Adapting and Modifying Early Childhood Curriculum

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ECE-146
The Child with Special Needs in Early Childhood Settings
Learning Objectives

- Evaluate and apply principles of developmentally appropriate curriculum for young children and describe adaptations or modifications for children with special needs in integrated/inclusive classroom environments.
  
  - Select and implement activities for young children with special needs in integrated/inclusive settings
  - Select and develop appropriate materials for young children with special needs
What have we learned so far...

- Pretest--Quiz: First let’s review what we know about inclusion
Large Group Brainstorm

- What supports and teaching strategies have you used?
- Let's define the possible categories
Embedded learning opportunities

- Naturalistic approach
- Activity-based intervention and integrated therapies
- Individual learning opportunities are planned and integrated
- Routines based instruction
Partnerships with Professionals

- Collaboration and Consultation
  - It is about relationships!
  - Equal membership
  - Training and inservice
Peer and Administrative Support

- Collective experience
- Reflective supervision
- Support
  - training, personnel, materials, planning time, and ongoing consultation
Curriculum Modifications

- Environmental support
- Materials adaptation
- Activity simplification
- Child preferences
- Special equipment
- Adult support
- Peer support
- Invisible support

** From Building Blocks (Sandall and Schwartz)
Environmental Support

- Altering the environment to promote
  - Learning
  - Participation
  - Engagement
- Physical, social and/or temporal changes, for example
  - Access
  - Workspaces
  - Pictures and/or symbols
Materials Adaptation

- Put at optimal level for child
- Stabilize, and/or enlarge
Activity Simplification

- Break down task or activity
- Reduce number of required steps
- Have child finish with success
Child Preferences

- Incorporate favorite activity or toy
- Incorporate favorite person
- Let child hold favorite quiet toy
Special Equipment

- To increase access to activities
- To increase participation
Adult Support

- Provide a model or way to expand on child’s play
- Join in with child
- Acknowledgement, and encouragement
  - Positive reinforcement
Peer Support

- Classmate(s) modeling
- Pair with another child, who can act as “helper”
- Have peers encourage
Invisible Support

- Sequence turns to increase participation

- Sequence activities within an activity
Video: “Include Me”

- During the video, observe for examples of the above types of activities and/or supports.

- After the video, we will list all the types of supports and strategies we saw.
Small-Group Activity

- Meet in your groups
- Review the worksheet on your “case-study” child
  - Check out this example case study
- Brain storm strategies you can begin to use now to support this child
  - Identify child strengths and preferences
  - Identify routines and activities that may be a challenge for that child.
  - How can you use the professionals that may be working with this child?