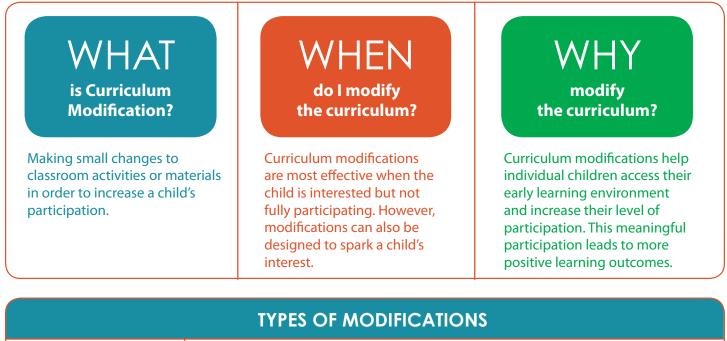


## TIPS FOR TEACHERS CURRICULUM MODIFICATIONS: AN INTRODUCTION

## CURRICULUM MODIFICATION: AN OVERVIEW

**Know each child:** Who is learning and who is struggling? If a child is struggling to learn, a simple modification to the curriculum may be just the amount of support needed.



Environmental Support	Changing the arrangement of materials, peer groupings, and/or schedule to promote participation.
Materials Adaptation	Modifying the position, stability, or size of materials and/or the response required so that the child can participate more fully.
Simplify the Activity	Simplifying a complicated task by breaking it down into smaller parts or by reducing the number of steps.
Child Preferences	Identifying and integrating the child's preferred toys, activities, or people to motivate the child to take advantage of available opportunities.
Special Equipment	Using special or adaptive devices that allow a child to participate or increase the child's level of participation.
Adult Support	Having an adult step in to model, join the child's play, and/or use encouragement to support the child's participation and learning.
Peer Support	Utilizing peers to model, help, and/or offer encouragement to support the child's participation and membership.
Invisible Support	Thoughtfully sequencing turns and activities to increase the child's level of engagement.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764 This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning. WINTER 2014