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.



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.

Environmental Support

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

Change the social environment.

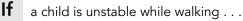
If a child has difficulty playing near other classmates . . .

... 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.



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.



... 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.

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

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:

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Put the materials at the optimal level for the child.

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.

- a child's feet do not reach the pedals of the tricycle or Big Wheel . . .
 - ... tape wooden blocks to the pedals.

Your ideas:

lf

MATERIALS ADAPTATION

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

- lf a child's arm movements make the art paper slide off the table . . .
 - ... tape the paper to the table.
- lf 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.
- a child seems to slip and slide on the wooden chairs in the classroom . . . If

... attach a section of a bathmat or bathtub appliqués to the seat.



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

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Materials Adaptation

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.

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.

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.

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

lf 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.

lf 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 himor herself.

Your ideas:

A B C

ACTIVITY SIMPLIFICATION

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 . . .

 \ldots 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.

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.

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.

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.

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.

Your ideas:

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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.

Your ideas:

ADULT SUPPORT

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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.

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.

Your ideas:

ADULT SUPPORT

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:

PEER SUPPORT



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.



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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.

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:

lf

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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.

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.



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).

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.

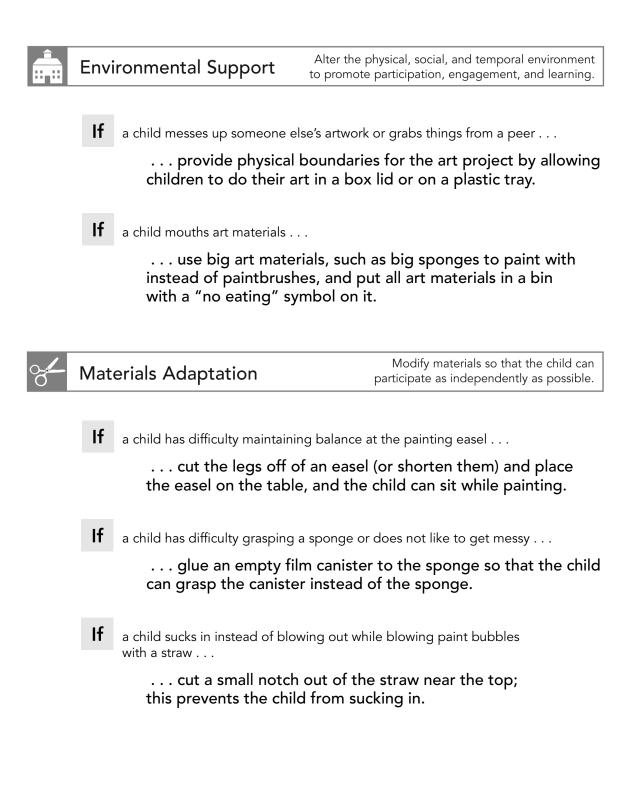
7. **Manipulatives:** Manipulatives or table-top toys include a variety of toys such as puzzles, games, and construction materials. They can be played with at a table or on the floor. Such toys offer a variety of learning opportunities and can be used individually or by small groups of children.

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



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.

lf

A

B C

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.



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

lf

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.



a child does not choose the art center . . .

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

If

If

Special Equipment

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

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.

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.



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.

lf

lf

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.



Blocks

	Envi	ronmental 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 or brightly colored tape.			the room		
			•		
	If	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.				
~/	Mat	erials 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 ou cartons and covered with Contact paper.					
	If	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.				
	Chil	d Preferences op	If the child is not taking advantage of the available portunities, identify and integrate the child's preferences.		
	If	a child does not play or rema	in 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.

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.

lf

lf

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.

Your ideas:

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Dramatic Play

Alter the physical, social, and temporal environment **Environmental Support** 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. lf 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." lf 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. Modify materials so that the child can Materials Adaptation participate as independently as possible. lf 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.

lf

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.

lf

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.



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

lf

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

Child Preferences

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.

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.

lf

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. Dramatic Play

Sensory Table

	_		Alter the physical, social, and temporal environment		
::-::	Env	ironmental Support	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 item toys children can loc	ns in the table each week or hide small ok for.		
	If	a child always gets wet or dir	ty during play in the sensory table		
		put them on as they the area to get a sm	ar the sensory table so that children can enter the area and do not need to leave ock and then come back. This can also mber of children in the area.		
ر بر	Mat	erials Adaptation	Modify materials so that the child can participate as independently as possible.		
	If	a child has difficulty grasping	g objects		
			grasp tools, such as shovels, scoops, spoons, /, build up the handles with foam and tape.		
	If	a child uses a walker or whee	elchair 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 th	ne sensory materials		
			naterials (e.g., sand, water) contrast in and the toys. Dye the water with food at helps the child.		

Child Preferences

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

lf

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.



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.

lf

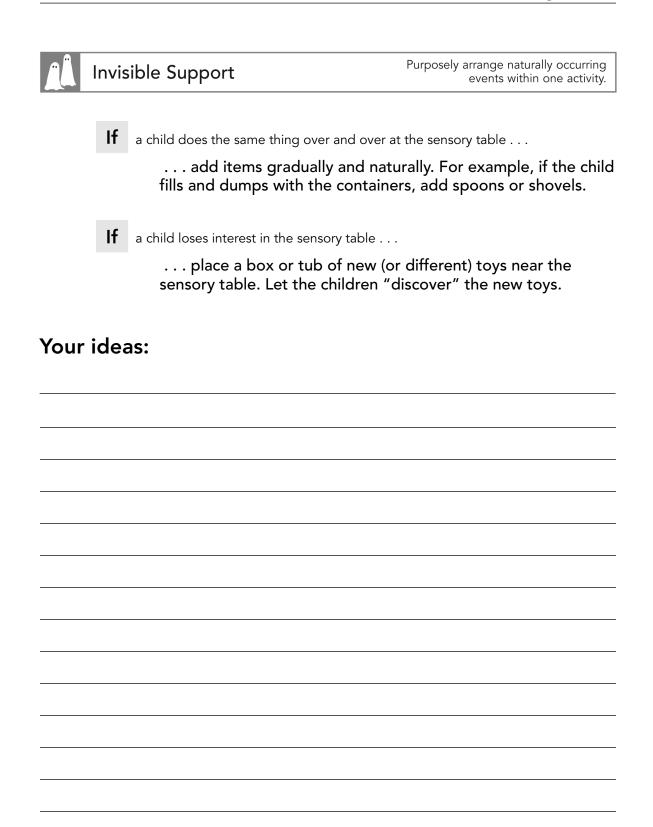
If

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.



Book Corner

	Envi	ironmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
	If	a child is distracted	
		-	r the arrangement of your book corner. traffic area and near other quiet centers.
	If	a child is active and noisy in t	his area
		earphones for those	r the materials that are available. Provide who use the tape recorders. Limit the ho can use the area at one time.
	If	a child never uses the area du	ring free-choice time
		appropriate, to intro	ner at other times of the day, as duce the child to the area. For example, I group meet in the book corner.
~ / _	Mat	erials 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.



B C

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.

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.

	Pee	r Support	Utilize peers to help the child learn important objectives.
	lf	a child flips through the books and quickly leaves t	
		pair the child with a classmate. Ha a story. Then have them switch.	we the classmate "read"
	If	a child has difficulty using and listening to the bool	ks on tape
		hook up two pairs of earphones to Have children listen to the book in pair	•
	lf	a child is learning to talk, and he or she chooses to free-choice time	read books during
		encourage children to read stories can have more chances to observe how practice talking.	
Your	idea	as:	

Computer Center

	Environmental Support		Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
	If	a child has difficulty waiting f	or a turn
have the children sign up on a dry-erase board of board for a turn. After a child finishes, he or she cro or her name. Prewritten names on pieces of paper b Velcro can also be used to indicate a child's turn.			
	lf	a child wants to use the com	puter when it is not an option
indicate that the computer area is closed by monitor with a large cloth or a piece of paper tap screen with a stop sign on it.		cloth or a piece of paper taped to the	
	If	a child has difficulty using the	e computer center independently
		post picture dire	ctions at the center.



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



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.

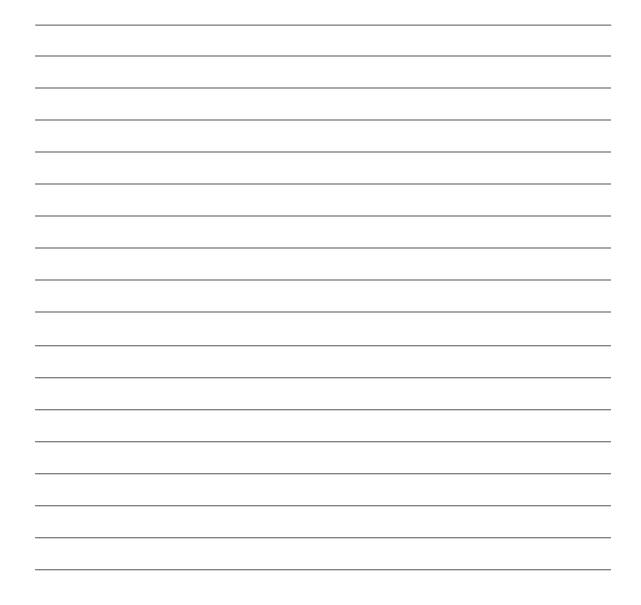
If a child has difficulty with a new computer program . . .

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

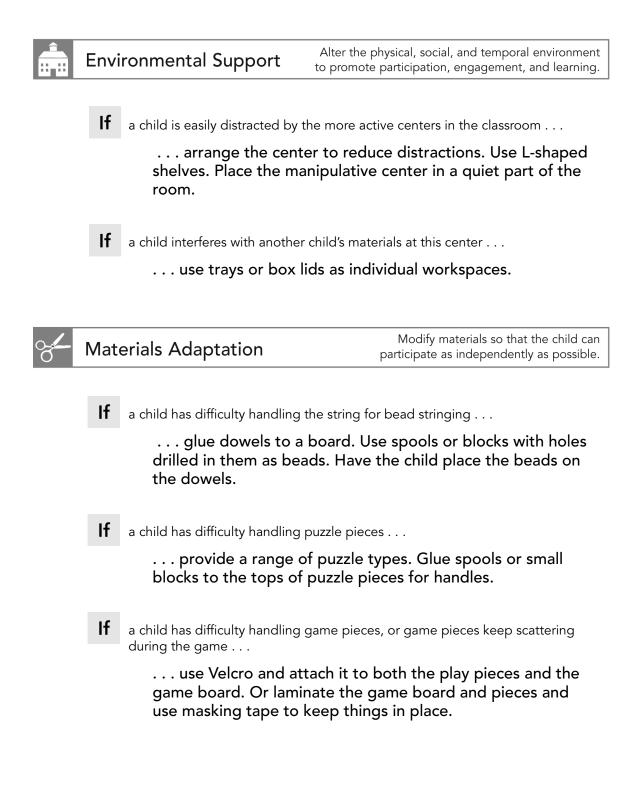
lf

a child always chooses the computer and interacts with the computer to the exclusion of peer interaction . . .

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



Manipulatives





Circle Time

Envi	ronmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
If	a child has difficulty keeping circle time	his or her hands to him- or herself during
	provide children them sit on individua	with individual boundaries by having al carpet squares.
If	a child has difficulty attending	g to stories
	children cannot see t	ryone can see the storybook. Sometimes the book because they are seated too y. Select short stories, then gradually
If	a child has difficulty attending	g to rhymes or songs
		uppets to act out rhymes or songs to make ful. This is especially helpful with students a is not English.
Mat	erials Adaptation	Modify materials so that the child can participate as independently as possible.
lf	a child is disinterested in circl language	le-time activities and does not yet use verbal
		o choose a song, book, or fingerplay ure of the selection or by selecting d.

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.

lf

Simplify a complicated task by breaking it into **Activity Simplification** B 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. lf 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. If the child is not taking advantage of the available **Child Preferences** 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.

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. 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.



If

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.



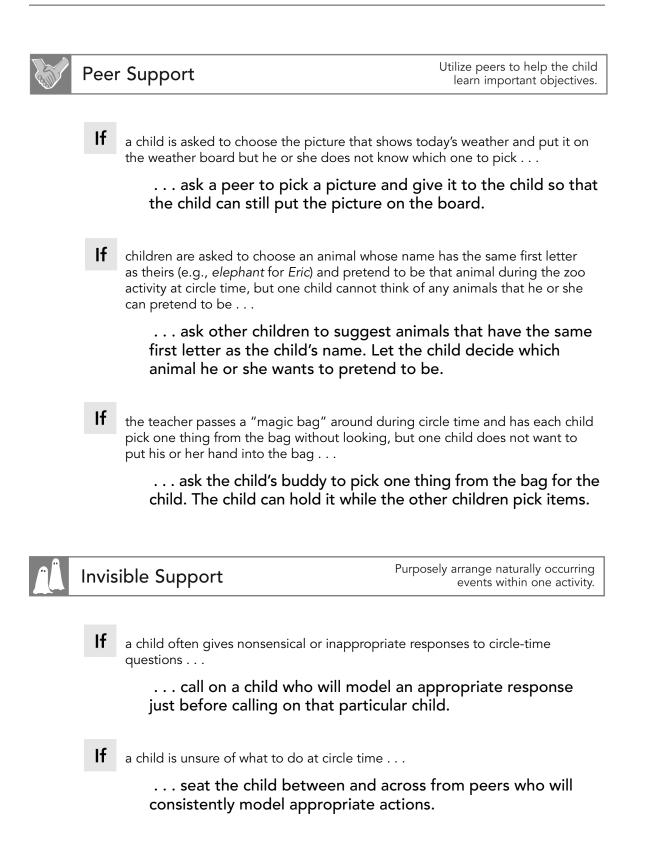
a child does not participate in circle-time activities, such as movements to songs or fingerplays . . .

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



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.



Your ideas:				

Small Group

	Env	ironmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
	If	a child grabs objects from ot	hers
		project on a plastic t	ucture to the activity by putting the child's ray or in a cardboard box lid. This way, ider of which items are his or hers and roject.
	If	a child has difficulty transition	ning to small-group time
		name on the table o children know exact	he small-group table. Post the child's r on his or her chair. This ensures that ly where they need to sit at small-group transition chaos. Or give the child a o small-group time.
	If	a child has difficulty following	g directions
			e step with the corresponding item other step only after he or she has
of the	Mat	erials Adaptation	Modify materials so that the child can participate as independently as possible.
	lf	movements move the cards of	
			e back of the cards and the pictures. the cards and the pictures to a board.
	If	the table is too high for the c	hild
		attach a foam bo Velcro or tape.	oard or cushion to the child's seat by using

Simplify a complicated task by breaking it into B C **Activity Simplification** smaller parts or by reducing the number of steps. a child has difficulty with puzzles or games that have lots of pieces . . . lf ... 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. lf a child is overwhelmed by the project the group is working on make picture cards to illustrate the steps or parts of the activity. If the child is not taking advantage of the available **Child Preferences** opportunities, identify and integrate the child's preferences.

... wrap the pencil with tape so that it becomes bigger and

a child has difficulty holding a pencil . . .

easier for the child to hold.

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.

lf

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.

lf

If

Adult Support

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.



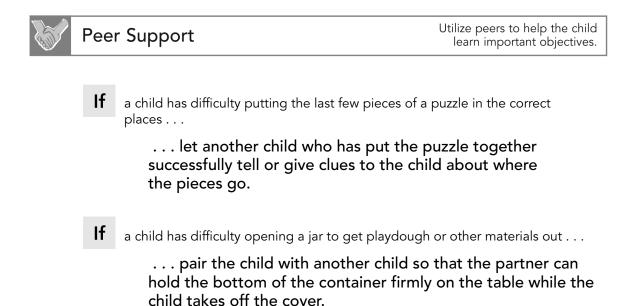
Have an adult intervene to support the child's participation and learning.

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.



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

If

If

If

Purposely arrange naturally occurring events within one activity.

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.

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

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

Cooking

	Environmental Support		Alter the physical, social, and temporal environment to promote participation, engagement, and learning.	
	If	a child has difficulty waiting f	or a turn	
	do cooking activities during small-group time instead of with the whole class. Or, do cooking activities on days whe you have additional adults in the classroom and can form n than one cooking group.			
	If a child has difficulty following verbal directions			
	illustrate the co		ooking 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.			
-	Mat	erials 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.



D

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

participate as independently as possible.

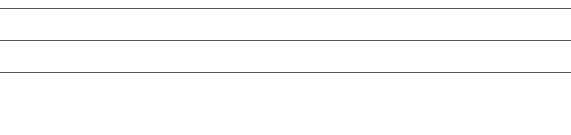
If a child has difficulty using the cooking gadgets . . .

> ... 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.

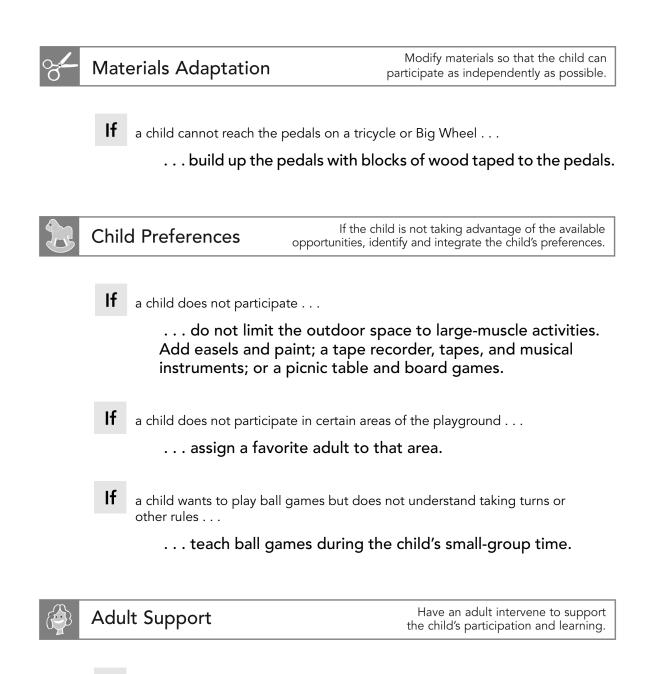
lf

a child has difficulty doing all the steps . . .

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



Outdoor Time



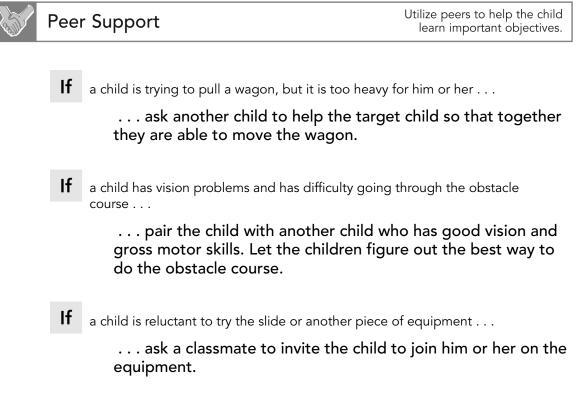
If a child does the same thing day after day . . .

... join the child's play, but bring something new with you.

lf

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.



Music and Movement

Child Preferences

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

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.

lf

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.)



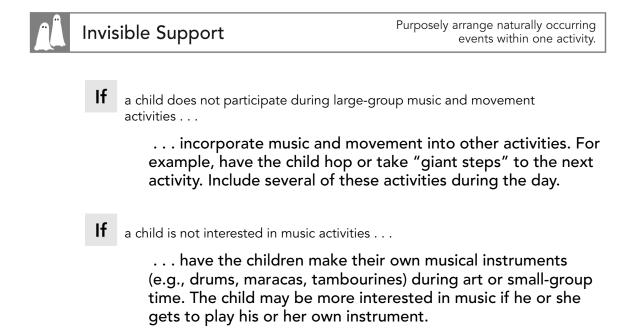
If a child does not participate actively . . .

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

lf

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.





Arrival and Departure

	Envi	ronmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
	If	a child struggles or balks whe	en 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 s	ettled 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 o	n the way to the bus at the end of the day
			oicture symbol or a "bus pass" to take to
A B C	Acti	vity 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.

	Chil	d Preferences If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.
	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.
Your	idea	as:

Transitions

If

up at the door to go outside . . .

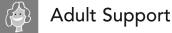
Env	ironmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
If	a child tends to stay in one ar	rea and does not seem to explore other areas
		ne child. When the timer beeps, the child a so that he or she can explore all the
lf	a child does not seem to know begins	w where he or she is going to sit before circle time
	activity starts. If the	me on a mat and arrange it before the child does not yet identify his or her another name card and have him or ne on the mat.
If	a child has a hard time follow what is going to happen in th	ing classroom routines and does not seem to know e classroom
	use a picture sch after each activity is	nedule. Let the child turn over the card finished.
If	a child continues to have diffi	culty following directions during transitions
	give a silly transi sideways to the bath	tion cue. For example, have the child walk room.
Chil	d Preferences opp	If the child is not taking advantage of the available portunities, identify and integrate the child's preferences.

a child is wandering around in the classroom while the other children are lining

... 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.



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...."



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.



Utilize peers to help the child learn important objectives.

lf

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.

If during the transition from circle time to small-group time children are required to move their photo and name tag from the circle-time board to the small-group board at their table, and one child has difficulty with this concept . . .

... 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.

- lf
- a child does not lie down on his or her mat during the transition to rest time and instead wanders around the classroom . . .

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

Cleanup

Envi	ronmental Support	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.
If	a child becomes confused an	d distracted during cleanup time
	-	cks, and other classroom objects on tos on shelves so children know where
If	a child becomes frustrated du	iring cleanup time
	-	or bins that are labeled for blocks, toys, he child has a clear idea of where toys:
If	a child refuses to clean up	
	of various areas in th card or ticket. The ca	kets. Draw pictures or use photographs e classroom and allow a child to pick a and the child picks is where he or she child is done, he or she gives the card o to the next activity.
Adu	lt 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.

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 on the table before wiping it	ure out now to squirt soap
	pair the child with another child so squirt the soap on the table and the ot the table clean.	
If	a child often does not wash his or her hands thorou	ghly after painting
	pair the child with another child wh her hands well. Ask children to check th after washing them.	
If	a child does not help at cleanup time	
	assign two children to a task. For e the bin, and another gathers the cups a	

Snacks and Meals

Chile	d 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 where a favori	will not try new things te adult eat with the children at this
	child's table.	te duit eat with the children at this

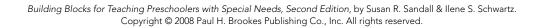
... incorporate child participation into snack or meal preparation. This can be something simple, such as watching cheese melt on toast, making the juice, or stirring the yogurt into the fruit salad.

lf

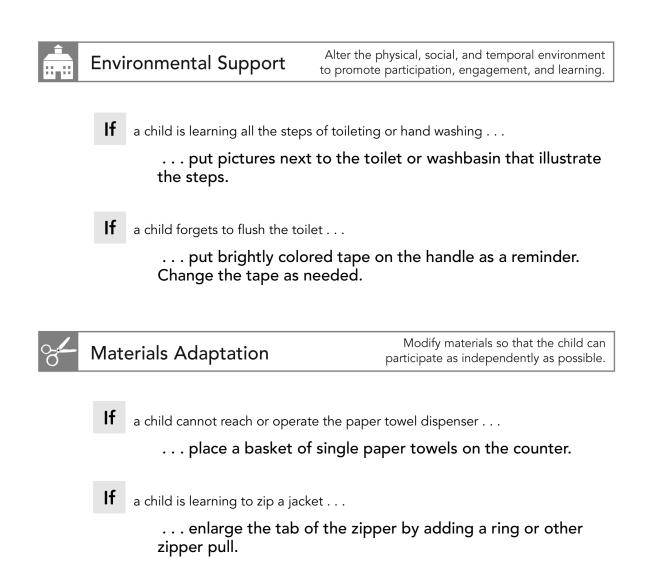
a child is learning to use a napkin . . .

... 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.
ı£		
lf	a child is learning how to use a spoon properly .	
	make sure that the child is sitting children who can use a spoon approp child can see how others use spoons	oriately so that the target
lf	a child is learning to use signs to request someth	ing
	ask another child, who also signs before giving him or her more food s can have a chance to observe a peer request.	so that the target child
lf	a child has difficulty pouring juice from a pitcher	
	ask another child at the same tal or her. Give the target child another	• •



Self-Care Routines



Your ideas:

Building Blocks for Teaching Preschoolers with Special Needs, Second Edition, by Susan R. Sandall & Ilene S. Schwartz. Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Rest Time

lf

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

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.

lf

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.

lf

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.

Peer Support

Utilize peers to help the child learn important objectives.

If a child does not lie down on his or her mat...

... 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.



a child is learning how to put his or her things away after rest time . . .

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

Your ideas:

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Blank Forms

\times	Team /	Agenda		X			
Date:							
Team members:							
Facilitator:							
Recorder:							
Timekeeper:							
Agenda item	Time	Action req	uired	Update			

Problem-	Solving Workshee [.]	t 🖂						
Date:								
Team members:								
Problem:								
Solution to be tried:	Solution to be tried:							
What is the task?	Who will do it?	By when?						
Outcomes:								
· · · · · · · · · · · · · · · · · · ·								

\mathbf{x}	Quality Clas	sro	om	Assess	ment Form	\geq
Date:						
Classroom:						
Team memb	ers:					
Goal:						
Ind	licator	Yes	No	Not sure	Examples	
of their ti working v	en spend most me playing and vith materials or r children?					
to various	en have access activities ut the day?					
individual groups, a	ers work with children, small nd the whole different times e day?					
with child	sroom decorated ren's original heir own writing, s they've					
meaningf to their in	en learn within ul (i.e., relevant iterests and ces) contexts?					

(continued)