

Appendix C

Strategies, Interventions, Accommodations and Modifications for DD Preschool Children in a Play-based Program

	Strategies	Interventions	Accommodations	Modifications
Definition	Effective instructional and behavioral teaching practices.	Targeted instruction that is based on the students' needs. Interventions listed here are post-referral and supplement classroom instruction.	Changes made to teaching, type of student performance or assessment procedures to provide student with access to information and/or to create an equal opportunity to demonstrate knowledge and skills.	Changes in student knowledge or skill mastery expectations. For example, course content for a student is changed but the subject area remains the same.
Communication	<p>Speak slowly and clearly, ensure the child is looking at speaker. Sit or kneel at the child's level if necessary.</p> <p>Break instructions into smaller units. Repeat with patience & kindness. Model instructions when necessary.</p> <p>While observing play, narrate or describe the children's actions and emotions to the children.</p> <p>Model sentences for child.</p> <p>Teach vocabulary on location: trees, flowers, birds, frogs in the outdoor learning environment.</p>	<p>Speech & Language Therapy (<i>Logopädie</i>)- <i>therapy can also happen in the home, classroom or outdoor learning environment</i></p> <p>Occupational Therapy (<i>Ergotherapie</i>) to improve communication skills – <i>therapy can also happen in the home, classroom or outdoor learning environment.</i></p>	<p>Give the children the time they need to speak.</p> <p>Provide longer wait-time for answers.</p> <p>Conduct one-on-one interviews/conversations with the child so student can share their knowledge/skills without distraction of impatient peers.</p> <p>Assistive Technology: Use Book Creator App or ChatterKid App to increase motivation to speak, make speaking fun, help child experience success by speaking.</p>	<p>Target Sentence: "May I please leave the table?"</p> <p>Modified: "Leave?" or "Leave table?" or "Please leave?" or "I leave?" or "May I leave?" etc.</p> <p>Accept communication using gestures and facial expressions.</p>

	Strategies	Interventions	Accommodations	Modifications
Physical	<p>Include outdoor play with opportunities to climb, run, crawl, skip, and jump; use a tree swing; walk and balance on a variety of surfaces (flat, hilly, steep, rocks, sand, dirt, grass, logs); ride bicycles and scooters; dig with a shovel in sand and dirt; saw wood; drill holes in wood; hammering nails; plant seeds, bulbs and flowers; weave with natural materials; transport water, sand, dirt and rocks; etc.</p>	<p>Physical Therapy (<i>Physiotherapie</i>) for fine and gross motor development - <i>therapy usually happens at the clinic due to special equipment used.</i></p> <p>Occupational Therapy to improve fine & gross motor skills – <i>therapy can also happen in the home, classroom or outdoor learning environment.</i></p>	<p>Instead of a simple rope tree swing, provide a swing with a seat.</p> <p>Instead of a wheelbarrow for transporting, provide a wagon.</p> <p>Dry sand instead of wet sand could be transported.</p> <p>Alter an obstacle course activity to increase accessibility.</p> <p>Use wooden beads with larger holes for necklace making.</p>	<p>The subject area is still ball skills but instead of kicking a ball while running (as in soccer) the expectation is kick a stationary ball.</p> <p>OR</p> <p>Instead of catching a ball thrown to them, the child catches a ball rolled to them.</p> <p>The child is expected to jump on a trampoline but not jump off a low stationary object or jump rope.</p>
Cognitive	<p>Break instructions into smaller units. Repeat with patience & kindness. Model instructions when necessary.</p> <p>Provide pictures to assist with remembering order of steps or procedures.</p> <p>Provide concrete materials for play, exploration and learning.</p> <p>Facilitate creative expression through art, craft, construction, dance and music.</p>	<p>Occupational Therapy to improve cognitive skills - <i>therapy can also happen in the home, classroom or outdoor learning environment.</i></p>	<p>Encourage partnering during play (e.g. construction, marble run, math games) so children can learn from each other.</p> <p>Teach the most important content and avoid extraneous information.</p> <p>Assistive Technology: Use Book Creator App or ChatterKid App to provide a multi-media platform (sound, video, photographs, child’s drawings) for child to share their knowledge.</p>	<p>Target Skill: Count to ten forwards and backwards.</p> <p>Modified: Count to ten forwards and backwards using number cards-touching and saying each number.</p> <p>Target Skill: Name and describe the life cycle of frogs that happened in our class aquarium (egg, tadpole, froglet, frog).</p> <p>Modified: While looking at the froglets in the aquarium, tell what you see or know.</p>

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Adaptive or Self-help	<p>Provide pictures to assist with remembering order of steps or procedures.</p> <p>Break procedures into smaller units. Repeat with patience & kindness. Model procedure when necessary.</p>	<p>Occupational Therapy to improve adaptive skills - <i>therapy can also happen in the home, classroom or outdoor learning environment.</i></p>	<p>Allow more time for completion of tasks, e.g. dressing and undressing, setting the table, using the bathroom, washing hands, cleaning up playthings, doing crafts, etc.</p>	<p>Clothing and shoes are pull-on or have velcro instead of buttons, zippers or laces.</p> <p>Help the child get dressed and undressed.</p> <p>Target Skill: Set the table (plate, fork, cup for each chair) and pour water in each cup. Modified: Set the table with a plate.</p>
Social or Emotional	<p>Explicitly teach children conflict resolution skills.</p> <p>Explicitly teach children to identify and name their emotions.</p> <p>Utilize the skills of the elementary school counselor.</p> <p>Partner with parents so children receive consist messages at home and school.</p> <p>All members of teaching team learns and practices a kind, research-based approach such positive discipline strategies. (e.g Dr. Jane Nelson).</p>	<p>Occupational Therapy to improve play skills and sensory processing skills - <i>therapy can also happen in the home, classroom or outdoor learning environment.</i></p>	<p>Break independent play periods into small units of time so children experience success. OR Extend independent play periods (fewer transitions and changes) when the children are experiencing peaceful play.</p> <p>Keep a close eye on children and intervene to assist in problem-solving before emotions get intense.</p> <p>Involve yourself in the children's play (proximity) to ensure they have a positive experience with peers.</p>	<p>Target Skill: Cooperatively play with one or more peers indoors or outdoors without physical violence. Modified: Play alone (e.g. solitary or parallel play) indoors or outdoors without physical violence.</p>