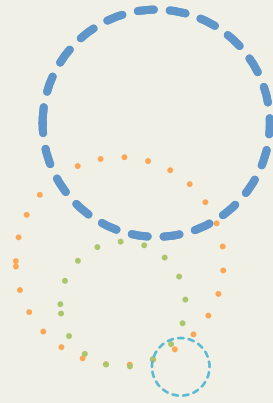


Handout 1.1

Examples of Environmental Modifications

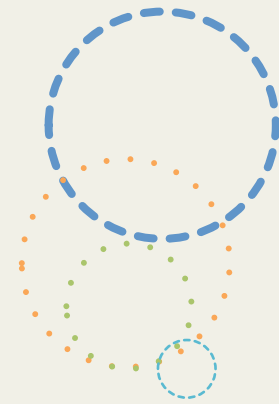


Environmental Modification Examples

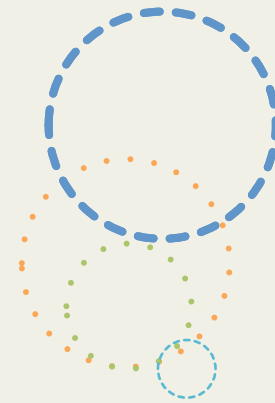


Adults can make environmental modifications to implement embedded interventions. Families and practitioners can change the setup of a room, modify materials or equipment, simplify a task in terms of duration or difficulty, and provide special equipment. View examples of these types of embedded interventions.

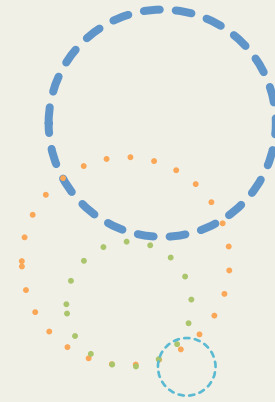
Change the Setup of a Room



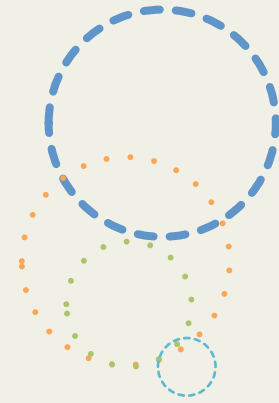
Placemats taped to the table with reminders of proper plate and cup location as well as a picture of the child helps with mealtime routines.



Railings have been attached to a step stool to support the child in reaching the sink. Orange pliers were attached to the handle so she can independently turn the water on and off. A hose was secured to the faucet to direct the water closer to her.

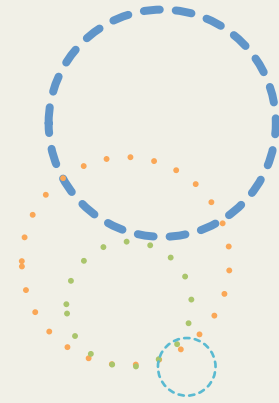


This daily schedule secured with Velcro can be easily changed and used to prepare children for transitions.

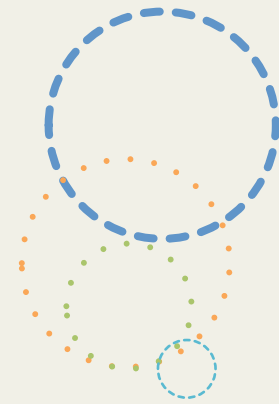


Pictures of the toys have been taped to these low, open shelves to assist children in clean up.

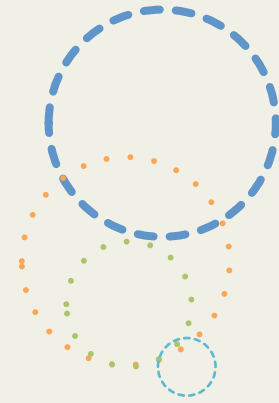
Modify Materials



This big book has been adapted by creating corresponding picture cards of the animals for a child to participate in the reading of the story. Picture cards are laminated or covered in clear contact paper to add durability.

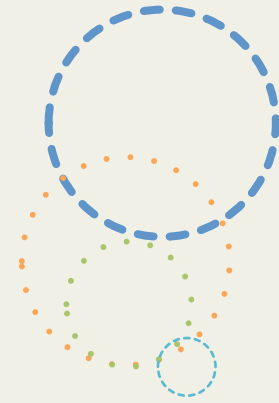


An ordinary paper cup is used as a paint brush to allow a child to easily grasp it, as well as create a different design than he would normally be able to make.

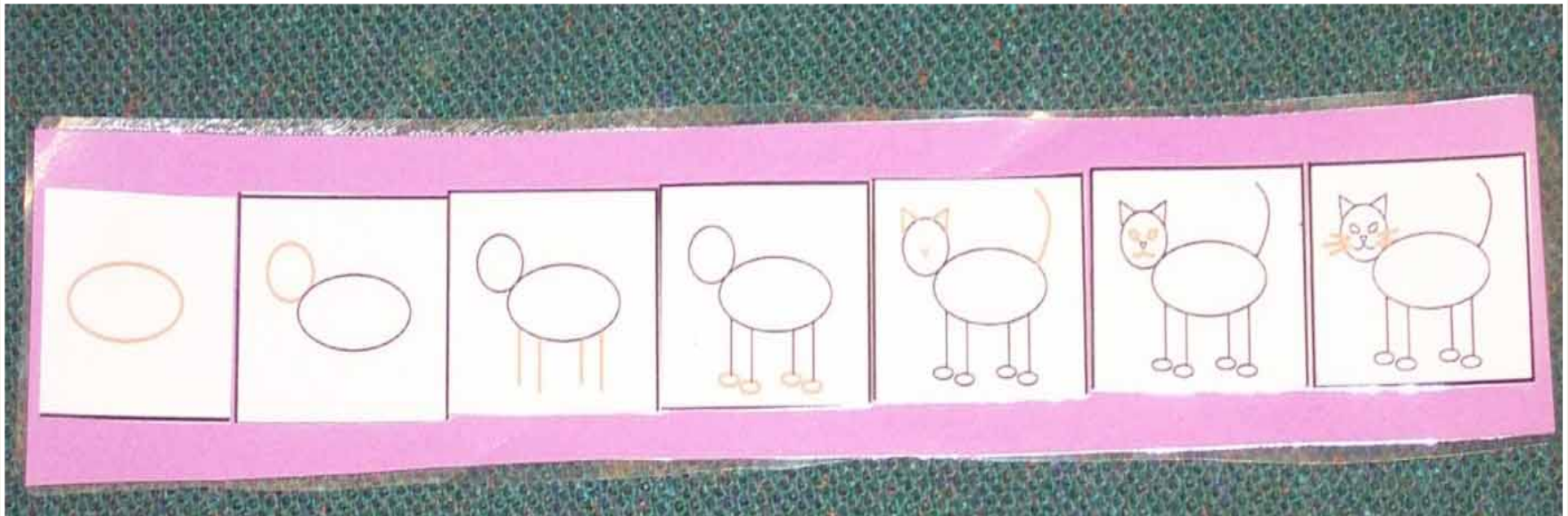
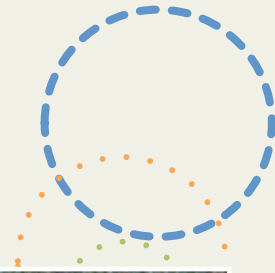


An easel has been created using cardboard, Velcro and duct tape and secured to a work table appropriate to the size of his special chair. In addition, a hand activated device/switch has been connected to allow the child to rotate the gears.

Simplify the Action



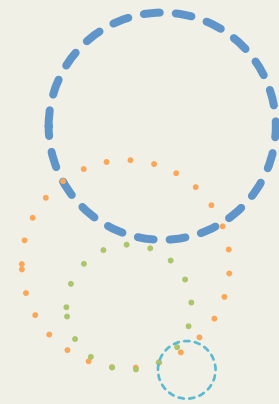
A therapist has broken down a baking activity into more manageable steps allowing the children to do all parts of the cooking.

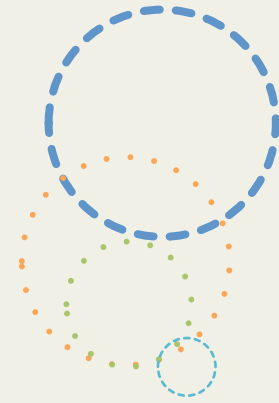


All children can benefit from picture aids that can help break down the steps, like the one shown above of drawing a cat.

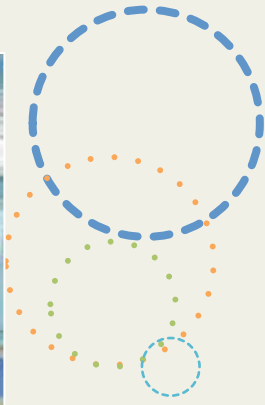


A flip book was made to show the steps of building a train out of Legos[®]. This activity was designed to encourage peer interaction by requiring at least 2 people to be involved in the construction.



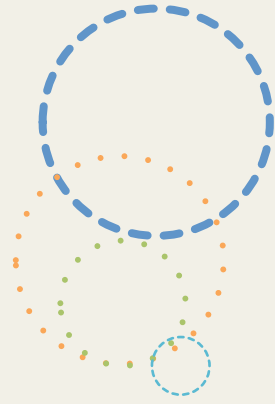


Similar colored materials have been provided, so that a small group of children can produce a classroom art collage on the color brown. A piece of clear contact paper is taped down with the sticky side up so the children can easily attach the objects without having to use glue.



Teachers simplified a cooking activity allowing all the students to participate in helping to make vegetable soup. Classmates are seen here stirring the soup and later they get to enjoy eating it.

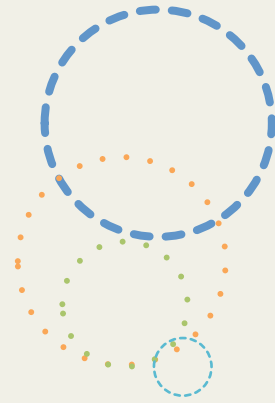
Provide Special Equipment



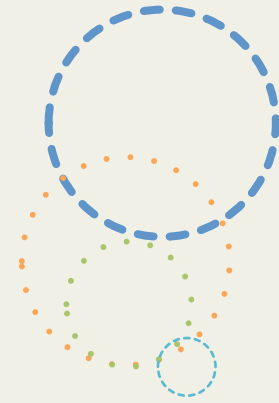
This child uses a special chair with a voice output device attached to say “Trick or Treat” and participate in his school’s Halloween activities.



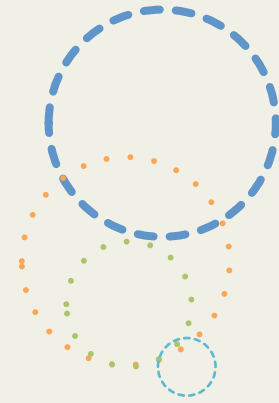
A special chair is used to position a child with low muscle control, on the floor with his peers during circle time.



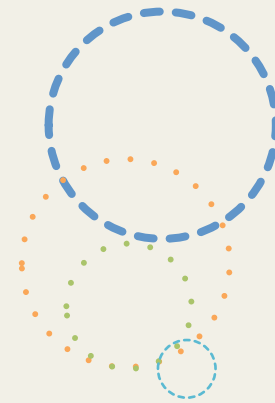
A speech therapist working with this child placed a special chair in a wagon and is using a voice output device placed on his lap for a simple communication exchange.



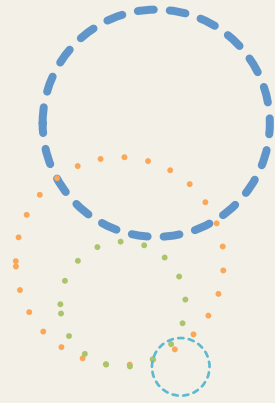
Two types of special equipment are being used here. The wheelchair is an obvious one, but notice the red button the teacher is holding. It is a switch that has been hooked up to the radio/tape player allowing the child to turn it on and off.



This child uses a walker to move around independently on the playground and wears a helmet to protect her from a possible fall.



Here a child is using a voice output device that allows him to request a toy by pushing on the picture which then says, the name of the toy.



A cube chair is used as a positioning tool to help this child participate in circle time.