

ENVIRONMENTAL MODIFICATIONS

A LITTLE CHANGE MAKES A BIG DIFFERENCE

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PRESENTER INTRODUCTIONS

Educators in Early Intervention/Early Childhood Special Education Centers in Oregon and Washington State



Julia Miller



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AUDIENCE INTRODUCTIONS

- Special Education Teachers?
- General Education Teachers?
- Administrators?
- Related Service Providers?
- Parents and Caregivers?
- Other Professionals?
- Students?

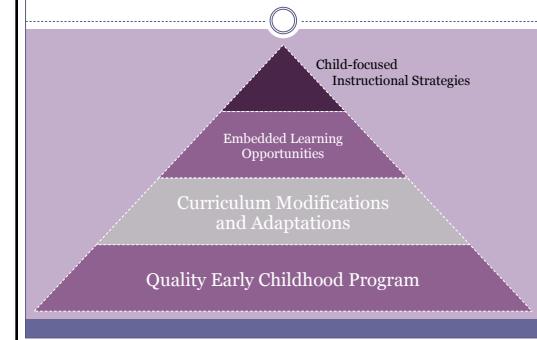
SESSION LEARNING OBJECTIVES

1. Provide attendees with information and strategies for planning and providing effective instruction for young children of all abilities within the classroom environment.
2. Model and practice research-based strategies to facilitate student independence using appropriate accommodations, curriculum modifications and alternatives. (similar to PESB Competency)
3. Evaluate data from practice to determine the effectiveness of environmental strategies within the classroom.

SESSION OVERVIEW

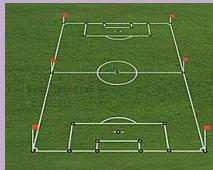
- Building Blocks Framework
- Types of Curriculum Modifications
- Breakout Session
- Translating into the Home
- Planning for Long-Term Break
- Evaluating Data
- Breakout Session
- Building an Inclusive Community

BUILDING BLOCKS FRAMEWORK



ACCOMODATIONS VS. MODIFICATIONS

"LEVEL THE PLAYING FIELD"



"CHANGE THE PLAYING FIELD"



PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward obtaining the identified annual goals, to be involved and make progress in the general education curriculum.

Accommodations may be, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of

This student will be provided access to the general education, special education, other school services and activities including

parenting and other family activities, and education related settings:

with no accommodations/modifications

with the following accommodations/modifications

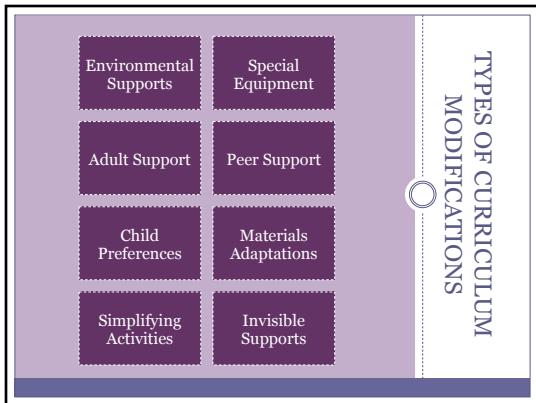
Accommodation(s)/Modification(s)	Frequency	Location	Duration/why to modify
Access/Use of the following access to sensory objects and activities	Daily	Classroom Setting	03/1/2016 to 03/30/2017
Access/Use of the following allow extra time for travel between classes	Daily	All Settings	03/1/2016 to 03/30/2017
Access/Use of the following multiple redirection and cues to complete work and turn in assignments	Daily	Classroom Setting	03/1/2016 to 03/30/2017
Access/Use of the following fidget tool	Daily	Classroom Setting	03/1/2016 to 03/30/2017
Access/Use of the following preferential seating	Daily	Classroom Setting	03/1/2016 to 03/30/2017
Access/Use of the following independent work in academic areas of strength	Daily	Classroom Areas	03/1/2016 to 03/30/2017
Access/Use of the following clear and visual expectations	Daily	All Settings	03/1/2016 to 03/30/2017
Access/Use of the following task list	Daily	All Settings	03/1/2016 to 03/30/2017
Access/Use of the following preview schedule and expectations before activities	Daily	All Settings	03/1/2016 to 03/30/2017
Behaviorally Related positive reinforcement for appropriate behaviors	Daily	All Settings	03/1/2016 to 03/30/2017
Behaviorally Related breaks available when frustration level escalates	Daily	All Settings	03/1/2016 to 03/30/2017

CURRICULUM MODIFICATIONS



Small change,
BIG IMPACT

National Center for Quality Teaching & Learning



“Altering the physical, social, and temporal environment to promote participation, engagement, and learning”

ENVIRONMENTAL SUPPORTS

Guardino & Fullerton, 2010; Sandall & Schwartz, 2008

Physical Environment

Arrangement of Materials and Furniture
Visual Supports

Safe

Efficient

Consistent

Supportive
