



This guide offers suggestions for presenting **Curriculum Modifications: Materials Adaptation**. This in-service suite includes a PowerPoint presentation and supporting materials. Please use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- PowerPoint presentation (12 slides)
- Projector and audio equipment
- Learning Activities:
 - » *Materials Adaptation* (Video)
 - » *Put into Use* (Optional)
- Tips for Teachers
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to provide participants with a deeper understanding of one type of curriculum modification: *materials adaptation*.
- This is one in a series of in-service suites on curriculum modifications. If participants need a basic introduction to curriculum modifications before focusing on the eight general types, please reference the *Curriculum Modifications: An Introduction* in-service suite; for a brief review, reference the *Tips for Teachers* handout from that suite.
- Participants are encouraged to consider how using materials adaptation can increase the participation of specific children in their class.
- Learning activities offer participants opportunities to reflect and share how to adapt materials based on specific needs, strengths, and interests of individual children.
- Many of the examples provided in this in-service suite can support a variety of children, based on a variety of needs. Consider adapting and supplementing to fit your particular audience.
- An optional learning activity is described in detail at the end of this document.

NOTE

The *Helpful Resources* and *Tools for Supervisors* handouts are overarching tools that apply to all of the in-service suites in the Curriculum Modifications series. They can be found in the *Curriculum Modifications: An Introduction* in-service suite.



SLIDE 1: CURRICULUM MODIFICATIONS: MATERIALS ADAPTATION

Introductions:

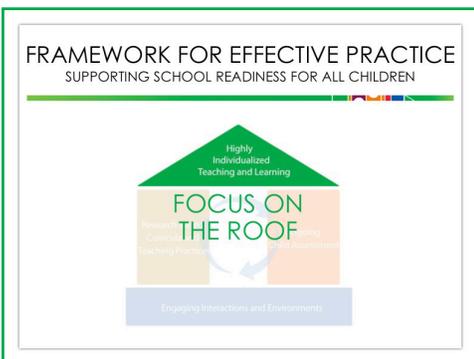
- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (where they are working, their current roles, etc.).
- Conduct an icebreaker related to using *materials adaptation* to promote participation.

Reverse Introduction

- Ask participants to find a partner (preferably someone they do not know, or do not know well).
- Partners interview one another for three to five minutes.
 - » Can you think of examples of materials or equipment in your classroom that were difficult for children to use? What caused the difficulty (too heavy, too large, too small)?
- In round-robin fashion, each person introduces the other to the whole group and shares their partner's examples.
- Write examples on a large piece of paper.

NOTE

The examples listed on the large piece of paper can be used for the optional learning activity, *Put into Use*.



SLIDE 2: NCQTL'S FRAMEWORK FOR EFFECTIVE EVERYDAY PRACTICE

Introduce NCQTL.

The four components of the House Framework support school readiness for all children.

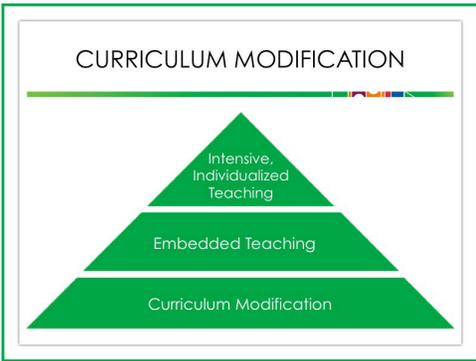
After the foundation of the house is secure and all the indicators of a high-quality early childhood program are in place, there may still be children who are struggling to participate or to maximize their potential.

These children may include:

- A child who isn't making progress and needs extra support in a particular area of learning.
- A child with an Individualized Education Program (IEP).
- A child who is a dual language learner (DLL).
- A child who seems to be excelling in some areas of learning and in need of more challenge.

All these children can be supported or challenged, based on their unique needs, by using the teaching strategies introduced in the roof.



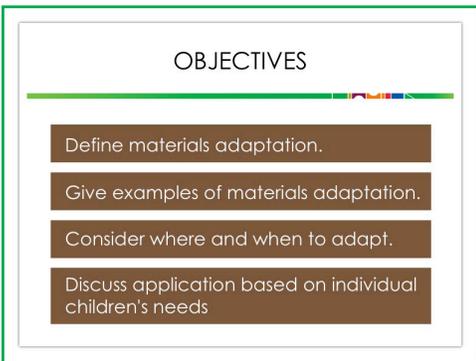


SLIDE 3: CURRICULUM MODIFICATION

The roof portion of the Framework for Effective Practice is separated into three tiers of highly individualized teaching: *Curriculum Modification*, *Embedded Teaching*, and *Intensive Individualized Teaching*. In the roof, the levels of support intensify from the bottom tier to the top.

Curriculum Modifications is the bottom tier of the roof. This tier is about making *small* changes or additions to classroom activities that have a *big* impact on a child’s engagement and learning.

This in-service suite focuses on how, with some careful planning, materials adaptation can be used to promote children’s participation and learning.



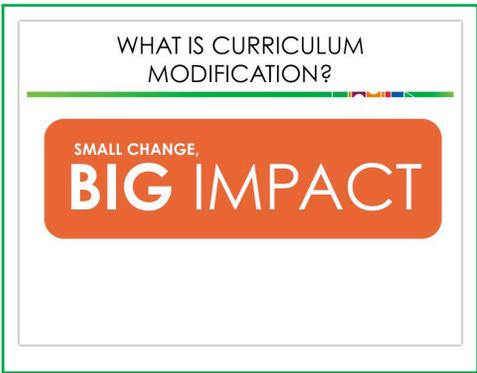
SLIDE 4: OBJECTIVES

Objectives for the presentation:

- Define materials adaptation.
- Give examples of materials adaptation.
- Consider where and when to adapt materials, based on individual children’s needs.
- Discuss application based on individual children’s needs.

The last objective refers to the learning activities, which encourage participants to think about how materials adaptation can be integrated into the classroom curriculum to promote participation.





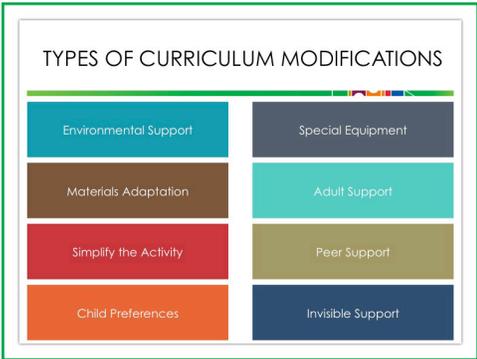
SLIDE 5: WHAT IS CURRICULUM MODIFICATION?

Definition: A curriculum modification is a change to the classroom activity or materials in order to facilitate or maximize a child’s participation in planned activities, interactions, and routines. Curriculum modifications do not significantly alter the content, scope, or sequence of a curriculum.

A curriculum modification:

- Increases a child’s ability to participate.
- Requires just a little extra thought or planning.
- Is easy to implement.
- Has a fairly immediate impact if it’s going to work.
- Does not need additional resources, in most cases.

A curriculum modification is a small change that can make a powerful impact on a child’s participation, sense of belonging, and opportunity to learn.



SLIDE 6: TYPES OF CURRICULUM MODIFICATIONS

Classroom activities and routines can be modified and adapted in a variety of ways. The eight general types of curriculum modifications are:

- | | |
|-----------------------------|-------------------|
| Environmental support | Special equipment |
| Materials adaptation | Adult support |
| Simplify the activity | Peer support |
| Child preferences | Invisible support |

EMPHASIZE *

Focus on the strategy that is the best fit for the child.

The focus of this in-service suite is on materials adaptation.

NOTE

Some examples of the modifications in this presentation can fit into other categories *in addition* to materials adaptation (i.e. peer support, adult support, special equipment). Encourage participants to focus on each child’s particular needs and interests rather than the type of modification that is being discussed.

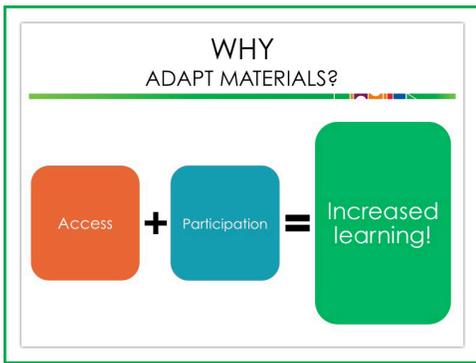


SLIDE 7: MATERIALS ADAPTATION

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

Reference for definition:

Sandall, S., & Schwartz, I. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul H. Brookes Publishing.



SLIDE 8: WHY ADAPT MATERIALS?

Teachers work hard to develop lessons that get each *individual* child *actively involved* in learning. Even with the most thoughtful lesson plans and well-structured classrooms, some children still struggle to participate or to maximize their potential. Simple modifications to the curriculum, such as adapting materials, can help these children progress.

More specifically, teachers who modify activities and materials based on individual needs and strengths ensure that children are *not bound by a single way of participating*. Successful learning can then take place in a variety of ways.

Access + Participation = Increased Learning

- Modifications provide **access** to the planned activities, interactions, and routines.
- Increased access leads to a higher level of **participation**.
- Participating in a meaningful way provides a greater opportunity for **learning**.



SLIDE 9: STRATEGIES FOR MATERIALS ADAPTATION

There are four strategies to consider when adapting materials to increase a child's access and participation.

1. Place materials or equipment in the **optimal position** for a child. This might mean putting materials within reach by lowering a piece of equipment, for example, or by arranging paper vertically instead of horizontally.
2. **Stabilize** materials. This could be as simple as using an extra-large paper clip to fasten a large piece of paper on an easel in the art area.
3. Sometimes a skill or response is just too difficult for a child. When you **modify the response** you're asking for, it's easier for a child to use materials independently. For example, a child might fasten shoes with Velcro rather than with shoe laces.
4. Materials that are **larger or brighter** are helpful in two ways. Large materials may just be easier for little hands to use. For children with visual impairments, large print is easier to see. Bright materials can attract the attention of children who previously had little interest in an area.





Length of video: Approximately 5 minutes and 4 seconds

SLIDE 10: VIDEO: MATERIALS ADAPTATION

Introduce the video.

The four clips in this video define and illustrate four strategies that are representative of materials adaptation.

VIDEO: OPTIMAL POSITION

The first clip shows examples of materials that are positioned at optimal levels to increase independent participation in classroom areas.

DISCUSSION: WHOLE GROUP

Ask participants to discuss the following questions:

1. Who would benefit from the use of this strategy?

Possible answers to 1:

- Children who have limited range of motion
- Children who have low muscle tone

2. How would you position materials for that child or children?

Possible answers to 2:

- Bring materials closer
- Lower materials

VIDEO: STABILIZE

The second clip offers tips for stabilizing materials.

DISCUSSION: PAIR-SHARE

Ask participants to discuss the following questions with a partner. (If desired, ask partners to share answers with the large group.)

1. Describe an issue that would allow a child or children to be more independent and participate more fully if you stabilize materials.
2. How would you stabilize materials for them?

NOTE

Answers to these questions are dependent on the issues that are raised.

SLIDE 10 CONTINUED ON NEXT PAGE



VIDEO: MODIFY THE RESPONSE

The third clip shows how teachers can modify materials to involve children.

DISCUSSION: WALK AND TALK

Invite participants to walk and talk with each other for five to ten minutes while discussing these questions:

1. Do you have a child (or children) who may be able to access materials and use them independently if you modify the response?
2. How would you modify the response for them?

When they return, allow a few minutes for each participant to write down the highlights of their conversation. If desired, ask them to share key ideas with the entire group.

VIDEO: LARGER OR BRIGHTER

This final clip emphasizes the role of size and color in adapting materials.

DISCUSSION: 3-2-1 METHOD

Ask participants to write three answers to the following question:

What materials can you make larger or brighter to pique children's interests and keep their attention?

Participants share two ideas with a partner. Each pair then selects one idea to share with the larger group. Record ideas on a large piece of paper, if desired.

OPTIONAL

LEARNING ACTIVITY: PUT INTO USE

Participants use the list of challenges generated during the icebreaker activity at the beginning of the presentation to practice thinking of ways they can adapt materials in their own classroom.

NOTE

Presenter notes for this optional learning activity are located at the end of this document, after the closing slides.



REVIEW

Curriculum modifications promote participation.

Materials Adaptation:

- Optimize positioning.
- Stabilize materials.
- Modify the response.
- Make materials larger or brighter.



SLIDE 11: REVIEW

A curriculum modification is a small change that can make a big impact on a child's level of participation in your classroom.

Materials adaptation is one of eight general types of curriculum modifications. Strategies include placing materials or equipment in an optimal position, stabilizing materials, modifying the response, and making materials larger or brighter.

The goal for teachers is to maximize the participation of individual children based on their unique needs. One way a teacher can promote engagement and learning is to adapt materials.

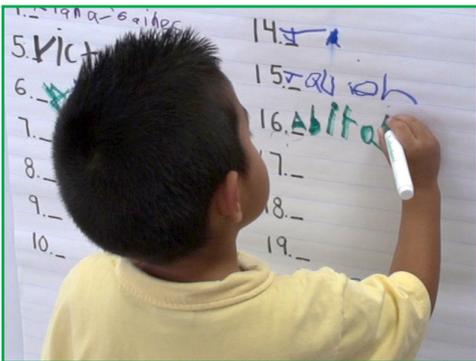
HANDOUT

Distribute handouts if not distributed during the presentation.

- Distribute and review *Tips for Teachers*.
- Distribute and review *Tools for Supervisors*.
- If desired, distribute the *Helpful Resources* handout and review key resources.

NOTE

In-service suites are available for each of the eight types of modifications. Refer to these as needed, based on your participants' level of understanding of curriculum modifications.



FOLLOW-UP ACTIVITY:

SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Work with a team member from your classroom to determine which children may benefit from materials adaptation.
- Make a plan.
- Determine who will be in charge of tasks.
- Give it a try!





SLIDE 12: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.

OPTIONAL

LEARNING ACTIVITY: PUT INTO USE

Suggested placement is after Slide 10.

In this activity, participants identify examples of materials adaptations to address the challenges listed during the icebreaker activity at the beginning of the presentation.

HANDOUT

Distribute the *Put into Use* optional learning activity and review directions.