

8 Types of Curriculum Modifications for Inclusive Preschool Classrooms

Curriculum modifications are an important part of the **Building Blocks framework**. Specific to each child, curriculum modifications are changes made to the ongoing classroom activities or materials to achieve or maximize a child's participation. This quick guide will walk you through 8 types of curriculum modifications and provide you with examples of each.

1

Environmental Support

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

Example: 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.

2

Materials Adaptation

Modify materials so that the child can participate as independently as possible.

Example: 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.

3

Activity Simplification

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

Example: If a child is overwhelmed by activities such as cooking projects, crafts, and table games and is rarely successful at them, break down the activity into several parts. Describe the steps in clear terms, and draw pictures of the steps to make it even clearer.

4

Child Preferences


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

Example: 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.

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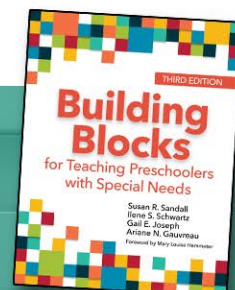
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5

Special Equipment

Use special or adaptive devices that allow the child to participate or increase a child's level of participation. This includes homemade equipment or devices as well as commercially available therapeutic equipment.

Example: 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.

6

Adult Support

Have an adult intervene in an activity or a routine to support the child's participation and learning.

Example: If a child goes over 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.

7

Peer Support

Utilize peers to help the child learn important objectives.

Example: 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 partners and hold their partner's hand when lining up.

8

Invisible Support



Purposely arrange naturally occurring events within one activity.

Example: If 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 then make the collage.

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