Adaptions of Space, Materials, and Equipment

Key Points: Adaptions of Space, Materials, and Equipment

- Children have access to classroom physical space, materials, and equipment
- Adults provide support for gaining access to and using the classroom's space, materials, and equipment
- The environment is arranged for supporting children's individual learning and social experiences

Best Practices

Children with and without IEPs can access physical space, equipment, each other and materials. Children are helped, only when needed, not only to gain access but also to use materials in meaningful ways through adult scaffolding strategies. All adults set up classroom space with intentionality and dynamically organize the physical space, equipment and materials throughout the day to encourage children's independence and social interactions. A child's lead is respected and honored and individualization apparent. Joyful interactions with adults are in place and strengths are celebrated and built upon.

Looking For…

- Adults make flexible dynamic adjustments to materials as needed
- Adults intentionally organize physical space and materials to accommodate individual needs of students and promote peer interaction
- Assistive Technology (AT) is in place and utilized if needed to promote independence
- Adapted specialized materials are used as directed consistently throughout the day
- Classroom areas can be independently accessed
- Adults monitor the use of materials and equipment and help individual children with difficulties to gain access
- Classroom areas are labeled
- Visual task analysis are present if needed
- Materials that promote choice are utilized and promoted

Guiding Questions for Coaching

- How do you identify and address environmental barriers that interfere with children's participation in activities?
- How do you determine the types of adaptations (physical environment, scheduling, everyday activities, learning materials, instructional practices) that make it possible for increased child participation in learning activities?
- How do you evaluate the effectiveness of adaptations that you put in place to support children?
- How do you plan for fading or eliminating adaptations when the child becomes more independent?

Self-Check for Teachers

- ✓ Are my interest areas accessible to all children?
- ✓ Do most of my children use many materials independently?
- ✓ Are my children helped when needed to get materials and/or use materials as needed?
- ✓ What environmental supports, special equipment, and/or materials modifications do I use to increase access and participation?

Also check out the *Checklist of Effective Classroom Environment Practices* found in the *Unpacking the Pyramid Model* book (pg. 47).

This document was adapted from:

AoEInclusion (n.d.). Illinois LiveBinder ICP Resources by Item. (http://www.livebinders.com/play/play?id=2261762)

ICP content reference:

Soukakou, E. P. (2016). The Inclusive Classroom Profile (ICP) Manual. Brookes Publishing.

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