

Describe environmental modifications

Objective(s)

Learners define and describe environmental modifications.

Description

In this activity, learners watch video clips and review a handout with examples of environmental modifications in order to describe these embedded interventions.

Required Materials/Resources

Learner Materials

- [Video 1.8: Routine in the community – going to the store](#)
- [Video 1.9: Routine in a program – block play](#)
- [Handout 1.1: Examples of Environmental Modifications](#)

Detailed Facilitator Instructions

1. Provide access to videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Provide access to Handout 1.1: Examples of Environmental Modifications.
3. Ask learners to complete the tasks below:
 - a. Describe environmental modifications in your own words.
 - b. In addition to the examples you just viewed in the videos and handout, list three more examples of environmental modifications.
4. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. Environmental modifications are altering or arranging the classroom, home, or community environment; modifying materials or equipment; simplifying a task; or using special equipment to promote participation, engagement, and learning of children.
2. Examples
 - a. If a child's feet do not reach the pedals of the tricycle - tape wooden blocks to the pedals.
 - b. If a child has difficulty turning the pages of a book - glue a small piece of Styrofoam to the pages; this will separate each page, making it simpler to turn them.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method

Discovery & Brainstorming

Level

Intermediate

Estimated Time Needed

5 minutes for instructor preparation

25-35 minutes for learner activity

Learner Form

[Activity 1.3a](#)

- c. If when playing with manipulative toys (e.g., puzzles, beads), a child is easily distracted by the pieces and often dumps or scatters the pieces rather than trying to put the pieces in or on something - hand the pieces to the child one by one. Gradually increase the number of pieces the child has at one time.
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Facilitation Tips

- Activity can be completed in class or online through a discussion board.
 - Learners can complete the activity individually, in pairs, or in small groups.
 - Remind learners that environmental modifications can involve changing the set up of a room, modifying materials or equipment, simplifying a task, and providing special equipment.
 - Instructors or learners can use the Internet to search for examples of environmental modifications online then present to the class.
 - Brainstorming can be structured to include possible environmental modifications based on the strengths and challenges of Luke, Ella, Laura, and Austin.
 - Learners may interview a parent or parent(s) of a child who received Part C (Early Intervention) services to see what suggestions offered by the Early Intervention team were most helpful to the family.
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Alternate Version(s) (refers to different level of difficulty)

- [Activity Guide 1.3b](#): Choose examples of environmental modifications
 - [Activity Guide 1.3c](#): Identify examples of environmental modifications
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Credits

The CONNECT Content Team