Slide 30

Adult Support

Adult support is when an adult intervenes to support the child's participation and learning.

Slide 31

Adult Support

When a child has trouble engaging with art materials, a teacher provides adult support by engaging with the child and demonstrating how to use the materials.

Slide 32

Adult Support

Teacher provides choice of toys at circle time, featuring a child's highly preferred toy to increase engagement. She also models the expected behavior by raising her hand.

Slide 33

Adult Support

Here a teacher provides support by modeling play skills in the house area.

Slide 34

Adult Support

A teacher provides support for a child working on a jumping down from there stairs.

Slide 35

Child Preference

Child Preferences: If the child is not taking advantages of the available opportunities, identify and integrate the child's preferences.

Slide 36

Child Preference

This teacher uses child preference to help entice a child to circle time.

Slide 37

Child Preference

A child who enjoys fire trucks, is more likely to play with peers, when this large toy is introduced.

Slide 38

Child Preference

This teacher integrates a child's preference for a certain toy, movement, or topic into an ongoing activity in the area of the classroom where they do not normally go.

Slide 39

Peer Support

This next set of slides shows us peer support, which utilizing peers to help children learn important objectives.

Slide 40

Peer Support

This example of peer support is called "Buddy table"— These kids here need to have a "buddy" with them to play with these toys.

Slide 41

Peer Support

A child having difficulty scooping and serving, can be paired with a peer who can scoop and pour food into his bowl for him.

Slide 42

Peer Support

A child interested in jigsaw puzzles, gets help from a peer to complete a floor puzzle.

Slide 43

Invisible Support

A purposeful arrangement of materials or naturally occurring events within one activity.

Slide 44

Invisible Support

Having children hold hands in a circle during an active song, helps some kids stay with the group.

Slide 45

Invisible Support

These two backpack buckets were put next to each other as an invisible support. The child on the right has trouble following the directions when told to put away his coat and backpack, but when his bucket was moved near two preferred friends who all arrived together, he easily followed his peers to comply with the direction.

Slide 46

Invisible Support

A teacher arranges her schedule so that when children are finished with snack, they can begin playing in an open learning center while the other kids finish eating.

Slide 47

Quiz!

So now that you are all experts in classroom modifications, let's take a little quiz so that you can all demonstrate what you know... Feel free to just shout these out and we can have a friendly debate if there are any disagreements.

Slide 48

Read quiz from slide and ask participants what they think the modification is for each item.

1) peer support, 2) special equipment, 3) child preference, 4) simplify the activity, 5) invisible support and child preference

We are now going to see many more examples of easy things we can do to add in modifications and adaptations into classroom activities.

Slide 49

Group Time

This first series of photos shows modifications that you can add during large group time.

Slide 50

Environmental Support

1. Children are having a difficult time arranging themselves at large group time so everyone has enough space and all can see the teacher.
2. A child does not have any play partners

Modification: Environmental Supports–

1. The teacher puts out one colored carpet square for each child labeled with his name. The added idea of placing the names behind the children allows them to focus their attention on the teacher rather than fidgeting with the name card.
2. The teacher works to build friendships by having the children sit in the same seats for each large group activity.

Slide 51

Invisible Support

Problem: During table activities a child frequently pops out of his chair and wiggles around while seated.

Modification: Invisible Support — Small group is sometimes held on the floor when sitting in a seat is not necessary.

Slide 52**Environmental Support**

Problem: This child is having a hard time staying on her carpet square and keeping her hands to herself

Modification: Environmental Support — the child sits in a cube chair to better define her space. The chair sits low so she is still close to the same level as her peers, but has more defined boundaries to help her stay seated and keep her hands to herself.

Slide 53**Peer Support**

Problem: The child in orange is not yet participating in circle time by doing the actions to songs and finger plays.

Modification: Peer Support — the child sits next to a peer who frequently participates in this activity. She models the actions for the target child and he soon begins to participate.

Slide 54**Environmental Support**

Problem: The teacher provides opportunities for the class to vote on a book read or song sung during circle time. Some of the children are having a hard time understanding this concept and often raise their hand twice or vote for both choices.

Modification: Environmental Support — by using a board with 2 columns, each labeled at the top with a book or song choice, each child places a voting card under his preferred activity.

Slide 55**Simplify the Activity**

Problem: Jamal has difficulty completing all of the steps of a sequenced art activity. He often does one step and is ready to be done. He requires several adult reminders to complete the activity.

Modification: The teacher "Simplifies the Activity" by creating a picture sequence depicting each step of the activity. This helps Jamal use a variety of materials and engage in the activity for a longer period of time. It also lets him know when the activity will end.

Slide 56**Invisible Support & Peer Support**

Problem:

1. When it is time to clean up props from a circle time activity, several children are engaging in challenging behavior as they wait for the cleanup container to reach their seat

2. When the clean up container reaches a child's seat, he often hides his prop behind his back or tosses it off to the side

Modification:

1. Invisible Support: Children pass around two buckets. One bucket starts on each side of the group so wait time is dramatically decreased.
2. Peer Support: The child is seated next to a peer who consistently puts his props away. The child has a chance to watch his peer engage in appropriate behavior and receive positive feedback, encouraging him to do the same thing.

Slide 57

Adult Support

Problem: Child is not engaging with art materials

Modification: Adult Support— a teacher engages in the activity demonstrating how to use the materials. She is providing a model for the child to imitate.

Slide 58

Environmental Support

Problem: Some children are quickly finishing the small group activity and leaving the table, while others spend more time engaging with the materials. The teacher would like all of the children to stay together as a group a little longer to provide more opportunities for social engagement and work on other goals.

Modification: Environmental Support — the teacher introduces a container called an "All Done" bucket. As soon as the first child finishes the planned activity, he gets the "All Done Bucket" and brings it to his table. As children finish the planned activity, they can choose an activity from the bucket to engage with until small group time is over. The bucket contains activities such as matching games, puzzles, books, felt boards, worksheets and chalkboards with chalk. The materials rotate throughout the year.

Slide 59

Environmental Support

Problem: When a few children in class finish the planned small group project, they have a hard time remembering their choices and often engage in undesired behavior.

Modification: Environmental Support — posting pictures of activity choices following the planned task helps children remember what to do when they are finished.

Slide 60

Environmental Support

Problem: A child engages in the small group activity for only a few minutes before running away from the table.

Modification: Environmental Support — A visual is placed on the table listing his options for when he is finished with the activity.

Slide 61

Can you spot the modifications?

- A. Child Preference: A child has difficulty joining and participating in circle time, so her favorite teacher leads the task. She is also given a prop that is exactly like her favorite teacher's prop (a red ring).
- B. Invisible Support: A child has trouble joining and staying with the group during large group activities so the teacher starts the activity by playing an active song. The props are sitting

on the kid's seats and they can grab them as they join the group.

- C. Environmental Modification: A child is touching her neighbors and lying on the floor during circle time activities. Sitting in the cube chair on the lowest level helps her to be at the same level as her peers, but with a more defined personal space.
- D. Child Preference: Because this child is more likely to stay in her seat when holding something, as soon as the song prop is given back she is allowed to hold a quiet toy from her blue bucket as long as she is seated. Holding the quiet toy (ball, pony figurine, waterwheel) helps her to stay engaged in the activity.
- E. Adult Support: A child needs some extra support when group directions are given so an adult is stationed near her to provide an individual reminder.
- F. Environmental Support: In the background, a stop sign on the computer reminds children the computer is not an option at this time.

Slide 62

Snack & Meals

This next set of slides demonstrate modifications that can be used during snack and meal times.

Slide 63

Special Equipment

Problem: Child is not stable in a regular chair and often slides around when seated

Modification: Special Equipment– using a special chair with sides, a back and foot rest, the child is stable and comfortable during table activities.

Slide 64

Peer Support

Problem: A child has difficulty scooping and serving his favorite food into his bowl and becomes frustrated when trying

Modification: Peer Support – the teacher pairs him up with a peer who scoops the food and pours it into his bowl (remembering to provide him some opportunities for scooping and pouring practice)

Slide 65

Simplify the Activity

Problem: A few of the children are having difficulty initiating and engaging in conversation during mealtimes. Instead of eating and talking with their classmates, they make silly noises, tilt back in their chairs, etc.

Modification: The teacher decides to "Simplify the Activity" of conversation by creating cards with specific topic ideas. The cards pose both a social question and possible answers. The children take turns choosing a card and asking their neighbor's questions such as "what is your favorite color?" "What do you like to do at home?" etc. This encourages children to engage in an appropriate activity while eating.

Slide 66

Environmental Support

Problem: After breakfast, children get their coats on to go outside. The cubbies in this classroom are very close together and do not provide enough room for the entire class to get and put on their coats safely.

Modification: Environmental Support — placing the children's coats on the backs of their chairs while setting up for practice allows the children can grab their coats and put them on with enough space to be independent and safe after breakfast.

Slide 67

Simplifying the Activity

Problem: A child is not engaging in conversation with his peers during snack time which is a planned time for social engagement

Modification: Simplifying the Activity— using picture cards with a variety of social questions serve as conversation starters. The cards include questions about favorite activities and foods along with other social questions about age, birthdays and feelings. The child chooses a card from the basket and asks another child the question on the card.

Slide 68

Environmental Support

Problem: This child will only choose to eat one food during meals.

Modification: Environmental Support — the teacher provides the child with a "menu" of 4 food and drink choices. At the beginning of the meal, the child places picture symbols on his menu of the different foods or drinks he is going to taste. As he tastes or eats each one he removes the picture until he gets to his number one choice (or favorite food).

Slide 69

Simplifying the Activity

Problem: Child is not able to independently complete all of the steps of the hand washing routine.

Modification: Simplifying the Activity — using pictures to break down the hand washing routine into discrete steps (e.g. turn on water, get soap, scrub, etc.) and posting it above the sink, provides a script for the child to follow.

Slide 70

Peer Support

Problem: A smaller child often spills when pouring water from a pitcher.

Modification: Peer Support — A peer helps to stabilize the cup while the child pours the water using two hands on the pitcher.

Slide 71

Special Equipment

Problem: A child who uses pictures to communicate cannot verbally ask others for food during snack time

Modification: Special Equipment — the teacher makes his communication book with corresponding picture symbols for each snack food choice available during mealtimes. Now the child can independently request different foods during snack by giving a picture symbol of his desired food.

Slide 72**Center Time**

Here is a series of slides that show modifications and adaptations that can be used during center time.

Slide 73**Environmental Support**

In this example, these two boys have had "trading" simplified by using a green timer. The interaction might go something like this, first the little boy asks for a turn with the bus. The boy says in two-minutes. The child then gets a 2-minute timer and turns it over. The two watch the sand timer and when it is done, the child gives the bus to his friend.

Slide 74**Materials Adaptation**

Problem: A child is not yet using a tripod or "functional" grasp without reminders.

Modification: Materials Adaptation— Using an easel helps to keep her hand in the appropriate position for writing.

Slide 75**Environmental Support**

Problem: A child does not yet engage in pretend play (cooking, playing with babies, etc.) so when she is in the dramatic play or housekeeping area she doesn't have anything she can play with independently

Modification: Environmental Support modification— a structured or closed ended activity with a clear beginning and end is added to the housekeeping area. The Velcro tree, Velcro apples and basket are set up so the child can "pick" the apples from the tree and place them in the basket. Other children with more elaborate pretend play skills may decide to do more with the apples such as bake and serve them. The target child can now independently engage in an activity in the housekeeping area.

Slide 76**Child Preference**

Problem: A child does not visit the housekeeping area during free play

Modification: Child Preference — one of the child's preferred toys is placed in the housekeeping area before free play begins. She goes to the housekeeping area to access her toy increasing her play opportunities in the housekeeping area.

Slide 77**Materials Adaptation**

Problem: A child with limited fine motor strength has difficulty turning pages of books.

Modification: Materials Adaptation — Tapping Popsicle sticks to the edge of pages provide an easy grip for the child to turn the pages independently.

Slide 78**Environmental Support**

Problem: A child is not able to maintain his role during dramatic play activities such as doctor.

Modification: Environmental Support — using a visual “play script” of the patient role in the theme doctor remind the child of the steps of this role.

Slide 79**Environmental Support**

Problem: Children often try to play on the computer when it is not computer time.

Modification: Environmental Support — Two teachers visually let children know when the computer is closed in different ways. One simply drapes a cloth over the computer and another puts up a stop sign.

Slide 80**Simplify the Activity**

Problem: At the Listening Center, children are having a hard time remembering which buttons make the tape player start and stop.

Modification: Simplify the Activity – by putting a colored sticker on the important buttons (green for play and red for stop) the children can use the tape player independently

Slide 81**Environmental Support**

Problem: Children are using the computer to practice writing their names and one child is still learning the letters of her name.

Modification: Environmental Support – a card with her name and picture serve as a model for her to copy.

Slide 82**Child Preference**

Problem: A child is not engaging in play with others.

Modification: Child Preference — incorporating the child’s favorite activity of cars into the block area by including a large road and many cars encourages several children to join in play with the target child.

Slide 83**Environmental Support**

Problem: A couple of children in the classroom have a difficult time leaving the block area during free play to do something else, such as using the bathroom. They often express their fear of someone ruining their block structure while they are gone.

Modification: Environmental Support — using “construction signs” in the block area allows children to safely leave their structures for a few minutes as they inform others the blocks are still in use.

Slide 84

Environmental Support

Problem: In the literacy corner, children are frequently sitting alone while looking at books.

Modification: Environmental Support —Moving some of the child sized seating together facilitates more contact between peers.

Slide 85

Environmental Support

Problem: A child repeatedly builds the same structure each time he is in the block area

Modification: Environmental Support — displaying pictures and photographs of different structures may help him come up with new ideas.

Slide 86

Peer Support

Problem: A child loves a new toy in the block area, but has difficulty playing with it appropriately

Modification: Peer Support — pairing the child up with another who has lots of ideas for play helps the target child to expand her play actions.

Slide 87

Adult Support

Problem: A child is frequently splashing and dumping water out of the water table

Modification: Adult Support — A teacher models a variety of appropriate actions in the water table for children to copy.

Slide 88

Invisible Support

Problem: A child does the same actions over and over while playing at the water table

Modification: Invisible Support — slowly adding new materials over several days may help the child to try out new activities, especially if the new materials are similar to the familiar toys (e.g. child uses a cup to fill a bucket, adding a funnel toy lets him use the cup in the same way).

Slide 89

Materials Adaptation

Problem: A child has difficulty with fine motor tasks and is not able to independently engage with geoboards because the nails are too small.

Modification: Materials Adaptation— using a shape sorter board with tall sticks the child independently engages in the same rubber band play as his peers.

Slide 90

Simplify the Activity

Problem: A child is not able to complete an inset puzzle independently

Modification: Simplify the Activity — by removing only a few pieces, the child is able put 3 or 4 pieces in and experience success

Slide 91

Environmental Support

Problem: In the literacy corner, children are frequently sitting alone while looking at books.

Modification: Environmental Support — moving some of the child sized seating together facilitates more contact between peers.

Slide 92

Environmental Support

Problem: A child is not participating in the different classroom areas during free play

Modification: Environmental Support— creating a picture schedule helps the child organize his play. At the beginning of free play he can place the pictures in the order he would like to play and he sets the timer. Each time the timer goes off, he moves to the next activity.

Slide 93

Environmental Support

Problem: Some children are unsure about upcoming activities and have a difficult time transitioning

Modification: Environmental Support— providing a large visual schedule for the whole class helps all children anticipate upcoming events. Activity pictures or cards can be flipped over as each activity ends.

Slide 94

Can you spot the modifications?

- A. Environmental Support: A line of tape on the floor indicates a “no build zone” for the area next to the shelf. This way structures do not get knocked over as children get blocks from the shelf.
- B. Simplify the Activity: Picture supports of play activities are broken down into discrete steps. Children can follow these scripts to help them extend time spent in play or to learn how to do something new.
- C. Environmental Support: The bucket holding interlocking blocks is labeled so during clean up time it is clear to the children where to put these blocks.
- D. Adult Support: An adult models play and gives ideas to a child learning to play in the block area
- E. Environmental Support: Photographs of a variety of structures provide building ideas for a child who repeatedly builds the same structure

Slide 95

Small Group Time

Here are examples of modifications that can be used during small group time.

Slide 96**Environmental Support**

Problem: When some children were done with the small group activity for the day they would either leave the table (the expectation is to stay until the bell rings) or engage in challenging behaviors.

Modification: The teacher created an "All Done" bucket for each table as a type of an "Environmental Support" modification. As children finish their planned activity, they are allowed to make a choice from the bucket. The bucket contains quiet and engaging activities, although the activities are not so exciting that the children are always racing through their work to make a choice. Activities such as puzzles, books, blank paper and crayons rotate through the buckets.

Slide 97**Simplify the Activity**

Problem: The activity involves creating an AAB pattern and not all children are able to do this yet.

Modification: Simplify the Activity — One child simply works on cutting and gluing circles into the spaces provided, another child completes an ABA pattern independently and the last child completes the AAB pattern.

Slide 98**Environmental Support**

This is another example of creating an "Environmental Support" modification for children who finish their work early.

Problem: When some children finish their work early they engage in disruptive behavior.

Modification: The teacher created an "Environmental Support" by posting picture choices of appropriate activity choices children can engage in as they finish their work. The teacher can then refer children to the pictures when they finish their work.

Slide 99**Materials Adaptation**

Problem: Although her feet touch the floor when sitting in the same sized chair as her peers, the girl in white cannot reach the table.

Modification: The teacher uses a "Materials Adaptation" by giving the child a taller chair and a block for a footrest. She can now easily reach the table and her feet are resting flat creating an optimal position for engaging in fine motor tasks.

Slide 100**Simplify the Activity**

Children with varying abilities are working together to create a community mural for the classroom wall. Many modifications in order to "Simplify the Activity" are taking place in this activity. The child on the left is independently tracing and cutting out a shape to glue on the mural while the child on the right is making marks on paper within a stencil so when it is lifted the shape of a house will appear. Some children have part of their shapes pre-cut so they can focus on the straight lines, while others independently cut the entire shape. Dauber markers are also available for the child on the right who is just learning to engage in pen and paper type activities. These markers are easy to grasp and make bigger markers with less work.

Slide 101

Materials Adaptation

Problem: A child becomes confused during clean up time and is not able to put toys in their proper places so he wanders around the room.

Modification: The teacher introduces a "Materials Adaptation" by putting out a "clean-up" bucket. The child works on putting items in the box during clean up time. The teacher later empties the box by putting items in their proper locations.

Slide 102

Simplify the Activity

Problem: Jamal has difficulty completing all of the steps of a sequenced art activity. He often does one step and is ready to be done. He requires several adult reminders to complete the activity.

Modification: The teacher "Simplifies the Activity" by creating a picture sequence depicting each step of the activity. This helps Jamal use a variety of materials and engage in the activity for a longer period of time. It also lets him know when the activity will end.

Slide 103

Can you spot the modifications?

- A. Environmental Support: Trays are used to help children define their space (some children were writing on other's papers)
- B. Child Preference: A child does not participate in small group activities. The teacher incorporates her favorite color (red) into many of the tasks, including her chair, tray and color crayon choices available.
- C. Materials Adaptation: A child's paper slides around the table when he tries to write. He is still learning to use his other hand to stabilize it. Although hard to see, the teacher stabilizes his paper by simply taping it to the table on two corners.
- D. Materials Adaptation: All children are at different levels in writing their name. Some children can independently write it on the line provided, some children can trace over their name when it is first written in yellow highlighter, some children can copy the letters of the name from a written model and children are not yet working on name writing so it is written for them.
- E. Materials Adaptation: A child has difficulty resting her hand on the paper and keeping her attention focused on her work. Using a binder raises her writing surface, making it easier to use the appropriate hand position and the red color helps to back her work and draw her attention to the task.

Slide 104**Outside & Gross Motor Time**

This series of slides demonstrates modifications that are used during outside and gross motor time.

Slide 105**Environmental Support**

Problem: The child in the middle chooses to play alone throughout the school day.

Modification: The teacher implements an "Environmental Support" modification by setting up an activity that encourages playing in close proximity to peers. The children all paint together on a large easel.

Slide 106**Peer Support**

Problem: A child has trouble remembering to use walking feet when taking her turn to pull the wagon.

Modification: Peer Support – Pairing her up with a buddy who consistently walks while pulling the wagon reminds her to walk as they pull together.

Slide 107**Child Preference**

Problem: The boy on the far left chooses to play alone throughout the school day.

Modification: The teacher uses a "Child Preference" when creating the newest theme—trains. She has a train station set up in the dramatic play area and all of the materials needed to create trains and tracks outside. Trains are the target child's favorite play activity and they are also popular with his classmates. He was very willing to participate in these crowded activities because trains are so reinforcing. This provided many more social opportunities for the child

Slide 108**Peer Support**

Problem: A child has trouble putting on and fastening his coat

Modification: Peer Support — Pairing him with a peer who is able to use fasteners helps him quickly get on his coat (he is provided opportunities to practice using fasteners at some outside times during the day).

Slide 109**Slide 109: Child Preference**

Problem: A child will not complete the obstacle course by crawling through the tunnel. When physically prompted he becomes upset and lies on the floor.

Modification: The teacher uses a "Child Preference" modification to encourage him to crawl through the tunnel by placing a highly preferred toy at the end of the tunnel.

Slide 110**Environmental Support**

Problem: A child is not able to wait his turn to ride on the tire swing.

Modification: The teacher introduces an "Environmental Support" to help the child wait for his turn. The child points and counts to the number blocks on the chart and when he reaches 20, it is his turn. This modification takes the teacher out of the interaction and increases his independence.

Slide 111**Environmental Support**

Problem: A child is not engaging in play activities with a peer

Solution: Environmental Support – a fun activity that requires a friend is an activity choice during free play.

Slide 112**Transitions**

This set of slides show modifications that have been made to classroom transitions.

Slide 113**Environmental Support**

Problem: When it's time to line up, children are gathering in a group and pushing to get to the door.

Modification: Environmental Support – colored squares are placed on the floor to define a space for each child and to help children stay in line while they wait to leave the classroom.

Slide 114**Environmental Support**

Problem: A few children are engaging in challenging behaviors during their wait to wash their hands.

Modification: The teacher provided "Environmental Support" by posting ideas of things to do while waiting. Children are encouraged to engage in these activities during their wait.

Slide 115**Simplify the Activity**

Problem: A child does not yet independently wash his hands, but can do some of the steps on his own.

Modification: The teacher "Simplifies the Activity" by posting a picture sequence highlighting each step. She can easily prompt him through the sequence by simply pointing to each step.

Slide 116**Child Preference**

Problem: Once her coat and backpack are on, a child wanders from the classroom line while waiting for the rest of the class to get ready.

Modification: The teacher blows bubbles at the front of the line which is a reinforcing activity for the child. The child then stays with the line to watch the bubbles. This is an example of a "Child Preference" modification.

Slide 117**Environmental Support**

Problem: A child is anxious about upcoming activities.

Modification: The teacher provides a daily schedule in picture and word form for the child to track and predict daily activities.

Slide 118

Environmental Support

Problem: A child nervous about an upcoming activity

Modification: A social story is written about the child engaging in the upcoming activity and what they can expect. This helps the child feel less anxious and nervous.

Slide 119

Environmental Support

Problem: A child who has a difficult time with unstructured play time.

Modification: A play schedule where the child chooses where they want to play before the activity and then follows their plan by checking back with it every so often. When a child is done with an activity, they can take off the picture and put it in a basket or stick it on the back of the schedule.

Slide 120

Environmental Support

Problem: A child is overwhelmed with the choices offered during center time, and who may have very limited play skills.

Modification: Another example of a play schedule, where the child takes an item out of a basket and goes to the area that the toy belongs in and plays with that toy in the area.

Slide 121



handout

Curriculum Modifications Planning Form "ACTIVITY"

Hand out Curriculum modification planning form. So now that you have seen many examples of modifications that can be used during a variety of classroom activities, let's now go back to our child assessment worksheet, which you filled out at the beginning of this presentation.

We are going to now use the information you put on your child assessment worksheets as we fill out information on this next worksheet, the curriculum modifications planning form. So on this worksheet, you will choose three activities that you rated as being an area of concern for this child. You will write these three activities in the left hand column here. You'll then define in more detail what exactly the concern is. Try and speak about what the child's behavior is that you feel is a concern. In the next column, you will indicate what modification you will try with this child. In the last column, you'll describe in greater detail what the modification will look like in your classroom. Try and be specific about when, where and who will be using it.

Slide 122



Things to Think About...

Go over slide with participants... So we can also think of some non-examples of a good modification, when the modification does not match what the child needs support with. For instance, you wouldn't use a visual picture sequence if you wanted to increase peer interaction. You would find ways in your classroom to put a child in situations with either adult or peer support. Another example is putting in a modification where one is not needed, such as giving a child a play schedule when they transition to and from areas independently. Begin working on your Curriculum Modification Planning Form in small groups or individually.

Slide 123

Action Plan

So after this class created their modification plan for Erika, they then created an action plan for their staff. They wanted to make sure that they knew what they were going to do, what materials they needed for the modification, who would create the materials and then when will it be done by...This helped the team push through to actually get the plan done and begin implementation.

Slide 124



handout

Team Planning Worksheet

So now we want you to create an action plan for your curriculum modifications planning form. This is going to ensure that the modification that you want to try is going to actually get put into practice in your classroom. Take a minute to fill this form out for what you are going to try, what materials you need to implement it, who is going to implement it and when is it going to be ready to implement.

Slide 125

Filled out Curriculum Modifications Planning Form

So now let's look at the curriculum modifications planning form that Erika's team filled out and then we'll look at their action plan that goes with it. So first we see that they have chosen to focus their attention on circle time, center time and small group. (*Go over slide with participants*)

Slide 126

Filled out Team Planning Worksheet

So here is the curriculum modification planning form that Erika's teachers have filled out on her. They have decided to focus their attention on three activities and they have chosen the modification that they will try to implement as well as what it will look like in the classroom. *Go over slide with participants.*

Slide 127

Erika After...

So here is a picture of Erika again at circle and as we can see from this slide, she is using some special equipment, which is a therapy ball, during circle time. So, as I know from working with this classroom, that as soon as they implemented this modification and taught her to sit on the ball at circle time, she participated more, was more engaged and was not bothering anyone next to her, it was amazing.

Side note: It was difficult for this team to think about using a ball during circle time, they were worried about the other kids wanting to play with it and roll on it, but after a couple days of the teachers talking about that this ball was helping Erika participate in circle and helping her be a better listener, the novelty wore off quickly.

Slide 128

Erika After...

So here is a picture of the play schedule that Erika's teachers made for her. Before their learning center time, her teacher helps her to create a plan by choosing which areas she would like to play in and in what order. When she is finished playing in one area, she checks her play schedule to see where she is going to go next. Her teachers observed that she ended up exploring more areas of the classroom for longer periods of time. She was also more independent with her time and her teachers just needed to check in with her periodically to see if she needed any help following her play schedule.

Slide 129

A Moment on Individualization

So, after seeing that photo of Erika sitting on a ball at circle time, let's take a moment to talk about what some of you could be thinking about having a child sit on a ball during your circle time...So when we talk about modifications, we sometimes hear comments from teachers about the perceived problems that might come up when you provide modifications and adaptations for a child in your class. When we talk about the perceived problems (and this is really what they are, perceived problems) we really need to remember *why* we are providing these modifications for this child in the first place...We are individualizing the general curriculum for a child who has a problem accessing it on their own. They need more help from us to participate and learn in our classroom. This is all about individualized support, which is really the crux of serving children with special needs in our Head Start programs...Some teachers have said "What if all the kids want it?" Well, there is no reason that they can't try and sit on a ball during free choice time or on the play ground. A modification certainly doesn't need to be off limits to the rest of the class to explore when this child doesn't need it. Teachers have also worried that it won't seem fair that one child gets something different than the other kids. So this is really something that only teachers worry about. A child won't think something isn't fair if it is presented to the class as "help" rather than something special that this child gets but the other class doesn't. Again, keep in mind that you are individualizing, not giving a child something special. So if you had Erika in your classroom and in order for her to participate in circle time, she needs a modification, a teacher could present it as "She is still learning to pay attention at circle time and sitting on this therapy ball helps her learn to sit quietly and listen—you have already learned how to sit at circle." Another concern is "What if it becomes distracting to the rest of the class?" Well, this one is easy...Erika has already spent 6 months being distracting to the rest of the class by scooting her mat to the middle and bouncing around during circle time. A teacher has already had to redirect her every day during this activity, so you might as well try this and see if she can become more independent. Now, we are not saying that every child who is having trouble at circle time

should be sitting on a therapy ball. This plan was made with the help of her OT and the entire team after they watched her behavior and determined that this would be the best modification to provide for her. And it worked!

Slide 130**Review**

Review the key content from the training module and thank them for coming. Pass out Session Evaluation Form. Ask participants to show a hand with fingers from 0-5 indicating to what extent the content makes sense to them (e.g., fist – don't get it at all, 1 finger, only a little, 2 fingers kind of makes sense, but still have lots of questions; 3 – understand a lot of it; 4 – get almost all of it, will have to review notes before trying it; and 5 fingers – ready to do this in my classroom!)

Slide 131**Thank You!**

Thank you for your participation today. Please feel free to go to our web site for more information, **headstartcenter.org**