Six Steps to Inclusive Preschool Curriculum & Building Blocks for Teaching Preschools with Special Needs

How to Use Them Together

The material in Chapter 6 of *Six Steps to Inclusive Preschool Curriculum* (Differentiation and Individualization) can be used in tandem with Chapter 5 of *Building Blocks for Teaching Preschoolers with Special Needs, Third Edition*. Chapter 6 of Six Steps describes three main focuses for differentiation: Learning Environment, Content, and Process. Building Blocks breaks those down into 8 types of curriculum modifications and corresponding strategies that help facilitate a child's participation in activities and routines. So turn to *Six Steps* for an overview of differentiation and your main areas of focus, and then refer to *Building Blocks* for specific steps and strategies. The chart below further illustrates the connection between the content in the two books.

SIX STEPS TO Inclusive Preschool Curriculum
A UDL-Based Framework for CHILDREN'S SCHOOL SUCCESS — CSS+
Eva M. Horn, Susan B. Palmer, Gretchen D. Butera, Joan A. Lieber
Foreword by Samuel L. Odom, Karen E. Diamond, and Marci J. Hanson

Drs. Eva Horn, Susan Palmer, Gretchen Butera, Joan Lieber

THIRD EDITION — Building Blocks for Teaching Preschoolers with Special Needs
Susan R. Sandall, Ilene S. Schwartz, Gail E. Joseph, Ariane N. Gauvreau
Foreword by Mary Louise Hemmeter

Drs. Susan Sandall, Ilene Schwartz, Gail Joseph, Ariane Gauvreau

Differentiation Focuses	Modification Type	Definition	Strategies
LEARNING ENVIRONMENT Addresses changing or adding materials or events within the classroom	**Environmental Support**	Altering the physical, social, and temporal environment to promote participation, engagement, and learning	• Change the physical, social, and temporal environment
	Material Adaptation	Modifying materials so that the child can participate as independently as possible	• Have materials in optimal position • Stabilize materials • Modify the material to make larger, create higher contrast, and to lessen physical require.
	Special Equipment	Special or adaptive devices that allow a child to participate or increase a child's level of participation	• Use of special equipment to increase access and participation
CONTENT Focuses on modifying activities to better match with the child's abilities and preferences	**Child Preferences**	Identify and integrate child preferences and choice to enhance child participation	• Incorporate multiple choices for the child as he or she participate in the activity • Allow the child to retain an item that provides comfort but is unobtrusive to participation
	Simplification	Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps	• Break the task into clearly delineated steps • Reduce the number of steps by partially completing the task being sure to support the child finishing with success
PROCESS Focuses on providing adult, peer, or invisible support to the child	**Adult Support**	An adult provides direct individualized support for the child's participation and learning	• Adult provides support through the use of additional cues for appropriate behavior or responses including verbal cue, model, physical prompt, and physical guidance • Adult provides support through the use of specific praise and scaffolding to work on expanding the child's response
	Peer Support	Arranging for a peer to provide support to the child's participation and learning	• Pairing children with instruction to work as a team on an activity or project • Pairing children such that one child can provide a model for the other in how to complete the task • Designating a peer to be a helper in accomplishing a specific task for the child
	Invisible Support	Special or adaptive devices that allow a child to participate or increase a child's level of participation	• Planning the sequence of turns for a child to simplify the task • Planning the sequence of activity participation such that there is a balance in high demand and low demand activities • Planning for enhanced access to materials