

Slide Handouts: Environment – Take Action



Recommended Practices Modules

Module 3

Module 3: Lesson 3

Environment: Take Action

The slide features a blue header with the text 'Recommended Practices Modules' and 'Module 3'. Below this is a large blue banner with 'Module 3: Lesson 3' in white. The main content area is white with a blue border, containing the text 'Environment: Take Action' and four blue silhouettes of children at different stages of development: crawling, sitting, standing, and walking.

Welcome to Module 3: Lesson 3. Environment: Take Action.

Lesson Objectives

- Understand how to observe a child's level of participation in an activity and identify how it could be increased.
- Understand when and how to modify or adapt the environment - including physical space, temporal factors, everyday activities and routines, and materials - in order to optimize child learning.
- Understand when and how to use assistive technology to support child learning.

2

In this lesson, you will understand how to observe the child's level of participation in an activity and identify how it could be increased. You will also learn how to modify or adapt the environment, and how to use assistive technology to support child learning.

DEC Recommended Practices

E1-
E6

E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

E2. Practitioners consider Universal Design for Learning principles to create accessible environments.

E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.

E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.

[Practices](#)[Continue](#)

3

The 2014 DEC Recommended Practices have recommended the following practices to support environment. You may download a list of the practices by clicking the download button. The document will open in a new window. Continue when you have finished your review.

Key Considerations

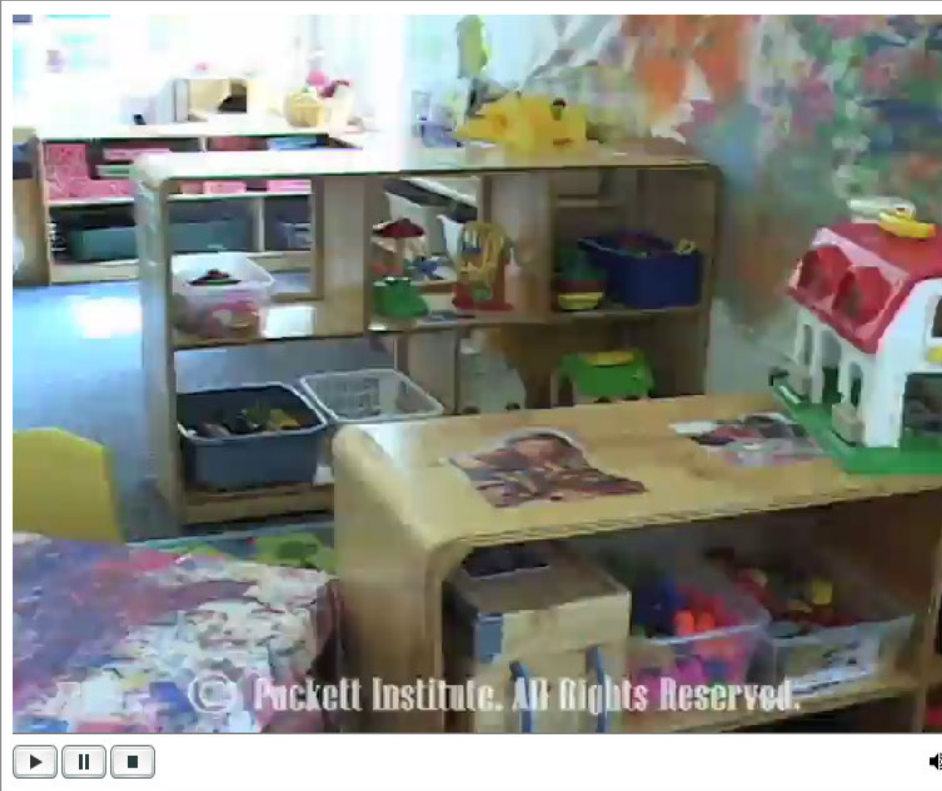
- Observe and identify how the child is participating in his environment.
- Identify the child's strengths, interests, preferences, etc., that appear to motivate him or her to interact. These can be people, toys or everyday objects, and locations.
- Identify the difficulties or challenges interfering with a child's participation in the environment.



Continue

4

Before modifying a child's environment, think about the following key considerations. Review each, then press continue.

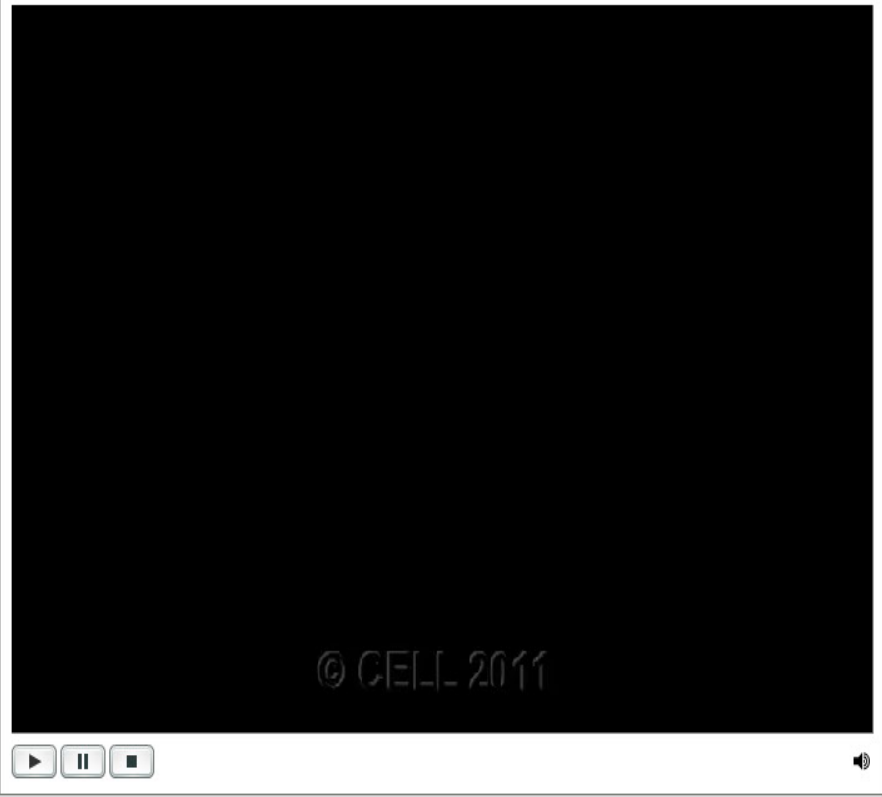


Watch the video. How could you adapt the space so that all children could fully participate in the environment?

Continue

5

Watch the following video and think about ways to adapt or modify physical space so all children may participate fully in the environment. You may want to watch it a few times and make some notes. Click on the play button to watch the video. When you are ready to move on, click Continue.



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Watch the video. Listen for and review the prompts.

Continue

6

Now that you have had a chance to practice identifying ways to adapt and modify physical space, let's take a look at some more examples. On each of the following examples, listen for and review the prompts. Watch the video using the play button, then press continue to move forward. You may recognize some of the modifications you came up with as well as some ideas you hadn't considered.

Observing Child Participation in the Environment



7

Now let's practice observing the child to identify their level of participation in the environment.



Watch the video. What adaptations has the mother made for her child with visual impairments?

Continue

8

In this example, you will see that the mother has provided an adaptation by moving a chair next to the sink, so the child is able to reach the sink. Look for and write down how the child participates in the activity.

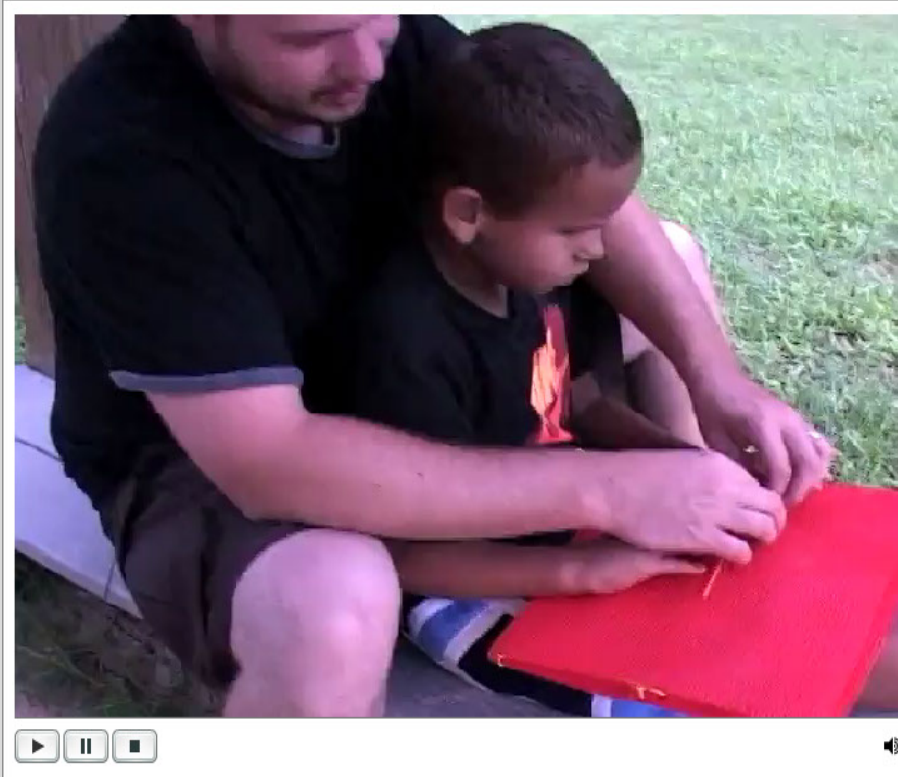
DID YOU NOTICE?

You may have noticed the child participating by scooping and pouring water from the cup, asking her mother questions about the items in the water, and engaging in back and forth conversation with her mother.



10

You may have noticed the child participating by scooping and pouring water from the cup, asking her mother questions about the items in the water, and engaging in back and forth conversation with her mother.



Watch the video. How does the child participate in storybook reading?

Continue

11

In this next video clip, we observe a child who is blind. His teacher has observed that the child's level of participation during shared story book reading is low. In response to the low participation, his teacher has decided to create a book that allows the child to touch and move parts of the book. Look for and write down how the child participates in the activity of shared story book reading.

Did You Notice?

During your observation you may have noticed that the child is participating in the activity by counting beads; engaging in joint interaction by counting the number of beads and verbally responding to the teacher when asked how many beads; and how the child physically moves the beads while he counts each of them.



13

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Watch the video. How is the child involved? What adaptation might support her involvement?

Continue

14

In this video, try to identify the following: How is the child involved in the activity? How might she be more involved? Can you identify an adaptation that might support her involvement?

Identifying Adaptations

- Provide a smaller water pitcher for the child to fill and carry independently.
- Fill the pitcher with less water so that the child is able to lift and carry it independently.
- Allow the child to use the water hose to spray and water the flowers independently.



Continue

16

Here are possible adaptations you may have considered to increase the child's participation in the activity of watering the flowers. Read over the list, then click continue to move forward.

Summary

- Observe the child's level of participation in an activity and identify how it could be increased
- How and when to modify the environment to optimize child learning
- When and how to use assistive technology to support child learning



17

In this lesson, we learned how to observe the child's level of participation in an activity and identify how it could be increased. We also reviewed how and when to modify or adapt the environment, including physical space, temporal-everyday activities and routines, and materials in order to optimize child learning in different environments.

Check Your Knowledge



18

Are you ready to check your knowledge? You will be presented with three vignettes and a selection of adaptations and modifications to choose from. Select the two adaptations or modifications that would benefit each child most.

References and Resources

References - Environment

RPMs Early Childhood Recommended Practice Modules

References

Module 3: Environment

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References

22

This concludes Module 3, Lesson 3. Thank you for participating. To learn more, see the resources listed. After downloading, you can close this window.