

Environmental support:

Altering the physical, social, and temporal environment promotes participation, engagement, and learning.

- Change the physical environment
- Change the social environment
- Change the temporal environment

Examples:

- Tape on the floor around the undefined center
- Pictures or symbols on shelves or containers
- Proximity to peers
- Picture schedules (individual, class, activity)
- Allowing a child to do another activity when finished with an activity

Materials adaptations:

Modifying materials so that the child can participate as independently as possible.

- Have materials or equipment in the optimal position (e.g., height)
- Stabilize materials
- Modify the response
- Make the materials larger or brighter

- Lower the art easel, make a tabletop easel, and provide a step
- Tape paper to the table
- Attach the toy to the table with Velcro or clamps
- Page turners/separators
- Use shiny Mylar paper in activities to gain attention
- Use big books
- Use high-contrast colors in visuals

Activity simplification:

Simplifying a complicated task by breaking it into smaller parts or by reducing the number of steps

- Break it down
- Change or reduce the number of steps
- Finish with success

- If the numbers on the card are too advanced, use pictures or arrangements of dots as dice
- Hand manipulatives or puzzle pieces to a child one at a time
- Give directions in chunks
- Put pictures at strategic points along a route—go to the next one as a direction
- Pre-prepare part of the project
- Make the last step something the child can do independently

Child preferences:

Identify and integrate the child's preferences.

- Hold a favorite toy
- Use a favorite activity
- Use a favorite person

- A child can take a favorite toy from one activity to the next
- Begin a non-preferred time with a preferred activity – blowing bubbles at the beginning of circle time, singing a favorite song
- Barney's example of token economy
- Teacher in the library center

Special equipment:

Using special or adaptive devices that allow a child to participate or increase their level of participation and interaction.

- Use special equipment to increase access
- Use special equipment to increase participation

It may be repurposing what is already available in your classroom or school

Examples:

- Wagon to go down the hall
- Sensory table /sensory tubs
- Loop scissors
- Chair with armrests
- Cube chairs
- Beanbags

Adult Supports:

Having an adult intervene to support the child's level of participation.

- Model
- Join the child's play
- Use praise and encouragement

- Use photographs of the ways to use props with blocks
- Start small – take one tool and demonstrate how to use it with playdough
- Put on the dress-up clothes (hats, aprons, etc.)
- Hold a doll and pretend to feed
- Hold hands with a child in the hallway
- Catch them being good! – turning pages in the book, cleaning up, singing – verbal or nonverbal praise (smiles, thumbs up)

Peer to Peer:

Simplifying a complicated task by breaking it into smaller parts or by reducing the number of steps

- Model
- Pair the child with a helper
- Use praise and encouragement

- Computers
- At meal and snack times
- Sharing toys or using them together
- Model for peers

Invisible Support:

Purposeful arrangement of naturally occurring events within one activity.

- Sequence turns
- Sequence activities within a curriculum area

- Cooking activity – let a child with limited hand strength stir last after the contents are already well mixed, pouring from the pitcher-let others pour first, so the pitcher is not so heavy
- Let a quiet child talk after a talkative child – gives their ideas of what to say
- Alternate active activities with passive activities
- Make the literacy center attractive and inviting –books turned out, a variety of materials