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### LEARNING OBJECTIVES

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Define adult support and the ways it can engage all learners.

Explain invisible support and how to integrate it into learning activities.

Discuss how to simplify activities so all children can participate and learn.

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### 8 TYPES OF CURRICULUM MODIFICATIONS

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

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### ADULT SUPPORT

“ Having an adult intervene to support the child’s participation and learning. ”

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

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### ADULT SUPPORT STRATEGIES

- Join in the child's play.
- Use praise and encouragement.
- Provide modeling.

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### JOIN IN THE CHILD'S PLAY

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### USE PRAISE AND ENCOURAGEMENT




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### PROVIDE MODELING




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### LEARNING ACTIVITY: WHAT WOULD YOU DO?

**LEARNING ACTIVITY**  
ADULT SUPPORT

**WHAT WOULD YOU DO?**  
In this activity, you will be asked to think about a situation and decide what you would do. You will be asked to write down your answer and explain why you chose that answer.

**Directions:** Read the situation and think about what you would do. Write your answer in the space provided. You will be asked to explain why you chose that answer.

**Activity:** Read the situation and think about what you would do. Write your answer in the space provided. You will be asked to explain why you chose that answer.

<b>STEP 1</b> Read the situation. Write your answer.	
<b>STEP 2</b> Explain why you chose that answer.	
<b>STEP 3</b> Read the situation. Write your answer.	
<b>STEP 4</b> Explain why you chose that answer.	

**NCOTL** North Carolina Occupational Therapy Licensure Board

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LEARNING ACTIVITY RECAP

Child 1 — The child struggles to complete a challenging puzzle. The teacher offers praise and encourages the child to persist.



Seven horizontal lines for notes.

LEARNING ACTIVITY RECAP

Child 2 — The child mouths a toy instead of engaging with the sensory table materials. The teacher models and encourages pretend play with the duck.



Seven horizontal lines for notes.

LEARNING ACTIVITY RECAP

Child 3 — The child gets overwhelmed during the transition to free choice. The teacher offers suggestions based on the child's strengths and interests.



Seven horizontal lines for notes.

### LEARNING ACTIVITY RECAP

Child 4 — The child doesn't know what to do in the dramatic play area. The teacher joins in to model pretend play with the food.



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### JUST THE RIGHT AMOUNT OF SUPPORT

Facilitate independence.	Look for signs of progress.
Decrease support as skill level improves.	Be prepared for variable behavior.

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NCQTL  
North Carolina Quality Teaching Leadership



VIDEO: Adjusting in the Moment

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**INVISIBLE SUPPORT**

“ Purposeful arranging of naturally occurring events within one activity. ”

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




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**INVISIBLE SUPPORT**





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NCSTL  
National Center for Special Technology Leadership



VIDEO: Definition and Examples

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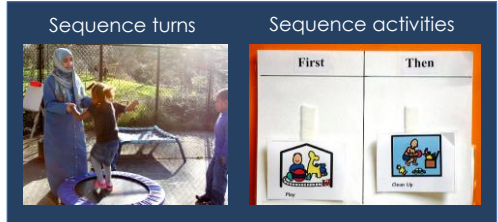
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### INVISIBLE SUPPORT STRATEGIES




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NCOTL



VIDEO: Planning Invisible Support

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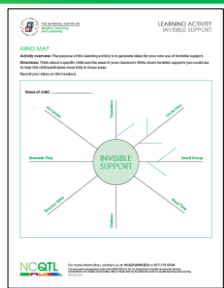
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### LEARNING ACTIVITY: MIND MAP




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### TEMPORAL ADJUSTMENTS

Adjust the schedule.

Adjust the time spent on various tasks.

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### TEMPORAL ADJUSTMENTS SCHEDULES AND TIME




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### TEMPORAL ADJUSTMENTS SCHEDULES AND TIME




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**TEMPORAL ADJUSTMENTS**  
**SCHEDULES AND TIME**

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NCQTL



VIDEO: Adjusting Time at Circle

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**ACTIVITY SIMPLIFICATION**

“ Simplifying a complicated task by breaking it into smaller parts or by reducing the number of steps. ”

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




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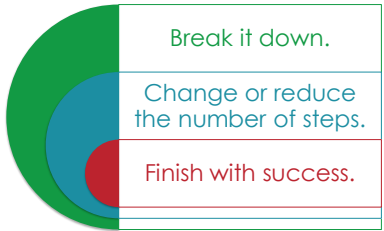
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ACTIVITY SIMPLIFICATION STRATEGIES



Break it down.

Change or reduce the number of steps.

Finish with success.

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NCQTL



VIDEO: Ideas from the Field

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REVIEW

**Three types of curriculum modifications to teachers' facilitation & interactions:**

- Adult support
- Invisible support
- Simplify the activity

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**CENTER FOR  
EARLY LEARNING  
PROFESSIONALS**  
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For more information, contact us at  
info@center-elp.org or 401-736-9020.  
[www.center-elp.org](http://www.center-elp.org)



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