

Accommodations and Modifications for Pre-K Children with Special Needs

Approaches to Learning

- Simplify and repeat directions as needed
- Add visual supports and cues (charts, pictures, color coding)
- Sequence learning tasks from simple to complex
- Give repeated opportunities to practice skills
- Provide immediate, positive, descriptive feedback
- Use manipulative and sensory materials that are developmentally appropriate
- Utilize a developmentally appropriate schedule (consider length and order of activities, time for transitions, provide reminders when changes in schedule are planned)
- Offer choices so children can follow interests and strengths
- Use concrete materials or examples
- Provide time to process experiences and information

Physical and Motor Development

- Ease handling (make materials larger, add handles, attach rubber grips to pencils, provide different materials such as spring loaded scissors, adaptive paper, or hole punch)
- Ensure accessibility (add Velcro, develop a hand splint to hold materials, attach an elastic cord or string to objects so that they can be easily moved or retrieved)
- Enhance visual clarity or distinctiveness (add contrast or special lighting)
- Allow extra time
- Understand that some children will avoid or seek sensory items or activities (paint, glue, clay) and allow children to pass or explore in order to meet sensory needs
- Provide opportunities to use pincer grasp of thumb/forefinger (gluing small pieces of paper, peeling or sticking stickers, picking up small objects with fingers)

Social and Emotional Growth

- Adjust environment (be aware of lighting, noise level, distracting visuals, physical arrangement, place materials for easy access, play soft music)
- Consider child's seating to support engagement (near adult, away from doors or windows, or other children who would distract)
- Allow for focus or calming breaks (quiet area, a place to move, "special helper")
- Allow for focus or calming materials (squeeze ball, putty, sensory item)
- Provide support for transitions (visual and verbal cues, songs, materials, ringing bell)
- Model coping strategies to deal with overwhelming feelings
- Label and discuss children's feelings
- Establish one-on-one time where child can confide in teacher
- Intervene as needed (help a child join ongoing play or activity, solve a problem, resolve conflict)

Communication and Language

- Provide verbal prompts for vocabulary words or responses
- Allow children to demonstrate understanding in multiple ways (in own words, songs, pointing, using visuals, communication boards or device)
- Use increasingly complex words, in context, and explain their meaning
- Understand that some children may speak languages other than English at home, and identify and explain patterns of spoken English
- Use letters of alphabet as they come up in real life situations