THE NATIONAL CENTER ON
Quality Teaching
and Learning

SUPPORTING CHILDREN WITH DISABILITIES

NCQTL

WELCOME AND INTRODUCTIONS

FRAMING OUR SESSION

- 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

OUR TIME TOGETHER

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.

ACTIVITY

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

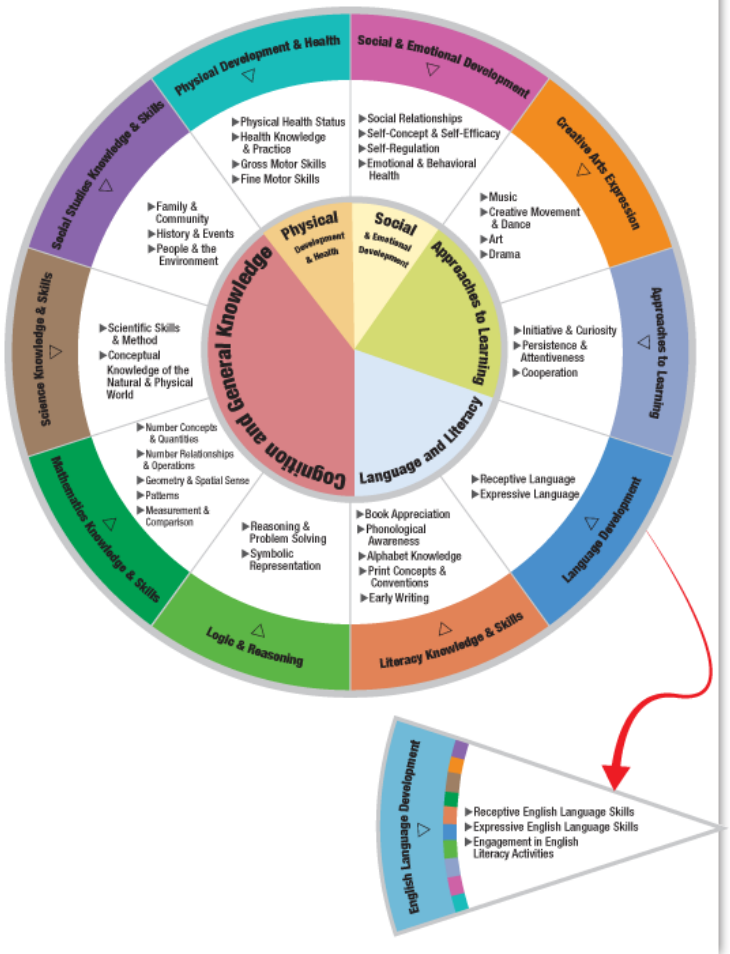
Children with behavior challenges with or without support plans

Children who are not demonstrating progress on their learning goals

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

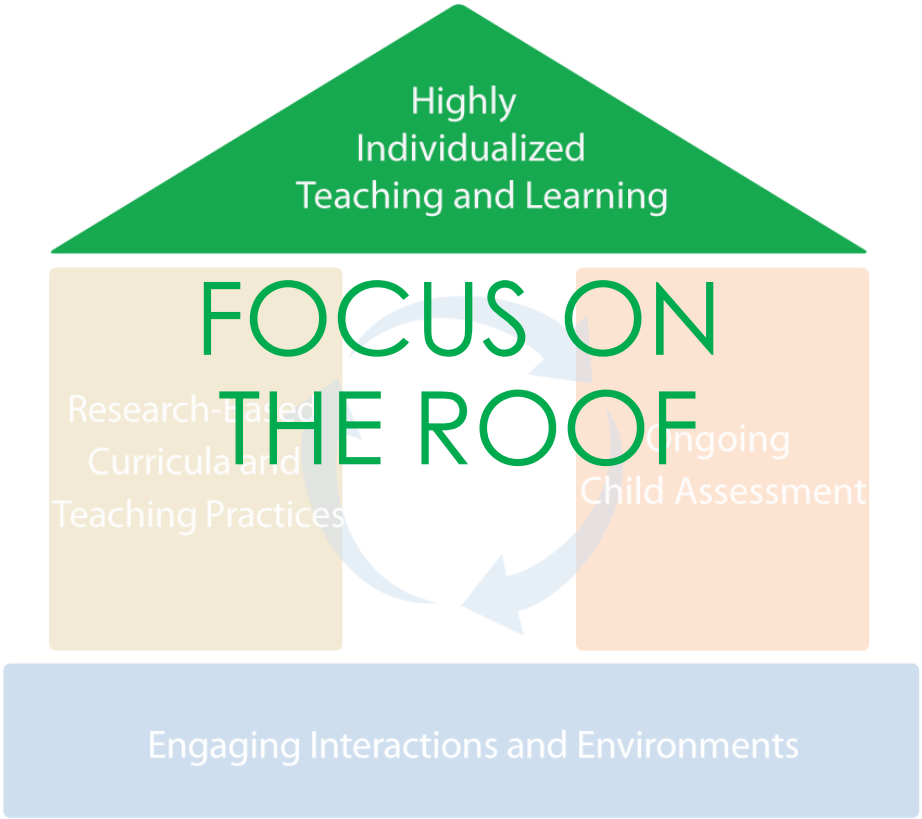
PROMOTING POSITIVE OUTCOMES IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN 3-5 YEARS OLD

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.**

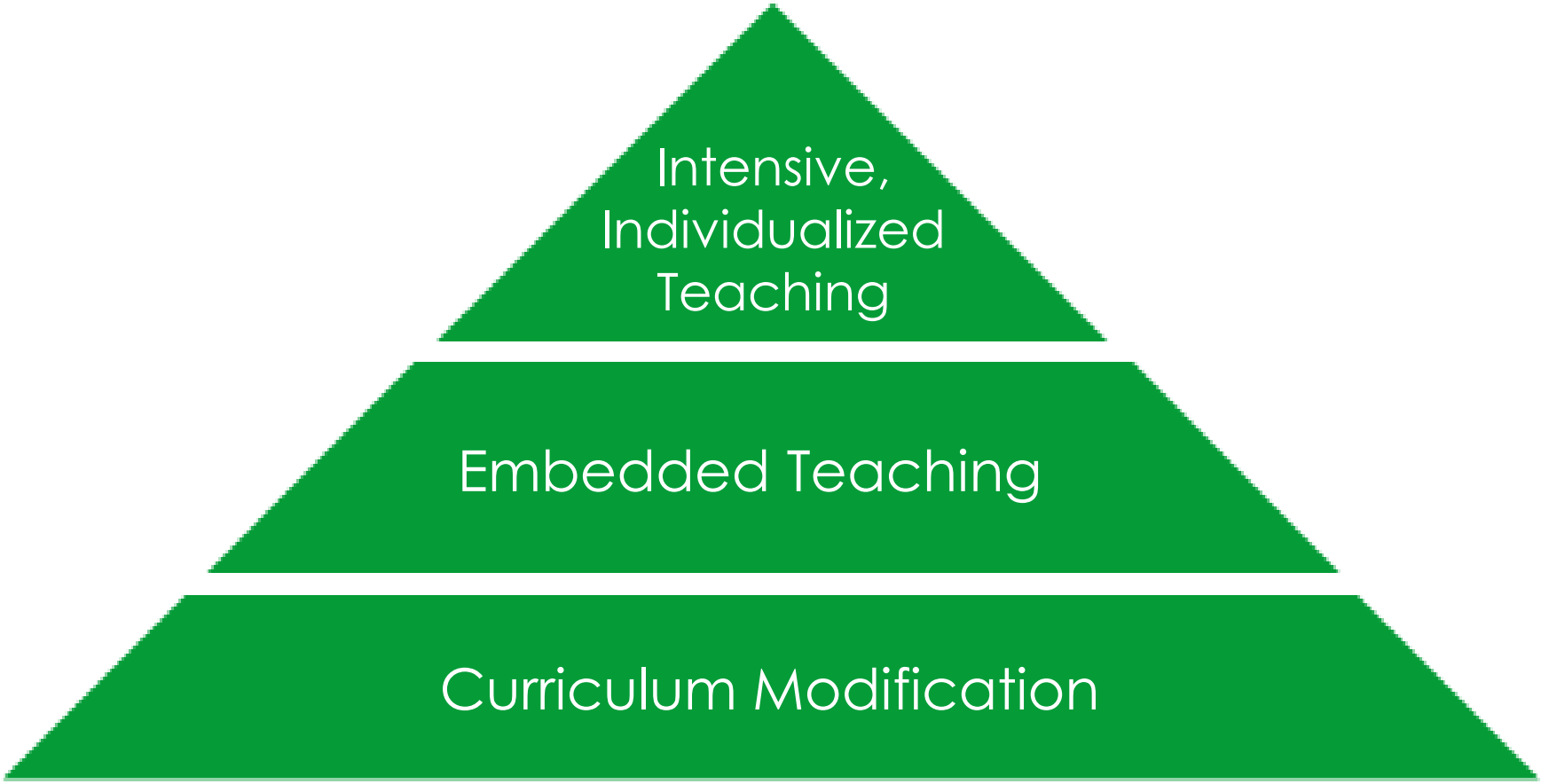


FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



FOCUS ON UNIQUE INDIVIDUAL NEEDS



CURRICULUM MODIFICATION

Curriculum Modification

CURRICULUM MODIFICATION

WHAT

WHEN

WHY

WHAT
IS CURRICULUM MODIFICATION?

"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

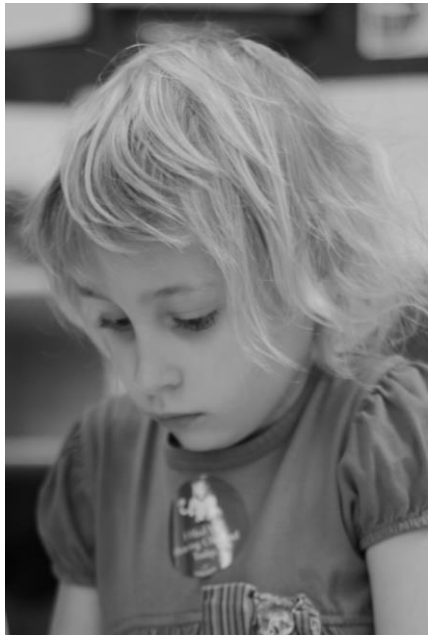
WHAT
IS CURRICULUM MODIFICATION?

SMALL CHANGE,

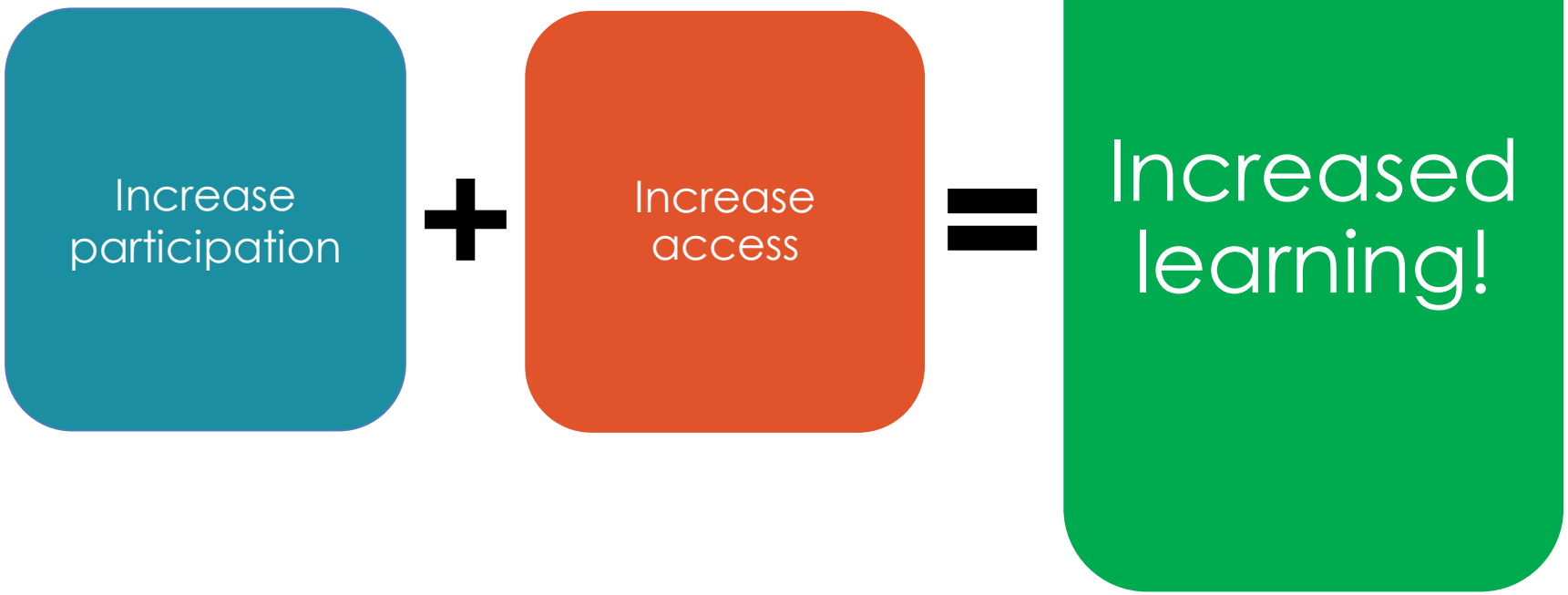
BIG IMPACT

WHEN
DO I MODIFY THE CURRICULUM?

When a child is not fully participating in a meaningful way.



WHY
MODIFY THE CURRICULUM?



8 TYPES OF CURRICULUM MODIFICATIONS

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

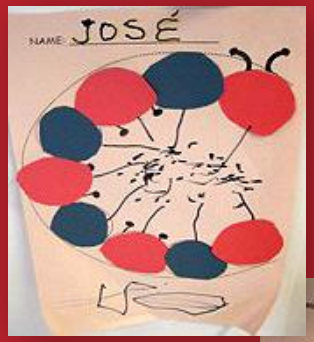
MATERIALS ADAPTATION

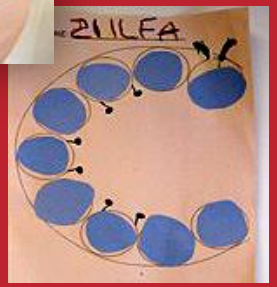
“Modifying materials so that the child can participate as independently as possible.”

— 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

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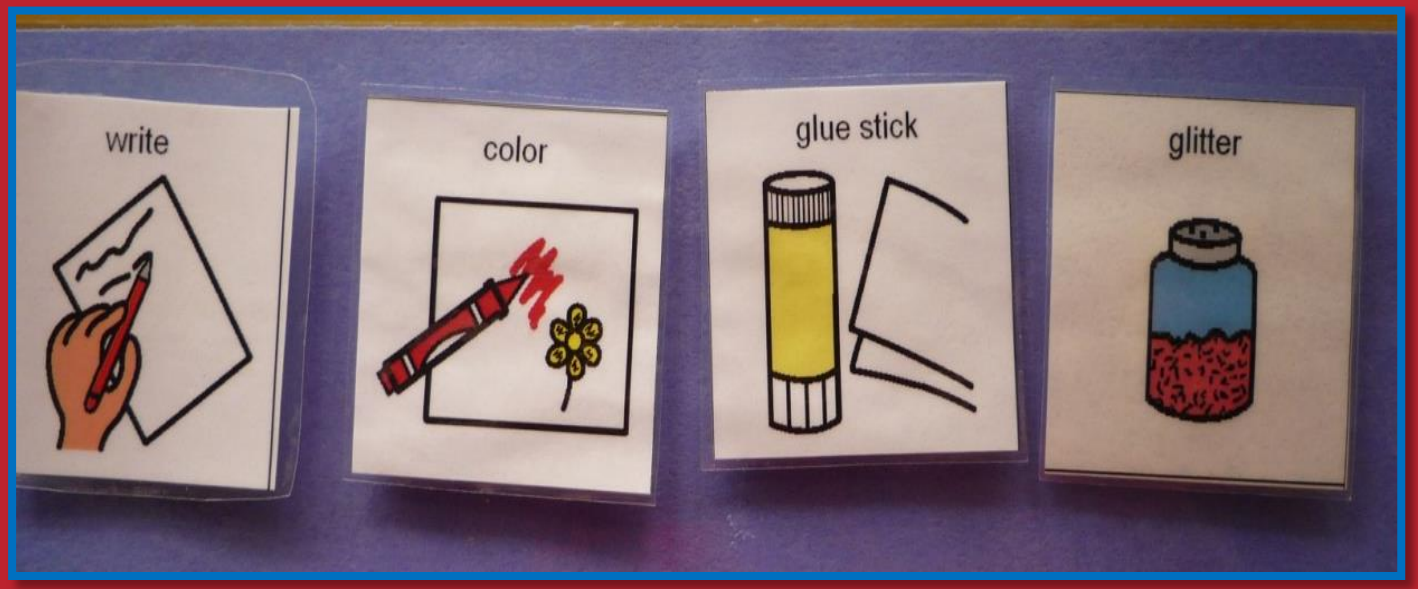


— Sandall & Schwartz, 2008

CHILD PREFERENCES

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

— Sandall & Schwartz, 2008

SPECIAL EQUIPMENT

> “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

NAME THAT MODIFICATION GAME

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.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

Child Preferences

Invisible Support

NAME THAT MODIFICATION GAME

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

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

Child Preferences

Invisible Support

NAME THAT MODIFICATION GAME

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

NAME THAT MODIFICATION GAME

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

NAME THAT MODIFICATION GAME

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

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

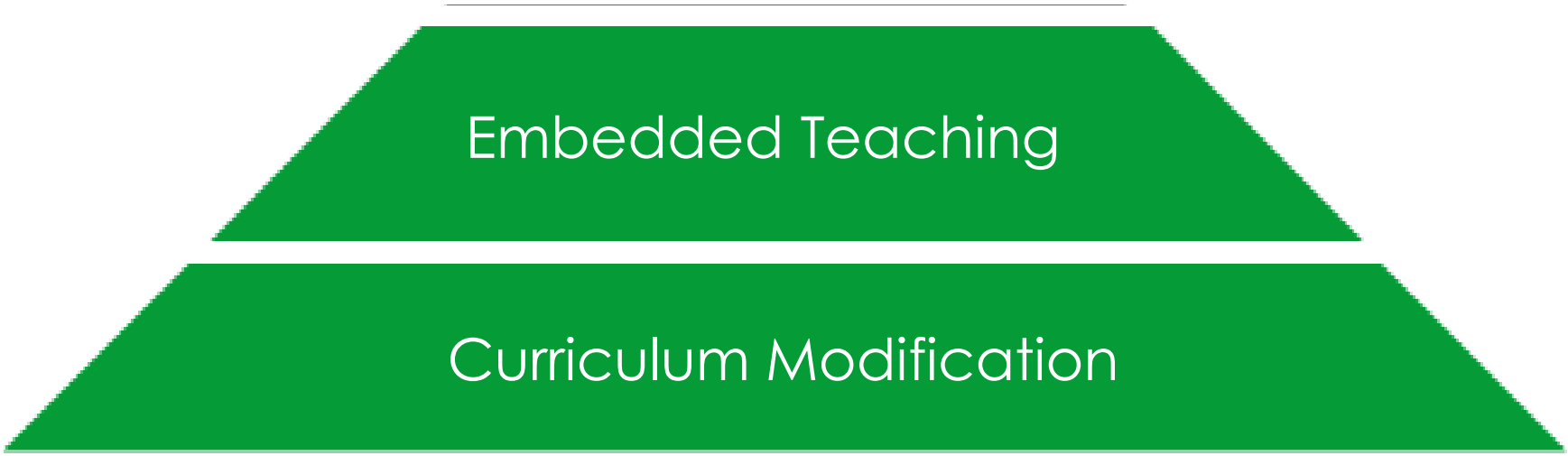
Child Preferences

Invisible Support

VIDEO: CHRISTOPHER'S STORY

What modifications were Included in Christopher's Plan?

EMBEDDED TEACHING



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?

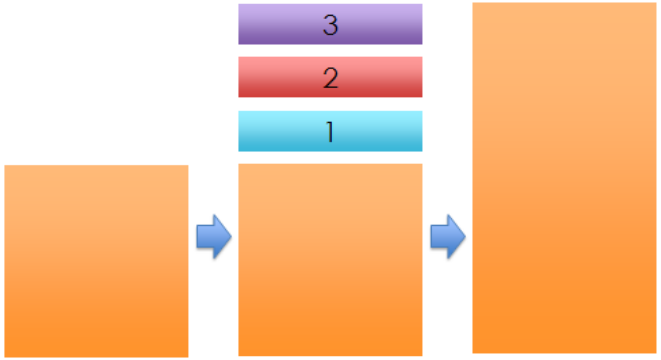
HOW DO WE CREATE EMBEDDED LEARNING OPPORTUNITIES?

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



	Mia	Addie	Carlos
Arrival			
Free Play	• Talks about people or objects in view	• Invites another child to play • Identifies the problem in a conflict with another child	• Writes using pictures, squiggles or letterlike forms
Circle		Labels an emotion	
Outside	• Responds when another child initiates an interaction	• Invites another child to play • Identifies the problem in a conflict with another child	• Writes using pictures, squiggles or letterlike forms
Meal		Labels an emotion	
Class Activity	• Sorts a collection by color		• Writes using pictures, squiggles or letterlike forms
Departure	• Responds when another child initiates an interaction		
Transitions	• Talks about people or objects in view	Labels an emotion	

Use an Activity Matrix

STRATEGY #1: BREAK DOWN GOALS

Determine the child's progress on the goal.

Break down the goal into smaller parts.

3

2

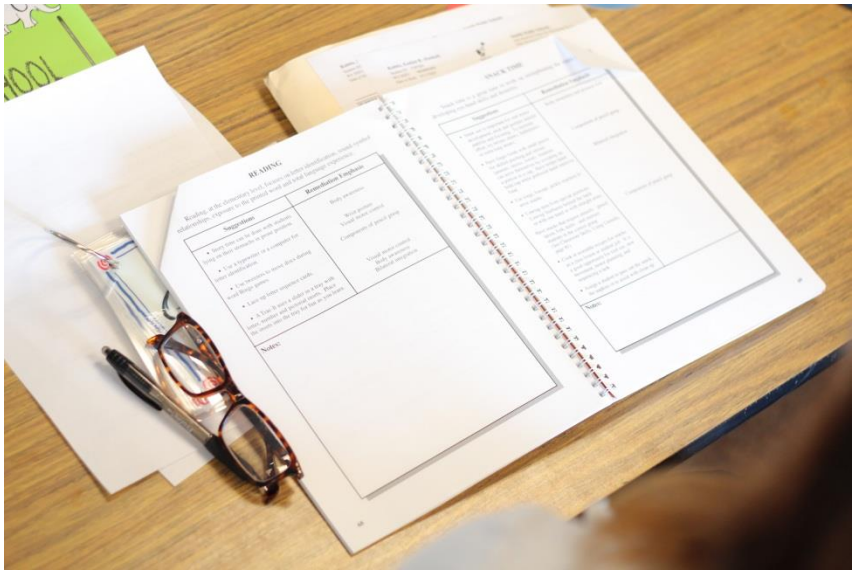
1

Order the parts for teaching, starting at the current level of progress.

WHAT AM I BREAKING DOWN?

- **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

3 Plays with one toy for 3 minutes

2 Plays with one toy for 2 minutes

1 Plays with one toy for 1 minute

BREAK IT DOWN BY SMALLER AMOUNTS

Walks up and down stairs in a variety of school locations

4 Uses stairs in classroom, playground, and bus

3 Uses stairs in classroom and playground

2 Uses stairs in the classroom

BREAK IT DOWN BY PROVIDING HELP

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.

ACTIVIY: BREAK IT DOWN STEP BY STEP

Washing Hands – get hand washing script/visual

TURN ON WATER	TURN OFF WATER
GET SOAP	GET PAPER TOWEL
RUB SOAP INTO HANDS	DRY HANDS
RINSE 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.

Question	Answer
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.)*	Yes/Not sure
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.)*	Yes/Not sure

Choose one of the goals from your list above and break it down.	
Goal: Next step: Next step: Next step: Current skill level:	
	Answer
Is the new learning objective observable? Can you see or hear the skill? 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.)*	Yes/Not sure Yes/Not sure
What support from other teachers, supervisors, or specialists is needed to be able to implement teaching the new objective?	

STRATEGY #2: ACTIVITY MATRIX

	Mia	Addie	Carlos
Arrival			
Free Play	• Talks about people or objects in view	• Invites another child to play • Identifies the problem in a conflict with another child	• Writes using pictures, squiggles or letterlike forms
Circle		**Labels an emotion**	
Outside	• Responds when another child initiates an interaction	• Invites another child to play • Identifies the problem in a conflict with another child	• Writes using pictures, squiggles or letterlike forms
Meal		**Labels an emotion**	
Class Activity	• Sorts a collection by color		• Writes using pictures, squiggles or letterlike forms
Departure	• Responds when another child initiates an interaction		
Transitions	• Talks about people or objects in view	**Labels an emotion**	

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.

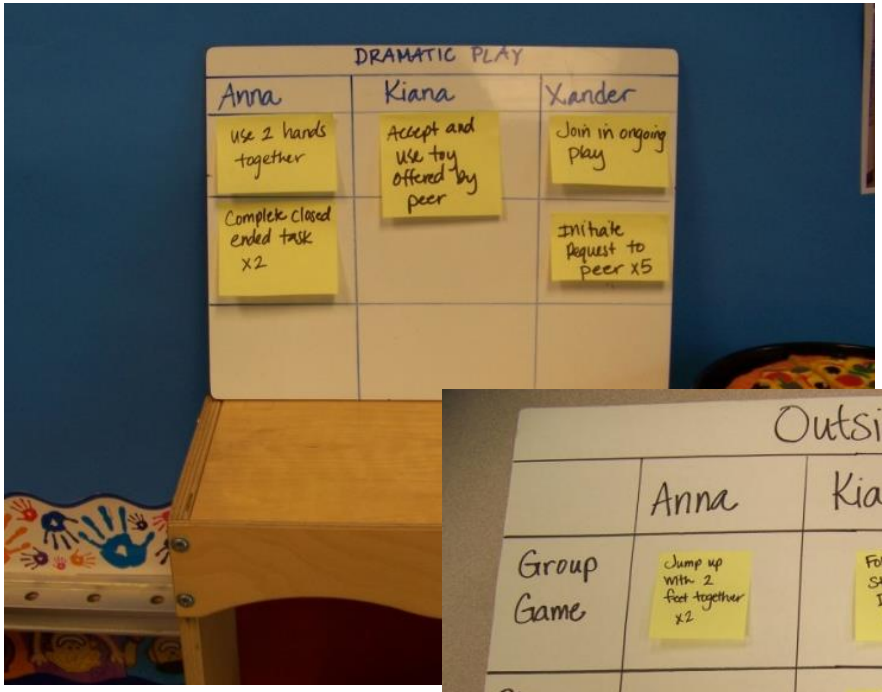
CREATING AN ACTIVITY MATRIX

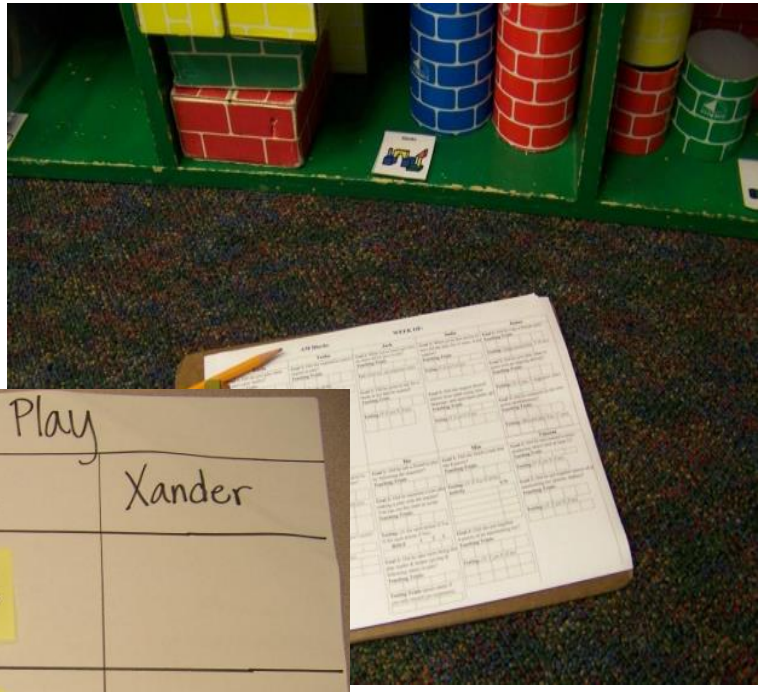
Step 1: List the activities and times of day in the left-hand column of the chart.

Step 2: List children in the top row.

	Mia	Addie
Arrival	• Talks about people or objects in view	
Free Play		
Circle	• Responds when another child initiates an interaction	
Outside		• Invites another child to play • Identifies the problem in a conflict with another child
Meal		
Class Activity		
Departure		
Transitions	• Talks about people or objects in view	• Labels an emotion

MAKE IT YOUR OWN





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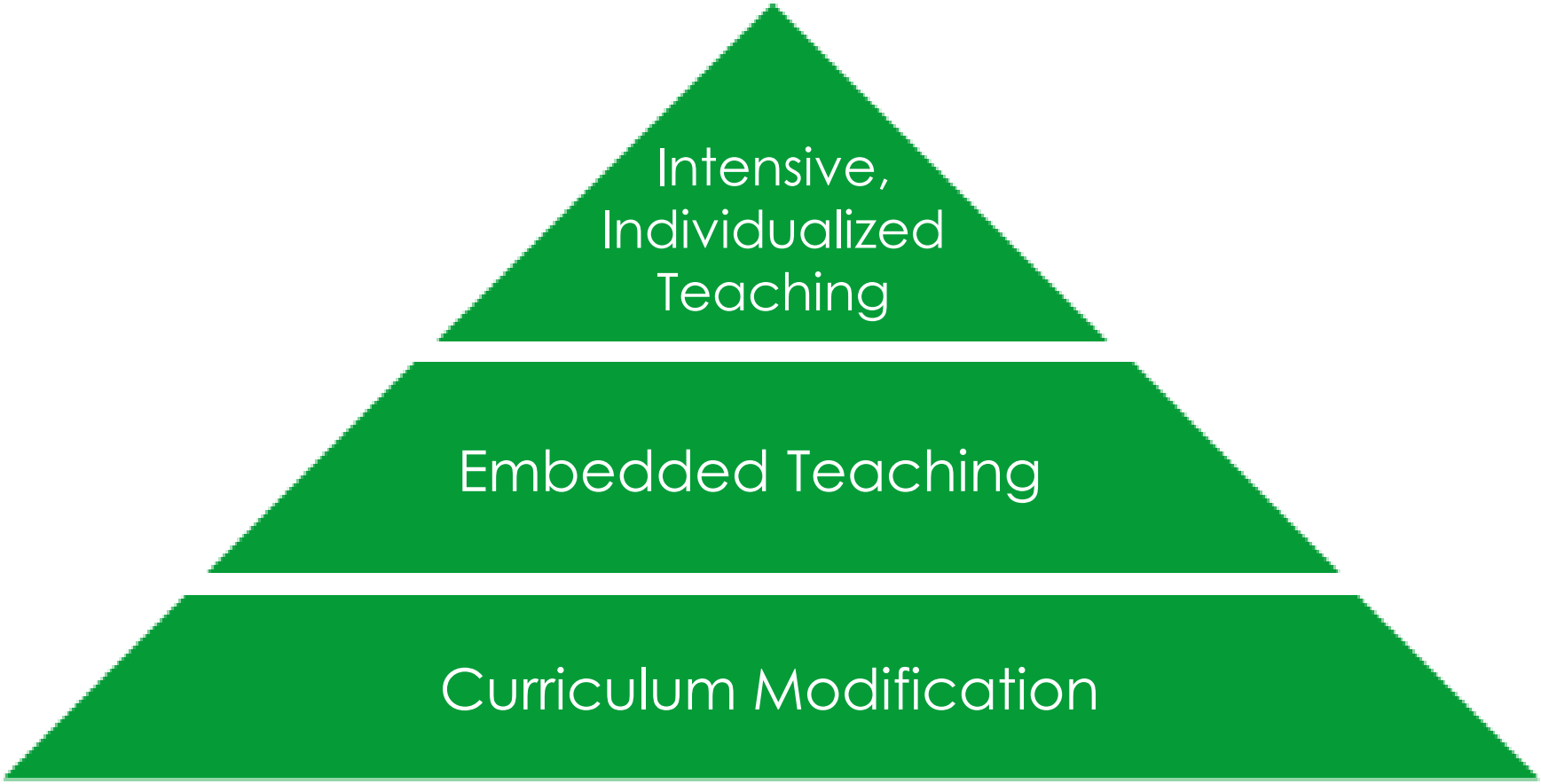
VIDEO: Activity Matrix in Action

INTENSIVE INDIVIDUALIZED TEACHING



VIDEO: INDIVIDUALIZING

INTENSIVE INDIVIDUALIZED TEACHING

1. Be intentional about choosing activities and experiences planned
2. Modify interactions
3. Modify the environment
4. Modify routines
5. Include parents and families

ASSESSING, DOCUMENTING AND SHARING PROGRESS

How do you know the child is making progress toward goals?

- anecdotal notes
- checklist
- observations
- on-going assessments
- parent information

Documenting Individualization

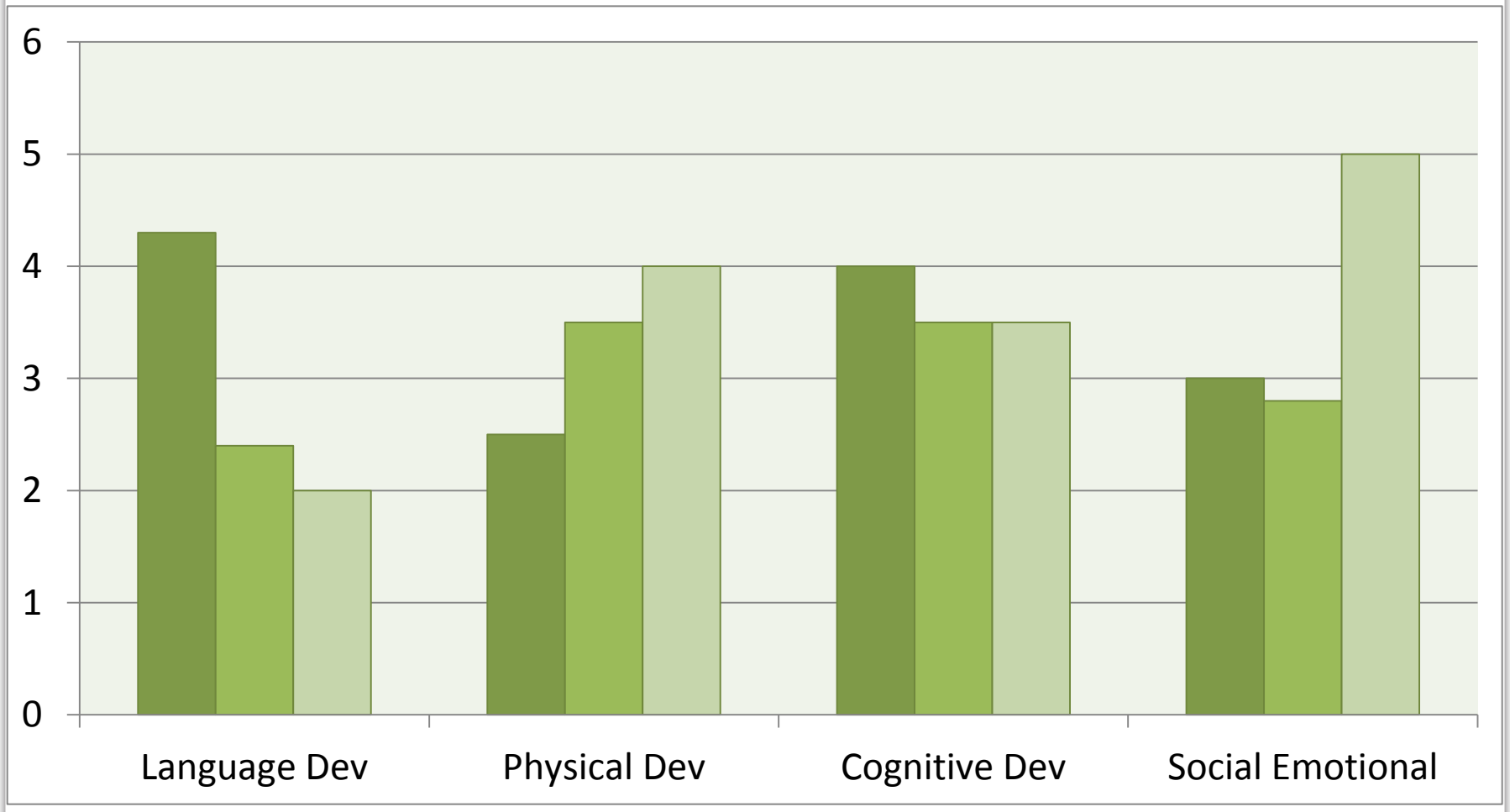
- **If it isn't written down, it never happened!!**
- Develop a systematic approach to document individualization.
- Include:
  - the child's name
  - the goal (from the IEP and School Readiness)
  - the action planned in response
  - Follow-up – did the action you planned produce the desired result? Ongoing assessment will provide the answer

Tracking Progress Towards Goals

- **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

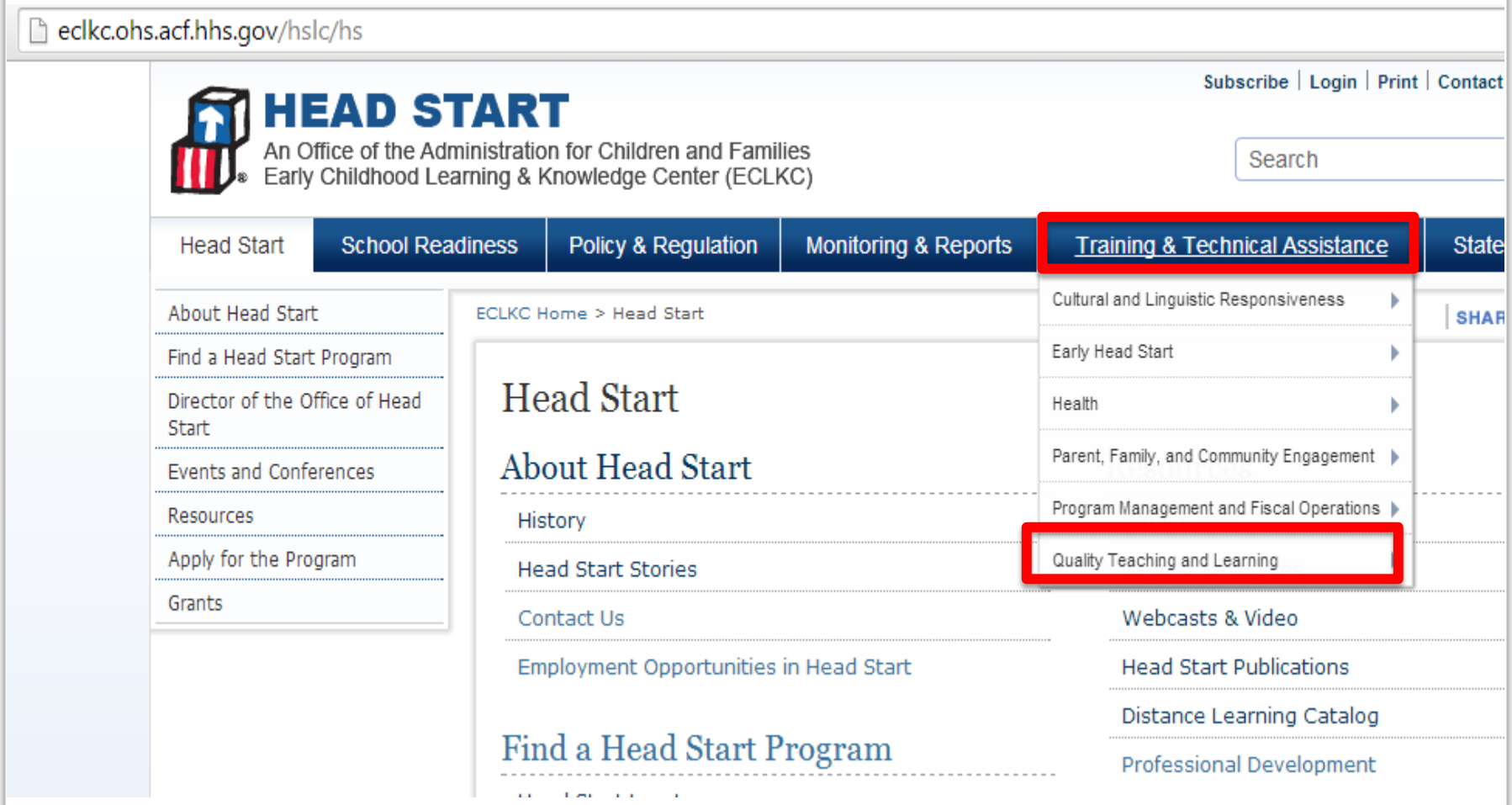
CHILD PROGRESS DATA



CHRISTOPHER'S STORY

What are you taking away from Christopher's story and our session today?

RESOURCES:
NCQTL WEBSITE ON ECLKC



RESOURCES:
NCQTL IN-SERVICE SUITES

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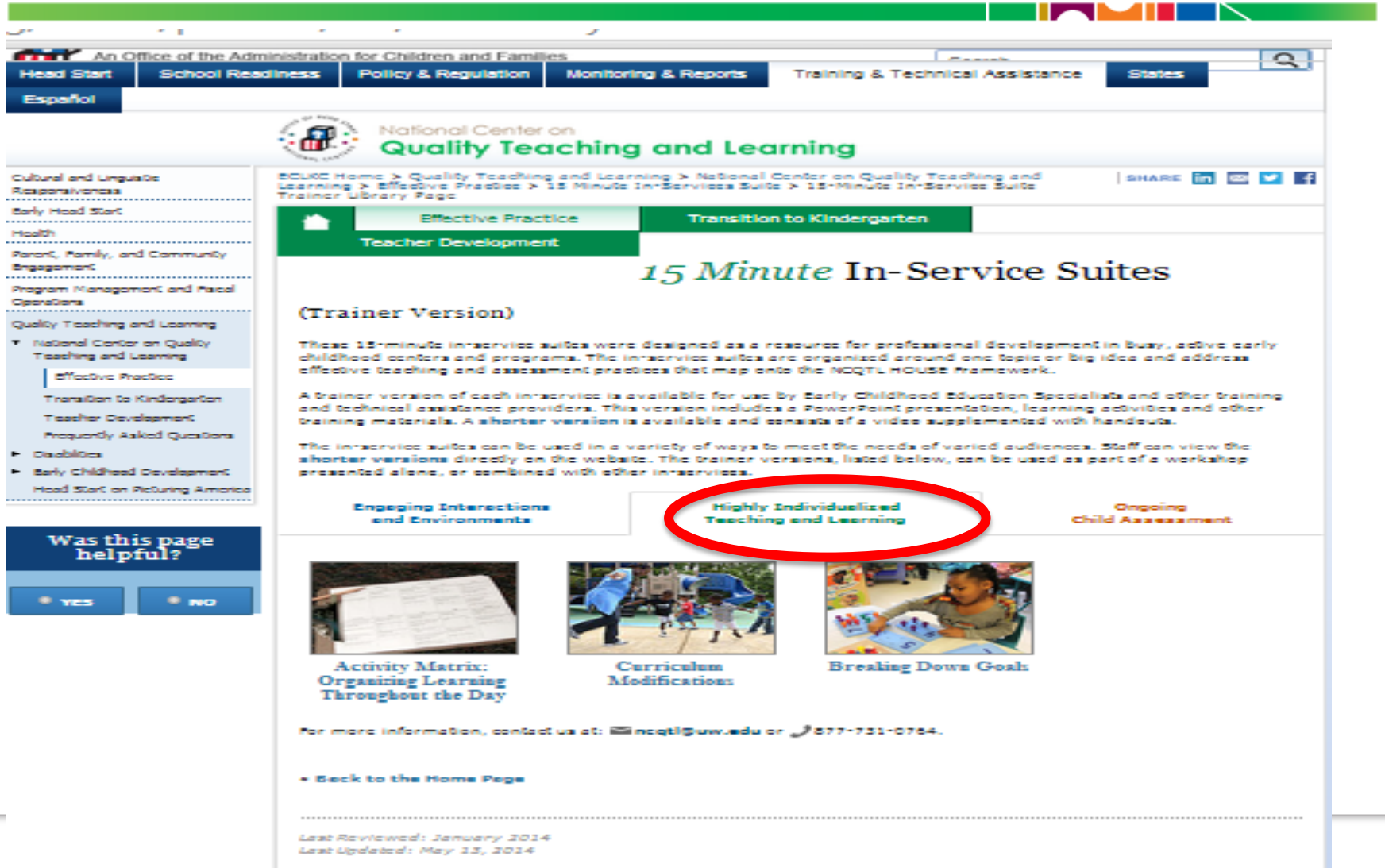


RESOURCES:
NCQTL IN-SERVICE SUITES

Suites Available Now

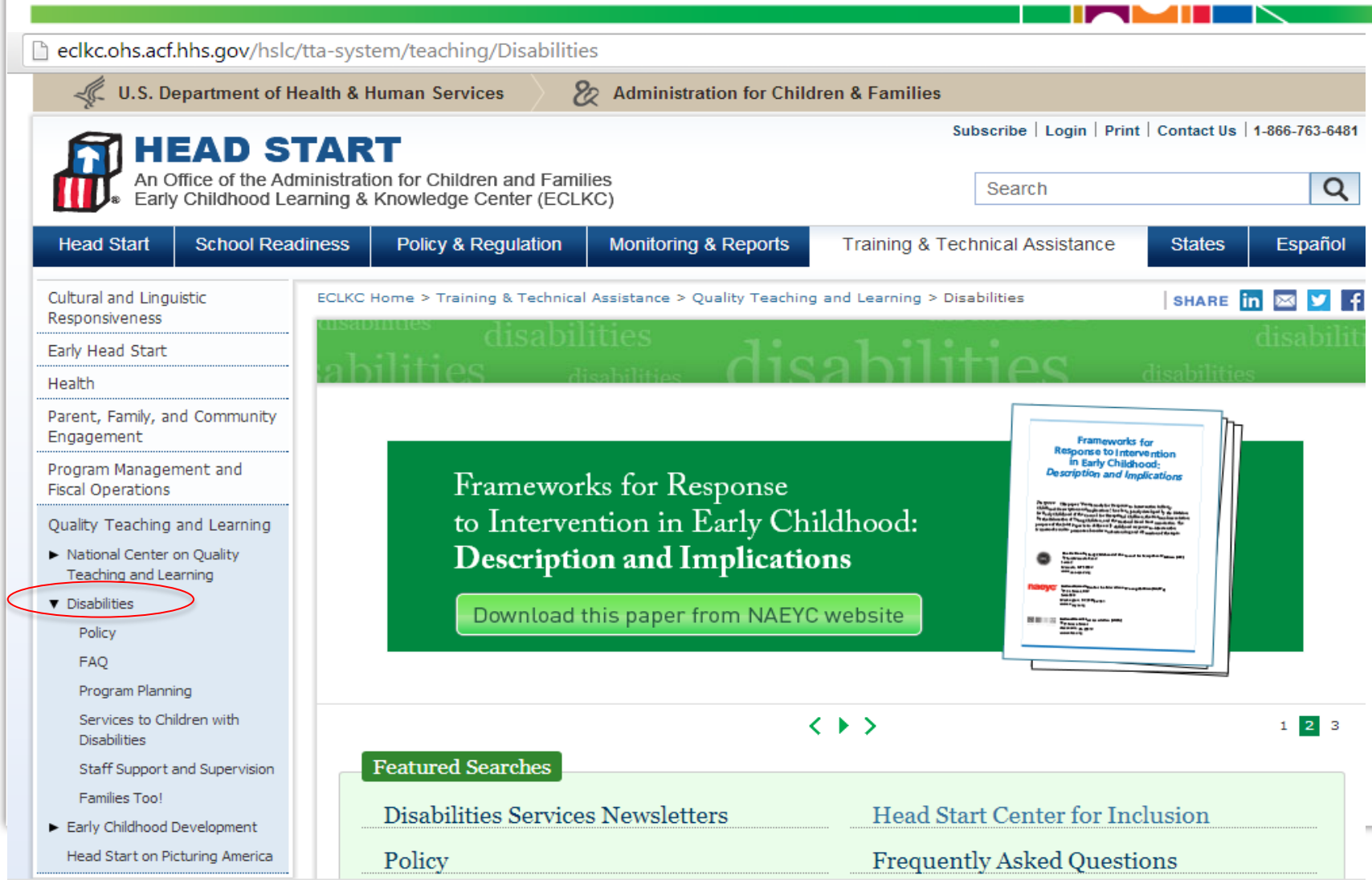
- Curriculum Modifications: An Introduction
- Embedded Teaching: Breaking Down Goals
- Embedded Teaching: Activity Matrix- Organizing Learning

Coming Soon

- Curriculum Modification (8 suites)
- Curriculum Modifications: Putting it Into Action
- Embedded Teaching and Learning: The Teaching Loop

RESOURCES

DISABILITIES INFORMATION AND RESOURCES



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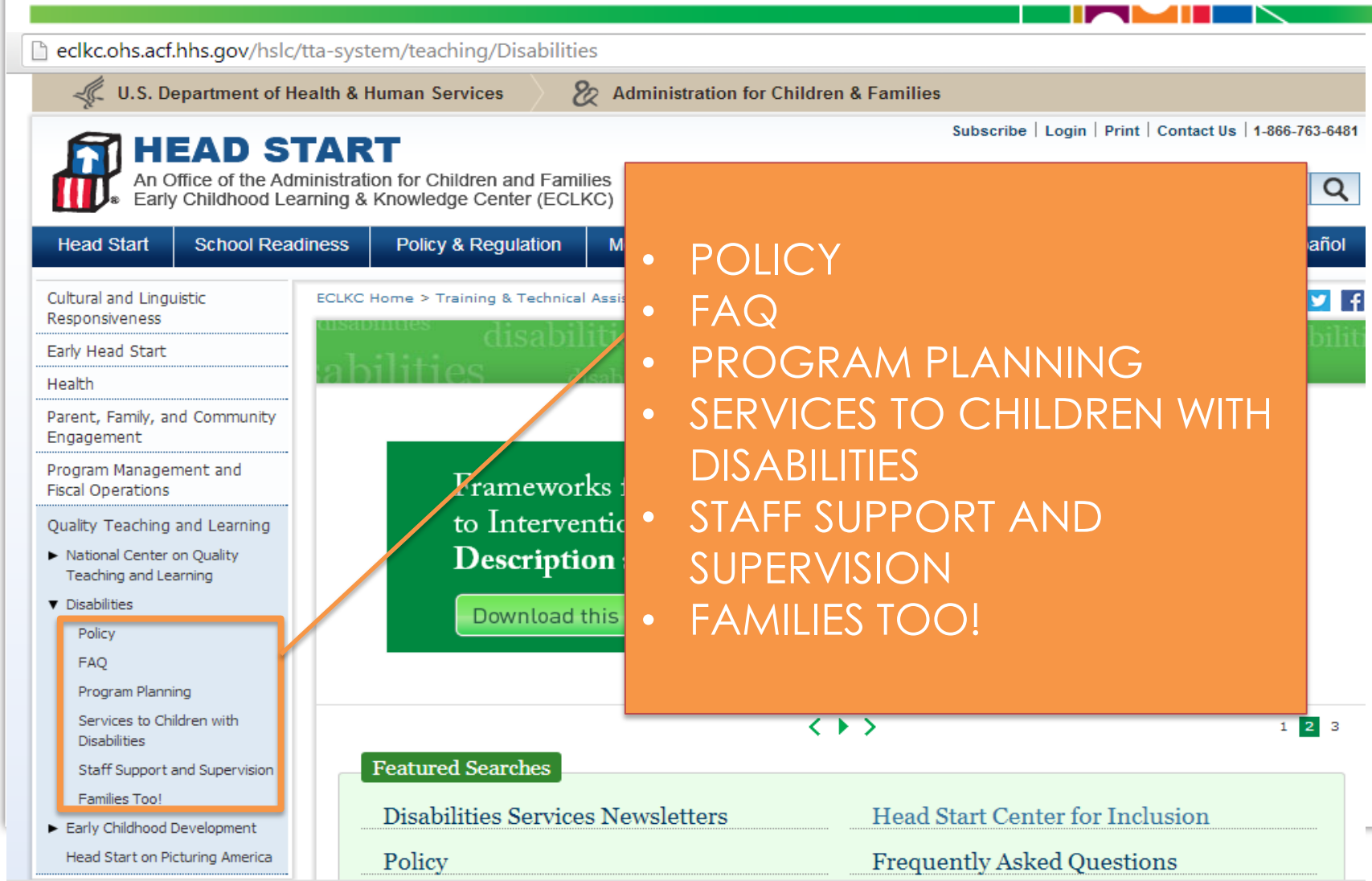
RESOURCES

DISABILITIES INFORMATION AND RESOURCES



- POLICY
- FAQ
- PROGRAM PLANNING
- SERVICES TO CHILDREN WITH DISABILITIES
- STAFF SUPPORT AND SUPERVISION
- FAMILIES TOO!

Cultural and Linguistic Responsiveness
Early Head Start
Health
Parent, Family, and Community Engagement
Program Management and Fiscal Operations
Quality Teaching and Learning
▶ National Center on Quality Teaching and Learning
▼ Disabilities
Policy
FAQ
Program Planning
Services to Children with Disabilities
Staff Support and Supervision
Families Too!
▶ Early Childhood Development
Head Start on Picturing America

Activity Matrix:

Organizing Learning Throughout the Day

15-MINUTE IN-SERVICE SUITE

1 2 3

Featured Searches

- Disabilities Services Newsletters
- Head Start Center for Inclusion
- Policy
- Frequently Asked Questions

EFFECTIVE TEACHING:
DISABILITIES NEWSLETTER

U.S. Department of Health & Human Services & Administration for Children & Families

Like Us Follow Us

HEAD START DISABILITIES SERVICES NEWSLETTER

NATIONAL CENTER ON Quality Teaching and Learning

December 2013 / Issue #30

Read About It

Adapt and Enhance—for Young Children with Visual Impairments

Three-year-old twins Hector and Maria have just started preschool. They both have visual impairments and their parents are happy to have them in a local preschool with neighborhood children. Although their teacher Nancy has concerns about providing them with appropriate social and learning activities, she also has help. The children work directly with Nina, a teacher of students with visual impairments. Nina collaborates with Nancy and provides supports and services for the twins in their preschool setting.

Teachers who provide activities related to phonological awareness, print awareness, letter knowledge, and book appreciation, help ensure children's success in school. Often though, children with visual impairments lack the same access to these early literacy activities as their typically developing peers. In this article from Young Exceptional Children, see how teachers provide a wide range of supports: braille and tactile image producers, large print books, audiobooks, the use of real objects related to storybooks, and the habit of keeping items in the same location over time.

How did Nancy set up her classroom to support the twin's unique learning needs? The Division for Early Childhood (DEC) and Sage Publications have enabled free access to "Enhancing Emergent Literacy Skills in Inclusive Preschools for Young Children with Visual Impairments" through Friday, Jan. 31, 2014.

Take a Look

Individualizing in Action

In the Individualizing Videos series from the Head Start Center for Inclusion (HSCI), two teachers discuss their targeted teaching plans for specific children. Watch as they turn their plans into action in

- Produced monthly
- Distributed through ECLKC to registered subscribers

RESOURCES:
HEAD START CENTER FOR INCLUSION

Head Start *center for* inclusion

Head Start *center for* inclusion

We are funded by the Office of Head Start

- about us
- for teachers and classroom staff
- for disabilities coordinators
- for supervisors and coaches
- for trainers
- for family service providers
- for families

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.

Inservice
15-minute!

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

center for inclusion

inclusion basics: membership

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- about us
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- for trainers
- for family service providers
- for families
- classroom visuals & supports
- videos
- modules
- also on this site

Facilitating Membership in Head Start [illegible]srooms
- View video presentation
- Download PDF presentation

Video Clips: Ask a Friend to Play
- View clip 1: Ask a Friend to Play
- View clip 2: Get a Friend's Attention
- View clip 3: Gently Take by the Hand
- View clip 4: Share a Toy

Print & Go: Ask a Friend to Play
- Download directions PDF
- Download Print & Go PDF (color)
- Download Print & Go PDF (b&w)

Print & Go: Giving a Compliment
- Download directions PDF
- Download Print & Go PDF (color)
- Download Print & Go PDF (b&w)

Helpful Resources

Listings of websites and books. (Acrobat PDF)
- Download PDF

Print and Go: Membership

"Asking a Friend to Play" offers four simple ways to help children learn how to initiate play with other kids. (Acrobat PDF)
- Download PDF

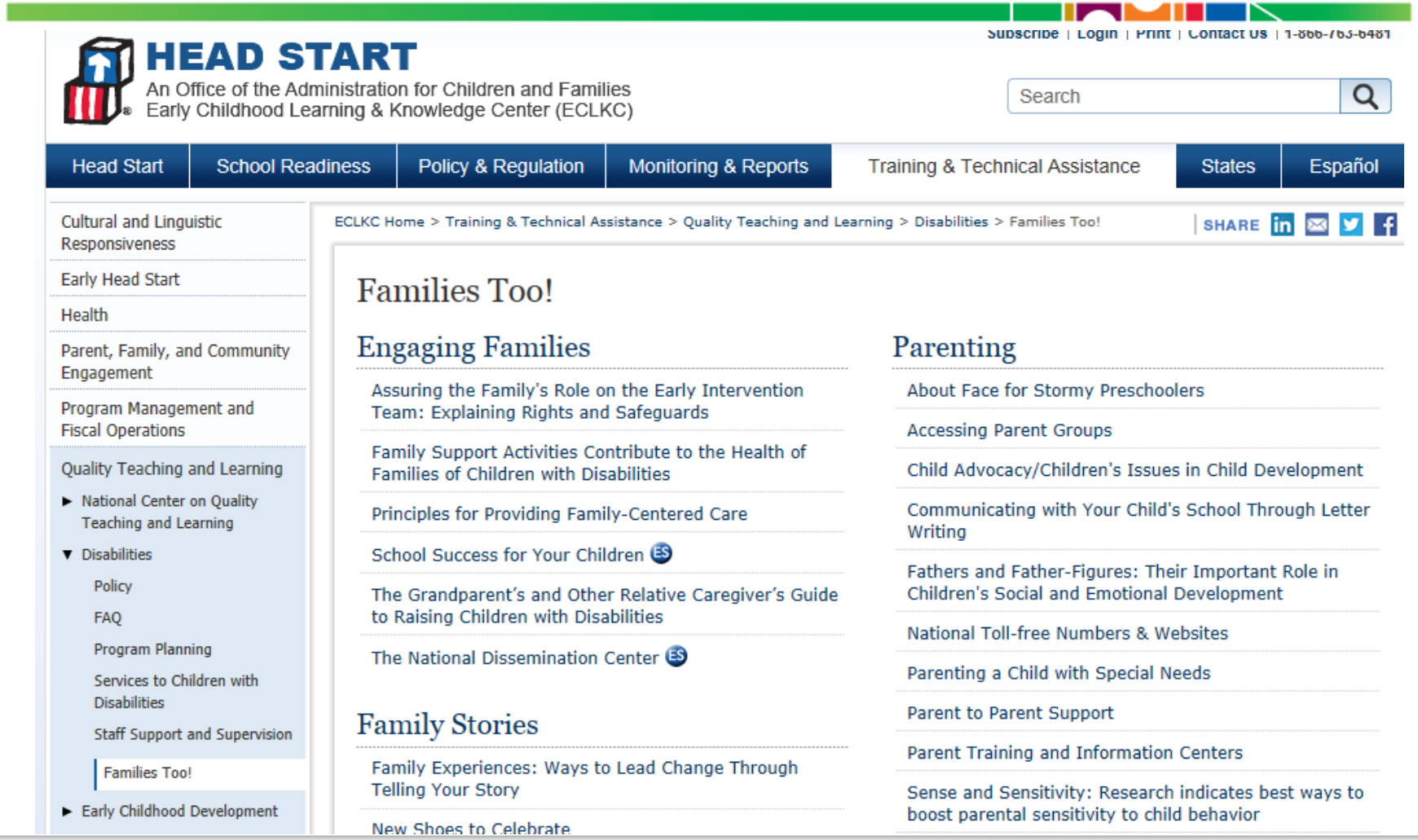
15 Minute In-Service Videos

Exemplar Video Clips

Print & Go Resources

Even More Helpful Resources!

FAMILIES TOO!



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

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  - ▶ National Center on Quality Teaching and Learning
  - ▼ Disabilities
    - Policy
    - FAQ
    - Program Planning
    - Services to Children with Disabilities
    - Staff Support and Supervision
    - Families Too!
  - ▶ Early Childhood Development

ECLKC Home > Training & Technical Assistance > Quality Teaching and Learning > Disabilities > Families Too!

SHARE

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 (ES)
- The Grandparent's and Other Relative Caregiver's Guide to Raising Children with Disabilities
- The National Dissemination Center (ES)

Family Stories

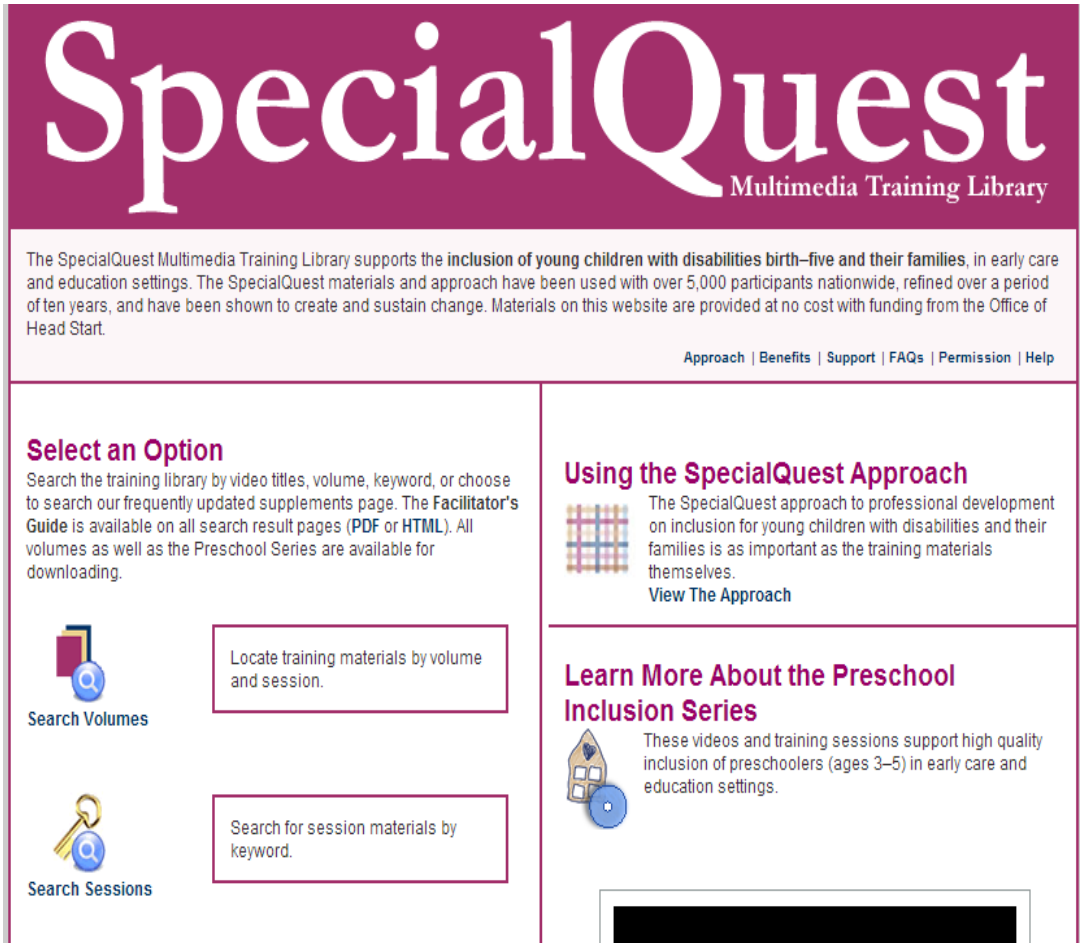
- Family Experiences: Ways to Lead Change Through Telling Your Story
- New Shoes to Celebrate

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

SPECIAL QUEST ONLINE

HTTP://NCOE.POINTINSPACE.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
- Isbell, C. and Isbell, R. (2005). The Inclusive Learning Center Book for Preschool Children with Special Needs
- Special Quest Online www.specialquestonline.org
- Moore, K. and Snyder, P. (2010). Embedded Learning Opportunities Head Start Center for Inclusion Module: headstartinclusion.org

THANK YOU!

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THE SCIENCE OF IMPROVING LIVES

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