

# Promising Practice: Adaptations of Space, Materials, and Equipment

## TA Support Resource

### ***Key Points: Adaptations 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.

### ***Look 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 Team Discussion***

- 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**

- ✓ 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?

## Resources to Support Learning

### **Checklists**

[Environmental Adaptations Checklist](#)  
[Environmental Arrangements Checklist](#)  
[Assistive Technology Checklist](#)

### **Books/Articles**

Book: [CARA'S Kit - Creating Adaptations for Routines and Activities](#)  
Book: [PEATS Suite](#)  
Book: [DEC Recommended Practices Monograph Series No.2: Environments](#)  
Book: [Building Blocks for Teaching Preschoolers with Special Needs](#)  
Article: [Head Start Disabilities Newsletter: Using Assistive Technology to Support Children](#)  
Article: [CSEFEL What Works Brief: Using Environment to Promote Positive Interactions](#)  
Article: [Play Modifications for Children with Disabilities](#)  
Article: [Quick and Easy Adaptations and Accommodations for Early Childhood Students \(Teaching Exceptional Children 2008\)](#)

### **Websites**

[Tots-n-Tech](#)  
[Head Start ECLKC: Learning Environments](#)  
[Materials Adaptation Training Materials](#)  
[FPG Assistive Technology Resources](#)

### **Video Clips/ Modules/Webinars**

Module/Video: [DEC Recommended Practices Products: Environment Checklists, Practice Guides for Practitioners](#)  
Module: [IRIS Center Early Childhood Environments](#)  
Head Start Disabilities Newsletter: [Equitable Learning Environments](#)

### **Additional Information and Next Steps**

- *What areas of strength are present in the current classroom relating to this practice?*
- *What additional support or resources are needed for professional learning and growth with this practice?*
- *What are the goals or next steps that want to be pursued with this practice?*

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