

Choose examples of environmental modifications

Objective(s)

Learners differentiate between appropriate and inappropriate examples of environmental modifications.

Description

In this activity, learners are presented with a list of potential environmental modifications and are asked to identify which are not appropriate.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with a list of potential environmental modifications, including several modifications that are inappropriate. A sample list is provided at the end of this handout.
2. Ask learners to consider the list and choose which items are *not* appropriate environmental modifications.

Suggested Assessment

In the example at the end of this handout, the items that are *not* appropriate examples of environmental modifications are:

1. Taping off a corner of the room to indicate children with disabilities are not allowed to enter. Use the area for toys and activities that are too complex for children with disabilities. (#3)
2. Putting the children with disabilities in the cafeteria during playtime so the teacher does not have to manage all the children at once. (#5)

Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.

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

Instructional Method
Structured Exercise

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
5-10 minutes for learner activity

Alternate Version(s) (refers to different level of difficulty)

- [Activity Guide 1.3a](#): Describe environmental modifications
- [Activity Guide 1.3c](#): Identify examples of environmental modifications

Credits

The CONNECT Content Team

Example

Which of these are *not* appropriate examples of environmental modifications?

1. Taping placemats to the table to help with mealtime routines. Placemats indicate proper plate and cup location and include a picture of the child.
2. Taping pictures of the toys to the shelves to assist children with cleaning up.
3. Taping off a corner of the room to indicate children with disabilities are not allowed to enter. Use the area for toys and activities that are too complex for children with disabilities.
4. Just before a transition, providing the child with a picture or an object representing the area or activity that the child should go to next. The child could even take the picture or object to the next area with him or her.
5. Putting the children with disabilities in the cafeteria during playtime so the teacher does not have to manage all the children at once.
6. Stacking up tires on the playground for a child to use to pull himself up. He is also often placed inside the tires as a make-shift stander.