## Curriculum Supports for ALL Children

Using the idea of UDL, Sandall and Schwartz (2008) identify eight types of curriculum supports for children with special needs and children learning English. Learn about them in this chart.

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>How You Can Help</th>
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| Environmental Support    | • Suggest a picture schedule (or checklist for older children) to help a child transition.  
• Offer to help use painter’s tape to define a child’s space at group or at the table.  
• Help the teacher design picture labels for shelves.                                           |
| Materials Adaptation     | • Bring in large-print books from the library or special education resource center.  
• Help find someone to help lower tables or easels for a child.  
• Bring in blocks or phone books to use for foot rests.                                         |
| Activity Simplification  | • Help break an activity down into smaller steps.  
• Suggest that a child join a difficult activity at the end (finish with success).  
• Draw pictures to help a child understand each step of an art or cooking activity.           |
| Child Preferences        | • Ask about a child’s favorite toys, books, or people.  
• Bring in books, magazines, games, or toys related to a child’s favorites.  
• Suggest starting an activity with something a child likes.                                     |
| Special Equipment        | • Talk about whether a child could sit in a special chair or cushion at group time.  
• Bring in tools for the children to try: scissors with a loop handle, finger crayons,  
  paint brushes with padded handles, electronic resources, etc.                                  |
| Adult Support            | • Model staying near the child and encouraging appropriate play.  
• Join the child’s play and offer ideas.  
• Praise and encourage the child’s engagement.                                                   |
| Peer Support             | • Brainstorm with the teacher to identify children who are well-liked and good models, peer buddies.  
• Suggest activities that would be good for pairing children up.  
• Encourage children to help one another.                                                        |
| Invisible Support        | • Observe the child and note his or her difficulties in routines.  
• Help think of ways to help child be successful (e.g., give him the pitcher last when there is less juice in it). |