

MODIFICATION MATCH: FACILITATOR GUIDE

In this activity, participants practice identifying environmental support strategies and think of ways to modify the environment for individual children's needs.

Directions:

Slide 30, *Modification Match Part 1:*

Ask participants to read the sentences below. Have them match each sentence with the photo of the best modification strategy to support the child and write the corresponding letters in each blank.

Slide 31, *Modification Match Part 2:*

Participants continue to match the sentences and photos.

PART 1

Environmental support for a child who:

1. **C** Doesn't take on roles in dramatic play and stands on the sidelines.

Modification: The teacher makes necklaces, each with a picture of a different play character (like "customer" and "repair person"). The teacher shows the child how each role might look in action.

2. **D** Doesn't want to wait for a turn at the computer.

Modification: The teacher posts a computer wait-list where the children can put their picture in the next available spot. Each child removes their picture when their turn is over. The child can then see when his turn is coming.

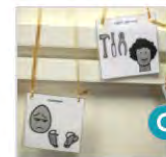
3. **B** Doesn't seem to know where things belong at cleanup time and gets overwhelmed.

Modification: The teacher provides a clearly marked cleanup bin.

4. **A** Tends to slouch over during floor activities and bump into others.

Modification: The teacher provides a wooden chair that gives her just enough support to sit upright.

MODIFICATION MATCH: PART 1



PART 2

Environmental support for a child who:

1. **B** Often gets into arguments with friends about sharing.

Modification: The teacher makes a problem-solving kit that includes a ring of picture cards showing different ways to solve problems. ("One more minute please?," "Trade," etc.)

2. **A** Finishes snack long before peers and gets restless. Starts messing with other children's food.

Modification: The teacher puts a basket with the child's favorite books in a quiet part of the room. The child can go there whenever he's finished eating.

3. **D** Doesn't interact much with peers, but loves to design and build complex structures.

Modification: The teacher knows that several children like gears and puts gear toys in the play area to increase cooperative play opportunities for the child.

4. **C** Has a lot of language and is beginning to respond to peers in conversation, but has trouble staying on topic.

Modification: The teacher makes a visual that gives the child a short script to stay on topic. ("Listen to your friend," "Think. What is my friend talking about?" "Say something about the same topic.")

MODIFICATION MATCH: PART 2





MODIFICATION MATCH

In this activity, you'll practice identifying environmental support strategies and think of ways to modify the classroom environment for individual children's needs.

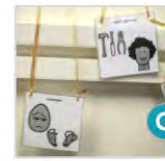
Directions: For Part 1, read the sentences below. Match each sentence with the photo of the best modification strategy to support the child. Write the corresponding letter in the blank. Continue to match each sentence with a photo for Part 2.

PART 1

Environmental support for a child who:

1. _____ Doesn't take on roles in dramatic play and stands on the sidelines.
2. _____ Doesn't want to wait for a turn at the computer.
3. _____ Doesn't seem to know where things belong at clean up time and gets overwhelmed.
4. _____ Tends to slouch over during floor activities and bump into others.

MODIFICATION MATCH: PART 1



PART 2

Environmental support for a child who:

1. _____ Often gets in arguments with friends over sharing.
2. _____ Finishes snack long before peers and gets restless. Starts messing with other children's food.
3. _____ Doesn't interact much with peers, but loves to design and build complex structures.
4. _____ Has a lot of language and is beginning to respond to peers in conversation, but has trouble staying on topic.

MODIFICATION MATCH: PART 2

