

Including All Learners: Adaptations and Modifications for success in the Pre-K Classroom.

Kansas Division for Early Childhood Annual Conference, February 25, 2016

Kristin Freed- Wichita Collegiate School
Carla Heintz- Wichita Public Schools

Participants Will:

- Gain a better understanding of how adaptations can support all students
- Gain a better understanding of the types of adaptations they can make and when to apply them.
- See examples of adaptations that can be made that support a variety of students
- Gain practical tips on how to make adapted books and materials quickly and easily.

Why Make Adaptations and Modifications?

• Access



• Participation



DEC Recommended Practices

Environment

- **E1.** Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- **E2.** Practitioners consider Universal Design for Learning principles to create accessible environments.
- **E3.** Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.
- **E4.** Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences

Instruction

- **INS4.** Practitioners plan for and provide the level of support, accommodations, and adaptations needed for child to access and participate and learn within and across activities and routines.

Principles of Universal Design

• Multiple Means of Representation



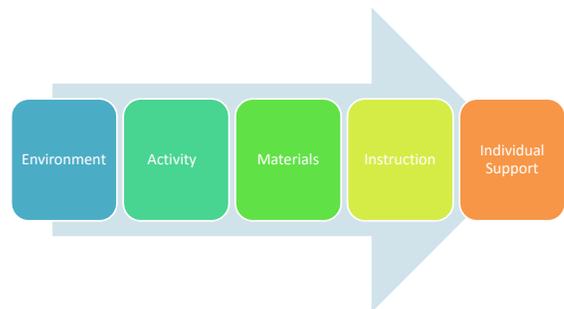
• Multiple Means of Engagement



• Multiple Means of Expression



When Adapting Start Simple



Adaptations to the Environment

- Rearrange the furniture in the room so that a child with limited mobility can move about freely.
- Adapt or add equipment (e.g., sticky mat or tape to hold work, a slant board for writing or a wedge to provide supportive seating during circle activities).
- Provide visual boundaries
- Store where they can be accessed by children
- Labels and visuals for easy clean up and independence in following routines.
- Not over or under stimulating



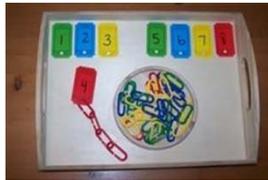
Adaptations to Activities and Routines

- Use a schedule to show children the sequence of the day
- Use visuals to show the steps in a specific routine
- Being sensitive to sensory need of students and adding in movement or calm, quiet or loud.
- Model or role play expectations
- Determine length of activities based on attention span and engagement level of the students.



Adaptations to Materials

- Providing a variety of writing tools for ease of writing
- Decrease the number of items needed to complete a project
- Create lines to cut on
- Loop scissors
- Switches
- Larger Print
- Adapted books
- Provide more tactile/sensory experiences within the activity



Assistance

- Buddy System with peers to help them find their spot.
- Pair children to complete tasks
- Having an adult chaperone in the hall
- Working one on one away from the group

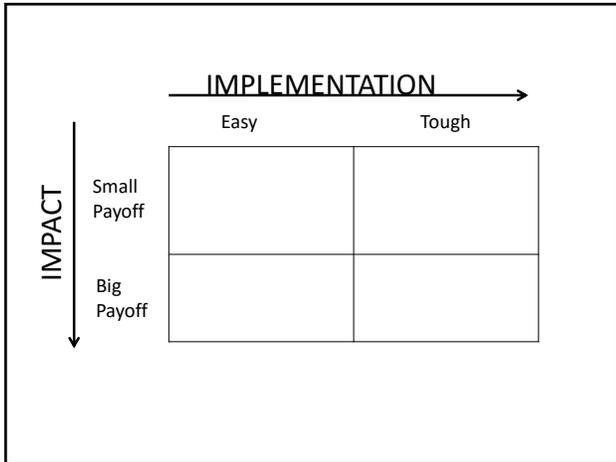


Things to Consider When Making Adaptations:

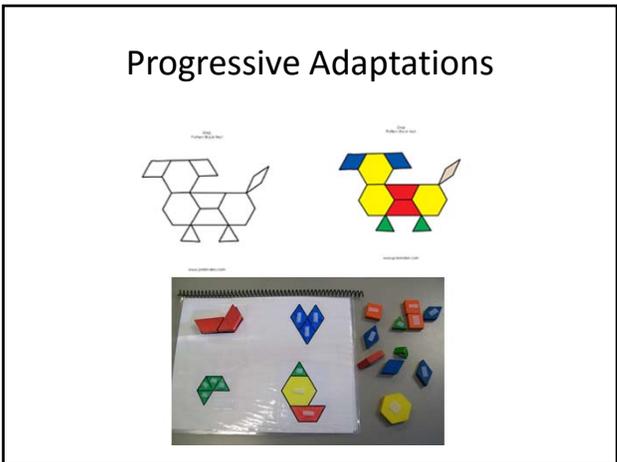
- | Skill | Performance |
|--|--|
| <ul style="list-style-type: none"> • we teach the specific skill in a meaningful way to the child | <ul style="list-style-type: none"> • we teach expectations and positively reinforce the performance we expect |

Least Dangerous Assumption

- In the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, will be the least dangerous to the individual.



- ### Questions to Ask
- What is happening?
 - What would you like to see happening
 - What would the children be doing?
 - What would the adults be doing?
 - What would the environment look like?
 - How will the adaptation support what I want to see happening?
 - How will I know if the adaptation is working?





References

- Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from: <http://www.dec-sped.org/recommendedpractices>
- Milbourne, S.A., & Campbell, P.H. (2007) *CARA's Kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University
- Richardson-Gibbs, A.M. & Klein M.D., (2014). *Making preschool inclusion work; strategies for supporting children, teachers and programs*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Sandall, S. & Schwartz, I. (2008). *Building Blocks for teaching preschoolers with special needs 2nd Edition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Acknowledgements

- Some pictures provided by the Early Childhood Special Education Teachers in USD 259.