

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



Molly Poole



Cayla Morimoto

AUDIENCE INTRODUCTIONS



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

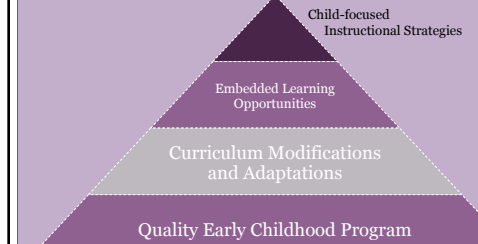
SESSION LEARNING OBJECTIVES

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

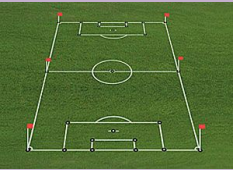
Building Blocks Framework
Types of Curriculum Modifications
Breakout Session
Translating into the Home
Planning for Long-Term
Break
Evaluating Data
Breakout Session
Building an Inclusive Community

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 achieve appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be, but are not limited to, the areas of presentation, response, scheduling, setting, aids, and format. The impact of any modification must be discussed. This includes the setting in which the modification is implemented.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and educator related settings:

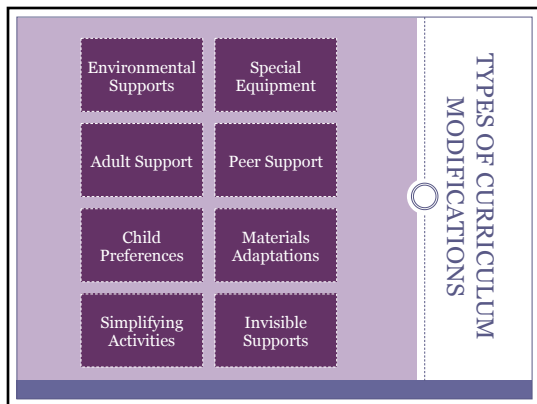
| Accommodations/Modifications | Frequency | Location | Duration (only to end) |
|--|-----------|--------------------|--------------------------|
| Access/Use of the following access to sensory objects and activities | Daily | Classroom Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following allow extra time for travel between classes | Daily | All Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following multiple redirection and cues to complete work and turn in assignments | Daily | Classroom Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following fidget tool | Daily | Classroom Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following preferential seating | Daily | Classroom Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following independent work in academic areas of strength | Daily | Classroom Areas | 03/31/2016 to 03/30/2017 |
| Access/Use of the following clear and visual expectations | Daily | All Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following task list | Daily | All Settings | 03/31/2016 to 03/30/2017 |
| Access/Use of the following preview schedule and expectations before activities | Daily | All Settings | 03/31/2016 to 03/30/2017 |
| Behaviorally Related positive reinforcement for appropriate behaviors | Daily | All Settings | 03/31/2016 to 03/30/2017 |
| Behaviorally Related breaks available when frustration level escalates | Daily | All Settings | 03/31/2016 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”

A  **B** 

C 

ENVIRONMENTAL SUPPORTS

Guardino & Fullerton, 2010; Sandall & Schwartz, 2008

Physical Environment

Arrangement of Materials and Furniture
Visual Supports

 **Safe**

 **Efficient**

 **Consistent**

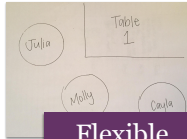
 **Supportive**

Social Environment

Seating Assignments
Partner and Group
Work



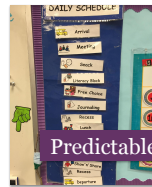
Supportive



Flexible

Temporal Environment

Daily Schedule
Everyday Routines
Warnings & Timers



Predictable



Simple



Visual

“Using special or adaptive devices that allow a child to participate or increase the child’s level of participation”



SPECIAL EQUIPMENT

Ohtake, 2004; Sundall & Schwartz, 2008
