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For Research and Training in Inclusive Education

Making Modifications to the Preschool Curriculum for Quality Programming and Successful Teaching

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Agenda and Objectives

- Explain the importance of curricular modifications for quality programming in early childhood
- Identify and describe at least 8 curricular modifications
- Assess when and why modifications may be needed and plan for the use of those modifications



Resources & Materials for Training Today

(University of Washington, College of Education)

- *Building Blocks for Teaching Preschoolers with Special Needs*, 2nd Ed. (2008) by Susan Sandall, Ilene Schwartz, Gail Joseph and others
- National Center on Quality Teaching and Learning (NCQTL)
 - ncqtl.org
- Childcare Quality and Early Learning (CQEL)
 - cqel.org
- Head Start Center for Inclusion
 - headstartinclusion.org

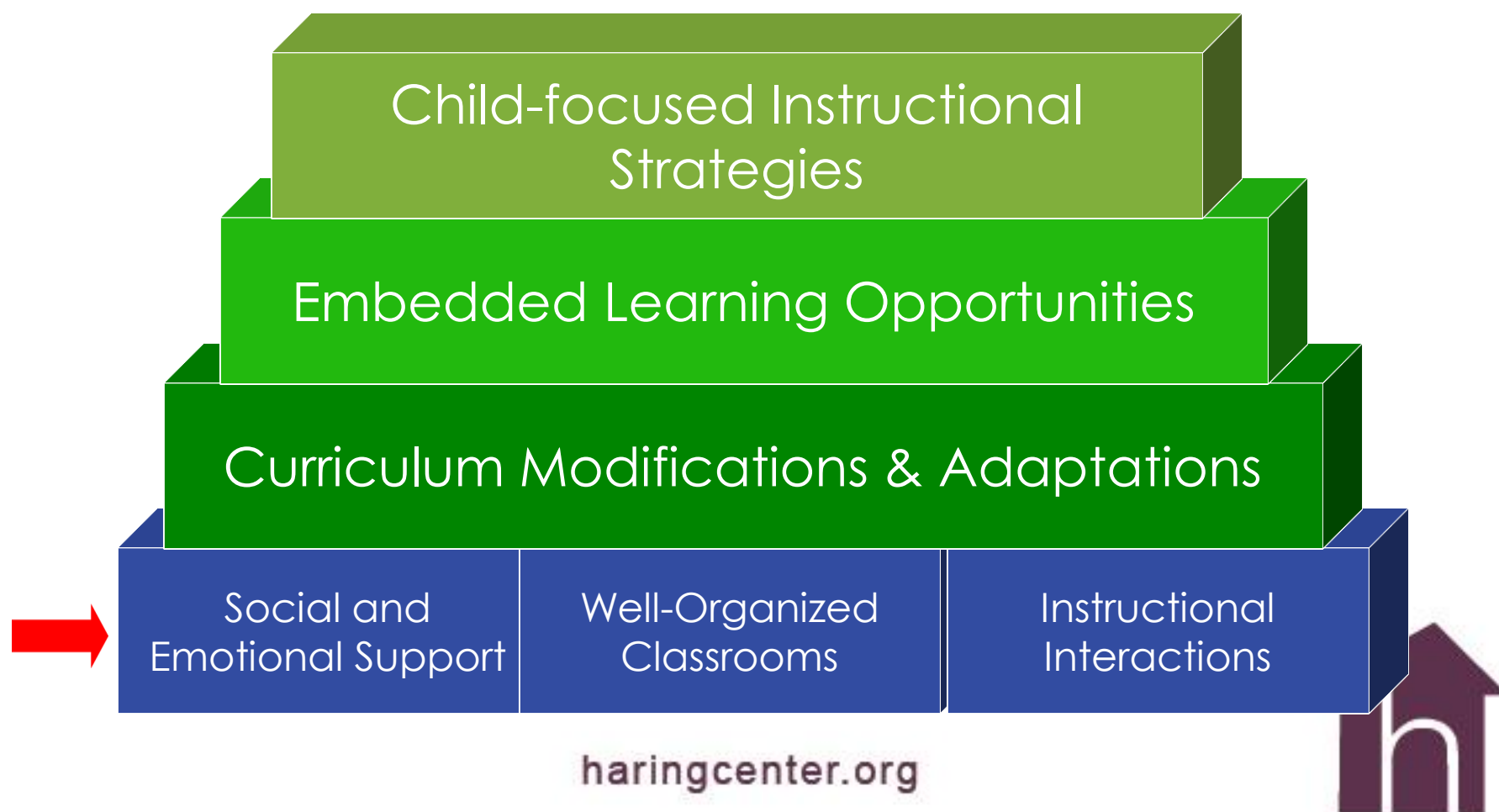
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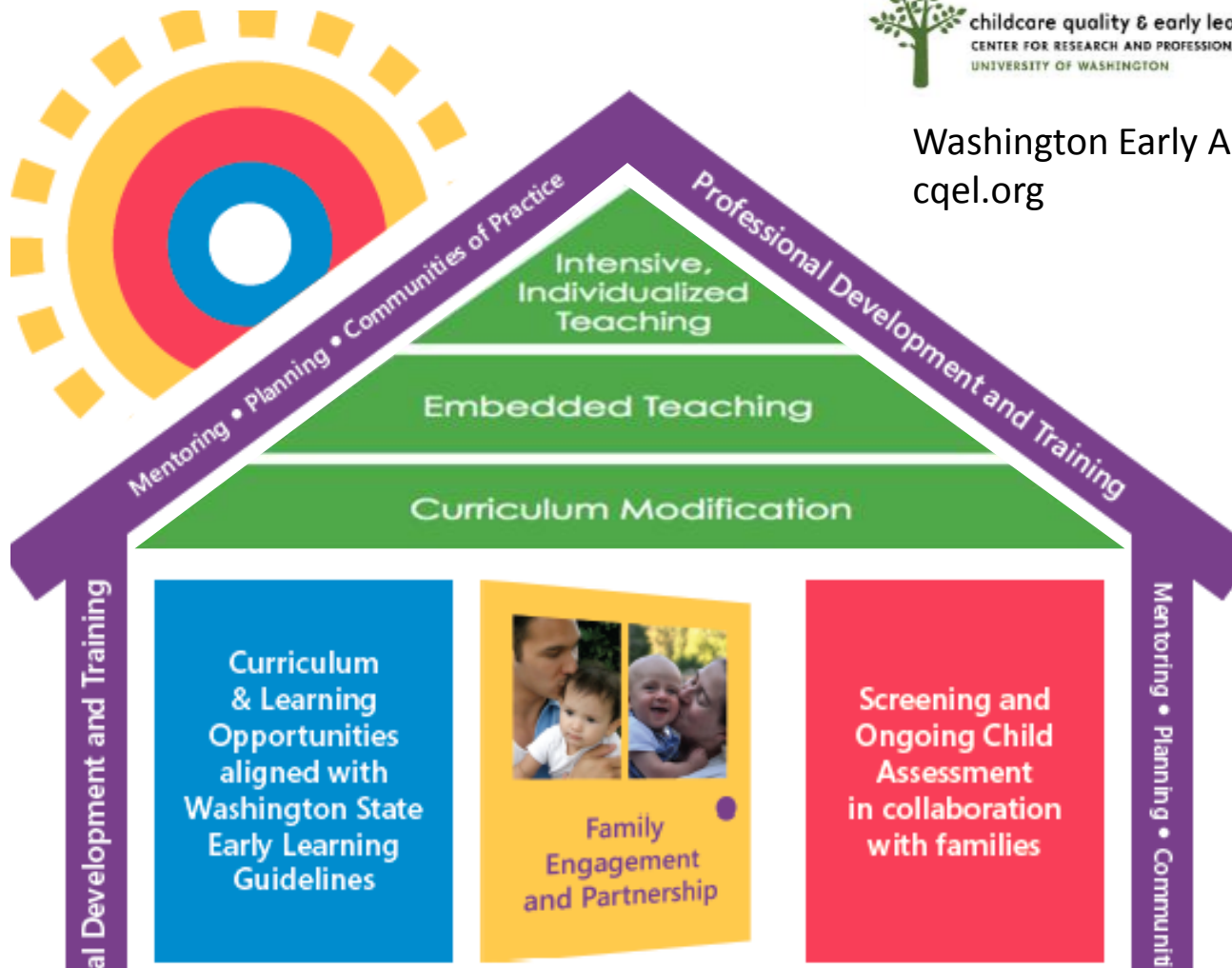
BUILDING BLOCKS



BUILDING BLOCKS



Washington Early Achievers
cqel.org



Quality Early Childhood Program

haringcenter.org

BLOCKS OF THE FOUNDATION

- The **first major block** of this foundation:



HOW TO BUILD A SOLID FOUNDATION

- **Be intentional in interactions with children and in setting up the classroom environment.**

Plan engaging activities for children and think ahead about how you will engage with children during those activities to foster learning and development.

- **Make the most out of every moment.** See every moment in the classroom as an opportunity to support children's learning and development.



BUILDING BLOCKS



WHAT IS CURRICULUM MODIFICATION?

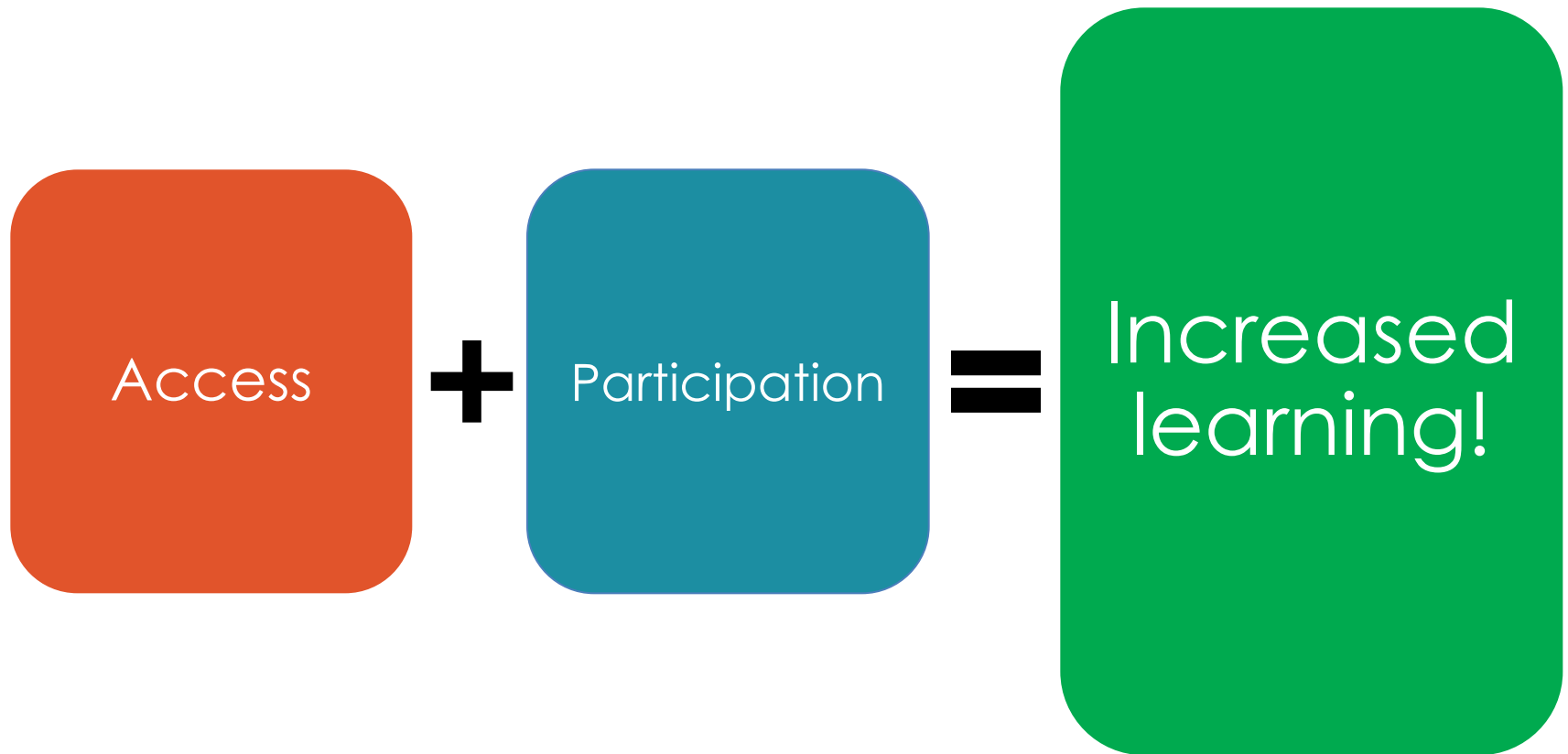
“ A change to the ongoing classroom activity or materials in order to facilitate or maximize a child's participation in planned activities, interactions, and routines. ”

WHEN DO I MODIFY THE CURRICULUM?

When a child is not fully participating in a meaningful way.



WHY MODIFY THE CURRICULUM?



SIMPLE BUT INTENTIONAL

Helps me learn!

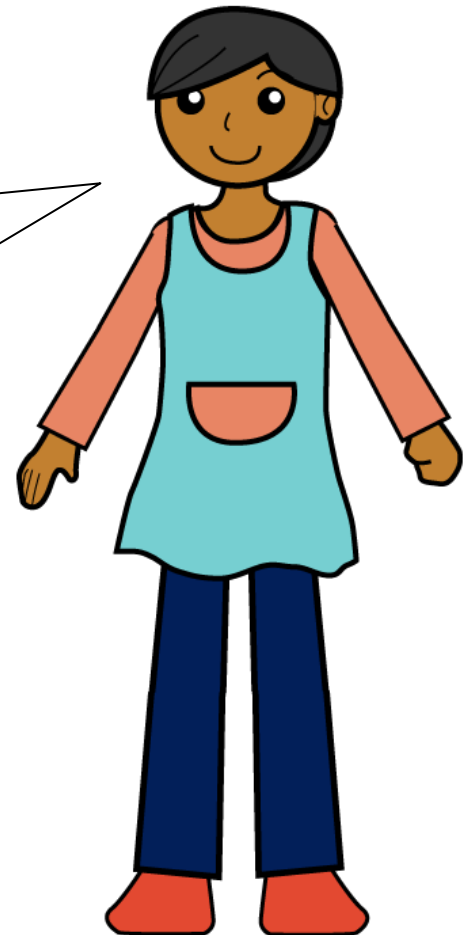


...BUT INTENTIONAL.

- Thoughtful planning
- Deliberate implementation
- Immediate impact

SIMPLE BUT INTENTIONAL

You're probably
already doing it !



SIMPLE...

- Easy to implement
- No additional resources
- Can use more than one

8 TYPES OF CURRICULUM MODIFICATIONS



Environmental Support

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

Child Preferences

Invisible Support

ENVIRONMENTAL SUPPORT

“ Altering the physical, social, and temporal environment to promote participation, engagement, and learning. ”



— Sandall & Schwartz, 2008



THREE STRATEGIES FOR ENVIRONMENTAL SUPPORT

1



Physical
adjustments

2



Social
adjustments

3



Temporal
adjustments

PHYSICAL ADJUSTMENTS DEFINING BOUNDARIES



PHYSICAL ADJUSTMENTS

ADDING VISUALS

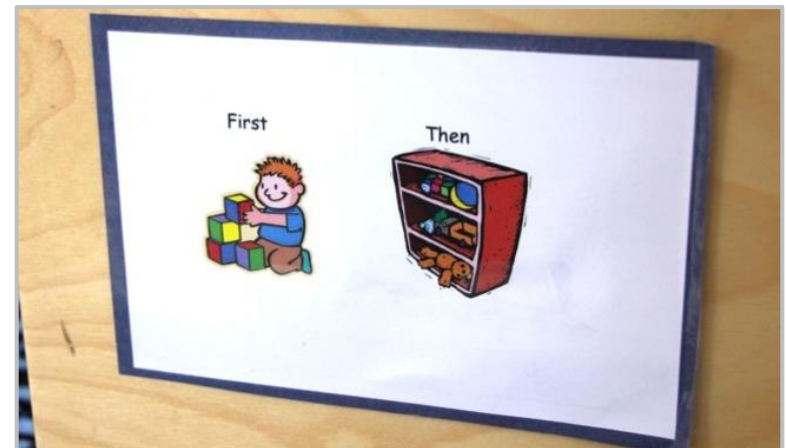
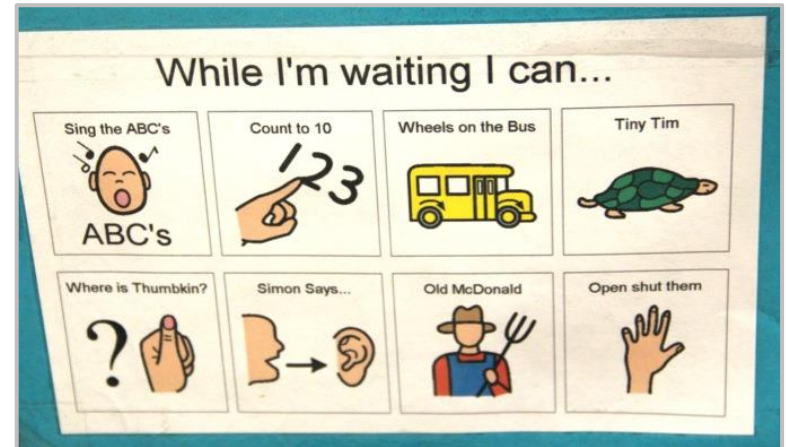
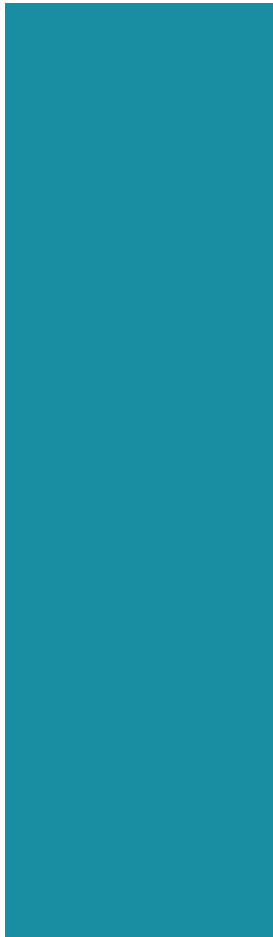
Visuals can be used to:

- Establish rules and routines.
- Support play.
- Help children understand and regulate their emotions.
- Enhance communication.

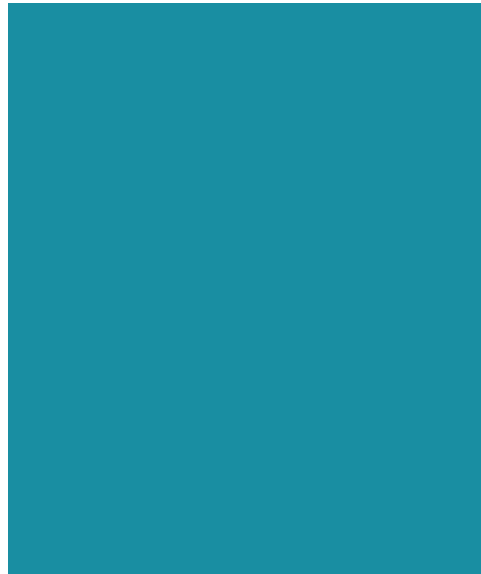
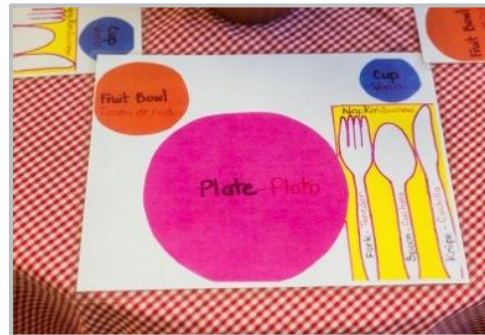


PHYSICAL ADJUSTMENTS

VISUALS: FOR RULES AND ROUTINES

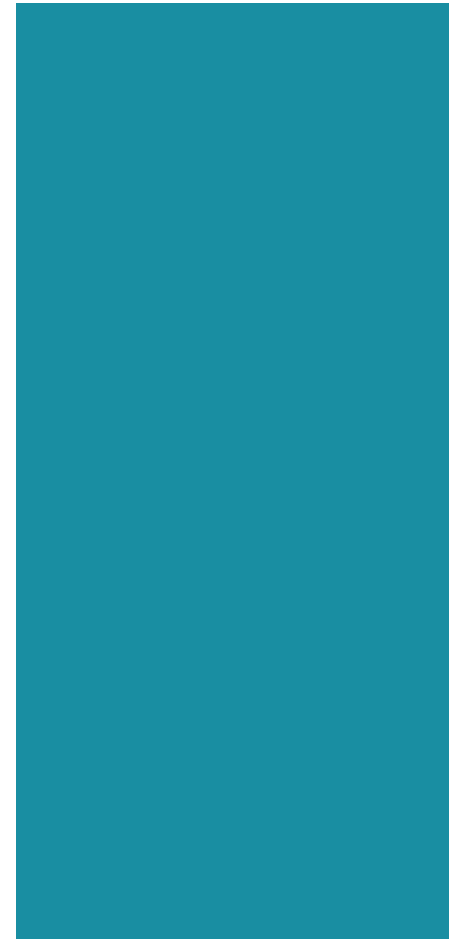


PHYSICAL ADJUSTMENTS VISUALS: TO SUPPORT PLAY



PHYSICAL ADJUSTMENTS

VISUALS: FOR SOCIAL EMOTIONAL SUPPORT



PHYSICAL ADJUSTMENTS

VISUALS: FOR COMMUNICATION



MATERIALS ADAPTATION

“ Modifying materials so that the child can participate as independently as possible. ”

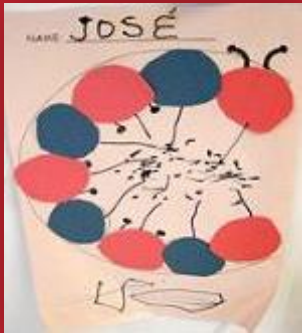


— Sandall & Schwartz, 2008



SIMPLIFY THE ACTIVITY

“Simplifying a complicated task by breaking it down into smaller parts or by reducing the number of steps.”



— Sandall & Schwartz, 2008



CHILD PREFERENCES

“ If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences. ”



— Sandall & Schwartz, 2008



SPECIAL EQUIPMENT

“ Using special or adaptive devices that allow a child to participate or increase the child’s level of participation. ”



— Sandall & Schwartz, 2008

ADULT SUPPORT

“ Having an adult intervene to support the child’s participation and learning.

”



— Sandall & Schwartz, 2008



PEER SUPPORT

“ Utilizing peers to help children learn important objectives. ”



— Sandall & Schwartz, 2008



INVISIBLE SUPPORT

“ Purposeful arranging of naturally occurring events within one activity. ”



— Sandall & Schwartz, 2008



INVISIBLE SUPPORT STRATEGIES

Sequence turns



Sequence activities



REVIEW

What?

A change to activities/materials



When?

Child is not fully participating



Why?

↑participation = ↑learning



PUTTING IT INTO ACTION



Observe and clarify the concern.



Choose a modification strategy.



Make a plan.



Give it a try.



Determine if it's working.

OBSERVE AND CLARIFY

When do you see
confidence?



When do you see
withdrawal?



CHOOSE A MODIFICATION STRATEGY

- Match supports with the child's needs.
- Keep it simple.
- You can try more than one.
- Don't be afraid to experiment.

If at first
you don't
succeed...



MAKE A PLAN

WHAT needs
to be done?

WHO will
do it?

WHEN will it
be ready?

HOW will
everyone stay
informed?

Planning Tool



LEARNING ACTIVITY PUTTING IT INTO ACTION

TEACHER'S MODIFICATION WORKSHEET

This form can be used with your team to choose, and plan for, curriculum modifications so that the specific needs of individual children in your classroom are met.

Child's name: _____ Teacher's name: _____ Date: _____

Daily routines/ Activities	What's the concern?	How will we modify?	Materials and prep	Who will prep? By when?	Is it working? <input type="checkbox"/> Yes <input type="checkbox"/> No Notes:



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #H542002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start by the National Center on Quality Teaching and Learning.
Web 12/2014



Determine if it's working

Is it working?



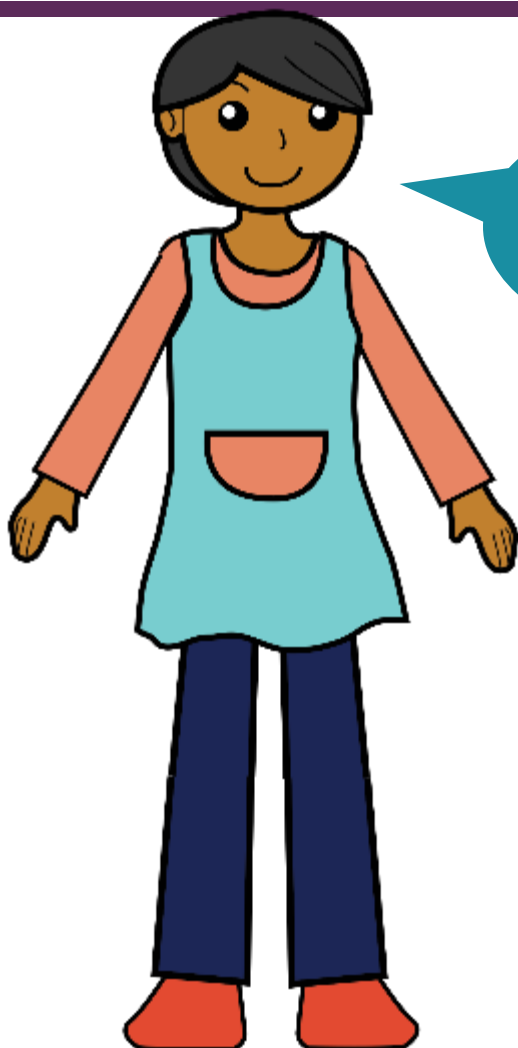
- Improving—*Keep it up!*
- Fully participating—*Phase out support.*



- No improvement—*Try something else.*
- Still no improvement—*Consider increasing support.*



Review



Let's put
it into action!

- Observe and clarify the issue.
- Identify a modification strategy.
- Make a plan and give it a try.
- Determine if it's working.
- If at first you don't succeed...



Wrap-up

- Questions?
- Contact:
 - Julie Ashmun westhoff@uw.edu or
(206) 221-4482

