



This guide offers suggestions for presenting **Curriculum Modifications: Environmental Support**. This in-service suite includes a PowerPoint presentation and supporting materials. Please use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- PowerPoint presentation (33 slides)
- Projector and audio equipment
- Learning Activities:
 - » *Classroom Scan (with Instruction Sheet)*
 - » *Modification Match (Slides 30–31)*
- Tips for Teachers
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to provide participants with a deeper understanding of one type of curriculum modification: *environmental support*.
- This is one in a series of in-service suites on curriculum modifications. If participants need a basic introduction to curriculum modifications before focusing on the eight general types, please reference the *Curriculum Modifications: An Introduction* in-service suite. For a brief review, reference the *Tips for Teachers* handout from that suite.
- Participants are encouraged to consider how using environmental support strategies can increase the participation of specific children in their class.
- Learning activities offer participants opportunities to learn strategies involving environmental supports and modifications based on the specific needs, strengths, and interests of individual children.
- **Classroom Scan Instruction Sheet**
Prior to the training: Provide participants with the *Classroom Scan Instruction Sheet* included in this in-service suite. The *Classroom Scan* learning activity asks them to make a video of their classroom prior to the training and bring it with them. The videos will be used to identify and learn from the supports that participants are already using to promote the participation of individual students.
- Many of the examples provided in this in-service suite can support a variety of children, based on a variety of needs. Consider adapting the scenarios and supplementing with your own to fit your particular audience. For example, most visual supports are beneficial to children who are learning to speak and read in English.

NOTE

The *Helpful Resources* and *Tools for Supervisors* handouts are overarching tools that apply to all of the in-service suites in the *Curriculum Modifications* series. They can be found in the *Curriculum Modifications: An Introduction* in-service suite.



SLIDE 1: CURRICULUM MODIFICATIONS: ENVIRONMENTAL SUPPORT

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (where they are working, their current roles, etc.)
- Conduct an icebreaker related to *environmental supports*.

Example: Our daily environment has been adapted or modified to support the participation of everyone in our community. Can you think of some examples?

Possible answers:

- Stoplights
- Car horns
- Sound alerts in elevators and cars
- Crosswalk signals at busy streets
- Road signs for approaching stop lights, tourist attractions, or a change in the speed limit
- Large computer screens and the ability to zoom in or out
- Large-print recipes
- Home office space located in a quiet corner of the house
- Roundabouts and speed bumps to slow down traffic
- Presentations with charts, graphs, or photos for learners who are more visual





SLIDE 2: NCQTL'S FRAMEWORK FOR EFFECTIVE EVERYDAY PRACTICE

Introduce NCQTL.

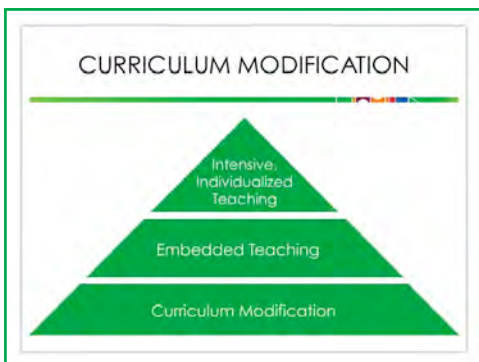
The four components of the House Framework support school readiness for all children.

After the foundation of the house is secure and all the indicators of a high-quality early childhood program are in place, there may still be children who are struggling to participate or to maximize their potential.

These children may include:

- A child who isn't making progress and needs extra support in a particular area of learning.
- A child with an Individualized Education Program (IEP).
- A child who is a dual language learner (DLL).
- A child who seems to be excelling in some areas of learning and in need of more challenge.

All these children can be supported or challenged, based on their unique needs, by using the teaching strategies introduced in the roof.



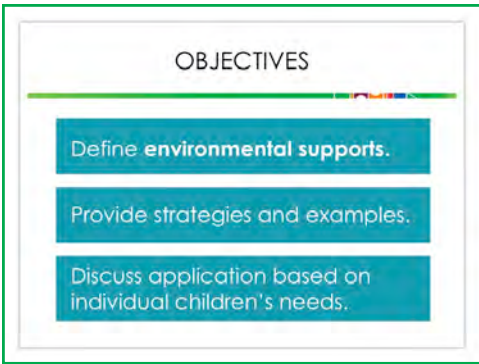
SLIDE 3: CURRICULUM MODIFICATION

The roof portion of the Framework for Effective Practice is separated into three tiers of highly individualized teaching: *Curriculum Modification*, *Embedded Teaching*, and *Intensive Individualized Teaching*. In the roof, the levels of support intensify from the bottom tier to the top.

Curriculum Modification is the bottom tier of the roof. This tier is about making *small* changes or additions to classroom activities that have a *big* impact on a child's engagement and learning.

This in-service suite focuses on how, with some careful planning, environmental support can be used to promote children's participation and learning.





SLIDE 4: OBJECTIVES

Objectives for the presentation:

- Define environmental support.
- Provide strategies and examples.
- Discuss application based on individual children's needs.

The last objective refers to the learning activities, which encourage participants to think about how environmental support strategies can be integrated into the classroom curriculum to promote participation.



SLIDE 5: WHAT IS CURRICULUM MODIFICATION?

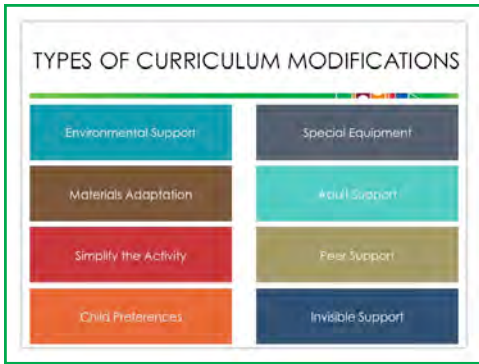
Definition: A curriculum modification is a change to the classroom activity or materials in order to facilitate or maximize a child's participation in planned activities, interactions, and routines. Curriculum modifications do not significantly alter the content, scope, or sequence of a curriculum.

A curriculum modification:

- Increases a child's ability to participate.
- Requires just a little extra thought and planning.
- Is easy to implement.
- Has a fairly immediate impact if it's going to work.
- Does not need additional resources, in most cases.

A curriculum modification is a small change that can make a powerful impact on a child's participation, sense of belonging, and opportunity to learn.





SLIDE 6: TYPES OF CURRICULUM MODIFICATIONS

Classroom activities and routines can be modified and adapted in a variety of ways. The eight general types of curriculum modifications are:

- | | |
|-----------------------|-------------------|
| Environmental support | Special equipment |
| Materials adaptation | Adult support |
| Simplify the activity | Peer support |
| Child preferences | Invisible support |

The focus of this in-service suite is on environmental support.

NOTE

Some examples of the modifications in this presentation can fit into other categories *in addition* to environmental support (i.e. simplify the activity, materials adaptation). Encourage participants to focus on children’s individual needs and interests rather than the type of modification that is being discussed.

EMPHASIZE

Focus on the strategy that is the best fit for the child.



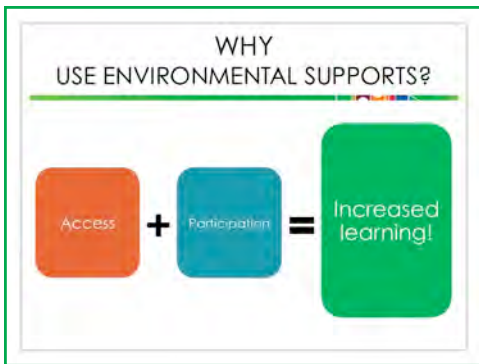
SLIDE 7: ENVIRONMENTAL SUPPORT

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

Reference for definition:

Sandall, S., & Schwartz, I. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul H. Brookes Publishing.





SLIDE 8: WHY USE ENVIRONMENTAL SUPPORTS?

Teachers work hard to develop lessons that get each *individual* child *actively involved* in learning. Even with the most thoughtful lesson plans and well-structured classrooms, some children still struggle to participate or to maximize their potential. Simple modifications to the curriculum, such as the use of environmental supports, can help these children progress.

More specifically, teachers who modify activities and materials based on individual needs and strengths ensure that children are *not bound by a single way of participating*. Successful learning can then take place in a variety of ways.

Access + Participation = Increased Learning

- Modifications provide **access** to planned activities, interactions, and routines.
- Increased access leads to a higher level of **participation**.
- Participating in a meaningful way provides a greater opportunity for **learning**.

Environmental supports, in particular, allow children to participate more independently by taking their cues from the environment rather than relying on others to step in and assist.



SLIDE 9: LET THE ENVIRONMENT DO THE "TALKING"

Teachers often, with the best intentions, offer physical and verbal support to children in their class when they see an opportunity to increase engagement. However, a subtle cue from the environment may be all that is needed to increase a child's independence and level of participation.

Cues from the environment can be beneficial because they:

- Increase the child's level of independence.
- Work in subtle and inclusive ways by not singling out a particular child.
- Empower the child.
- Allow teachers to be more efficient with their time.

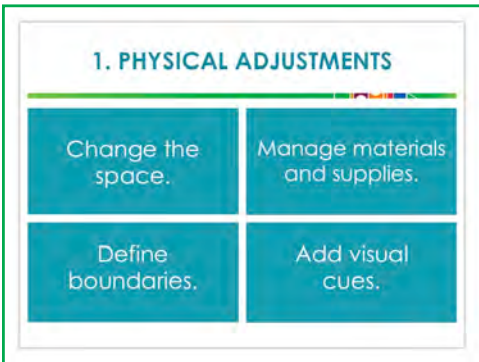




SLIDE 10: THREE STRATEGIES FOR ENVIRONMENTAL SUPPORT

To increase a child's participation, make small adjustments to the physical, social, and temporal environment.

1. **Physical:** Small adjustments to the materials and space in the physical environment (i.e. environmental arrangement, defining clear boundaries, material placement and management, and visual supports)
2. **Social:** Small adjustments to the social environment (i.e. intentional groupings and selection of materials)
3. **Temporal:** Small adjustments to the schedule and time spent on various tasks



SLIDE 11: 1. PHYSICAL ADJUSTMENTS

Small adjustments can be made to the materials and space in the physical environment to promote a higher level of participation.

For example:

- Changing the use of space and the arrangement of furniture
- Intentionally managing materials (limiting, adding, using as props, or rotating materials)
- Making boundaries obvious (to indicate where children can go, or where materials can be used and returned)
- Adding visual cues (to take the place of verbal directions or reminders)





EMPHASIZE *

The examples from this in-service suite will not necessarily work with all children with the given issue; the goal is to see examples and generalize ideas relevant to the children that you work with.

SLIDE 12: PHYSICAL ADJUSTMENTS CHANGING THE SPACE

The **location and arrangement of materials, centers, and activities** can be adjusted in creative ways to support the needs of individual children.

Photo 1

Issue: A child has difficulty sitting at the table and staying with the group during small-group activities.

Modification: The teacher moves small group to the floor where the child is more comfortable and less likely to get up and leave.

Photo 2

Issue: A child darts in and out of dramatic play, never staying long enough to get engaged.

Modification: The teacher pulls two large chairs over to create a boundary and encourage the child to stay longer.

Photo 3

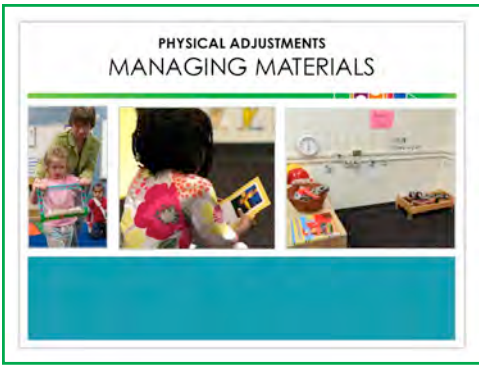
Issue: A child is learning to recognize letters, but gets distracted easily when looking at books.

Alternative issue: A child who is a dual language learner (DLL) needs periodic rest and privacy after activities and interactions that involve significant language processing.

Alternative issue: A child with challenging behaviors acts out when overwhelmed by too much stimulation (and needs a break).

Modification: The teacher creates a cozy book corner that is tucked away in a quiet, low-traffic area.





SLIDE 13: PHYSICAL ADJUSTMENTS MANAGING MATERIALS

Classroom materials can be used in many ways to support individual children. They can be **added, minimized, varied,** and **strategically used** to motivate desired behavior and to increase engagement.

Photo 1

Issue: A child has difficulty transitioning between activities and often wanders off.

Modification: Before difficult transitions, the teacher gives the child an item related to the next activity—keeping the child’s focus on pairing the object with the activity.

Photo 2

Issue: A child quickly loses interest in story time.

Modification: The teacher provides pictures and props to make the stories more concrete and engaging.

Photo 3

Issue: A child gets frustrated and overwhelmed in the dramatic play area.

Modification: The teacher removes some of the materials and posts visuals on the wall that show different ways to play with the materials there.





EMPHASIZE *

Environmental modifications are simple and often easy to obtain or make.

SLIDE 14: PHYSICAL ADJUSTMENTS DEFINING BOUNDARIES

A simple way to increase engagement is to provide children with clear visuals that indicate where they and their materials belong. This strategy is often beneficial to many children in the classroom.

Photo 1

Issue: A child has a hard time sitting still at circle and ends up touching and leaning into peers.

Modification: The teacher puts out carpet squares with name tags to indicate where each child belongs during circle, and spaces them out as far as needed. The teacher also places the name tags behind the carpet squares to prevent some children from playing with them during circle and distracting others.

Photo 2

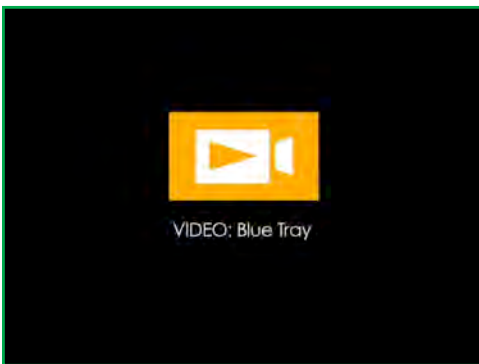
Issue: A child doesn't stay with the group at snack time because dramatic play is more enticing.

Modification: The teacher puts up a stop sign to indicate when free choice centers are closed and removes it when they are open.

Photo 3

Issue: A child is highly distracted by the computer and often tries to play on it at inappropriate times.

Modification: The teacher covers the computer with a blanket when it's off limits and uncovers it when it's available to the child.



Length of video: Approximately 47 seconds

SLIDE 15: VIDEO: BLUE TRAY

Introduce the video.

Based on her many years of experience as a teacher and watching teachers in action, Dr. Gail Joseph, PhD (National Center on Quality Teaching and Learning) shares this example of a simple change to the physical environment that had a real impact on a child's independence and participation.

VIDEO 

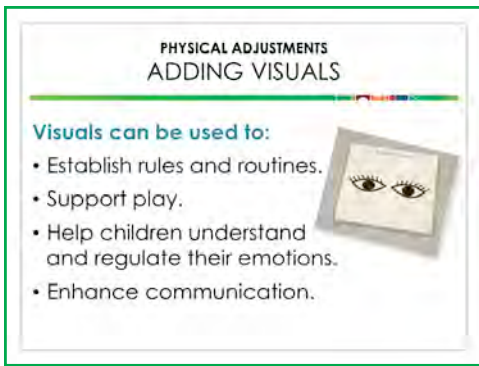
DISCUSSION 

Ask participants to share comments and questions. Can they think of other ways to make the same boundary?

Possible answers:

- Placemat
- Lid from a cardboard box
- Lid from a medium-sized storage container
- Small sized baking sheet
- Masking tape or painters tape





EMPHASIZE *

The goal, as with any support, is to phase out the use of the visual as the child's independence increases.

SLIDE 16: PHYSICAL ADJUSTMENTS ADDING VISUALS

The use of visual supports is one of the easiest ways to increase a child's level of independence. There are many ways **visuals can be used to support particular needs.**

Visuals can be used to:

- Establish rules and routines.
- Support various aspects of play.
- Help children understand and regulate their emotions.
- Enhance communication.

Visuals don't teach new behaviors.

Visuals alone won't teach a child to do something new, but they do provide reminders without drawing unwanted attention to the child. It's important to first teach the meaning and use of the visual before expecting independence.

Visuals are good for everyone.

Visuals are helpful to the children for whom they were designed, and often many other children will benefit from them as well.

Visuals need careful placement.

Visuals need to be accessible to be effective. The function of the visual usually determines its placement.

- Visuals that pertain to a specific area can be placed there, on a wall or shelf.
- Those needed for transitions can be carried in the teacher's apron, pocket, hip-pack, or hang from a belt-loop on a ring.
- Those used for group activities can be kept in the bucket or on the tray with other materials for that activity.
- Some visuals can be given to the child to manage. This is appropriate when the child is capable of self-monitoring, or when holding the visual enhances its purpose (to stay focused on transitions, to occupy hands during circle time, etc.).





SLIDE 17: PHYSICAL ADJUSTMENTS VISUALS: FOR RULES AND ROUTINES

Children can't always remember rules, especially when they're distracted or overwhelmed with emotions—anxiety, sadness, or anger. Visuals can provide reminders for children and increase their compliance and engagement.

Routines are also difficult for children to learn. Many routines involve multiple steps and periods of waiting. Teachers who use visuals to break down the steps can provide just the level of support that some children need.

Photo 1

Issue: A child struggles to remember all the steps for getting ready to go out in the snow and often gets distracted.

Modification: The teacher puts up a picture for each step. The child, when distracted, is directed to the next picture. (Visual: snow pants, boots, coat, hat, gloves)

Photo 2

Issue: A child often elbows and pushes other children while waiting in line.

Modification: The teacher makes a poster that illustrates several strategies for waiting (while I'm waiting I can...sing the ABC's, count to 10, Wheels on the Bus, Tiny Tim, Where is Thumbkin?, Simon Says, Old MacDonald, Open Shut Them).

Photo 3

Issue: A child is eager to play with toys and supplies, but hesitant to help put them away.

Modification: The teacher posts a drawing in each activity center: "First" what it looks like to play and "Then" what to do with the materials when finished. (First: picture of child playing with toys; Then: picture of toys on shelf)





SLIDE 18: PHYSICAL ADJUSTMENTS VISUALS: TO SUPPORT PLAY

Because children learn through play, it can be very meaningful to support children who struggle to engage in play-based activities. Play skills can be supported and enriched in many ways by using visual supports.

Photo 1

Issue: A child is an advanced learner and needs more challenge in the block area.

Modification: The teacher puts out pictures of more complex structures for the child to work on that relate to places and things the child has expressed an interest in.

Photo 2

Issue: A child has a goal to increase pretend play skills, but usually just watches children in the dramatic play center.

Modification: The teacher encourages the child to set the tables for the "restaurant" and puts out placemats with outlines that show where the plate, cup, and utensils belong.

Photo 3

Issue: Several children who need to expand their play skills are spending all their time in the toys and games area during free choice; other children are frustrated because they don't get the chance to play there due to overcrowding.

Modification: The teacher puts up a poster that allows only four children in that area at a time. Children who want to play there can place their picture on one of the four spots on the poster. A time limit is then implemented to encourage children to move on and explore new play areas.





Length of video: Approximately 1 minute and 8 seconds

SLIDE 19: VIDEO: PLAY PLAN INCREASES ENGAGEMENT

Introduce the video.

This video shows an example of a visual support used to promote the participation of a child in dramatic play. To help the child play more appropriately with the materials and other children, the teacher uses a play script.

VIDEO 

DISCUSSION 

Ask participants to share comments and questions.

Points to highlight:

- More adult support was necessary to teach the use of the play script at first. But over time the child learned to select his play plan and act it out more independently.
- As the child begins to generalize and think of his own ideas in dramatic play, the visual will be phased out.
- Play scripts can be hand drawn or made with photographs or graphic images.
- The number of steps in a play script can be adjusted based on the child's level of play.





SLIDE 20: PHYSICAL ADJUSTMENTS VISUALS: FOR SOCIAL EMOTIONAL SUPPORT

Visuals can be used to enhance a child's social emotional development in a variety of ways. Children who are unable to identify various emotions or are struggling to work through strong emotions often respond well to visual supports.

Photo 1

Issue: A child is very attached to a particular teacher. She gets upset and anxious when she can't be in the same small group that the teacher is leading.

Modification: The child is given a photo of her teacher to clip on her shirt to calm her and give her a feeling the teacher is still close.

Photo 2

Issue: A child struggles to separate from mom and dad when dropped off for school.

Modification: Teacher places pictures by the door with the steps of the good-bye ritual. (I walk to class. I say hello to my teacher. I give my mommy a kiss good-bye.)

Photo 3

Issue: A child has very little body awareness; he has a hard time calming his body for stationary activities and keeping safe during movement activities.

Modification: The teacher makes a visual to help him learn how to tune into his body and recognize when his body is too active.

- Red zone = engine is running too high
- Blue zone = engine is running too low
- Green zone = engine is just right

Initially, the teacher marks the child's different levels of activity (with the arrow on the right) to help the child learn to recognize how he feels when his "engine" is in the different colored zones. Eventually the child is able to independently recognize and share with others how his body is feeling.





SLIDE 21: PHYSICAL ADJUSTMENTS VISUALS: FOR COMMUNICATION

Communication can be supported in many different ways with the use of visuals. For children who are learning a second language, pictures can be a temporary method of communication. For children who are learning social communication, pictures and scripts can provide scaffolding for a variety of interactions.

Photo 1

Issue: A beginning talker shows frustration when she tries to communicate her choices during free play.

Alternative issue: A child who is a DLL doesn't yet have the words to communicate her choices in English.

Modification: The teacher laminates pictures of the choices for free play. The child can choose a picture and give it to teacher to communicate her choice.

Photo 2

Issue: A child is eager to play with peers, but ends up being too physical. Peers now move away when the child approaches.

Alternative issue: A child who is a DLL doesn't have the words to communicate with English speaking peers, but wants to connect with them and share in their excitement.

Modification: The teacher makes visuals that show appropriate ways the child can be a good friend and share excitement with peers. ("Give a friend a thumbs up." "Give a gentle hug.")

Photo 3

Issue: A child doesn't initiate conversation with peers.

Modification: At snack time, the teacher places "snack talk" cards on each table with conversation starter ideas and possible answers. (What is your favorite food? What is your favorite animal? What games do you like to play?)





Length of video: Approximately 1 minute and 52 seconds

SLIDE 22: VIDEO: USING VISUAL SUPPORTS

Introduce the video.

In this video two teachers discuss how they use visual supports in their classroom to:

- Remind individual children of **rules and routines**.
- Support individual children during **transitions**.
- Establish **individual boundaries** for safe movement during large group activities.

VIDEO 

DISCUSSION 

Ask participants to share comments and questions.





SLIDE 23: PHYSICAL ADJUSTMENTS VISUALS: FOR DUAL LANGUAGE LEARNERS

Children who are learning in more than one language *and* becoming familiar with classroom routines and expectations can particularly benefit from the use of visuals in the classroom. Visual supports **speak to children of all languages** and provide opportunities for children who are DLLs to **see printed words in both their home language and English.**

Photo 1

Issue: A child previously attended preschool in Mexico. He can already recognize some letters of the alphabet and some familiar Spanish words, but he doesn't know how to speak or read in English.

Modification: The teacher makes labels in both languages for a variety of classroom items and routines to help him build on his prior print knowledge and make a connection between Spanish and English.

Photo 2

Issue: A child has just started at the school after being in environments where only her home language was spoken. She is trying to learn the classroom routines.

Modification: The teacher places posters throughout the classroom with photographs for the classroom rules, complex routines, and the daily schedule.

Photo 3

Issue: Three children in the class with basic print awareness each speak a different language. They haven't yet connected their prior print knowledge with the English alphabet and words.

Modification: The teacher places a variety of labels around the classroom that include all three home languages as well as English.





Length of video: Approximately 12 seconds

SLIDE 24: VIDEO: SMALL GROUP VISUALS

Introduce the video.

This video demonstrates a teacher using visual supports for a child whose home language is Cantonese, but whose classroom is taught in English and Spanish on alternating days. To help her participate, the teacher posts pictures above the art center that show the steps to complete an art project, along with instructions written in Cantonese, Spanish, and English.

VIDEO 

DISCUSSION 

Ask participants to share some of the ways they support dual language learners in their class with the use of visuals.



LEARNING ACTIVITY:

CLASSROOM SCAN

In this activity, participants share the environmental support strategies they're already using and learn new strategies from others.

Refer to the *Facilitator Guide* of this learning activity for the steps to take prior to the training.

HANDOUT 

Distribute the *Classroom Scan* learning activity and review the directions.

OPTIONAL DISCUSSION 

If time allows, ask each person to share one of the top three ideas they got from seeing another participant's classroom arrangement.

NOTE 

Alternatively, pieces of easel notepad paper can be put up in several places in the room and participants can write down their favorite two or three ideas. Several people could then be asked to read the ideas, or participants could walk around and read the ideas during a break. A snapshot could also be taken of the notepad paper and emailed to participants after the training.



2. SOCIAL ADJUSTMENTS

To promote participation:

Strategically select peer pairs, groupings, and seating arrangements.

Select materials that motivate shared play.

Design activities that promote social interactions.

SLIDE 25: 2. SOCIAL ADJUSTMENTS

Adjusting the social environment is another way to increase a child's level of independence and participation.

Such as:

- Thoughtfully selecting peer pairs, groupings, and seating arrangements to promote participation
- Choosing preferred materials that motivate shared play
- Designing activities that promote social interaction

SOCIAL ADJUSTMENTS GROUPINGS, MATERIALS, ACTIVITIES



SLIDE 26: SOCIAL ADJUSTMENTS GROUPINGS, MATERIALS, ACTIVITIES

Photo 1

Issue: A child wants to engage with certain peers, but is still learning appropriate ways to initiate interactions.

Modification: The teacher sets up an art activity in which children create a buddy picture together by each making a hand print. The child is encouraged to invite peers to join him in making a buddy picture.

Photo 2

Issue: A child plays alone for a majority of free choice time.

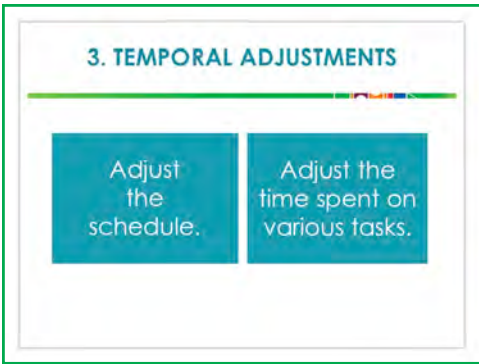
Modification: The teacher sets out a sensory bin with sand. It's a highly motivating activity for her *and* the other children and encourages face-to-face interactions.

Photo 3

Issue: A child is struggling to establish friendships.

Modification: The teacher places the child next to the same peer across several activities throughout the day.





EMPHASIZE *

One schedule does not fit all.

SLIDE 27: 3. TEMPORAL ADJUSTMENTS

Making adjustments to the schedule and changing the amount of time spent on tasks and activities can also promote and enrich the participation of individual children.

These include:

- Creating an individualized activity schedule for a child and adjusting the time given for transitions.
- Modifying the amount of time expected or allowed for activities.



SLIDE 28: TEMPORAL ADJUSTMENTS SCHEDULES AND TIME

Photo 1

Issue: A child is an advanced learner and needs more challenge.

Modification: The teacher notices he is interested in art and gives him extra time at the art table while the other children move on to snack. She also borrows several beginning art books from the library for him to look at during this extended time.

Photo 2

Issue: A child wanders during free choice, never engaging in the learning centers.

Modification: A picture schedule with symbols that represent the different centers is created for the child. The child chooses his activities and the order in which he will do them. Then, after engaging in an activity for a certain amount of time, he removes the picture for that activity. He can then check the next picture to see what activity to move on to.

Photo 3

Issue: A child has a difficult time waiting for her turn, especially for the swings.

Modification: The teacher places a timer outside. The child gets to hold it so she'll know when it's her turn.





Length of video: Approximately 42 seconds

SLIDE 29: VIDEO: ADJUSTING TIME AT CIRCLE

Introduce the video.

In this video, a teacher discusses adjusting the amount of time some children are expected to sit during circle time. Her goal is to support their integration into large group activities.

VIDEO 

DISCUSSION 

Possible questions:

- The teacher mentions that the goal for these children is to integrate fully into the large group activity. How would you help the child gradually increase the amount of time engaged during circle?
- Is there a child in your class who might benefit from an adjustment to the amount of time required to engage in an activity? Examples can be shared with a neighbor or with the group.



SLIDES 30 AND 31:

LEARNING ACTIVITY:

MODIFICATION MATCH— PARTS 1 AND 2

In this learning activity, participants can think about appropriate ways to modify the environment based on specific child concerns. This activity may be completed in a large group or participants may work in pairs.

HANDOUT 

Distribute the *Modification Match* learning activity and review the directions.

Refer to the *Facilitator Guide* of the learning activity for a completed example of the *Modification Match* form.



REVIEW

Curriculum Modifications promote participation.

Environmental Support: A change to the...

- physical environment.
- social environment.
- temporal environment.

Let the **ENVIRONMENT** do the *talking*.

SLIDE 32: REVIEW

A curriculum modification is a small change that can make a big impact on a child's level of participation in your classroom.

Environmental support is one of eight general types of curriculum modifications. Strategies include making small changes to the:

- Physical and visual environment.
- Social activities and groupings.
- Schedule and duration of activities.

Providing environmental support allows the environment to do the talking. In this way, the teacher can minimize adult support while still promoting engagement and learning.

HANDOUT

- Distribute and review *Tips for Teachers*.
- Distribute and review *Tools for Supervisors*.
- Distribute the *Helpful Resources* handout and review key resources.

NOTE

In-service suites are available for each of the eight types of modifications. Refer to these as needed, based on your participants' level of understanding of curriculum modifications.



FOLLOW-UP ACTIVITY: SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Work with a team member to determine which children in your classroom might benefit from a change to the:
 - » Physical and/or visual environment.
 - » Social activities and/or groupings.
 - » Schedule and/or duration of activities.
- Make a plan.
- Determine who will be in charge of preparation tasks (i.e. moving the furniture, making the visual support, preparing the props, changing or adding materials to specific play areas, etc.)
- Give it a try!



SLIDE 33: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.



For more information, contact us at: NCQTL@UW.EDU or **877-731-0764**

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