

Environmental support:

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

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

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

Activity simplification:

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

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| <ul style="list-style-type: none"> • Break it down • Change or reduce the number of steps • Finish with success | <ul style="list-style-type: none"> • Give directions in chunks • Put pictures at strategic points along a route—go to next one as a direction • Pre-prepare part of project • Make the last step something the child can do independently |
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Child preferences:

Identify and integrate the child's preferences.

- Use a favorite activity
- Use a favorite person

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

May just be repurposing what is already available in your classroom or school.

Examples:

- Chair with armrests
- Cube chairs
- Beanbags

Adult Supports:

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

- Model
- Join the child in the activity
- Use praise and encouragement

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
- Use the skills of the child with a disability to allow them to help/show someone else

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