

<div> <div> <div>★</div> <div>tnstep</div> </div> <div>Quick Guide to Preschool Curriculum Consideration to Increase Inclusion</div> </div>	
<b>Environmental support:</b> Altering the physical, social, and temporal environment promotes participation, engagement, and learning.	
<ul style="list-style-type: none"> <li>• Change the physical environment</li> <li>• Change the social environment</li> <li>• Change the temporal environment</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Tape on the floor around the undefined center</li> <li>• Pictures or symbols on shelves or containers</li> <li>• Proximity to peers</li> <li>• Picture schedules (individual, class, activity)</li> <li>• Allowing a child to do another activity when finished with an activity</li> </ul>
<b>Materials adaptations:</b> Modifying materials so that the child can participate as independently as possible.	
<ul style="list-style-type: none"> <li>• Have materials or equipment in the optimal position (e.g., height)</li> <li>• Stabilize materials</li> <li>• Modify the response</li> <li>• Make the materials larger or brighter</li> </ul>	<ul style="list-style-type: none"> <li>• Lower the art easel, make a tabletop easel and provide a step</li> <li>• Tape paper to the table</li> <li>• Attach toy to table with Velcro or clamps</li> <li>• Page turners/separators</li> <li>• Use shiny Mylar paper in activities to gain attention</li> <li>• Use big books</li> <li>• Use high-contrast colors in visuals</li> </ul>
<b>Activity simplification:</b> Simplifying a complicated task by breaking it into smaller parts or by reducing the number of steps	
<ul style="list-style-type: none"> <li>• Break it down</li> <li>• Change or reduce the number of steps</li> <li>• Finish with success</li> </ul>	<ul style="list-style-type: none"> <li>• If the numbers on the card are too advanced, use pictures or arrangements of dots as dice</li> <li>• Hand manipulatives or puzzle pieces to child one at a time</li> <li>• Give directions in chunks</li> <li>• Put pictures at strategic points along a route—go to the next one as a direction</li> <li>• Pre-prepare part of the project</li> <li>• Make the last step something the child can do independently</li> </ul>
<b>Child preferences:</b> Identify and integrate the child's preferences.	
<ul style="list-style-type: none"> <li>• Hold a favorite toy</li> <li>• Use a favorite activity</li> <li>• Use a favorite person</li> </ul>	<ul style="list-style-type: none"> <li>• A child can take a favorite toy from one activity to the next</li> <li>• Begin a non-preferred time with a preferred activity – blowing bubbles at the beginning of circle time, singing a favorite song</li> <li>• Barney's example of token economy</li> <li>• Teacher in the library center</li> </ul>

Adapted from: Sandall, Susan R., and Schwartz, Ilene S. (2008). *Building Blocks for Teaching Preschoolers with Special Needs*, 2<sup>nd</sup> Edition.

Connect with TNSTEP: [www.tnstep.org](http://www.tnstep.org) or 1.800.280.7837

**Special equipment:**

Using special or adaptive devices that allow a child to participate or increase their level of participation and interaction.

- Use special equipment to increase access
  - Use special equipment to increase participation
- May just be repurposing what is already available in your classroom or school.

**Examples:**

- Wagon to go down the hall
- Sensory table /sensory tubs
- Loop scissors
- Chair with armrests
- Cube chairs
- Beanbags

**Adult Supports:**

Having an adult intervene to support the child's level of participation.

- Model
- Join the child's play
- Use praise and encouragement

- Use photographs of the ways to use props with blocks
- Start small – take one tool and demonstrate how to use it with playdough
- Put on the dress-up clothes (hats, aprons, etc.)
- Hold a doll and pretend to feed
- Hold hands with a child in the hallway
- Catch them being good! – turning pages in the book, cleaning up, singing – verbal or nonverbal praise(smiles, thumbs up)

**Peer to Peer:**

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

- Model
- Pair the child with a helper
- Use praise and encouragement

- Computers
- At meal and snack times
- Sharing toys or using them together
- Model for peers

**Invisible Support:** Purposeful arrangement of naturally occurring events within one activity.

- Sequence turns
- Sequence activities within a curriculum area

- Cooking activity – let a child with limited hand strength stir last after the contents are already well mixed, pouring from the pitcher-let others pour first, so the pitcher is not so heavy
- Let a quiet child talk after a talkative child – gives their ideas of what to say
- Alternate active activities with passive activities
- Make literacy center attractive and inviting – books turned out, variety of materials