NAME THAT MODIFICATION: FACILITATOR GUIDE

This is an opportunity to become more familiar with the different types of curriculum modifications that support participation.

Directions:
Read the examples below. Circle the type of curriculum modification that is implemented to support each child.

KEY

ES Environmental Support	**SE** Special Equipment	**MA** Materials Adaptation	**AS** Adult Support
SA Simplify the Activity	**PS** Peer Support	**CP** Child Preference	**IS** Invisible Support

1

ES	SE	MA	AS
SA	PS	CP	IS

Jayden often seemed confused and didn't know where to go when the group transitioned to new activities throughout the day. His teachers paired him up with a buddy who knew the routine well. Jayden is now able to remain with the group for each transition.

2

ES	SE	MA	AS
SA	PS	CP	IS

Max has low muscle tone and has a hard time sitting in a comfortable, upright position during circle time. His teachers decided that during circle time they would offer him some extra support with a cube chair. He now is able to sit comfortably during circle and is able to use his energy to engage more in song and finger play.

3

ES	SE	MA	AS
SA	PS	CP	IS

Natasha had difficulty completing all the steps of washing and drying her hands. Her teachers decided to help her with each step except the last and to gradually increase the steps that she is required to do independently. Natasha now only needs help turning the water on and getting soap; the rest she does by herself.

4

ES	SE	MA	AS
SA	PS	CP	IS

Andrew never seemed tired and got very restless and loud during rest time. His teachers decided to leave a bucket of his favorite books next to his mat. He now quietly looks at books during nap and does not bother the other children.

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5

ES	SE	MA	AS
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Tiffany had a tendency to run around the room during center time without engaging with toys for long. Her teachers decided to position themselves near her once she had entered an area so they could act as a barrier to keep her from running in and out. They also modeled ways to play with the toys in that area. Tiffany now stays in one area for a couple minutes before moving on to the next.

6

ES	SE	MA	AS
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During cooking and small group activities that require stirring, Pablo would get embarrassed because he lacked the strength and coordination to stir when a mixture was thick. His teachers decided to let him take his turn at the end, after the other children had added most of the liquid so that the mixture was easier to stir. Pablo now participates independently in cooking projects without any embarrassment.

7

ES	SE	MA	AS
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During free choice, Maya wanted to play only on the computer and was not taking advantage of all of the other learning centers, and she would get very upset when she was asked to try something else. Her teachers decided to make her a simple visual that said "First_____, Then (picture of computer)." She could choose a picture of the activity that she was going to do before computer and place it on the visual. Then she was expected to go to that center before she could have time on the computer. She now needs the visual only occasionally, as a reminder. She has found that she really enjoys many of the other classroom activities.

8

ES	SE	MA	AS
SA	PS	CP	IS

Lola loved looking at the puzzles in the manipulatives center and pointing to the pictures, but she never wanted to put the pieces in. It was too difficult for her to grasp the small knobs. Her teachers decided to glue spools to the tops of the pieces. She now loves to independently work on puzzles with her peers.

NCQTL

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

This document was prepared under Grant #90HC0002 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.

WINTER 2013

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