SUPPORTING CHILDREN WITH DISABILITIES
WELCOME AND INTRODUCTIONS
• Relationships with LEAs vary greatly between communities, school districts, and states

• **ALL LEAs are required to follow IDEA**

• **Our focus:** Providing EHS/HS teachers with strategies to individualize teaching and learning for children needing extra support
During this session, we will:

- Discuss practical strategies to individualize teaching and learning for young children, specifically curriculum modification and embedded learning.
- Share resources to support your work with children and families.
- Provide opportunities to share your knowledge and experiences through large and small group discussions.
What does it look like in your Head Start or Early Head Start program?

- Pull-out
- Consultation
- Embedded
VIDEO: CHRISTOPHER’S STORY

Let’s meet Christopher
IDENTIFY CHILDREN

Children with IEP/IFSP

Children with behavior challenges with or without support plans

Children who are not demonstrating progress on their learning goals
The domains of the Framework apply to all 0-5 year olds in EHS/HS and other early childhood programs, including dual language learners and children with disabilities.
FRAMEWORK FOR EFFECTIVE PRACTICE
SUPPORTING SCHOOL READINESS FOR ALL CHILDREN

FOCUS ON THE ROOF

Highly Individualized Teaching and Learning
Research-Based Curricula and Teaching Practices
Ongoing Child Assessment
Engaging Interactions and Environments
FOCUS ON UNIQUE INDIVIDUAL NEEDS

Intensive, Individualized Teaching

Embedded Teaching

Curriculum Modification
CURRICULUM MODIFICATION

WHAT

WHEN

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

— Sandall & Schwartz, 2008
WHAT IS CURRICULUM MODIFICATION?

SMALL CHANGE, BIG IMPACT
When a child is not fully participating in a meaningful way.
WHY
MODIFY THE CURRICULUM?

Increase participation + Increase access = Increased learning!
8 TYPES OF CURRICULUM MODIFICATIONS

- Environmental Support
- Materials Adaptation
- Simplify the Activity
- Child Preferences
- Special Equipment
- Adult Support
- Peer Support
- Invisible Support
ENVIRONMENTAL SUPPORT

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

— Sandall & Schwartz, 2008
ENVIRONMENTAL SUPPORT: TEMPORAL SUPPORT

• Timing for transitions, the routines and the activities
• Schedule is balanced
• Time provided for self-exploration

— Sandall & Schwartz, 2008
TEMPORAL ENVIRONMENT: PLAN FOR SUCCESS

• Tip #1: Examine your schedule

• Tip #2: Think like a kid!

• Tip #3: Prepare to personalize
MATERIALS ADAPTATION

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

— Sandall & Schwartz, 2008
MATERIALS ADAPTATION

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

— Sandall & Schwartz, 2008
SIMPLIFY THE ACTIVITY

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

— Sandall & Schwartz, 2008
SIMPLIFY THE ACTIVITY

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

— Sandall & Schwartz, 2008
CHILD PREFERENCES

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

— Sandall & Schwartz, 2008
Using special or adaptive devices that allow a child to participate or increase the child’s level of participation.

— Sandall & Schwartz, 2008
ADULT SUPPORT

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

— Sandall & Schwartz, 2008
PEER SUPPORT

“Utilizing peers to help children learn important objectives.”

— Sandall & Schwartz, 2008
INVISIBLE SUPPORT

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

— Sandall & Schwartz, 2008
INVISIBLE SUPPORT

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

— Sandall & Schwartz, 2008
Jayden often seemed confused and didn’t know where to go when the group transitioned to new activities throughout the day.

His teachers paired him up with a buddy who knew the routine well. Jayden is now able to remain with the group for each transition.
Max has low muscle tone and has a hard time sitting in a comfortable, upright position during circle time.

His teachers decided that during circle time they would offer him some extra support with a cube chair. He now is able to sit comfortably during circle and is able to use his energy to engage more in song and finger play.
NAME THE CURRICULUM MODIFICATION

- Environmental Support
- Materials Adaptation
- Simplify the Activity
- Child Preferences
- Adult Support
- Peer Support
- Invisible Support

Special Equipment
During cooking and small group activities that require stirring, Pablo would get embarrassed because he lacked the strength and coordination to stir when a mixture was thick.

His teachers decided to let him take his turn at the end, after the other children had added most of the liquid so that the mixture was easier to stir. Pablo now participates independently in cooking projects without any embarrassment.
NAME THE CURRICULUM MODIFICATION

- Environmental Support
- Special Equipment
- Materials Adaptation
- Adult Support
- Simplify the Activity
- Peer Support
- Child Preferences
- Invisible Support
Lola loved looking at the puzzles in the manipulatives center and pointing to the pictures, but she never wanted to put the pieces in. It was too difficult for her to grasp the small knobs.

Her teachers decided to glue spools to the tops of the pieces. She now loves to independently work on puzzles with her peers.
NAME THE CURRICULUM MODIFICATION

- Environmental Support
- Special Equipment
- Materials Adaptation
- Adult Support
- Simplify the Activity
- Peer Support
- Child Preferences
- Invisible Support
Andrew never seemed tired and got very restless and loud during rest time.

His teachers decided to leave a bucket of his favorite books next to his mat. He now quietly looks at books during nap and does not bother the other children.
NAME THE CURRICULUM MODIFICATION

Environmental Support
Materials Adaptation
Simplify the Activity
Child Preferences

Special Equipment
Adult Support
Peer Support
Invisible Support
VIDEO: CHRISTOPHER’S STORY

What modifications were included in Christopher’s Plan?
EMBEDDED TEACHING

Embedded Teaching

Curriculum Modification
HOW DO WE CREATE EMBEDDED LEARNING OPPORTUNITIES?

Start with program-level and individual School Readiness Goals

• What skills and knowledge do children need to meet these goals?

• How can these skills be supported during activities that occur in your classroom?
HOW DO WE CREATE EMBEDDED LEARNING OPPORTUNITIES?

Promote child engagement and learning

– How can you support children to maintain their curiosity and active involvement in activities?
**Embedded Learning Strategies**

**Break Down Goals**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mia</th>
<th>Addie</th>
<th>Carlos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Play</td>
<td>Takes about people or objects in view</td>
<td>Invites another child to play</td>
<td>Writes using pictures, squiggles or letter-like forms</td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td><strong>Labels an emotion</strong></td>
<td></td>
</tr>
<tr>
<td>Outside</td>
<td>Responds when another child initiates an interaction</td>
<td>Invites another child to play</td>
<td>Identifies the problem in a conflict with another child</td>
</tr>
<tr>
<td>Meal</td>
<td></td>
<td><strong>Labels an emotion</strong></td>
<td></td>
</tr>
<tr>
<td>Class Activity</td>
<td>Sorts a collection by color</td>
<td></td>
<td>Writes using pictures, squiggles or letter-like forms</td>
</tr>
<tr>
<td>Departure</td>
<td>Responds when another child initiates an interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>Takes about people or objects in view</td>
<td><strong>Labels an emotion</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Use an Activity Matrix**

1.  
2.  
3.  
STRATEGY #1: BREAK DOWN GOALS

1. Determine the child’s progress on the goal.
2. Break down the goal into smaller parts.
3. Order the parts for teaching, starting at the current level of progress.
• **Goals** set the broad direction for a child’s learning.

• **Objectives** are goals broken down into smaller parts for everyday teaching.
GOALS AND OBJECTIVES

Goal: Cooperates with peers.

Objective: Engages in an activity with a peer for five minutes.

Goal: Engages in storytelling.

Objective: Retells two events from a story.
BREAK IT DOWN BY SMALLER AMOUNTS

- Plays with one toy for at least 5 minutes
- Plays with one toy for 3 minutes
- Plays with one toy for 2 minutes
- Plays with one toy for 1 minute
BREAK IT DOWN BY SMALLER AMOUNTS

- Walks up and down stairs in a variety of school locations
- Uses stairs in classroom, playground, and bus
- Uses stairs in classroom and playground
- Uses stairs in the classroom
First, I’ll help by putting my hand over his hand to help cut.

Next time, I’ll remind him how to hold the scissors.

Finally, I’ll wait to see if he can hold the scissors before I help.
ACTIVITY: BREAK IT DOWN STEP BY STEP

Washing Hands – get hand washing script/visual

- TURN ON WATER
- GET SOAP
- RUB SOAP INTO HANDS
- RINSE HANDS
- TURN OFF WATER
- GET PAPER TOWEL
- DRY HANDS
- PAPER TOWEL INTO GARBAGE
A TAKE-HOME TOOL TO TRY

**SELF-REFLECTION TOOL**
This self-reflection tool is designed for supervisors to give to teachers for independent work; or for supervisors, Disabilities Coordinators, or other specialists to complete and/or discuss side-by-side with the teacher.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the goals for all of the children clearly defined? Do you know what each goal is asking you to teach? (If answered “not sure,” determine which goals are unclear.)</td>
<td>Yes/Not sure</td>
</tr>
<tr>
<td>Can the goals be broken down into smaller, easier parts? (If answered “yes,” or “not sure,” add these goals to your list of unclear goals.)</td>
<td>Yes/Not sure</td>
</tr>
</tbody>
</table>

Choose one of the goals from your list above and break it down.

<table>
<thead>
<tr>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next step:</td>
</tr>
<tr>
<td>Next step:</td>
</tr>
<tr>
<td>Next step:</td>
</tr>
<tr>
<td>Current skill level:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the new learning objective observable? Can you see or hear the skill?</td>
<td></td>
</tr>
<tr>
<td>Is the new learning objective measurable? How would you document the behavior? (If answered “not sure” to either or both questions, try breaking down the skill with a different method, or into further detail.)</td>
<td></td>
</tr>
<tr>
<td>What support from other teachers, supervisors, or specialists is needed to be able to implement teaching the new objective?</td>
<td>Yes/Not sure</td>
</tr>
</tbody>
</table>

<p>| Answer                                                                 |
|------------------------------------------------------------------------|-----------------|
| Yes/Not sure                                                           |
| Yes/Not sure                                                           |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Mia</th>
<th>Addie</th>
<th>Carlos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Play</td>
<td>• Talks about people or objects in view</td>
<td>• Invites another child to play</td>
<td>• Writes using pictures, squiggles or letterlike forms</td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside</td>
<td>• Responds when another child initiates an interaction</td>
<td>• Invites another child to play</td>
<td>• Writes using pictures, squiggles or letterlike forms</td>
</tr>
<tr>
<td>Meal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Activity</td>
<td>• Sorts a collection by color</td>
<td></td>
<td>• Writes using pictures, squiggles or letterlike forms</td>
</tr>
<tr>
<td>Departure</td>
<td>• Responds when another child initiates an interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>• Talks about people or objects in view</td>
<td></td>
<td>• Labels an emotion</td>
</tr>
</tbody>
</table>
AN ACTIVITY MATRIX

1. Is an effective way to organize teaching and learning opportunities.

2. Maximizes learning time by planning for teaching to occur throughout all activities, routines, and transitions.

3. Helps all staff be aware of individual child learning objectives.

4. Matches the child’s learning objective to the activity.

5. Can be implemented for any child, but is especially useful for those who need extra support.
## Creating an Activity Matrix

### Step 1: List the activities and times of day in the left-hand column of the chart.

### Step 2: List children in the top row.

<table>
<thead>
<tr>
<th>Time</th>
<th>Mia</th>
<th>Addie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>• Talks about people or objects in view</td>
<td></td>
</tr>
<tr>
<td>Free Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle</td>
<td>• Responds when another child initiates an interaction</td>
<td>• Invites another child to play</td>
</tr>
<tr>
<td>Outside</td>
<td></td>
<td>• Identifies the problem in a conflict with another child</td>
</tr>
<tr>
<td>Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>• Talks about people or objects in view</td>
<td>• Labels an emotion</td>
</tr>
</tbody>
</table>
# Make It Your Own

## Dramatic Play

<table>
<thead>
<tr>
<th></th>
<th>Anna</th>
<th>Kiana</th>
<th>Xander</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use 2 hands together</td>
<td>Accept and use toys offered by peer</td>
<td>Join in ongoing play</td>
</tr>
<tr>
<td></td>
<td>Complete closed ended task x2</td>
<td>Initiate request to peer x5</td>
<td></td>
</tr>
</tbody>
</table>

## Outside Play

<table>
<thead>
<tr>
<th></th>
<th>Anna</th>
<th>Kiana</th>
<th>Xander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game</td>
<td>Jump up with 2 feet together x2</td>
<td>Follow 1 step direction x1</td>
<td></td>
</tr>
<tr>
<td>Toy</td>
<td>2 word phrase with 1 descriptor x2</td>
<td>Follow 1 step directions x2</td>
<td>Catch and throw for 3 cycles</td>
</tr>
<tr>
<td>Play</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VIDEO: Activity Matrix in Action
INTENSIVE INDIVIDUALIZED TEACHING

- Intensive, Individualized Teaching
- Embedded Teaching
- Curriculum Modification
VIDEO: INDIVIDUALIZING
1. Be intentional about choosing activities and experiences planned
2. Modify interactions
3. Modify the environment
4. Modify routines
5. Include parents and families
How do you know the child is making progress toward goals?

- anecdotal notes
- checklist
- observations
- on-going assessments
- parent information
If it isn’t written down, it never happened!!

Develop a systematic approach to document individualization.

Include:

- the child’s name
- the goal (from the IEP and School Readiness)
- the action planned in response
- Follow-up – did the action you planned produce the desired result? Ongoing assessment will provide the answer
Be sure to include:

- Observations
- Work samples (portfolios)
- Feedback from families
- Feedback from peers – team meetings
- Documentation from other service providers or specialists:
  - Part C, LEA, OT, PT, Speech Language Therapist
CHRISTOPHER’S STORY

What are you taking away from Christopher’s story and our session today?
RESOURCES:
NCQTL WEBSITE ON ECLKC

HEAD START
An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

Training & Technical Assistance
- Cultural and Linguistic Responsiveness
- Early Head Start
- Health
- Parent, Family, and Community Engagement
- Program Management and Fiscal Operations
- Quality Teaching and Learning

About Head Start
- History
- Head Start Stories
- Contact Us
- Employment Opportunities in Head Start

Find a Head Start Program

ECLKC Home > Head Start

Webcasts & Video
- Head Start Publications
- Distance Learning Catalog
- Professional Development
RESOURCES: NCQTL IN-SERVICE SUITES
RESOURCES: NCQTL IN-SERVICE SUITES

15 Minute In-Service Suites

(Trainer Version)

These 15-minute in-service suites were designed as a resource for professional development in busy, active early childhood centers and programs. The in-service suites are organized around one or big ideas and address effective teaching and assessment practices that map onto the NCQTL HOUSE Framework.

A trainer version of each in-service is available for use by Early childhood Education Specialists and other trainers and technical assistance providers. This version includes a PowerPoint presentation, learning activities, and other training materials. A shorter version is available and consists of a video supplemented with handouts.

The in-service suites can be used in a variety of ways to meet the needs of varied audiences. Staff can view the shorter versions embedded on the website. The trainer versions, listed below, can be used as part of a workshop presented alone or, combined with other in-services.

- Engaging Interactions and Environments
- Highly Individualized Teaching and Learning
- Activity Matrix: Organizing Learning Throughout the Day
- Curriculum Modifications
- Breaking Down Goals

For more information, contact us at ncqtl@uw.edu or 577-731-0764.
RESOURCES: NCQTL IN-SERVICE SUITES

Suites Available Now
- Curriculum Modifications: An Introduction
- Embedded Teaching: Breaking Down Goals
- Embedded Teaching: Activity Matrix - Organizing Learning

Coming Soon
- Curriculum Modification (8 suites)
- Curriculum Modifications: Putting it Into Action
- Embedded Teaching and Learning: The Teaching Loop
RESOURCES
DISABILITIES INFORMATION AND RESOURCES

- POLICY
- FAQ
- PROGRAM PLANNING
- SERVICES TO CHILDREN WITH DISABILITIES
- STAFF SUPPORT AND SUPERVISION
- FAMILIES TOO!
Activity Matrix:
Organizing Learning Throughout the Day

15-MINUTE IN-SERVICE SUITE

Featured Searches
- Disabilities Services Newsletters
- Head Start Center for Inclusion

Policy
Frequently Asked Questions
Produced monthly

Distributed through ECLKC to registered subscribers
Our overarching goal is to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Look here for training materials, tools for teachers and coordinators, as well as other resources.

What's New!

**Visual Supports: “How To” Directions**
Click to see the latest addition to Visual Supports. Learn how to make and how to use the cornucopia of visual aids HSCI has available.

**Spanish Embedded Learning Opportunities**
ELO module additions include Spanish-translated
Resources:

- for teachers and classroom staff
- for disabilities coordinators
- for supervisors and coaches
- for family services providers
- for families
FAMILIES TOO!

Engaging Families
- Assuring the Family’s Role on the Early Intervention Team: Explaining Rights and Safeguards
- Family Support Activities Contribute to the Health of Families of Children with Disabilities
- Principles for Providing Family-Centered Care
- School Success for Your Children
- The Grandparent’s and Other Relative Caregiver’s Guide to Raising Children with Disabilities
- The National Dissemination Center

Parenting
- About Face for Stormy Preschoolers
- Accessing Parent Groups
- Child Advocacy/Children’s Issues in Child Development
- Communicating with Your Child's School Through Letter Writing
- Fathers and Father-Figures: Their Important Role in Children’s Social and Emotional Development
- National Toll-free Numbers & Websites
- Parenting a Child with Special Needs
- Parent to Parent Support
- Parent Training and Information Centers
- Sense and Sensitivity: Research indicates best ways to boost parental sensitivity to child behavior

Family Stories
- Family Experiences: Ways to Lead Change Through Telling Your Story
- New Shoes to Celebrate
SPECIAL QUEST ONLINE
HTTP://NCOE.POINTINSSPACE.COM/TRAININGMATERIALS/

- Videos (including Christopher’s Story)
- Inclusion information and resources for Infants and Toddlers
- Inclusion information and resources for Preschoolers
Sources

- Head Start Performance Standards HS Training Guide: Individualizing for Children’s Success
- HS Training Guide: Enhancing Children’s Growth & Development
- HS Training Guide: Translating the IEP into Everyday Practice
- HS Leader’s Guide to HSCDELF
- Building the Legacy: IDEA 2004/idea.ed.gov
- NCQTL
- Special Quest Online www.specialquestonline.org
THANK YOU!

Pat Trow  
Region XI T/TA  
Early Childhood Education Specialist  
ptrow@fhi360.org

Jarra Wrighten  
Region XI Field Specialist  
jarmaw@uw.edu

Vanessa Maanana-French  
AIAN Program Manager  
vmaananao@uw.edu