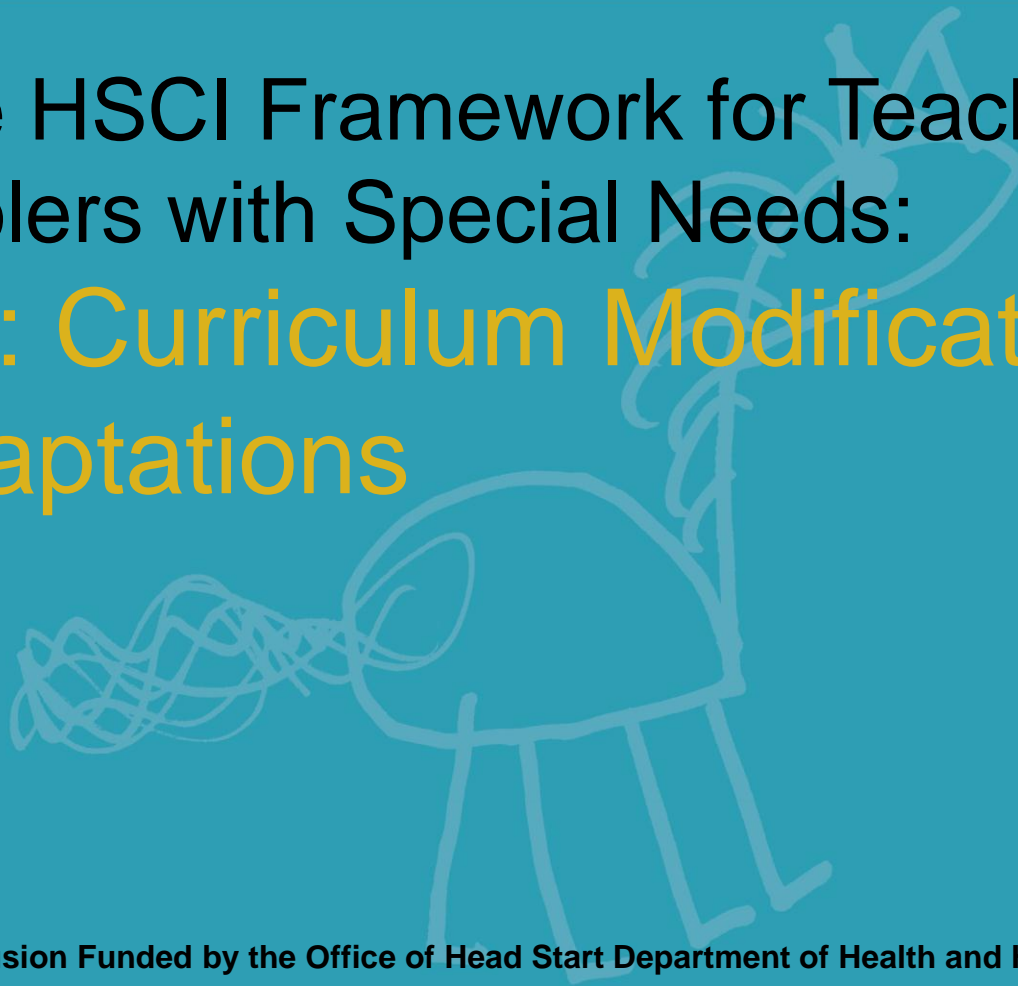




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Using the HSCI Framework for Teaching Preschoolers with Special Needs: Module: Curriculum Modifications and Adaptations



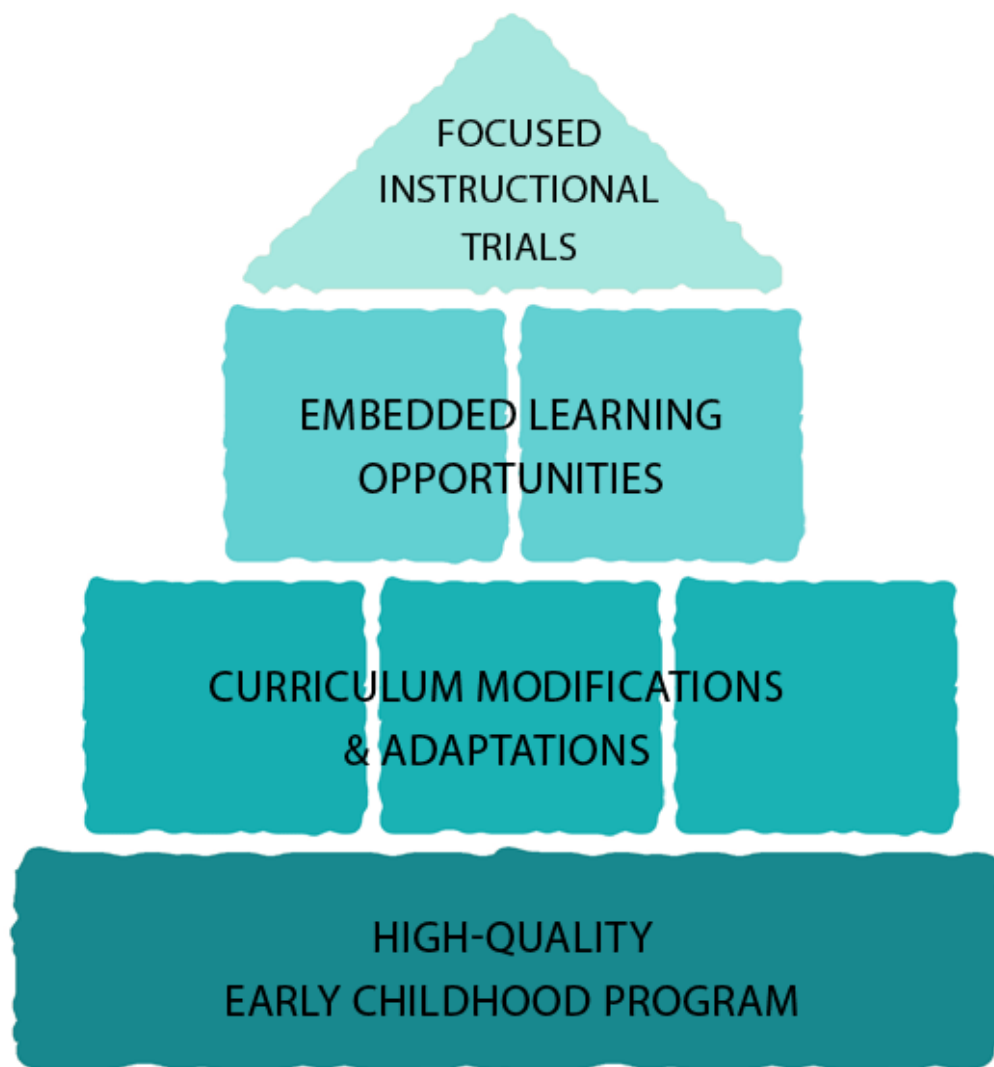
Head Start Center for Inclusion Funded by the Office of Head Start Department of Health and Human Services

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Today's Objectives...

- Describe eight different types of curriculum modifications and adaptations
- Show examples of what these modifications look like, and how they be easily used in order to increase a child's access, participation and learning
- Use the planning worksheet to identify and describe the modifications you plan to use for a specific child in your Head Start classroom or program.





The Foundation

HIGH-QUALITY
EARLY CHILDHOOD PROGRAM



Erika

- Erika is a 4 year old girl who attends a full-day Head Start Program. Her teachers report that she has trouble participating during learning center time and in group activities such as circle and small group. Her teachers have been spending extra time with her to try and redirect her and help her to access information, toys and peers.

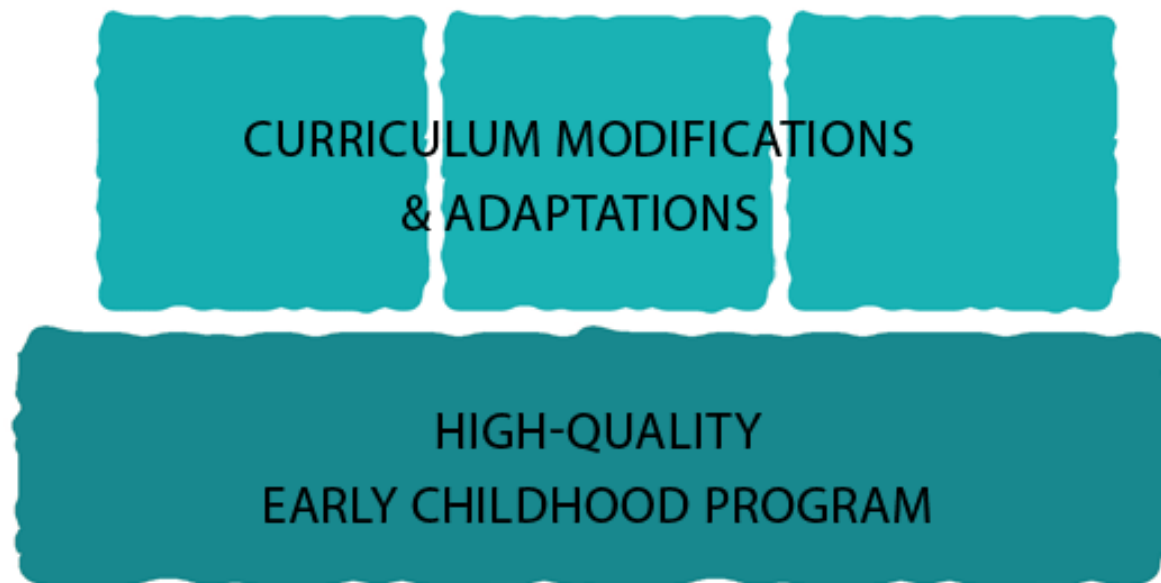


Erika before...





Moving up the framework





ACTIVITY:

After tending to the foundation...



HSCI Child Assessment Worksheet

 Child: Erika Teacher: Ms. Janet Date: April, 2010

Daily Schedule	Classroom Expectations	Child's Level of Performance
Opening Circle	Kids sit on their mats. Participate in activities. Eyes on the teacher. Raise hand before talking.	Strength_____ Average_____ Area of Concern <u>X</u> _____
Small Group	Kids sit at tables. Ask for and share materials with other children. Participate in activity.	Strength_____ Average_____ Area of Concern <u>X</u> _____
Outside	Kids explore the playground. Share materials. Play safe games.	Strength <u>X</u> _____ Average_____ Area of Concern _____
Lunch Time	Kids sit at table. Have conversations with peers. Pass food when asked.	Strength_____ Average <u>X</u> _____ Area of Concern _____
Center Time	Kids explore the learning centers.	Strength_____ Average_____ Area of Concern <u>X</u> _____
Songs and Word Play	Sit on mat. Raise hand to talk. Participate in lesson. Eyes on the teacher.	Strength_____ Average_____ Area of Concern <u>X</u> _____
Closing Circle	Sit or lay on mat. Eyes on the teacher. Participate in story and song.	Strength_____ Average_____ Area of Concern <u>X</u> _____



Child Assessment Worksheet

- Complete the Child Assessment Worksheet
- Feel free to work in teams or with people at your table



So What is a Curriculum Modification?





Curriculum Modifications & Adaptations

Environmental Support

Materials Modification

Simplify the Activity

Special Equipment

Peer Support

Adult Support

Child Preferences

Invisible Support



- **Environmental support:** Altering the physical, social, and/or temporal environment to promote participation, engagement and learning



Blue plastic tray provides physical/visual support. Child has more information about where her materials required for the activity are located.



Child holds chart at circle time featuring reminders of expected behavior



Stop sign provides a visual reminder that the activity is not currently available



Here a children have difficulty arranging themselves at group time so everyone has enough space with a mat and their name behind them.



**Modify Materials/
Materials adaptation:**
Modifying materials so
that the child can
participate as
independently as
possible



Here a child is not yet using a functional grasp, so a materials adaptation is created by using a table easel to help her keep her hand in the appropriate position.



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.

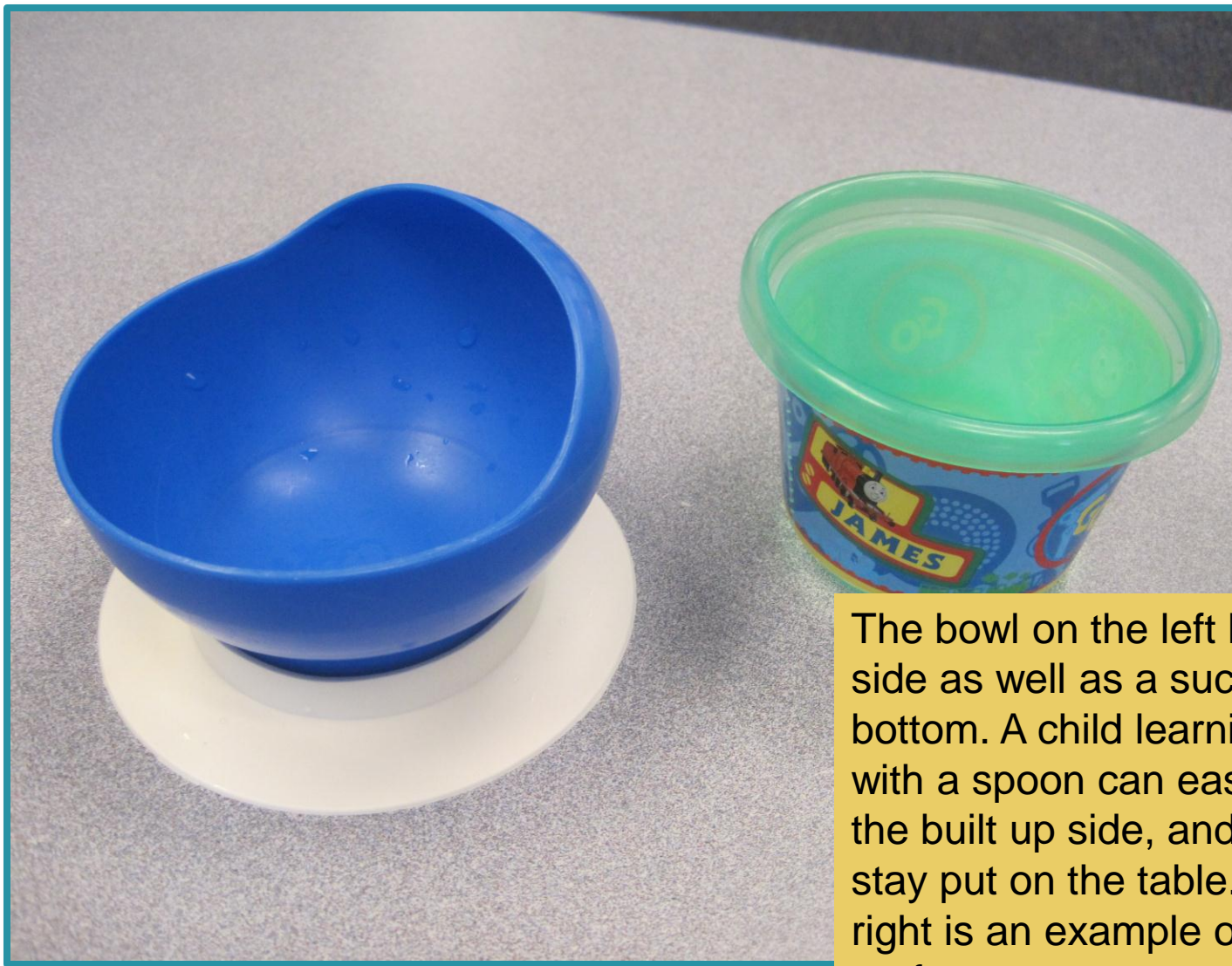




- **Special Equipment:**
Special or adaptive devices that allow a child to participate or increase a child's level of participation



This Rifton type chair provides more stability to support this child's trunk so that she can fully participate in meal times along side her peers.



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. Bowl on the right is an example of using child preference.



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



- **Simplify the Activity:**
Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps



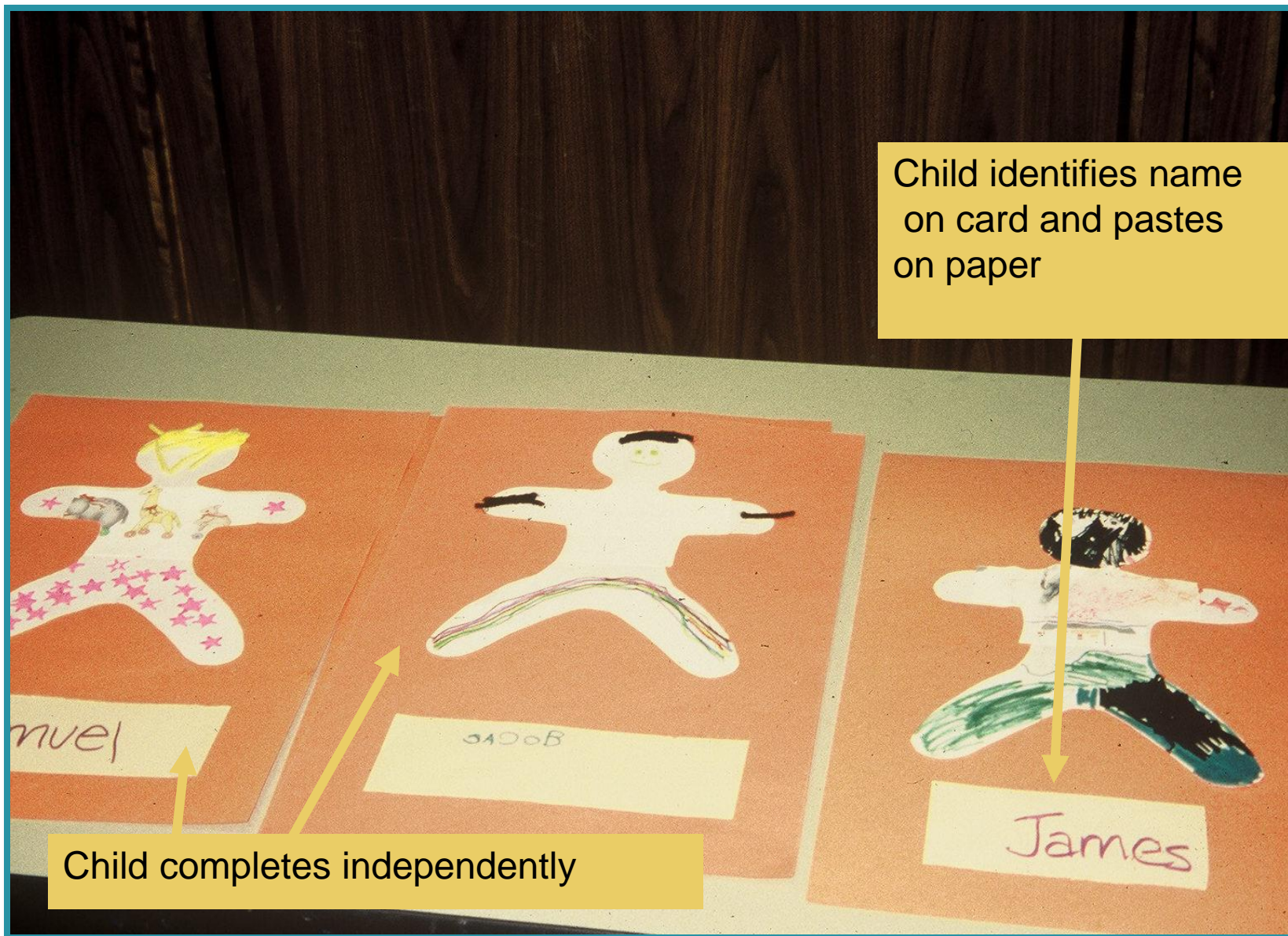
Process chart provides child with visual reminder of the steps to washing hands.





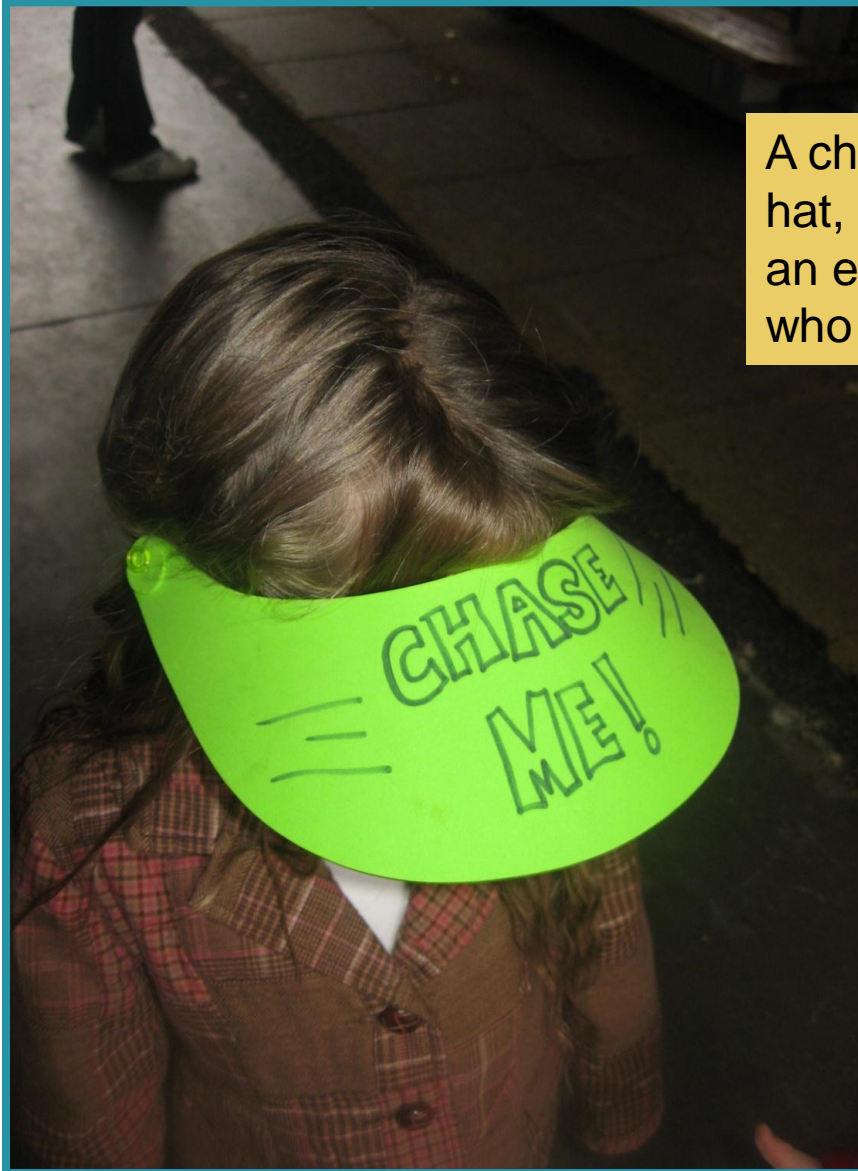
Counting card helps child count to 20 while waiting for a turn on the trampoline.





Child identifies name
on card and pastes
on paper

Child completes independently



A child wears a “chase me” hat, so that her peers have an easy visual cue as to who is the one to chase.



- **Adult Support:** An adult intervenes to support the child's participation and learning



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.





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.





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





Here a teacher provides support for a child working on jumping down from a set of soft stairs.



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



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





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





Child prefers dinosaurs, teacher uses dino puppet to attract him to circle



- **Peer Support:**
Utilizing peers to help children learn important objectives



“Buddy table”– These kids need a “buddy” with them to play with these toys



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



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





- **Invisible Support:** a purposeful arrangement of materials or naturally occurring events within one activity.



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





A child having difficulty putting away their coat and backpack, easily complies when they are placed next to two preferred friends.



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.





Let's take a QUIZ!

NAME THAT MODIFICATION



Which modification has this teacher planned for?

- 1) A child who needs support zipping their coat is placed next to a child who is proficient at zipping...
- 2) A child who has weaker trunk support is given a Rifton chair that supports her on all sides during meal times...
- 3) A child who rarely participates in circle time, but loves music, is eager to join in when the activity begins with movement and dancing...
- 4) A child can't yet cut out a full circle, but is still able to participate fully in the project by only needing to make a few snips with her scissors...
- 5) A teacher has arranged his daily schedule so that after clean-up from the highly enjoyable center time, he begins a short interactive puppet show at circle before introducing the word play lesson.



Group Time



Environmental Support



Invisible Support





Environmental Support



Peer Support





Environmental Support



Simplify the Activity



Invisible Support



Peer Support



Adult Support





Environmental Support



Environmental Support



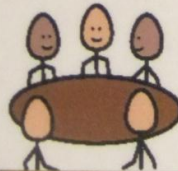


Environmental Support



When I'm all done...

I stay at the table and...



-Read a Book

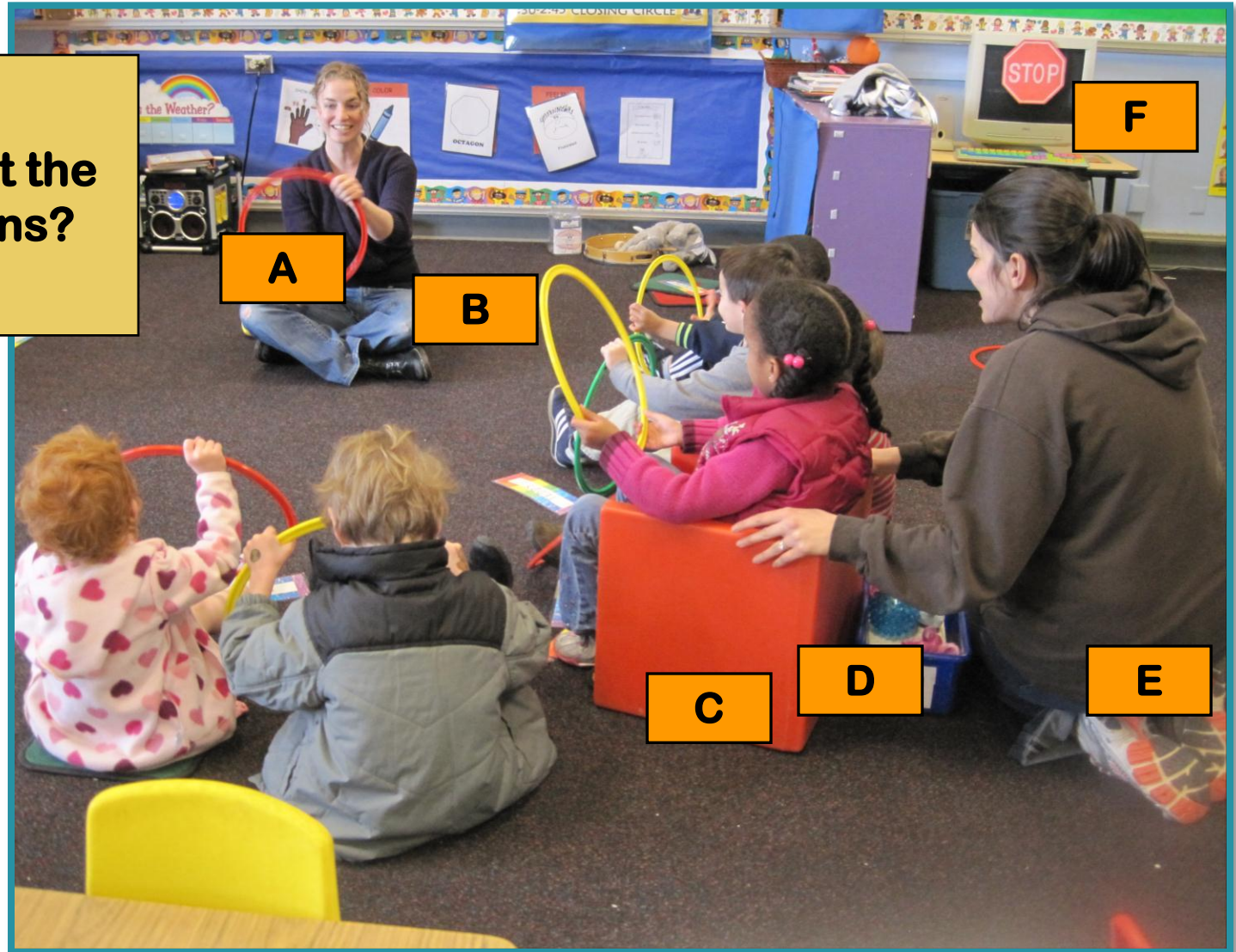


-Or Pick a Toy
From the All Done Bucket





Can you spot the modifications?





SNACKS & MEALS



Special Equipment



Simplify the Activity



Environmental Support



Simplifying the Activity





Environmental Support





Simplify the Activity



Peer Support





Special Equipment



Learning Centers



Environmental Support





Materials Adaptation

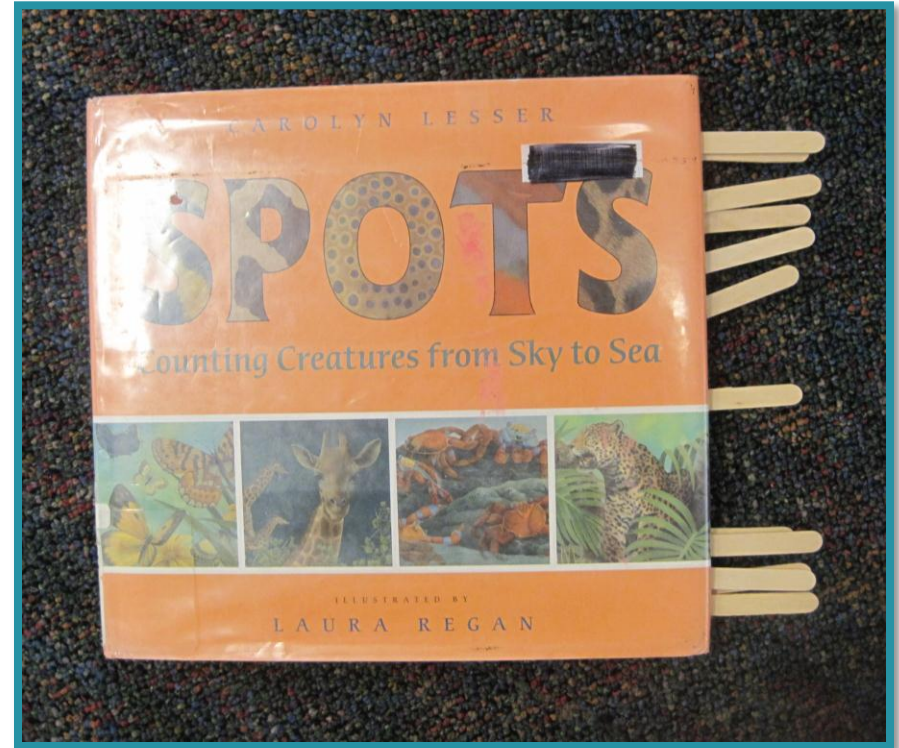
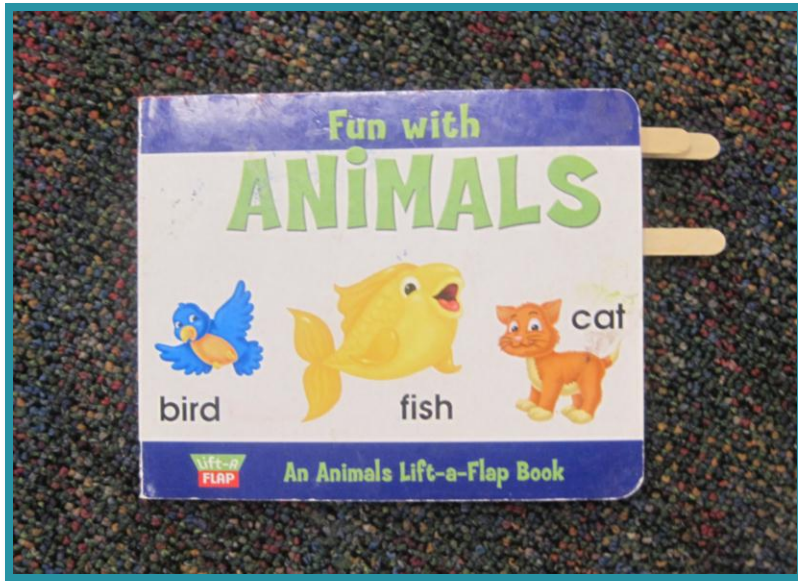


Environmental Support





Child Preference

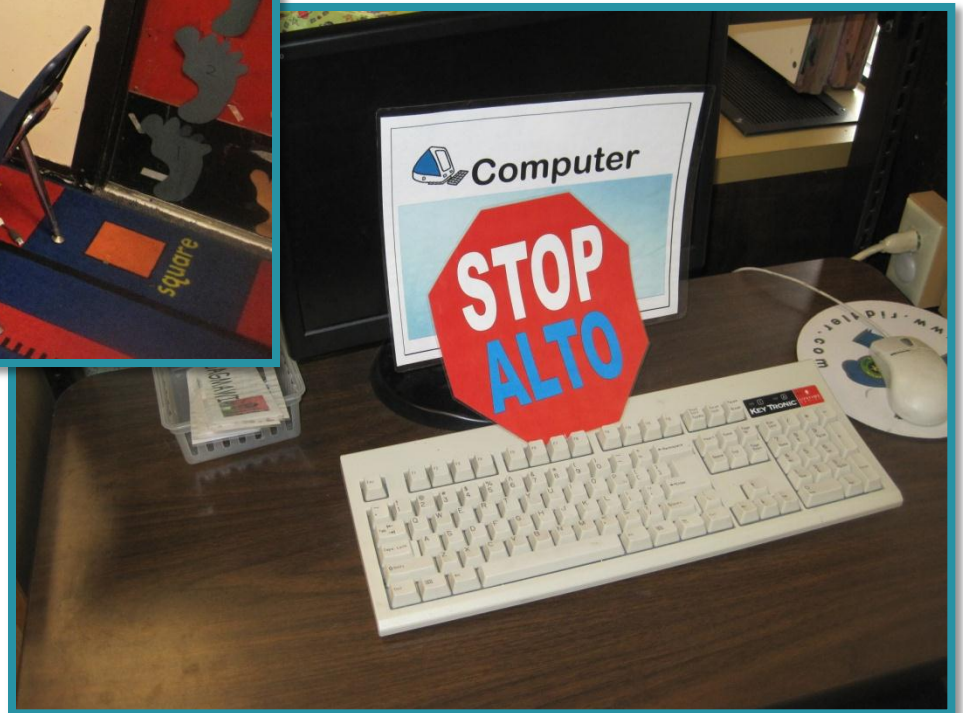


Materials Adaptation





Environmental Support





Simplify the Activity





Environmental Support





Child Preference



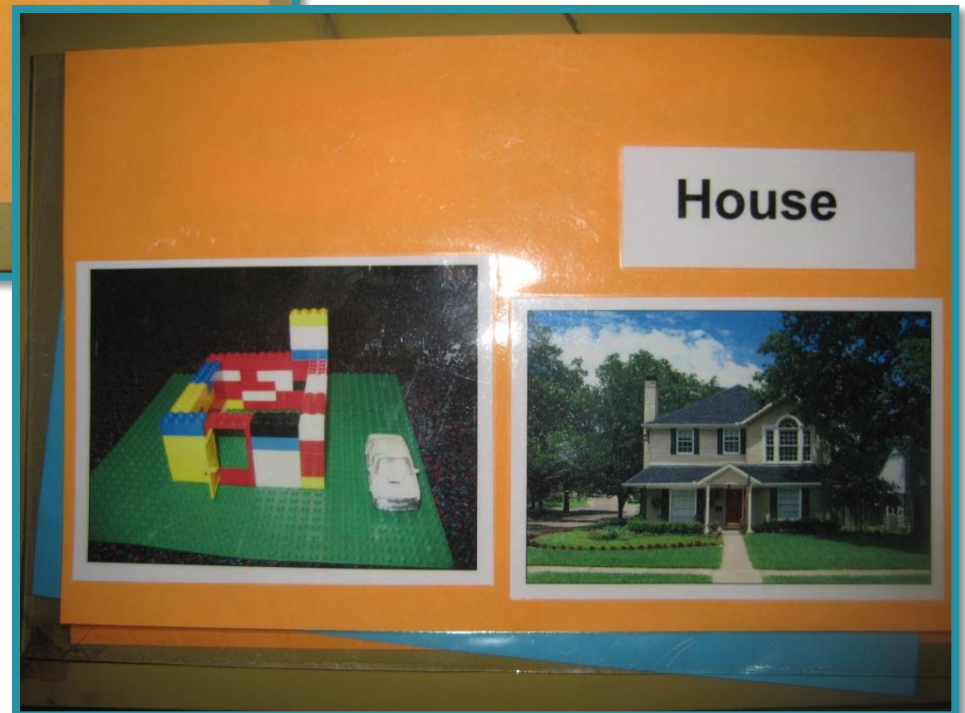


Environmental Support





Environmental Support



Environmental Support



Peer Support



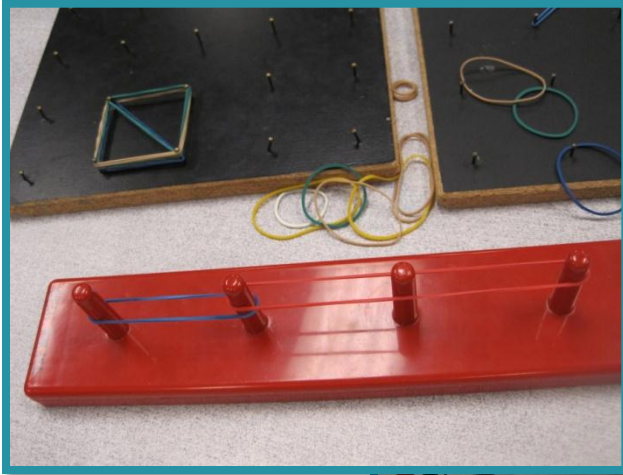


Adult Support



Invisible Support





Materials Adaptation





Simplify the Activity



Environmental Support



Environmental Support

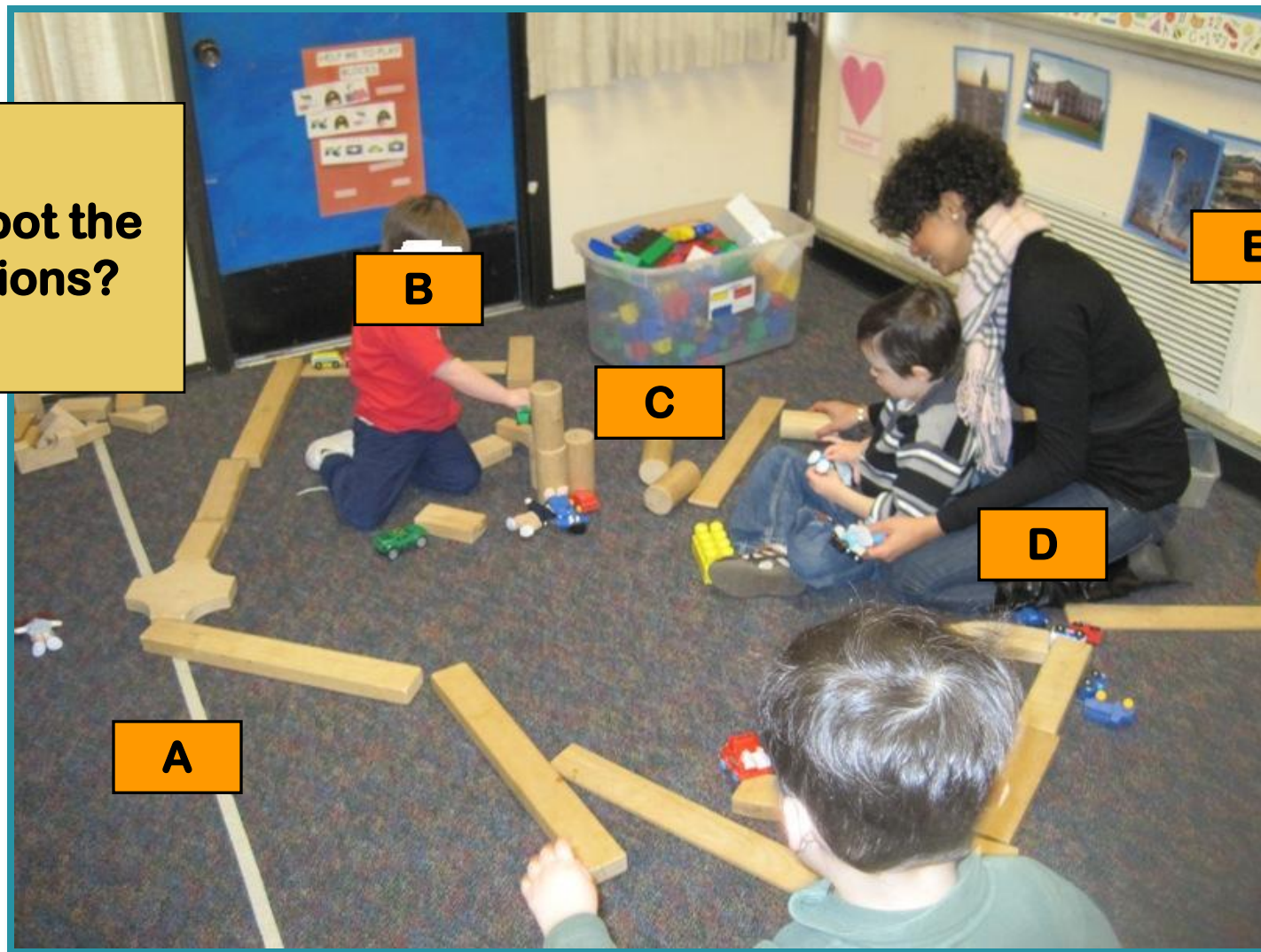


Environmental Support



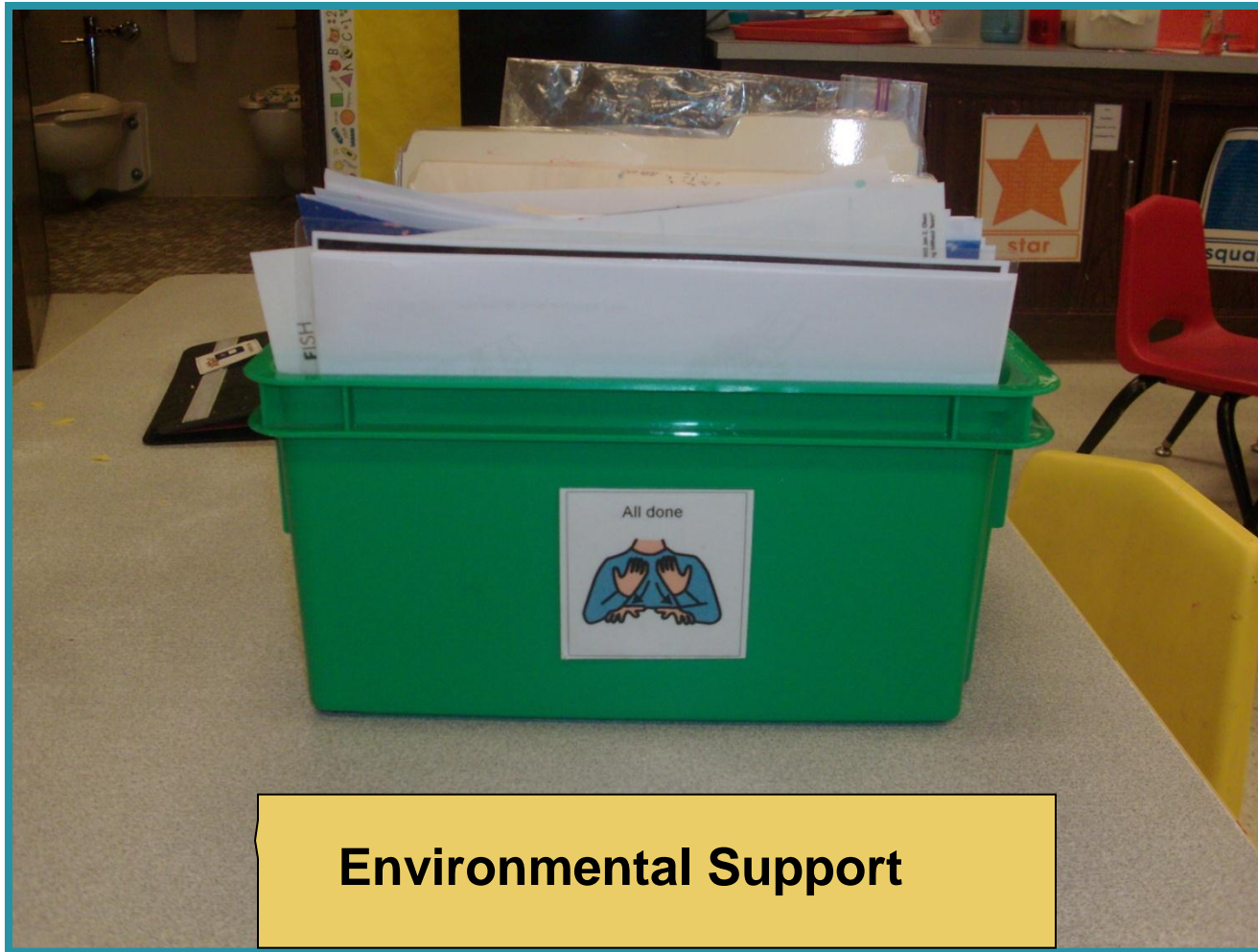


Can you spot the modifications?

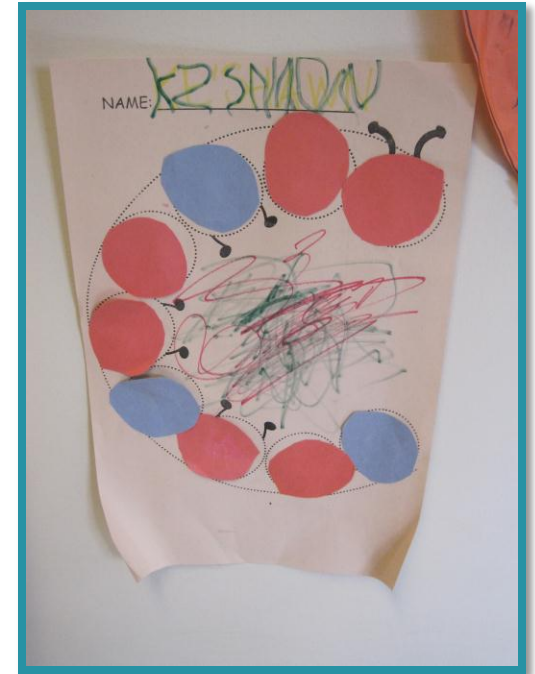
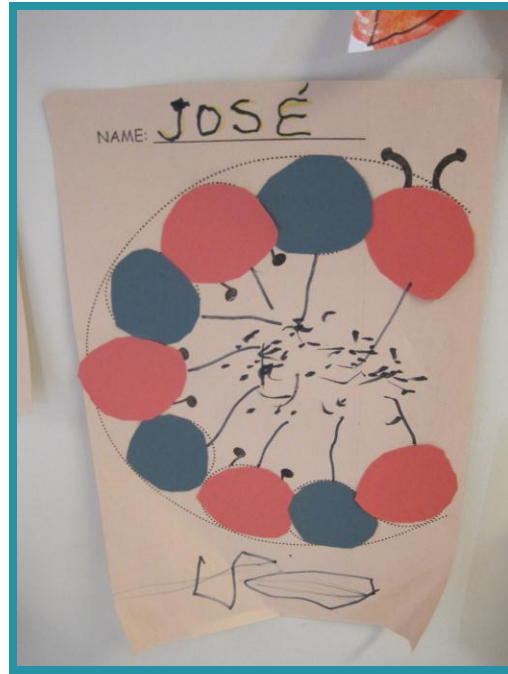
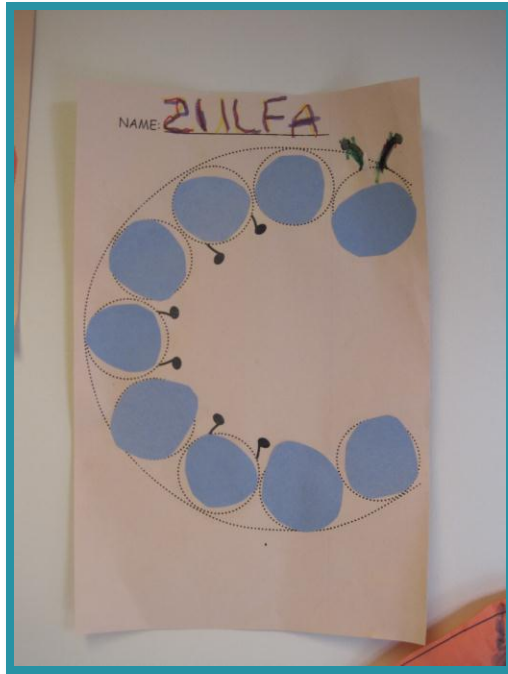




Small Group



Environmental Support



Simplify the Activity



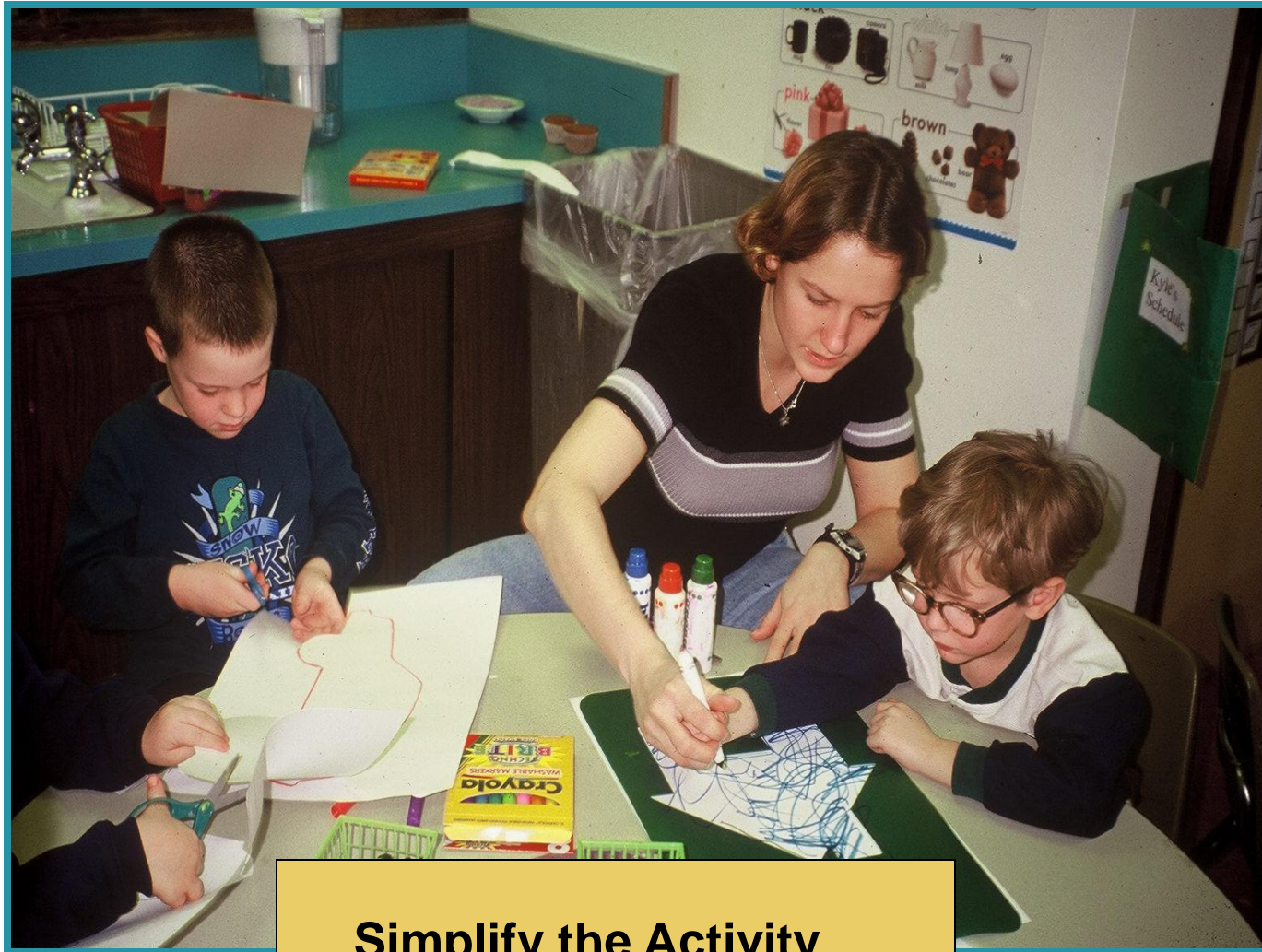
Environmental Support





Materials Adaptation





Simplify the Activity

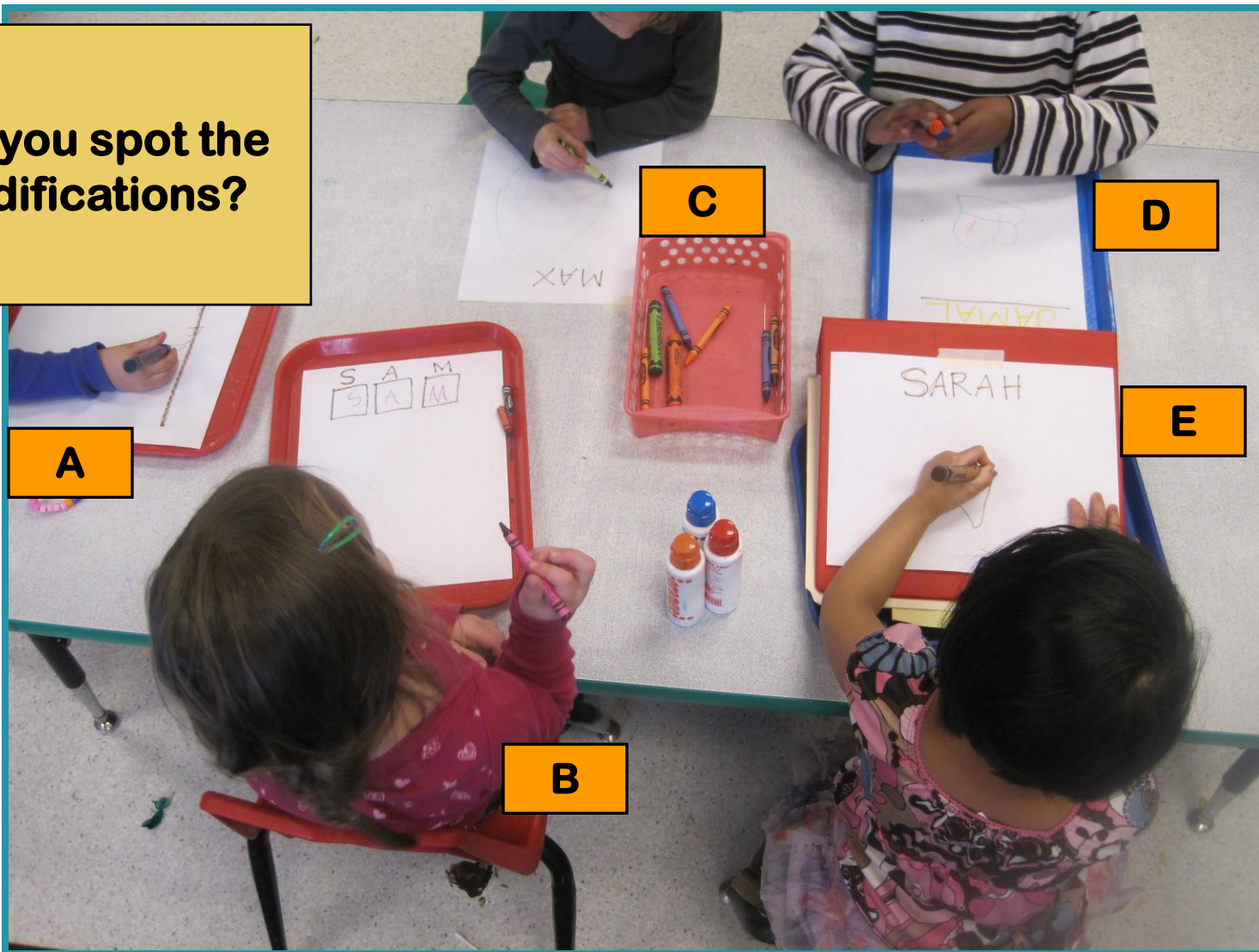


Materials Adaptation





**Can you spot the
modifications?**



A

B

C

D

E



Outside & Gross Motor Time



Environmental Support



Peer Support





Child Preference



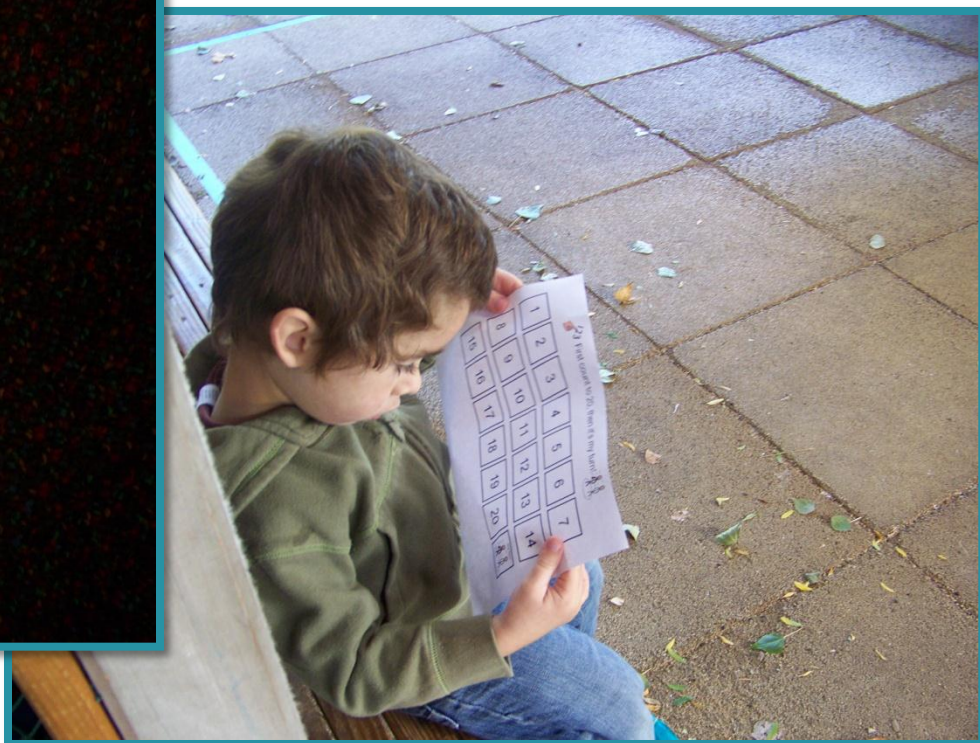


Peer Support





Child Preference



Environmental Support



Environmental Support

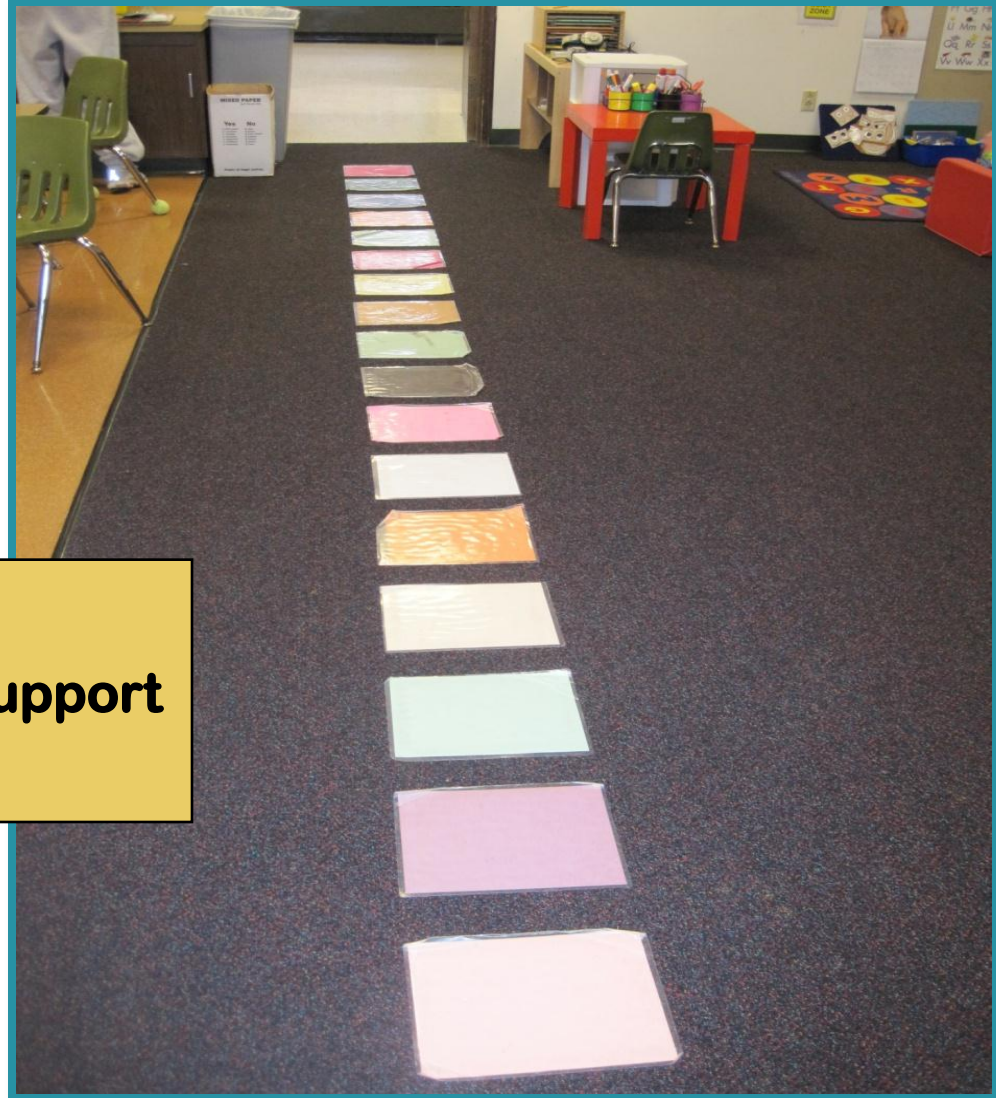




Transitions

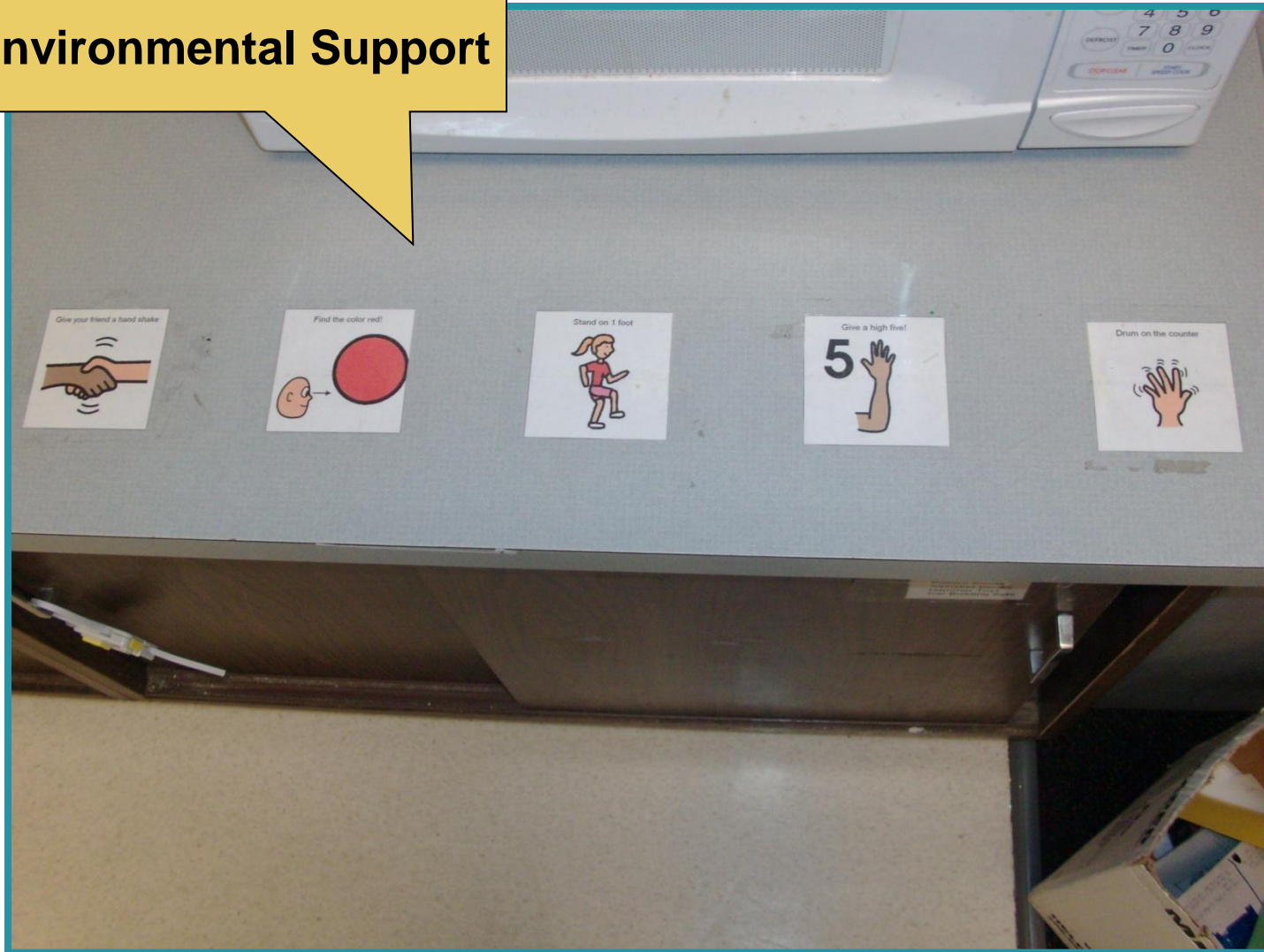


Environmental Support





Environmental Support





Simplify the Activity





Child Preference

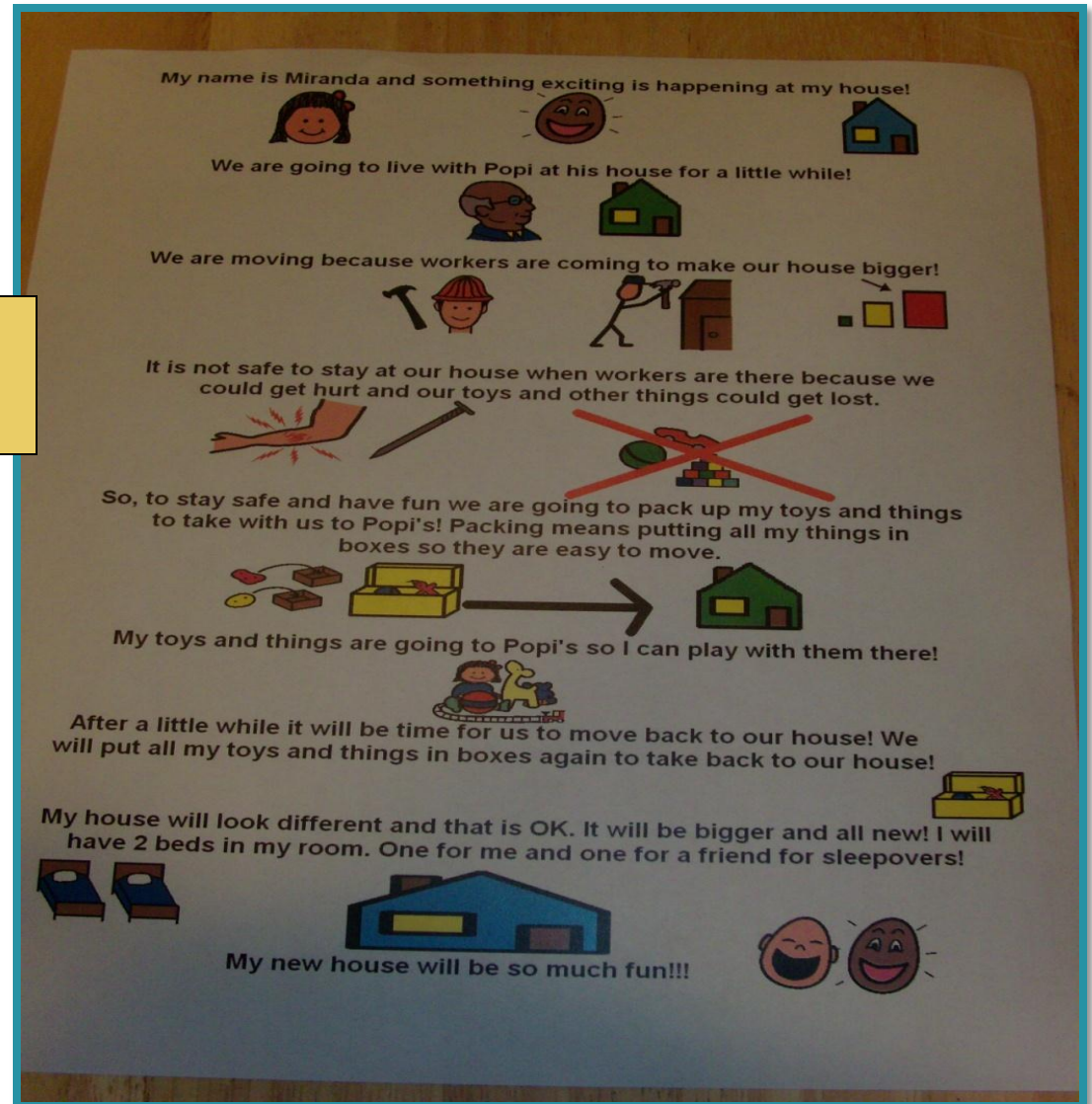




Environmental Support



Environmental Support





Environmental Support



Environmental Support

child's name:

teacher's name:

date:



Curriculum Modification Planning Form

Identify three activities in which you would like to focus your attention.

Once you identify the problem, decide which modification you are going to try and then further describe what it will look like.

activity	define concern	what modification might work?		describe what it will look like in your classroom?
		E.A. _____ M.A. _____ C.P. _____ S.A. _____	P.S. _____ A.S. _____ I.S. _____ S.E. _____	
		E.A. _____ M.A. _____ C.P. _____ S.A. _____	P.S. _____ A.S. _____ I.S. _____ S.E. _____	
		E.A. _____ M.A. _____ C.P. _____ S.A. _____	P.S. _____ A.S. _____ I.S. _____ S.E. _____	



Things to think about...

- The simpler the better!
- Does the modification make sense for the problem you are trying to solve?
- Do you have the materials or resources you need to make your modification? If not, do you know where to get what you need?



Action Plan Activity

- What are you going to do?
- What do you need to do to get there?
- Who will create materials?
- When will it be done?



Team Planning Worksheet

team members:

what are we going to do?	what materials do we need?	who will create the modification?	when will it get done?

child's name: **Erika**teacher's name: **Ms Janet**date: **Spring 2010**

Curriculum Modification Planning Form

Identify three activities in which you would like to focus your attention.

Once you identify the problem, decide which modification you are going to try and then further describe what it will look like.

activity	define concern	what modification might work?		describe what it will look like in your classroom?
Circle Time	Erika frequently moves around on her mat and bothers other children during circle time	E.A. ____ M.A. ____ C.P. <u>X</u> S.A. ____	P.S. ____ A.S. ____ I.S. ____ S.E. <u>X</u>	Teacher leading circle will shorten circle time and bring in a therapy ball for Erika to sit on during circle time.
Small Group	Erika has a hard time with fine motor tasks and often rips up her paper, throws down her marker or does not use scissors appropriately	E.A. ____ M.A. <u>X</u> C.P. <u>X</u> S.A. ____	P.S. ____ A.S. ____ I.S. ____ S.E. ____	Teacher modifies her work by writing R-I-C-A on her paper before she sits down. When she arrives, she only needs to write the E. Her cutting project will be mostly cut out for her as well. Animal stickers (highly preferred) will also be available at the end of the project.
Center Time	Erika goes from area to area, but does not engage in play for longer than a few minutes. She tends to wander around the room or watch kids work on the computer.	E.A. <u>X</u> M.A. ____ C.P. ____ S.A. ____	P.S. ____ A.S. ____ I.S. ____ S.E. ____	Teachers will make a play schedule for Erika. They will take a picture of each learning center, laminate them and then help her put them in order of where she wants to play at the beginning of center time.



Team Planning Worksheet

team members:

Angela (Teacher)
Jennifer (Assistant)
Malik (Assistant)
Amy (Family Service Coordinator)
Thomas (Supervisor)

what are we going to do?	what materials do we need?	who will create the modification?	when will it get done?
Shorten circle time and incorporate use of therapy ball during circle.	Therapy ball	Angela	Next Monday
Modify name writing each day on paper. Pre-cut art project.	None	Jennifer, daily before class.	Tomorrow
Create play schedule for Erika to use during center time.	Photos or drawings of learning centers, laminate sheets, Velcro, file folder	Jennifer and Malik	Next Friday



Erika after...





Erika's Play Schedule





A moment on individualization...

- What if all the kids want it?
 - Provide access to modifications during other times of days
- Is it fair?
 - Yes. You can present a modification as something that will “help” another child be able to do something that another child already knows. Keep in mind that you are “individualizing” not giving a special prize to a child. You can say “You already know how to do this! She is still learning and this ball helps her learn.”
- What if it becomes distracting?
 - Typically the child’s non-participation is already distracting and taking a teacher away from the rest of the group. If the modification works, it will work fast; After the child has learned how to use it, greater independence in this area will be achieved.



REVIEW

- Curriculum modification, the second block in the HSCI Framework, 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.
- A modification to the curriculum is the most effective when your observations tell you that the child is interested in the ongoing activities but is not able to fully participate.
- There are eight types of modifications that can be used.



- Thank you for your participation today.
- For more information about our training materials, please visit:

Headstartinclusion.org