






ISPY: FACILITATOR GUIDE






Directions: Ask participants to write down the modifications they see in each photo. They can look for examples of environmental support, materials adaptation, simplify the activity, child preferences, special equipment, adult support, peer support, or invisible support.

Photo	Modifications
<p>1</p> 	<ul style="list-style-type: none"> a. Cube chair—to give a child more support (special equipment) b. Bumpy cushion—to give a wiggly child a way to move his or her body while still attending to the teacher (special equipment) c. Felt board (with felt shapes)—to involve children by allowing them to hold and move the felt pieces (environmental support) d. Visual supports—to help dual language learners and children in need of support increase their understanding and level of independence (environmental support) e. Carpet squares—to define each child's personal space (environmental support) f. Preferred toy on a child's carpet square—to encourage a child's successful transition from outside to circle time (child preferences)
<p>2</p> 	<ul style="list-style-type: none"> a. Chairs placed as a barrier—to deter a child from wandering in and out of centers without staying to play (environmental support) b. Poster for turn-taking—to encourage some children to expand their play by exploring other centers (environmental support) c. Limited materials and stimulation—to relax a child who becomes overwhelmed by too many choices (activity simplification)
<p>3</p> 	<ul style="list-style-type: none"> a. Teacher helps child—to support a child who gets overwhelmed by transitions (adult support) b. Object for the next activity—to help a child stay on task during transitions (child preferences)
<p>4</p> 	<ul style="list-style-type: none"> a. Pipe cleaner instead of string—to help a child who struggles with fine motor tasks (materials adaptation) b. Tray—to help a child manage materials (environmental support) c. Pattern start—for a child who is not yet able to make one independently (activity simplification) d. Favorite colors—to motivate a child to engage in the activity (child preferences)
<p>5</p> 	<ul style="list-style-type: none"> a. Peer helps peer—a child pours milk for one child and models for another (peer support) b. Teacher gives the full container to an older child with more motor strength before the younger child takes a turn (invisible support)



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Photo	Modifications
<p>1</p> 	<p>a.</p> <p>b.</p> <p>c.</p> <p>e.</p> <p>f.</p>
<p>2</p> 	<p>a.</p> <p>b.</p> <p>c.</p>
<p>3</p> 	<p>a.</p> <p>b.</p>
<p>4</p> 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
<p>5</p> 	<p>a.</p> <p>b.</p>