



LEARNING OBJECTIVES

- Explore five steps to put curriculum modifications into action.
- Learn ways to assess and make decisions about modifications.
- Consider common concerns about curriculum modifications.

8 TYPES OF CURRICULUM MODIFICATIONS

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

PUTTING IT INTO ACTION

- Observe and clarify the concern.
- Choose a modification strategy.
- Make a plan.
- Give it a try.
- Determine if it's working.

OBSERVE AND CLARIFY

When do you see confidence?



When do you see withdrawal?



CHOOSE A MODIFICATION STRATEGY

- Match supports with the child's needs.
- Keep it simple.
- You can try more than one.
- Don't be afraid to experiment.

MAKE A PLAN

WHAT needs to be done?

WHO will do it?

WHEN will it be ready?

HOW will everyone stay informed?

USE A MATRIX

Teacher's name: Marsha Date: 9/24/14

Daily schedule:	Curriculum modifications planned for:		
	Name:	Name:	Name:
Transitions			
Circle time	Place preferred object toy on a cube chair (to increase the time she sits and attends with the group)		
Small group	Provide placemat to do projects on (to give her a visual reminder of where she should be drawing or working)		
Snack/Lunch			
Center time	Reference visual support with the steps to a play experience (to help her engage appropriately in the area)		
Toileting/Hand washing	Have her wash hands with Dalia (the can model the steps and encourage her to finish the task)		
Outdoor time			

GIVE IT A TRY




DETERMINE IF IT'S WORKING

Is the child participating more fully?

YES

- Improving—Keep it up!
- Fully participating—Phase out support.



DETERMINE IF IT'S WORKING

Is the child participating more fully?


NO

- No improvement—Try something else.
- Still no improvement—Consider increasing support.



JUST THE RIGHT AMOUNT

Increase or decrease levels in the moment to respond to the child's needs.





COMMON CONCERNS

- What if everyone wants it?
- Is it fair?
- Will it distract other children?
- What if the child becomes dependent on the support?
- What if it doesn't work?

LEARNING ACTIVITY: TEACHER'S MODIFICATION WORKSHEET

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LEARNING ACTIVITY
PUTTING IT INTO ACTION

This form can be used with your team to discuss, and plan for curriculum modifications on that the specific needs of individual children in your classroom and school.

Class name _____ Teacher's name _____ Date _____

Daily student activities	What are concerns?	How will we modify?	Materials and prep	Who will provide? By whom?	Is it working? By whom?
					<input type="checkbox"/> Yes <input type="checkbox"/> No By whom:
					<input type="checkbox"/> Yes <input type="checkbox"/> No By whom:
					<input type="checkbox"/> Yes <input type="checkbox"/> No By whom:

For more information, contact us at NCQT@NCSDEd.org or 811-221-2266
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REVIEW

- Module One: Setting Up the Environment
- Module Two: Materials
- Module Three: Peer Support
- Module Four: Facilitation and Interactions
- Module Five: Putting It Into Action



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