



ARTICLES

Baker, L. (2013) How do you individualize? Three strategies for supporting every learner. *Teaching Young Children*, 7(2), 12–13.

This infographic describes three strategies for supporting individual children: offering choices, Universal Design for Learning (UDL), and Response to Intervention (RTI).

Barton, E. B., Reichow, B., & Chen, C. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2), 2–21.

Attending during large group activities, such as circle time, can be challenging for some children. This article provides questions to consider when selecting adaptations for circle. Though children with autism are specifically addressed, a range of examples is provided that can support children with a variety of needs.

Colker, L. J. (2013). Enhancing learning centers: Individualizing in the learning center. *Teaching Young Children*, 7(2), 16–17.

This article profiles three children with unique needs. Ideas are provided for modifying the activities and materials in a variety of learning centers in order to increase the participation of each child.

Dixon, S. D. (2008). Language is everywhere! Universally designed strategies to nurture oral and written language. *Young Exceptional Children*, 11(4), 2–12.

This article introduces the universal design framework, which, similar to curriculum modification, promotes modifications and adaptations to support the learning of all children. Specific suggestions for encouraging language and literacy skills are provided.

McGee, C. D., & Hughes, C. E. (2011). Identifying and supporting young gifted learners. *Young Children*, 66(4), 100–105.

This article provides an overview of the development and characteristics of young children who are more advanced than their peers. Suggestions are included to help families and teachers become aware of children who demonstrate advanced abilities as well as to provide resources and activities to support their development and learning.

Nemeth, K., & Brillante, P. (2011). Dual language learners with challenging behaviors. *Young Children*, 66(4), 12–17.

Educators must carefully consider the role language barriers may play when a child engages in challenging behaviors. This article discusses proactive strategies and adaptations teachers can use to help young children who are dual language learners.

Pelco, L. E., & Reed-Victor, E. (2003). Understanding and supporting differences in child temperament: Strategies for early childhood environments. *Young Exceptional Children*, 6(3), 2–11.

This article illustrates the role that temperament plays in a child's development and outlines the five dimensions of temperament. Suggestions for adapting the environment and adult-child interactions are provided, based on where children fall within the five dimensions.

Sandall, S. R. (2003). Play modifications for children with disabilities. *Young Children*, 58(3), 54–57.

This article addresses the importance of observing a child's play, identifying areas of struggle, and matching the level of support to the child's need. Modification suggestions are provided to address a variety of barriers to participating successfully in play.

Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. *Young Exceptional Children*, 4(3), 3–9. doi: 10.1177/109625060100400301

The Building Blocks model describes the range and types of supports that are necessary for successfully including children with special learning needs. In this model, curriculum modifications are recommended to promote the meaningful participation of individual children who are interested, but unable to participate in planned classroom activities.

Schwartz, I. S., Sandall, S. R., & Gauvreau, A. (2013). Planning to individualize: Meeting the needs of all children using activity matrices. *Teaching Young Children*, 7(2), 21–23.

This article emphasizes the value of using an activity matrix to plan learning opportunities for individual children, and to communicate with families. Two examples are provided along with tips for creating an activity matrix of your own.

BOOKS

Sandall, S., & Schwartz, I. (2008). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

This book provides teachers with practical, research-based practices for providing support to children with special learning needs within the context of ongoing classroom activities. Chapter five specifically addresses curriculum modifications. A wide variety of examples in which a child might need support are provided along with corresponding suggestions.

Sandall, S. R., Hemmeter, M. L., Smith, B. J., & McLean, M. E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Missoula, MT: Division for Early Childhood.

This comprehensive guide aids in the development and implementation of effective practices for individualizing teaching for young children. Chapter four addresses child-focused strategies including a variety of ways that modifications and adaptations can be made to promote participation and learning of all children.

WEB RESOURCES

CAST Universal Design For Learning

<http://www.cast.org/udl/>

This website contains information regarding teaching practices based on individual learning styles. Though the material is discussed relative to an elementary setting, the guiding principles are relevant to increasing access and participation for all children in the Head Start, preschool, setting. The site provides free access to online learning resources and includes information presented in video format.

Head Start Center for Inclusion: Curriculum Modification Module

<http://depts.washington.edu/hscenter/modules-curriculum-modifications>

This website provides information for parents, teachers, and supervisors or coaches on including children with disabilities into preschool programs. The curriculum modification module clearly defines and illustrates how to make various adaptations to instruction, interactions, and materials to increase the participation of all children.



Early Childhood Learning & Knowledge Center: Adaptations For Children With Disabilities

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Teaching%20Strategies/edudev_art_00602_121305.html

The ECLKC provides a wealth of resources for working with children who have disabilities and their families. This particular link provides descriptions and examples of seven types of modifications and adaptations.

Early Childhood Learning & Knowledge Center: Children Who Are Advanced in Development

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Teaching%20Strategies/edudev_art_00603_121305.html

This particular link focuses on adaptations for children that support children with advanced learning and development.

Early Childhood Learning & Knowledge Center: Strategies for Supporting All Dual Language Learners

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

This resource describes various strategies to support children who are dual language learners and includes examples of adaptations and modifications of activities and materials.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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