

Curriculum Modifications by Type

Curriculum Modifications by type provides numerous classroom examples of each type of modification. Each page gives the definition of the modification, the general strategy (i.e., what to do), and examples of when the modification might work. Each page also has space for you to write your own ideas.



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.



Activity Simplification

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



Child Preferences

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



Special Equipment

Use special or adaptive devices that allow the child to participate or increase the child's level of participation. This includes homemade equipment or devices as well as commercially available therapeutic equipment.



Adult Support

Have an adult intervene in an activity or routine to support the child's participation and learning.



Peer Support

Utilize peers to help the child learn important objectives.



Invisible Support

Purposely arrange naturally occurring events within one activity.

Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.



Change the physical environment.

If a child pulls things off the toy shelves and then plays in front of the shelves, blocking other children's access . . .

. . . put tape on an area in front of the shelf. Remind children that they must play with the toys outside the taped area.

If a child has difficulty keeping his or her hands to him- or herself when working on individual activities or projects . . .

. . . provide individual workspaces by using trays, box lids, or placemats.

If a child has difficulty with putting toys and equipment away . . .

. . . use pictures or symbols on shelves and containers.
Make cleaning up a matching game.

Your ideas:



Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

Change the social environment.

If a child has difficulty playing near other classmates . . .

... plan cooperative small-group activities with engaging and highly motivating materials so that the child is close to peers while engaging in fun activities, such as murals, cooperative block structures, and so forth.

If a child has no play partners . . .

... build friendships by seating a peer next to the child every day at a planned activity, such as small-group or circle time.

If a child is unstable while walking . . .

... arrange for the child to hold hands with buddies during transitions. With a buddy on one or both sides, the child will be more stable.

Your ideas:

[illegible]



Change the temporal environment.

If a child does not participate in learning centers during the free-choice time . . .

. . . create a picture schedule for the child. The picture schedule can have pictures or symbols representing the various learning centers organized in a certain order (e.g., art first, dramatic play second, blocks third). The child should be taught to refer to his or her schedule each time he or she finishes an activity or to play in a learning center for a specified amount of time.

If a child has difficulty making transitions . . .

. . . just before a transition, provide the child with a picture or an object representing the area or activity that the child should go to next. The child could even take the picture or object to the next area with him or her.

If a child quickly finishes with the snack and then has difficulty waiting for the next activity . . .

. . . open one or two quiet centers (e.g., library, computer) after snack time so that the child can leave the snack table when he or she is finished.

Your ideas:

Materials Adaptation

Modify materials so the child can participate as independently as possible.

Put the materials at the optimal level for the child.



MATERIALS ADAPTATION

If a child has to reach up to the counter to put away the dishes and utensils after snack time . . .

. . . place plastic washtubs on child-size chairs or benches for cleanup.

If a child has difficulty standing so that using the art easel is a problem . . .

. . . lower the easel and give the child a chair, or buy or make a tabletop easel.

If a child's feet do not reach the pedals of the tricycle or Big Wheel . . .

. . . tape wooden blocks to the pedals.

Your ideas:

Materials Adaptation

Modify materials so the child can participate as independently as possible.

Stabilize materials using tape, Velcro, nonskid backing, and so forth.



MATERIALS ADAPTATION

If a child's arm movements make the art paper slide off the table . . .
... tape the paper to the table.

If a child has trouble using one hand to hold a toy, and toys (e.g., a jack-in-the-box, hammering toys) fall over when the child tries to use them . . .
... use clamps or Velcro to attach the toy to a hard surface.

If a child seems to slip and slide on the wooden chairs in the classroom . . .
... attach a section of a bathmat or bathtub appliques to the seat.

Your ideas:

Materials Adaptation

Modify materials so the child can participate as independently as possible.



MATERIALS ADAPTATION

If the skill or response required by a toy is too difficult for a child, modify the response.

If a child has difficulty turning the pages of a book . . .

. . . glue a small piece of Styrofoam to the pages; this will separate each page, making it simpler to turn them.

If a child does not choose the art center because actions such as gluing and pasting are still too difficult . . .

. . . use Contact paper or other sticky paper as the backing for collages. The child only has to put things on the paper. (Work on gluing and pasting at other times.)

If If it is difficult for a child to grasp markers and paintbrushes . . .

. . . wrap pieces of foam around the markers and paintbrushes to make them easier to hold.

Your ideas:

Materials Adaptation

Modify materials so the child can participate as independently as possible.

Make the materials larger or brighter to attract the child's attention or interest.

- If** a child shows little interest in art activities such as making a collage or other activities using paper . . .
- . . . include pieces of Mylar or other shiny paper in the collage box.
- If** a child shows little interest in the storybook during large-group time . . .
- . . . use a "big book" or use large illustrations painted or drawn by the children.
- If** a child with visual impairments has difficulty attending to objects or pictures . . .
- . . . use pictures and books that are bold and uncluttered.
Use high-contrast colors in visual images.



MATERIALS ADAPTATION

Your ideas:

Activity Simplification

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

Break down the task or activity into smaller, more manageable parts.

If when playing with manipulative toys (e.g., puzzles, beads), a child is easily distracted by the pieces and often drops, bangs, or scatters the pieces rather than trying to put the pieces in or on something . . .

. . . hand the pieces to the child one by one. Gradually increase the number of pieces the child has at one time.

If a child is overwhelmed by activities such as cooking projects, craft projects, and table games and is rarely successful at them . . .

. . . break down the activity into several parts. Describe the steps in clear terms. Draw pictures of the steps to make it even clearer.

If a child has a long walk from the car or bus to the classroom and then dawdles, complains, and sometimes stops and drops to the floor . . .

. . . put photos, posters, or other interesting displays at strategic points along the way. Encourage the child to go to the next spot; praise him or her. Then direct the child to the next spot, and so forth.

Your ideas:

Activity Simplification

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

Change or reduce the number of required steps.

If the soap dispenser is on the wall and requires that the child reach across the sink and make an upward motion with the hand, and the child can barely reach it or needs to stand on tiptoes . . .

. . . use a plastic bottle with a pump top as a soap dispenser. Place it on the counter or attach it to the sink with a suction cup.

If a child has difficulty with craft projects that have multiple steps . . .

. . . prepare the craft activity with individual children in mind. Some children may do the entire project. Others may receive projects that have been started, and they do some of the steps.

If a child plays repetitively in the house corner and rarely acts out multiple-step scenes . . .

. . . make photographs of three- or four-step play scenes (e.g., put the pot on the stove, stir, and take it to table). Use the photos to help the child lengthen his or her play.

A
B
C

ACTIVITY SIMPLIFICATION

Your ideas:

Activity Simplification

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

Break down a complicated task into its parts and have the child finish with success.

If a child gets mixed up when trying to sort the placemat, dishes, wastepaper, and scraps after snack time . . .

. . . help the child do each step of the cleanup process until you get to the last step. Have the child do this step alone. Gradually increase the number of steps that the child does independently.

If a child has difficulty washing and drying hands . . .

. . . help the child do each step until you get to the last step. The child does this step alone. Gradually increase the steps the child does independently.

If a child has difficulty pedaling the tricycle . . .

. . . help the child place his or her feet on the pedals and start the rotation. Let the child finish the rotation (i.e., push down) by him- or herself.

Your ideas:

Child Preferences

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

Let the child hold a favorite quiet toy.

If a child fusses and tries to leave large-group times such as circle time . . .
... let the child hold a favorite quiet toy (e.g., teddy bear, Barney).
Give the toy to the child at the beginning of group time.

If a child has difficulty making a transition from one area or activity to the next . . .
... allow the child to carry the favorite toy from one activity to the next.

If a child has difficulty remaining on his or her nap mat during rest time . . .
... let the child hold a favorite quiet toy or a favorite book.



CHILD PREFERENCES

Your ideas:

Child Preferences

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

Incorporate the child's favorite activity or toy into a specific area or activity.

If a child does not come readily to circle time or another large-group activity . . .
. . . begin large-group time with a favorite activity, such as blowing bubbles or singing the child's favorite song.

If a child has difficulty paying attention to books, pictures, or table-top materials . . .
. . . incorporate the child's favorite item into the activity as appropriate. For example, if the child likes dolls, make a lotto game using pictures of dolls from catalogs.

If a child has difficulty engaging in new activities or learning centers or perseverates on one activity (i.e., does the same action over and over) . . .
. . . incorporate the child's favorite toy into the area or activity. For example, if a child loves trains and never goes to the dramatic play area, create a train station in the area, or create a fast-food restaurant and use toy trains as the prize that comes with the kid's meal.

Your ideas:



CHILD PREFERENCES

Child Preferences

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

Incorporate the child's favorite person into a specific area or activity.

If a child does not participate in certain learning areas of the classroom, for example, the child rarely, if ever, goes to the library/writing center . . .

. . . assign the child's favorite person to this area.

If a child has difficulty returning to the classroom after outdoor play time . . .

. . . have the child's favorite person tell the child when outdoor play time is over and then walk to the classroom. Have the person tell the child that he or she will see the child again in the classroom.

If a child has trouble staying interested in large-group or circle time . . .

. . . have the child's favorite person lead the final circle-time activity. Introduce this activity while the child is still paying attention.



CHILD PREFERENCES

Your ideas:

Special Equipment

Use special or adaptive devices that allow a child to participate or increase a child's level of participation. This includes homemade equipment or devices as well as commercially available therapeutic equipment.

Use special equipment to increase access to activities and play areas.

If the outdoor play area is a long walk from the classroom, and a child who is not yet a skilled walker takes so long to get to the play area that the child does not have time to use the playground . . .

. . . use a wagon that is big enough for two. Make it a treat to ride in the wagon with the child as well as to pull it. (Make sure the child gets ample practice at walking independently at other times during the day.)

If a child who uses a wheelchair or walker is not able to get close enough to the sensory table to participate . . .

. . . there are a number of possibilities. If the sensory table is strong and sturdy, the child can sit on the table. If the legs on the table can be removed, placing the table on the floor may make it more accessible. Consider giving children individual sensory tables made from plastic bins that can be placed on children's laps, a table, or the floor.



SPECIAL EQUIPMENT

Your ideas:

Special Equipment

Use special or adaptive devices that allow a child to participate or increase a child's level of participation. This includes homemade equipment or devices as well as commercially available therapeutic equipment.

Use special equipment to increase participation.

If a child does not have the hand strength to cut with scissors . . .

. . . use loop scissors or other adaptive scissors that require less hand strength.

If a child has poor sitting balance and seems to use all of his or her energy and concentration to sit in the chair, with little energy left to play with the toys or color or draw . . .

. . . make sure the child has a chair with sides or armrests. If the child's feet do not touch the floor, make a footrest out of a sturdy cardboard box or a block.

If a child sits in an adaptive chair or a wheelchair and during floor activities is not at the other children's level . . .

. . . use a beanbag chair or a cube chair in its lowest position so that the child is on the floor with the other children.



SPECIAL EQUIPMENT

Your ideas:

Adult Support

Have an adult intervene in an activity or a routine to support the child's participation and learning.

Provide a model of another way to play or a way to expand on the child's play or other behavior.

If a child repeats the same play actions over and over without making any changes, for example, if a child at the sand table dumps and fills and dumps and fills without seeming to pay attention to the effects of his or her actions . . .

. . . show the child another way to dump and fill, but make small alterations from the way that the child currently plays. For example, hold the container up high while you dump it, or dump the contents through a funnel or short tube.

If you provide props in the block area that are thematic, but the child does not incorporate them into his or her play . . .

. . . take photographs of ways to use the props with the blocks. Place them in the block area and occasionally draw the child's attention to them.

If a child pounds and pokes at the playdough but does not use any of the tools . . .

. . . take one simple tool, such as a cylinder block. Demonstrate pounding and poking with it.



ADULT SUPPORT

Your ideas:

Adult Support

Have an adult intervene in an activity or a routine to support the child's participation and learning.

Join the child's play. By being there, you can show your interest and provide encouragement by your presence and through your comments.

If a child goes to the dramatic play area and watches the other children but does little more than observe . . .

. . . go to the dramatic play area, see what captures the child's attention, and build on that. If it seems to be the hats, for example, try putting on a hat. If it seems to be the baby dolls, hold a doll out to the child.

If a child plays eagerly and enthusiastically but is often on the verge of losing control . . .

. . . go to the same play area as this child while his or her play is appropriate. Play in some of the same ways as the child. Try to slow the pace, redirect, or just give a gentle touch before the child's behavior escalates.

If a child is apt to run in the hallway on the way to the playground or bathroom . . .

. . . position yourself near the child. Anticipate the child's behavior. Ask the child to hold your hand, or ask the child a question.

Your ideas:



ADULT SUPPORT

Adult Support

Have an adult intervene in an activity or a routine to support the child's participation and learning.

Use praise and encouragement to help the child continue in an activity or a routine and to learn from his or her participation.

If a child repeatedly takes a book, flips the pages, and gets another book at the library corner and does the same thing . . .

. . . make a positive comment about the child's play and ask if the child can show you another way to use the book, or demonstrate another way and ask the child to do the same action.

If a child usually tries to avoid cleaning up by immediately going to the next activity . . .

. . . just as cleanup time is ready to begin, position yourself near this child and start your cleanup song with the child's name.

If a child is not an active participant during singing and other music activities . . .

. . . keep a subtle eye on the child. Whenever the child does an action or sings, give the child full eye contact and a smile.



ADULT SUPPORT

Your ideas:

Have a classmate model a way of participating.

If a child does not know how to select an activity or a game from the computer menu . . .

. . . pair the child with another child who is familiar with operating the computer, and let the peer show the child how to select an activity from the computer menu.

If a child is learning how to request food by signing during snack time . . .

. . . make sure that the child is sitting at the table with children who know the signs for snack items.

If a child is watching two children play with a new toy, and the child seems to be interested in the toy and wants to play with the two children . . .

. . . ask these two children to invite the child to join them and show him or her how to play with the toy.

Your ideas:



Pair the child with another child who can act as a helper.

If a child does not know when and where to line up during the transition to the playground . . .

... pair the child with another child who knows the routine and follows directions. Ask children to find their partner and hold their partner's hand when lining up.

If a child has difficulty lifting and putting the cover back on the sensory table during cleanup . . .

... ask other children to help. Make it a cooperative project.

If a child has trouble putting paint on sponges to make sponge prints . . .

... ask another child at his or her table to put paint on sponges for him or her, and then the child can make prints on the paper.

Your ideas:

[illegible]

Have peers use praise and encouragement.

If a child is learning to use words or signs to request food items at snack time . . .

. . . have another child hold the requested food (e.g., a plate of orange slices). The child then needs to request the oranges from the friend instead of an adult. This can be a nice change of routine: one child has the plate of fruit, another has the basket of crackers, another has the pitcher of juice, and everyone has to ask a friend.

If a child has difficulty with the table-top toys (e.g., LEGOs, puzzles, or beads) and tends to give up easily when playing with them . . .

. . . pair the child with a classmate who is fun and talks a lot.
Give the pair one set of toys that they need to play with together.

If a child always plays alone on the playground . . .

. . . identify a possible playmate who is fun and easygoing. Ask this child to play "follow the leader" with the other child. They can then take turns being the leader.

Your ideas:



Sequence turns to increase the likelihood of the child's participation.

If a child's hand strength is such that the child has difficulty during cooking activities that involve stirring or scooping . . .

. . . let the child take his or her turn after other children have stirred a bit or after another child has added liquid to the mixture. If the children are scooping out ice cream, let the child take a turn after the ice cream has melted a bit.

If a child is a reluctant talker during group activities . . .

. . . give the child a turn after the turn of another child who is particularly liked or is particularly talkative. This can give the child ideas about what to say or do.

If a child is learning to pour from a pitcher . . .

. . . let other children pour first so that the pitcher is not too full.

Your ideas:



Sequence activities within an activity or a learning center.

If a child needs more practice on a particular gross motor skill, such as walking on a balance beam . . .

. . . incorporate this skill into an obstacle course. Put a popular, fun, or noisy item after the more difficult one. For example, let the children hit a gong after they walk along the balance beam.

If a child is working on matching . . .

. . . during the art activity of making collages, have the child's paper set up for matching; after the child completes matching the items, he or she can make the collage.

If a child needs practice staying with the group during circle time . . .

. . . alternate active activities (e.g., songs with motions) with more passive activities (e.g., listening to stories).

Your ideas:



Curriculum Modifications by Activity and Routine

Curriculum Modifications by Activity and Routine provides some additional examples of ways to modify the curriculum to help children participate. These modifications are organized by the learning areas, planned activities, and routines often found in preschool classrooms. If a child in your classroom is having difficulty in a particular area or with a particular routine, find that section and look at the examples. These ideas should help spark your own thoughts about what will work in your classroom.

The first group of curriculum modifications addresses learning centers:

1. **Art center:** The art center is an area where children can explore and create. It offers opportunities for children to work and play by themselves, near others, and cooperatively.
2. **Blocks:** The block area or corner is one of the traditional areas in a preschool classroom. Block building provides opportunities for cognitive development as well as motor development. When props are added, children can extend their play in a variety of ways.
3. **Dramatic play:** This is the area of the classroom that is intended to highlight children's pretend play. Use materials that are familiar to the children from their homes and neighborhoods.
4. **Sensory table:** The sensory table provides children with sensory experiences. They also have opportunities here to observe materials and use tools. There are all sorts of sensory materials that can be explored such as sand, water, and leaves.
5. **Book corner:** The library or book corner is a quiet area of the classroom. It should be an inviting area, and comfortable chairs and pillows help. Books should be displayed for easy access and care. In addition to the books, include a listening center with audiotapes and CDs, flannel boards, and puppets. Some teachers include a writing center or have the writing center adjoin the book corner.
6. **Computer center:** A computer center increases the number and range of learning opportunities in the preschool class-

room. Selection of appropriate computer programs is important. Cooperative play is encouraged when the computer center is arranged for pairs or small groups.

7. **Manipulatives:** Manipulatives or table-top toys include a variety of toys such as puzzles, games, and construction materials. They can be played with at a table or on the floor. Such toys offer a variety of learning opportunities and can be used individually or by small groups of children.

The second group of curriculum modifications in this section addresses planned activities:

1. **Circle time:** Circle time or large-group meeting time offers an opportunity for children to come together and develop a sense of belonging. Circle times should allow children lots of opportunities for participating rather than waiting and watching. Activities should be meaningful to the children. Adjust the length of time to the children's developmental skills.
2. **Small group:** Small-group times are often adult-initiated activities that have preplanned learning goals. The same group of children meets with the same adult on a regular basis to explore, investigate, and learn new skills.
3. **Cooking:** Cooking increases the learning opportunities in the classroom. Children learn about food preparation and nutrition.
4. **Outdoor time:** Children should have time outdoors every day. In addition to physical activity, the outdoor environment can be viewed as an extension of the classroom, offering both additional and new learning opportunities.
5. **Music and movement:** Young children learn many important skills during music and movement activities. Some teachers incorporate music and movement into their circle times, others have a music center available during free-choice times, and others have a scheduled time for music and movement during the day.

A number of routine activities happen every day or several times a day in the preschool classroom. These routines help form the structure of the day. They can also present valuable learning opportunities for children. The routines included in this book are arrival and departure, transitions, cleanup, snacks and meals, self-care routines, and rest time.

Art Center



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child messes up someone else's artwork or grabs things from a peer . . .
. . . provide physical boundaries for the art project by allowing children to do their art in a box lid or on a plastic tray.

If a child mouths art materials . . .
. . . use big art materials, such as big sponges to paint with instead of paintbrushes, and put all art materials in a bin with a "no eating" symbol on it.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child has difficulty maintaining balance at the painting easel . . .
. . . cut the legs off of an easel (or shorten them) and place the easel on the table, and the child can sit while painting.

If a child has difficulty grasping a sponge or does not like to get messy . . .
. . . glue an empty film canister to the sponge so that the child can grasp the canister instead of the sponge.

If a child sucks in instead of blowing out while blowing paint bubbles with a straw . . .
. . . cut a small notch out of the straw near the top; this prevents the child from sucking in.



Activity Simplification

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

If a child is overwhelmed or frustrated with watercolor painting . . .

. . . break down the process into parts. Describe each step in clear, single-word directions: "Water, paint, paper." Provide pictures of each step to make it even more clear.

If a child becomes frustrated with art or craft activities that require several skills (e.g., cutting, painting, printing name) . . .

. . . partially complete the steps so that the child only needs to demonstrate one skill and then is able to finish successfully. For example, for a project that requires children to cut out a house, write their name on it and paint it, or provide the child with a precut house with his or her name on it so that he or she only has to paint it to complete the activity.



Child Preferences

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

If a child does not play or remain engaged long at the art center . . .

. . . integrate a favorite item, activity, or person into the area. For example, if the child loves to play with cars and trucks, have some old cars and trucks at the art center. Let the children drive the cars through the paint and paint with the vehicles.

If a child does not choose the art center . . .

. . . pair the child with a preferred peer and let them go to the art center together.

Art Center



Special Equipment

Use special or adaptive devices that allow the child to participate or increase the child's level of participation.

- If** a child doesn't yet have the strength or coordination to use a paint brush . . .
- . . . try out other painting utensils. Visit the paint store or the art supply store and consider roller brushes of various sizes, foam brushes, and so forth.



Adult Support

Have an adult intervene to support the child's participation and learning.

- If** a child repeats the same action over and over again, such as pounding the markers on the table . . .
- . . . the adult can model how to do art another way while building on the child's action. For example, the adult could pound the marker in the shape of a circle or could pound two spots and draw a line between them.



Peer Support

Utilize peers to help the child learn important objectives.

- If** a child is unsure what to do when going to the art area . . .
- . . . make sure the child goes to the area when other children are there to provide models of ways to use the materials.
- If** a child does not maintain proximity to peers . . .
- . . . plan cooperative art activities with motivating supplies (e.g., squirter with paint, bubbles tinted with food coloring) so that the child needs to maintain proximity to peers while participating. This increases the opportunities for the child to learn by watching peers model appropriate ways to use the art materials.



... sequence turns so that another child, who can demonstrate how to start the activity, takes the first turn.

... limit the number of transitions by having the child go to art just before snack time so that the child only needs to wash his or her hands once.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Blocks



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child spreads blocks across the room . . .

. . . establish boundaries for the block area with a rug or brightly colored tape.

If a child is unsure of what to do in the block area or does not progress in block play skills . . .

. . . display ideas around the block area, such as blueprints of buildings or photographs of simple block structures.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child with limited strength has difficulty using the wooden blocks . . .

. . . provide cardboard blocks. These can be made out of milk cartons and covered with Contact paper.

If a child with physical disabilities has trouble sitting on the floor and building . . .

. . . put a table in the block area. Let the child stand at the table or sit in an adapted chair at the table.



Child Preferences

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

If a child does not play or remain engaged long at the block area . . .

. . . integrate a favorite item, activity, or person. For example, if a child loves animals, place animal props in the block area. If the child likes to pound on things, place workbenches and toy hammers in the block area.



Adult Support

Have an adult intervene to support the child's participation and learning.

If all of the child's building attempts fall down or get scattered, and the child gets frustrated . . .

. . . join the child's play. Hand the blocks to the child one at a time to slow the child's pace.

If a child is playing cars and blocks in the block area, repeatedly bangs the blocks together, and makes lots of sounds like car engines . . .

. . . take a few blocks to build a road. Place a car on the "road" and imitate car engine noises while pushing the car along the road. Help the child use more blocks to make the road longer and then push his or her car on the road and imitate the engine's sounds.

If a group of children are playing in the block area, and some of these children get so excited that pushing and throwing can occur . . .

. . . while the children are playing together, join their play, make comments, and make eye contact. This can help prevent some problems.



Peer Support

Utilize peers to help the child learn important objectives.

If a child is trying to build a tower using interlocking blocks and cannot quite figure out how to fasten these blocks in a locked position, gets frustrated, and starts to throw the blocks . . .

. . . ask another child in the same area to show him or her how to put the blocks in a correct position so that they lock together.

If a child moves the blocks around the area but has difficulty building things . . .

. . . pair the child with a buddy who likes to build. Encourage the buddy to take turns as the children work on the same building.

Dramatic Play



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child becomes overstimulated and does not engage in play . . .

. . . **limit the amount of items in the dramatic play area to only a few things you know the child can be successful with. You can always add more later.**

If a child does not engage in sociodramatic play . . .

. . . **provide the child with a playscript. A playscript can be developed using either photos or drawings. The idea is to script a two- or three-part play sequence that the child can follow during play. For example, 1) get a pot, 2) put the pot on the stove, and 3) put the pot on the table and say, "Dinner's ready."**

If a child perseverates on one play sequence or is disruptive in the dramatic play area . . .

. . . **use items from the dramatic play area during circle time and small-group time to teach new ways to play. This can provide direction and structure for children who are usually disruptive and can expand a child's play skill repertoire.**



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child uses a walker or wheelchair . . .

. . . **make sure there is enough space in the classroom for the child to maneuver. Try it out yourself. You may need two tables in the area so that they are at varied heights.**

If a child has difficulty gripping or handling tools . . .

. . . **stock the housekeeping center with easy-to-grip spoons, forks, and handles. Build up handles with foam or tape. Full-size utensils may be easier to hold than child-size utensils.**

Dramatic Play

If a child has difficulty fastening clothes . . .

. . . make sure the dress-up clothes are easy to put on and take off. Adapt with Velcro. Include items that are simpler to use, such as hats, sunglasses, or purses.



Child Preferences

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

If a child does not play or remain engaged long at the dramatic play area . . .

. . . develop a prop box that reflects the child's interests. For example, if a child loves trains, create a train station in the dramatic play area with a ticket booth, maps, and cardboard box trains.

. . . integrate favorite toys, activities, or people. For example, if the child likes the color yellow, place yellow dress-up clothes, yellow dishes, and so forth in the dramatic play area.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child who is learning language skills plays with a tea set in the dramatic play area, and he or she pretends to pour tea into a cup and drink it . . .

. . . bring a doll to the table. Pretend the doll is your guest, serve tea to the doll, and then begin a conversation with the doll.

If a child wanders in and out of the dramatic play area but never gets beyond trying one thing . . .

. . . join the child. Watch to see what the child looks at or does. Do the same thing, no matter how simple. Then gradually take turns and expand on the child's play. For example, if the child looks in the mirror, you look in the mirror and say something.



Peer Support

Utilize peers to help the child learn important objectives.

If children are washing baby dolls in the dramatic play area, and a child wants to wash the doll but has trouble removing the small clothes from the doll . . .

. . . ask another child to help him or her take off the baby doll's clothes, so the child can enjoy washing the baby doll.

If a child likes to go to the dramatic play area but often seems to get stuck after dressing a doll with clothes and shoes . . .

. . . invite children with more advanced play skills in the area. They can show the child what else the doll can wear (e.g., a hat, a purse) and what else the child can do with the doll (e.g., talk to the doll, walk the doll, have tea with the doll).

If a child does not often choose the dramatic play area . . .

. . . pair the child with a classmate who likes this area. Ask the classmate to take the child to the dramatic play area for a little while.



Invisible Support

Purposely arrange naturally occurring events within one activity.

If a child loses interest or always does the same thing in the housekeeping area . . .

. . . add props gradually and naturally. For example, add a suitcase to the housekeeping area. Put a few new articles of clothing in it.

. . . add props gradually and naturally to integrate themes. For example, add a large refrigerator box to the housekeeping area that can become a car to go to and from the house.

Sensory Table



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

- If** a child does not like to get dirty or get his or her hands messy . . .
 . . . provide child-size gloves that the child can wear while playing in the area.
- If** a child loses interest or does not engage at the sensory table . . .
 . . . place novel items in the table each week or hide small toys children can look for.
- If** a child always gets wet or dirty during play in the sensory table . . .
 . . . have smocks near the sensory table so that children can put them on as they enter the area and do not need to leave the area to get a smock and then come back. This can also serve to limit the number of children in the area.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

- If** a child has difficulty grasping objects . . .
 . . . provide easy-to-grasp tools, such as shovels, scoops, spoons, or tongs. If necessary, build up the handles with foam and tape.
- If** a child uses a walker or wheelchair and has difficulty reaching into the table . . .
 . . . and the table is sturdy and strong, let the child sit in the table. You could also put the table on the floor, or give children plastic tubs for individual sensory tables.
- If** a child has difficulty seeing the sensory materials . . .
 . . . make sure the materials (e.g., sand, water) contrast in color with the table and the toys. Dye the water with food coloring to see if that helps the child.

Sensory Table



Child Preferences

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

If a child does not play or remain long at the sensory table . . .

. . . integrate a favorite item. For example, if a child loves fish, place water in the table with plastic fish. If a child likes spinning things, provide sand toys that have spinning parts.

. . . integrate a favorite motor action. For example, if a child loves to pound, place plastic hammers on the sensory table with golf tees and let the child pound "nails" into the sand; or freeze plastic animals in water and then let children pound the ice block with hammers to loosen the animals.

. . . station a favorite adult or peer at the sensory table.



Peer Support

Utilize peers to help the child learn important objectives.

If a child is pouring sand into a bottle, but he or she keeps tipping over the bottle, gets frustrated, and starts to pour sand onto the floor . . .

. . . have another child stabilize the bottle on the sensory table so he or she can successfully pour sand into the bottle without tipping it over.

If a child is reluctant to play at the sensory table . . .

. . . pair the child with a classmate. Give the pair a toy to share. For example, give them one bucket and give each of them a scoop.

If a child does the same actions over and over again at the sensory table . . .

. . . encourage the child to join children who are playful, interactive, and have lots of ideas.



... add items gradually and naturally. For example, if the child fills and dumps with the containers, add spoons or shovels.

... place a box or tub of new (or different) toys near the sensory table. Let the children "discover" the new toys.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Book Corner



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child is distracted . . .

. . . carefully consider the arrangement of your book corner. It should be in a low-traffic area and near other quiet centers.

If a child is active and noisy in this area . . .

. . . carefully consider the materials that are available. Provide earphones for those who use the tape recorders. Limit the number of children who can use the area at one time.

If a child never uses the area during free-choice time . . .

. . . use the book corner at other times of the day, as appropriate, to introduce the child to the area. For example, have the child's small group meet in the book corner.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child has difficulty sitting on the floor . . .

. . . provide a child-size table and chair in the area for the child.

If a child has difficulty turning the pages . . .

. . . place bits of Styrofoam in the upper right hand corner of the pages. It makes them easier to lift. You can also make or use cardboard books.

If a child is not yet interested in storybooks . . .

. . . include photograph albums with pictures of the children. Make photograph albums of field trips and class activities.



Activity Simplification

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

If a child has difficulty operating the tape or compact disc player . . .

. . . use green tape (for *start*) and red tape (for *stop*) on the buttons to show the steps. Or use numbers for multiple-step operations.

If a child does not have the fine motor skills to write but has something to say . . .

. . . include a magnetic board and letters as another way for the child to express him- or herself.



Child Preferences

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

If a child does not frequent or remain long at the book corner . . .

. . . integrate a favorite topic into the book selections. For example, if a child loves horses, place several horse books in the book corner. If a child has favorite books at home, place copies of these books in the book corner.

. . . integrate a favorite movement or motor action. For example, if a child loves to make noise, place some sound-producing books in the book corner.

. . . place toys that go along with certain books in the book corner. For example, offer *The Very Hungry Caterpillar* (Carle, 1969) and add some plastic fruits and vegetables and a caterpillar puppet. (Socks with eyes on them work great.)



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child rarely chooses the book/library corner . . .

. . . station the child's favorite adult in the book corner.

Book Corner

- If** a child gets very loud or excited when listening to the books on tape or CD . . .
... have an adult join the child. The adult can use a gentle pat or touch to help the child control his or her excitement.



Peer Support

Utilize peers to help the child learn important objectives.

- If** a child flips through the books and quickly leaves the book corner . . .
... pair the child with a classmate. Have the classmate "read" a story. Then have them switch.

- If** a child has difficulty using and listening to the books on tape . . .
... hook up two pairs of earphones to the tape recorder. Have children listen to the book in pairs.

- If** a child is learning to talk, and he or she chooses to read books during free-choice time . . .
... encourage children to read stories to each other. The child can have more chances to observe how to tell a story and to practice talking.

Your ideas:

Computer Center



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child has difficulty waiting for a turn . . .

. . . have the children sign up on a dry-erase board or chalkboard for a turn. After a child finishes, he or she crosses off his or her name. Prewritten names on pieces of paper backed with Velcro can also be used to indicate a child's turn.

If a child wants to use the computer when it is not an option . . .

. . . indicate that the computer area is closed by covering each monitor with a large cloth or a piece of paper taped to the screen with a stop sign on it.

If a child has difficulty using the computer center independently . . .

. . . post picture directions at the center.



Special Equipment

Use special or adaptive devices that allow the child to participate or increase the child's level of participation.

If because of a sensory or physical disability a child is not able to use the hardware in your classroom . . .

. . . contact your local or state technology resource center for children and adults with special needs. You may be able to borrow adapted equipment that will work for the child. Look at an adaptive equipment catalog to help you make your own short-term solution.



Peer Support

Utilize peers to help the child learn important objectives.

If a child has difficulty with a new computer program . . .

. . . pair the child with a classmate who uses slower and more systematic strategies to figure out a new program.

If

... ensure that buddies use the computer together. Learn the child's favorite program and set up another play area with similar materials.

[illegible]

Manipulatives



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

- If** a child is easily distracted by the more active centers in the classroom . . .
- . . . arrange the center to reduce distractions. Use L-shaped shelves. Place the manipulative center in a quiet part of the room.
- If** a child interferes with another child's materials at this center . . .
- . . . use trays or box lids as individual workspaces.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

- If** a child has difficulty handling the string for bead stringing . . .
- . . . glue dowels to a board. Use spools or blocks with holes drilled in them as beads. Have the child place the beads on the dowels.
- If** a child has difficulty handling puzzle pieces . . .
- . . . provide a range of puzzle types. Glue spools or small blocks to the tops of puzzle pieces for handles.
- If** a child has difficulty handling game pieces, or game pieces keep scattering during the game . . .
- . . . use Velcro and attach it to both the play pieces and the game board. Or laminate the game board and pieces and use masking tape to keep things in place.

Manipulatives



Activity Simplification

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

If a child is interested in but overwhelmed by puzzles . . .

. . . help the child learn the steps: Spill out the pieces, turn the pieces right side up, start with pieces that form the edge, and so forth.

If a child is interested in but overwhelmed by sequencing or patterning activities . . .

. . . start the pattern, then let the child finish it.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child has difficulty taking a turn or following the rules for table games . . .

. . . join the children's play. Take turns with the children and use gentle coaching to help children learn the rules.

If a child insists on selecting the most complex toy, gets frustrated, and throws it . . .

. . . when you see the child make the selection, join the child's play. Hand the pieces to the child one at a time, talk through strategies for doing the activity, or model asking for help.

Your ideas:

Circle Time



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child has difficulty keeping his or her hands to him- or herself during circle time . . .

. . . provide children with individual boundaries by having them sit on individual carpet squares.

If a child has difficulty attending to stories . . .

. . . be sure that everyone can see the storybook. Sometimes children cannot see the book because they are seated too close or too far away. Select short stories, then gradually increase the length.

If a child has difficulty attending to rhymes or songs . . .

. . . use objects or puppets to act out rhymes or songs to make them more meaningful. This is especially helpful with students whose first language is not English.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child is disinterested in circle-time activities and does not yet use verbal language . . .

. . . allow the child to choose a song, book, or fingerplay by pointing to a picture of the selection or by selecting a certain activity card.

If a child does not yet use verbal language and is disruptive or passive during songs and rhymes . . .

. . . provide the child objects or flannel pieces associated with the song or rhyme.

Circle Time



Activity Simplification

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

If a child leaves circle time or is disruptive when stories are read . . .

. . . read a story that is repetitive and has simple language (e.g., *Brown Bear, Brown Bear, What Do You See?*; *The Napping House*; *Go Away, Big Green Monster*) every day for the week. As the child learns the story and begins to understand it, he or she will increase engagement. Other children will benefit because stories read repeatedly help children learn to read.

If a child has difficulty understanding stories . . .

. . . use objects or flannel board pieces that represent characters or objects in the story. The child may make connections between the physical objects and the story. This can be especially helpful for children whose first language is not English.



Child Preferences

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

If a child has a tantrum and tries to leave large-group times such as circle time . . .

. . . let the child hold a favorite quiet toy (e.g., teddy bear, Barney). Give him or her the toy at the beginning of group time.

If a child is not willing to go to or participate during circle time . . .

. . . begin circle time with a favorite activity or toy. For example, when only a few children are at circle time, begin blowing bubbles for them while saying, "Tommy is at circle. He's playing with bubbles." Other activities include giving children a squirt of lotion, spraying water, playing a favorite movement song, or giving children a turn with a favorite toy, such as a whirligig. As soon as the target child arrives at circle time, reinforce him or her with a turn.

If a child is hesitant to go to circle time . . .

. . . have a favorite person (child or adult) sit next to an empty carpet square so that the child knows he or she can be near a favorite person as soon as he or she sits at circle time.



Special Equipment

Use special or adaptive devices that allow the child to participate or increase the child's level of participation.

If a child has difficulty maintaining trunk stability while sitting at circle time . . .

. . . allow the child to sit in a cube chair so that he or she is still at the same height as the other children but is in a more stable position. Once a child's trunk and hips are stabilized, the child can increase active participation because he or she will expend more energy moving his or her arms and hands to the songs and fingerplays and less energy sitting.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child does not participate in circle-time activities, such as movements to songs or fingerplays . . .

. . . have an adult sit behind the child and provide hand-over-hand assistance to prompt the child to do the movements. As the child becomes more independent, the adult should gradually decrease his or her assistance.

If a child is unsure of what to do during circle-time activities . . .

. . . have an adult sit next to the child and model exaggerated movements while praising and encouraging the child as he or she approximates the movements.

Circle Time



Peer Support

Utilize peers to help the child learn important objectives.

If a child is asked to choose the picture that shows today's weather and put it on the weather board but he or she does not know which one to pick . . .

. . . ask a peer to pick a picture and give it to the child so that the child can still put the picture on the board.

If children are asked to choose an animal whose name has the same first letter as theirs (e.g., *elephant* for *Eric*) and pretend to be that animal during the zoo activity at circle time, but one child cannot think of any animals that he or she can pretend to be . . .

. . . ask other children to suggest animals that have the same first letter as the child's name. Let the child decide which animal he or she wants to pretend to be.

If the teacher passes a "magic bag" around during circle time and has each child pick one thing from the bag without looking, but one child does not want to put his or her hand into the bag . . .

. . . ask the child's buddy to pick one thing from the bag for the child. The child can hold it while the other children pick items.



Invisible Support

Purposely arrange naturally occurring events within one activity.

If a child often gives nonsensical or inappropriate responses to circle-time questions . . .

. . . call on a child who will model an appropriate response just before calling on that particular child.

If a child is unsure of what to do at circle time . . .

. . . seat the child between and across from peers who will consistently model appropriate actions.

[illegible]

Small Group



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child grabs objects from others . . .

. . . add physical structure to the activity by putting the child's project on a plastic tray or in a cardboard box lid. This way, the child has a reminder of which items are his or hers and are relevant to the project.

If a child has difficulty transitioning to small-group time . . .

. . . assign seats at the small-group table. Post the child's name on the table or on his or her chair. This ensures that children know exactly where they need to sit at small-group time and eliminates transition chaos. Or give the child a name card to take to small-group time.

If a child has difficulty following directions . . .

. . . present only one step with the corresponding item at a time. Present another step only after he or she has completed the first.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child is matching word cards to pictures of objects, but the child's arm movements move the cards out of their correct places . . .

. . . put Velcro on the back of the cards and the pictures. Let the child attach the cards and the pictures to a board.

If the table is too high for the child . . .

. . . attach a foam board or cushion to the child's seat by using Velcro or tape.

If a child has difficulty holding a pencil . . .

. . . wrap the pencil with tape so that it becomes bigger and easier for the child to hold.



Activity Simplification

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

If a child has difficulty with puzzles or games that have lots of pieces . . .

. . . hand the pieces to the child one by one, or start with a completed puzzle and gradually increase the number of the pieces taken out.

If a child is overwhelmed by the project the group is working on . . .

. . . make picture cards to illustrate the steps or parts of the activity.



Child Preferences

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

If a child has a tantrum and tries to leave the small group . . .

. . . let the child hold a favorite, quiet toy or a material that will be used during the activity. Give the child the toy before the activity begins.

If a child is not willing to go to or participate at small group . . .

. . . integrate a favorite item into the activity. For example, if a child loves trains, have the child run a toy train through paint to create his or her artwork instead of using a paintbrush.

Small Group

If a child finishes the activity quickly and then wants to leave . . .

. . . create “finished boxes” with motivating items inside that the child can use only after he or she finishes small group and remains at the small-group table.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child seems to be confused by the steps involved in a cutting and pasting activity and does not know where to start . . .

. . . have an adult sit beside the child and show him or her how to cut out a shape and glue it to the paper without telling him or her directly.

If a child appears to be getting frustrated in the activity . . .

. . . provide encouragement by taking turns with the child.



Peer Support

Utilize peers to help the child learn important objectives.

If a child has difficulty putting the last few pieces of a puzzle in the correct places . . .

. . . let another child who has put the puzzle together successfully tell or give clues to the child about where the pieces go.

If a child has difficulty opening a jar to get playdough or other materials out . . .

. . . pair the child with another child so that the partner can hold the bottom of the container firmly on the table while the child takes off the cover.

If a child with fine motor difficulties becomes frustrated while stringing beads because the beads keep falling out of the child's hands when he or she tries to hold the string in one hand and the bead in the other hand . . .

. . . pair the child with another child, and ask the partner to hold the beads for him or her, so that the target child can focus on putting the string through the beads. Or, ask the pair to figure out who will do which part of the task.



Invisible Support

Purposely arrange naturally occurring events within one activity.

If a child spends most of small-group time standing or squirming in the chair . . .

. . . move the small group to an area of the room where sitting at the table is not required.

If a child has difficulty understanding the teacher's verbal directions . . .

. . . give the child a turn immediately after a child who is successful.

Your ideas:

Cooking



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child has difficulty waiting for a turn . . .

. . . do cooking activities during small-group time instead of with the whole class. Or, do cooking activities on days when you have additional adults in the classroom and can form more than one cooking group.

If a child has difficulty following verbal directions . . .

. . . illustrate the cooking directions by using picture cards.

If a child tends to get into “elbow fights” during cooking . . .

. . . place the child at the end of the table, where he or she has more room.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child has difficulty stabilizing or holding equipment . . .

. . . use nonskid materials on the table. Let the child stand if this helps.



Activity Simplification

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

If a child has difficulty using the cooking gadgets . . .

. . . have the children work in small groups. Each group contributes to the whole cooking project. For example, one group washes the vegetables, one group peels them, and one group cuts them. Have this child work in the vegetable-washing group.

If

... set up the cooking activity like an assembly line and have the children each do one important step.

[illegible]

Outdoor Time



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

- If** a child cannot reach the pedals on a tricycle or Big Wheel . . .
... build up the pedals with blocks of wood taped to the pedals.



Child Preferences

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

- If** a child does not participate . . .
... do not limit the outdoor space to large-muscle activities.
Add easels and paint; a tape recorder, tapes, and musical instruments; or a picnic table and board games.

- If** a child does not participate in certain areas of the playground . . .
... assign a favorite adult to that area.

- If** a child wants to play ball games but does not understand taking turns or other rules . . .
... teach ball games during the child's small-group time.



Adult Support

Have an adult intervene to support the child's participation and learning.

- If** a child does the same thing day after day . . .
... join the child's play, but bring something new with you.

- If** a child runs excitedly and often gets in the way of the swings and slides . . .
... make a running track with tape or chalk. Organize a "track meet" or other running event.



Peer Support

Utilize peers to help the child learn important objectives.

If a child is trying to pull a wagon, but it is too heavy for him or her . . .

. . . ask another child to help the target child so that together they are able to move the wagon.

If a child has vision problems and has difficulty going through the obstacle course . . .

. . . pair the child with another child who has good vision and gross motor skills. Let the children figure out the best way to do the obstacle course.

If a child is reluctant to try the slide or another piece of equipment . . .

. . . ask a classmate to invite the child to join him or her on the equipment.

Your ideas:

Music and Movement



Child Preferences

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

If a child does not participate . . .

. . . incorporate a favorite toy into the activity. For example, if a child likes trucks, have the children roll trucks back and forth in time to the music.

. . . have the children participate in groups of two or three. Assign this child to a group that includes a favorite peer or adult.

If a child does not do the hand motions in fingerplays . . .

. . . have the children look at themselves in mirrors while doing the activity. (Use the mirrors from the dress-up area.)



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child does not participate actively . . .

. . . describe what the child is doing. Introduce new words, such as *bouncy* or *smooth*.

If a child does not try new movements or actions . . .

. . . imitate the child. Take turns. Eventually introduce a new movement and see if the child imitates you.



Invisible Support

Purposely arrange naturally occurring events within one activity.

If

a child does not participate during large-group music and movement activities . . .

. . . incorporate music and movement into other activities. For example, have the child hop or take “giant steps” to the next activity. Include several of these activities during the day.

If

a child is not interested in music activities . . .

. . . have the children make their own musical instruments (e.g., drums, maracas, tambourines) during art or small-group time. The child may be more interested in music if he or she gets to play his or her own instrument.

Your ideas:

Arrival and Departure



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

- If** a child struggles or balks when entering the classroom . . .
- . . . have the children's name cards or pictures available outside the classroom. Let the child take his or her name or picture card into the classroom and place it on a large picture of the school. At end of the day, reverse the process.
- If** a child has difficulty getting settled into the daily routine . . .
- . . . place a picture card in the child's cubby. The picture card indicates the child's first task of the day (e.g., going to the block area).
- If** a child wanders or dawdles on the way to the bus at the end of the day . . .
- . . . give the child a picture symbol or a "bus pass" to take to the bus driver.



Activity Simplification

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

- If** a child acts out while waiting for the other children to get ready to leave . . .
- . . . reduce waiting time. Arrange for an adult to supervise departure as soon as a few children are ready to leave.
- If** a child takes an excessive amount of time to complete the various departure tasks . . .
- . . . decide which tasks are most important. Have the child do these independently. Help with the others. Gradually increase the child's responsibility for all departure tasks.



	<h2>Child Preferences</h2> <p>If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.</p>
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	<h2>Child Preferences</h2> <p>If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.</p>
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If a child wanders or dawdles at departure time . . .

... help the child write a short note about his or her favorite activity that day. Have the child carry it home.

If a child's transition from the bus or car to the classroom is slow . . .

- ... have outdoor time as the first activity if possible.

[illegible]

Transitions



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child tends to stay in one area and does not seem to explore other areas . . .

. . . set a timer for the child. When the timer beeps, the child goes to another area so that he or she can explore all the areas.

If a child does not seem to know where he or she is going to sit before circle time begins . . .

. . . put his or her name on a mat and arrange it before the activity starts. If the child does not yet identify his or her name, give the child another name card and have him or her match it to the one on the mat.

If a child has a hard time following classroom routines and does not seem to know what is going to happen in the classroom . . .

. . . use a picture schedule. Let the child turn over the card after each activity is finished.

If a child continues to have difficulty following directions during transitions . . .

. . . give a silly transition cue. For example, have the child walk sideways to the bathroom.



Child Preferences

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

If a child is wandering around in the classroom while the other children are lining up at the door to go outside . . .

. . . let the child's favorite person (a teacher or a peer) tell him or her to come to the line and hold hands while he or she is waiting or walking to the playground.

If a child has difficulty making transitions from activity to activity . . .

. . . think of a favorite toy or activity the child likes to do, then find or draw a picture of it. Cut the picture into as many pieces as there are transitions. Each time the child successfully makes a transition, give the child a piece of the puzzle. When the child puts all of the pieces together, he or she gets to do that activity or play with that toy.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child does not seem to know what to do during the transition from small-group activity to free-choice time . . .

. . . near the end of the small-group activity, tell the child what he or she can do after he or she finishes. For example, you might say, "When you finish that, you can pick an area where you want to go. What areas do you want to play in? We have blocks, books. . . ."

If a child seems surprised at or hurried during transitions . . .

. . . give the child an individualized warning about 5 minutes before the transition.

If a child does not seem to know what to do during a transition . . .

. . . listen to your own instructions. Be sure that they are clear, specific, and consistent.



Peer Support

Utilize peers to help the child learn important objectives.

If

a child does not seem to know what to do and where to go during transitions . . .

. . . pair the child with another child who knows the routine well.

... let some of the other children who know the routine choose which table they want to go to. Have them take their photos to the small-group board before you call on the target child, so the child can see what he or she needs to do several times before he or she actually does it.

... make sure the other children lie down first before asking the target child to lie down.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Cleanup



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child becomes confused and distracted during cleanup time . . .

. . . outline toys, blocks, and other classroom objects on shelves or place photos on shelves so children know where the toys go.

If a child becomes frustrated during cleanup time . . .

. . . use big buckets or bins that are labeled for blocks, toys, and so forth so that the child has a clear idea of where toys belong.

If a child refuses to clean up . . .

. . . make cleanup tickets. Draw pictures or use photographs of various areas in the classroom and allow a child to pick a card or ticket. The card the child picks is where he or she cleans up. When the child is done, he or she gives the card back as a ticket to go to the next activity.



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child does not know where the big blocks go when cleaning up the block area . . .

. . . pick up a few blocks and put them where they belong on the shelves to show the child where to put them.

If a child wants to help clean up the table after snack time but does not know exactly what to do . . .

. . . put a couple of plates in the basket to give the child an idea of where to start.

Cleanup

- If** a child is trying to wash paint off his or her hands without using soap . . .
- . . . put paint on your hands, too. Then, put some soap on your hands and rub them together to show the child how to get the paint off.



Peer Support

Utilize peers to help the child learn important objectives.

- If** a child is cleaning tables after snack and cannot figure out how to squirt soap on the table before wiping it . . .
- . . . pair the child with another child so that one child can squirt the soap on the table and the other child can wipe the table clean.

- If** a child often does not wash his or her hands thoroughly after painting . . .
- . . . pair the child with another child who usually cleans his or her hands well. Ask children to check their partner's hands after washing them.

- If** a child does not help at cleanup time . . .
- . . . assign two children to a task. For example, one child holds the bin, and another gathers the cups and puts them in.

Your ideas:

Snacks and Meals



Child Preferences

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

If a child eats very little or will not try new things . . .

. . . have a favorite adult eat with the children at this child's table.

. . . incorporate child participation into snack or meal preparation. This can be something simple, such as watching cheese melt on toast, making the juice, or stirring the yogurt into the fruit salad.

If a child is learning to use a napkin . . .

. . . use napkins that are the child's favorite color or that have pictures of the child's favorite things on them.



Peer Support

Utilize peers to help the child learn important objectives.

If a child is learning how to use a spoon properly . . .

. . . make sure that the child is sitting at the table with other children who can use a spoon appropriately so that the target child can see how others use spoons during snack time.

If a child is learning to use signs to request something . . .

. . . ask another child, who also signs, what he or she wants before giving him or her more food so that the target child can have a chance to observe a peer using signs to make a request.

If a child has difficulty pouring juice from a pitcher . . .

. . . ask another child at the same table to pour juice for him or her. Give the target child another job.

Self-Care Routines



Environmental Support

Alter the physical, social, and temporal environment to promote participation, engagement, and learning.

If a child is learning all the steps of toileting or hand washing . . .

. . . **put pictures next to the toilet or washbasin that illustrate the steps.**

If a child forgets to flush the toilet . . .

. . . **put brightly colored tape on the handle as a reminder.**
Change the tape as needed.



Materials Adaptation

Modify materials so that the child can participate as independently as possible.

If a child cannot reach or operate the paper towel dispenser . . .

. . . **place a basket of single paper towels on the counter.**

If a child is learning to zip a jacket . . .

. . . **enlarge the tab of the zipper by adding a ring or other zipper pull.**

Your ideas:

Rest Time



Child Preferences

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

If a child is restless and loud . . .

. . . let the child hold a favorite quiet toy (e.g., teddy bear, Barney).

. . . have quiet books that children really enjoy in a basket that is available only at rest time. Even if the child does not nap, he or she can look at "special books" quietly.

. . . allow the child to listen to storybooks or soothing music on tape with headphones, contingent on his or her remaining on the mat.

If a child is not willing to lie down for nap . . .

. . . let the child choose where he or she wants to lie down. Offer a choice, such as "Do you want to sleep on the red mat or the blue mat?"



Adult Support

Have an adult intervene to support the child's participation and learning.

If a child wanders around the classroom . . .

. . . go to the rest area. Help children settle down by rubbing their backs, talking quietly, or providing books or stuffed animals.



... make sure that some of the other children lie down first in the rest area. When the child sees other children lying down quietly in the rest area, he or she may want to do what his or her peers are doing.



... pair the child with a peer who knows this routine. Have them help each other.

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Blank Forms

	<h2 style="margin: 0;">Team Agenda</h2>											
<p>Date: _____</p> <p>Team members: _____</p> <p style="margin-left: 150px;">_____</p> <p style="margin-left: 150px;">_____</p> <p>Facilitator: _____</p> <p>Recorder: _____</p> <p>Timekeeper: _____</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 35%;">Agenda item</th> <th style="width: 10%;">Time</th> <th style="width: 30%;">Action required</th> <th style="width: 25%;">Update</th> </tr> <tr> <td style="height: 400px;"></td> <td></td> <td></td> <td></td> </tr> </table>					Agenda item	Time	Action required	Update				
Agenda item	Time	Action required	Update									

<div>  Problem-Solving Worksheet  </div>		
<p>Date: _____</p> <p>Team members: _____</p> <p>_____</p> <p>_____</p> <p>Problem: _____</p> <p>Solution to be tried: _____</p>		
What is the task?	Who will do it?	By when?
<p>Outcomes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

	<h2 style="margin: 0;">Quality Classroom Assessment Form</h2>			
<p>Date: _____</p> <p>Classroom: _____</p> <p>Team members: _____</p> <p style="margin-left: 150px;">_____</p> <p>Goal: _____</p>				
Indicator	Yes	No	Not sure	Examples
1. Do children spend most of their time playing and working with materials or with other children?				
2. Do children have access to various activities throughout the day?				
3. Do teachers work with individual children, small groups, and the whole group at different times during the day?				
4. Is the classroom decorated with children's original artwork, their own writing, and stories they've dictated?				
5. Do children learn within meaningful (i.e., relevant to their interests and experiences) contexts?				

(continued)