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# Learning Guide 3.4 Environment- Take Action

## **Objectives**

* Understand when and how to modify or adapt the environment including physical space, everyday activities and routines, and materials in order to optimize child learning.
* Understand when and how to use assistive technology to support child learning.

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| **Related Content:** [Module 3, Lesson 3](https://rpm.fpg.unc.edu/module-3-environment-plan/lesson-3-take-action) Take Action  **Instructional Method:** Role-play  **Level:** Intermediate  **Estimated Time Needed:** 10 min. instructor preparation; 25 min. learner activity |

## **Description**

## In this activity, learners will develop outcomes/goals based on a child’s present level of access and participation in the environment. Learners will practice integrating modifications and accommodations (including assistive technology) into goals to support child learning.

## **Materials/Resources**

* Sample “Child Outcomes Summary Form,” Versions 1-5
* M 3.3 Activity Handout
* OPTIONAL: Components of Differentiation Table; “Tots n Tech Ideas” <https://tnt.asu.edu/ideas>

## **Facilitator Instructions**

1. Divide into small groups (2-4 participants) and provide the following instructions for the activity:
   1. First, read the Sample “Child Outcomes Summary Form” to get an idea of the child’s present level of access and participation in their environment(s).
   2. Second, develop one functional outcome/goal statement using M3L3 Activity Handout.
   3. Last, describe how practitioners could modify or adapt the environment (including using assistive technology) to optimize learning.
   4. OPTIONAL: Provide the Components of Differentiation Table and access to “Tots n Tech Ideas” page (https://tnt.asu.edu/ideas) to learners who have less experience or knowledge about appropriate modifications and adaptations.
2. Allow small groups to share with large group. Ask questions:
   1. What aspect of this process was easy? Difficult?
   2. What information were you lacking?
   3. How does this activity inform the type of information you will seek from families and children before developing outcome/goals and accommodating/modifying environments?
3. Provide Feedback.

## **Suggested Assessment**

**Performance Indicator:** Learnerswill apply knowledge about how to develop outcomes/goals and optimize environments to address those outcomes/goals to promote the access and participation of all children.

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| --- | --- |
| **If the learner…** | **Then provide feedback…** |
| Cannot identify the child’s present level of access and participation | Support the learner in understanding developmental trajectory of skills that support access and participation.  See: <http://earlylearningprogressions.fpg.unc.edu> |
| Cannot develop a functional outcome goal statement | Refer learner to training activity:  Lucas, A., Gillaspy, K., Peters, M. L., & Hurth, J. (2014). Enhancing recognition of high quality, functional IEP goals. Retrieved from <http://www.ectacenter.org/~pdfs/pubs/rating-iep.pdf> |
| Cannot adapt the environment to optimize learning | Refer learner to differentiation support materials:  Components of Differentiation Table  “Tots n Tech Ideas” page [https:/tnt.asu.edu/ideas](https://tnt.asu.edu/ideas)  Head Start “Individualization”  <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization> |

## **Distance Learning Tips**

* Learners can work individually.
* Have learners search the Internet for their own photos and videos to use for the activity. Then have the learners upload these photos and/or videos to the online learning platform for the share portion of the lesson
* Provide individual feedback in a timely manner.

## **Learning Guide 3.3 Handout**

**Name(s):**

**Date:**

**Developing Goals and Modifying the Environment to Meet those Goals  
Step 1:** Read the Sample Child Outcomes Summary Form

**Step 2:** Develop one functional outcome/goal statement:

|  |  |
| --- | --- |
| 1. Determine the functional area  Sample: Eating |  |
| 2. What routine(s) does this affect?  Sample: Mealtime with family |  |
| 3. Child will participate in [routine in question]  Sample: Kim will eat with her family at mealtime… |  |
| 4. Address specific behaviors (“by \_\_\_\_\_\_\_\_\_ing”)  Sample: …eating the foods they eat. |  |

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| **Final Functional Outcome/Goal statement**  Sample: Kim will eat with her family at mealtime by eating the foods they eat. |

From: Lucas, A., Gillaspy, K., Peters, M. (2014). Developing high-quality, functional IFSP outcomes and IEP goals. Retrieved from: <http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>

**CHECK YOUR STATEMENT**

Criteria for high-quality, participation-based goals

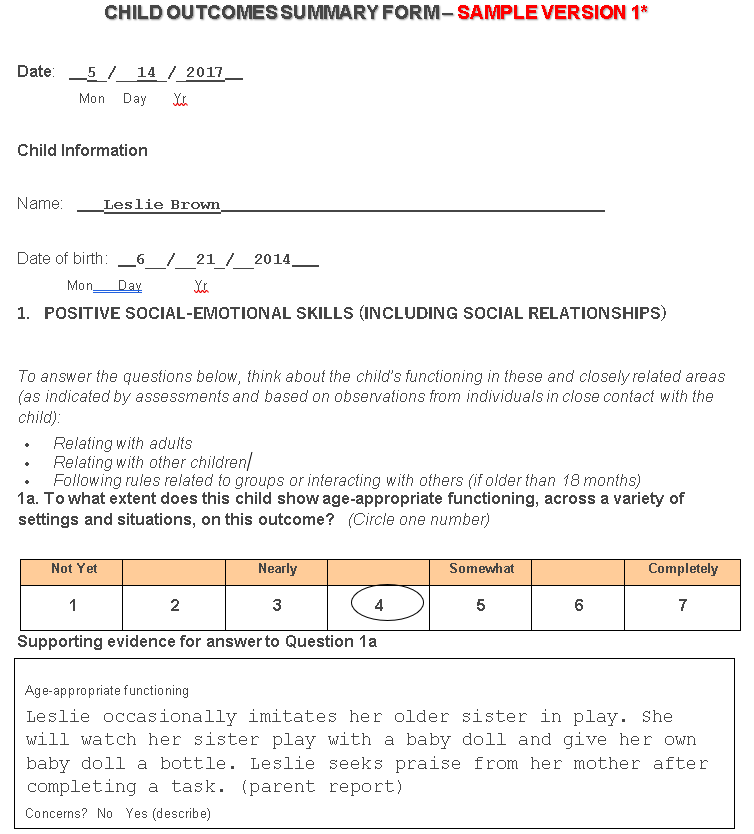
* The goal is written in plain language and is jargon-free.
* The goal emphasizes the positive.
* The goal describes the child’s involvement in age-appropriate activities to address academic and functional areas.
* The goal is measurable and observable.
* The goal describes how the child will demonstrate what they know or can do.
* The goal describes the situation in which the child will demonstrate the goal, and does not name a placement or educational environment.

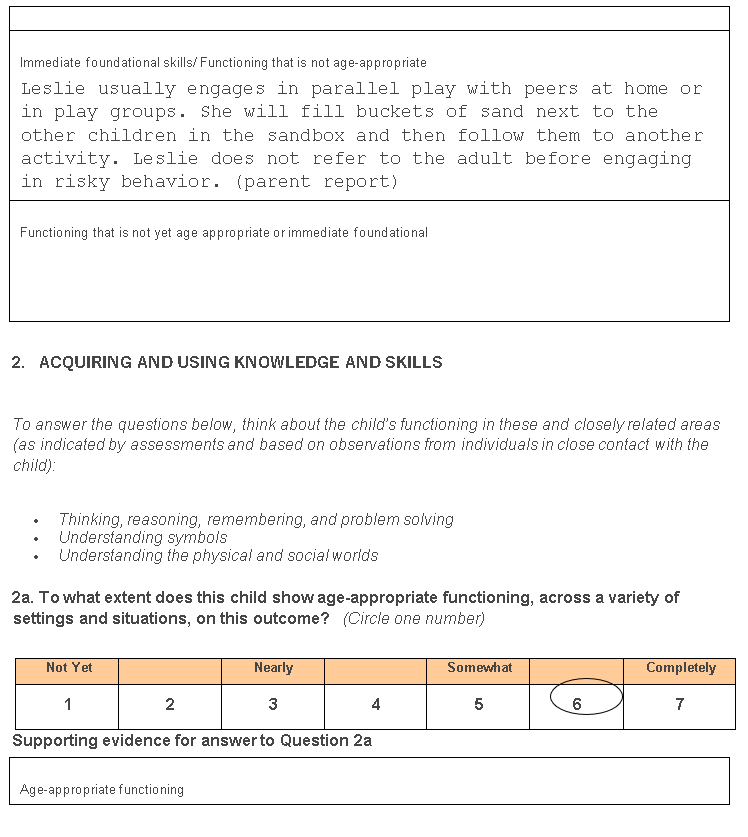
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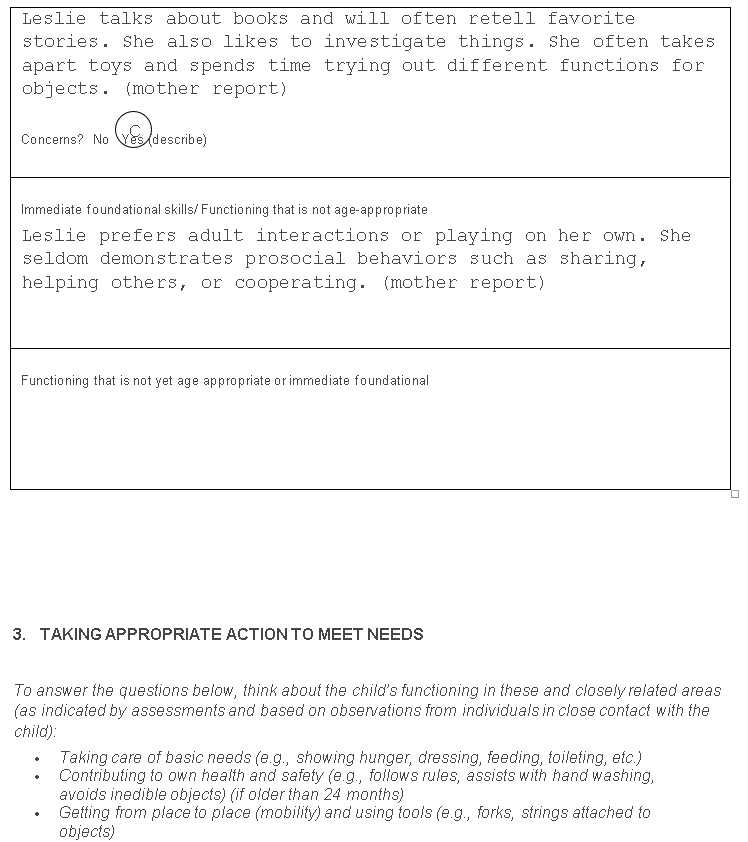
## **Learning Guide 3.3 Handout (back)**

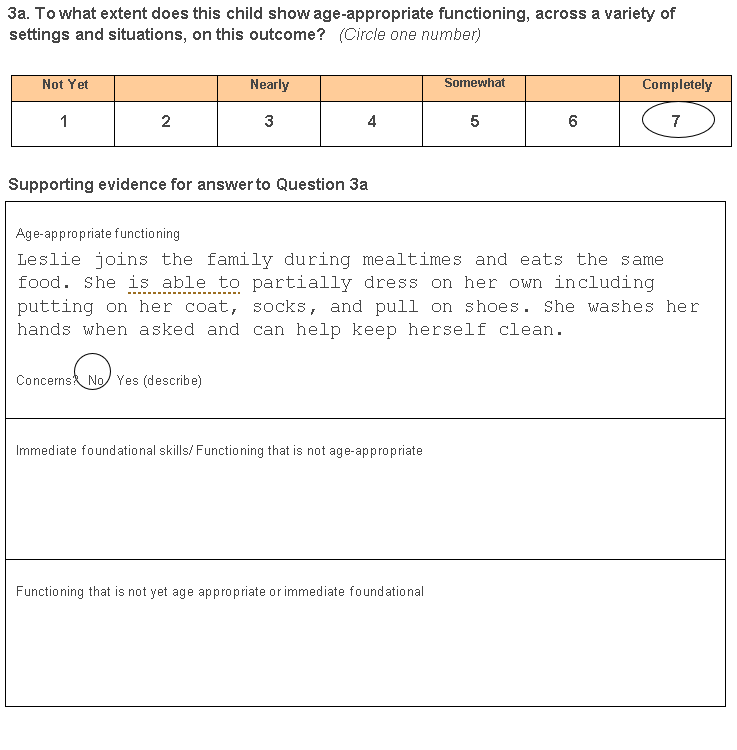
**Step 3:** Describe modifications and accommodations to make to the environment(s) to optimize learning and address outcome/goal.

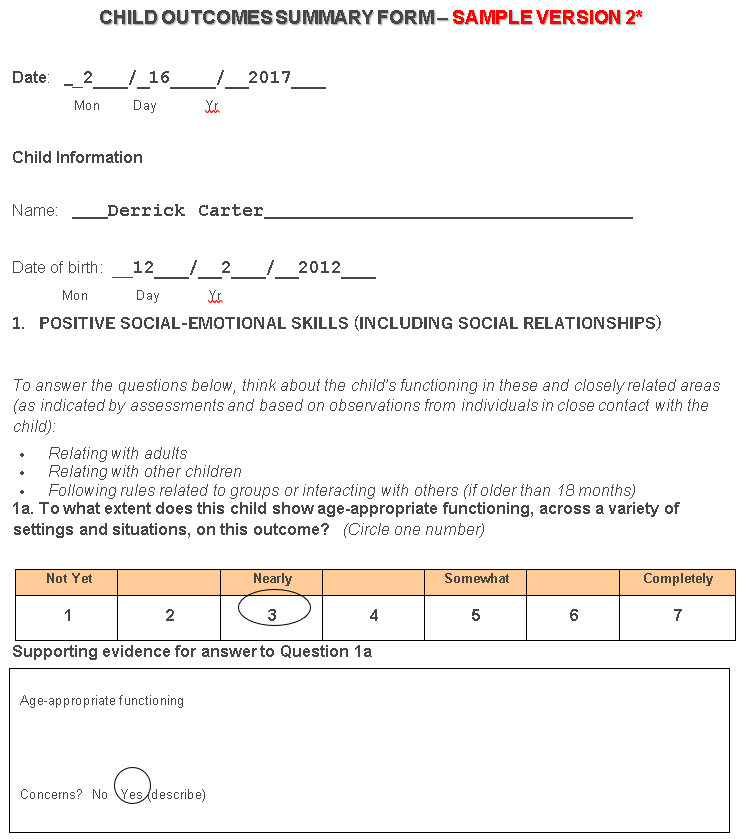
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| --- | --- |
| Rewrite the final functional outcome/goal statement from the front of this form to refer to while describing appropriate modifications and accommodations below: | |
| **Environment** | **Modification or Accommodation**  (include assistive technology where applicable) |
| Physical |  |
| Temporal |  |
| Social |  |

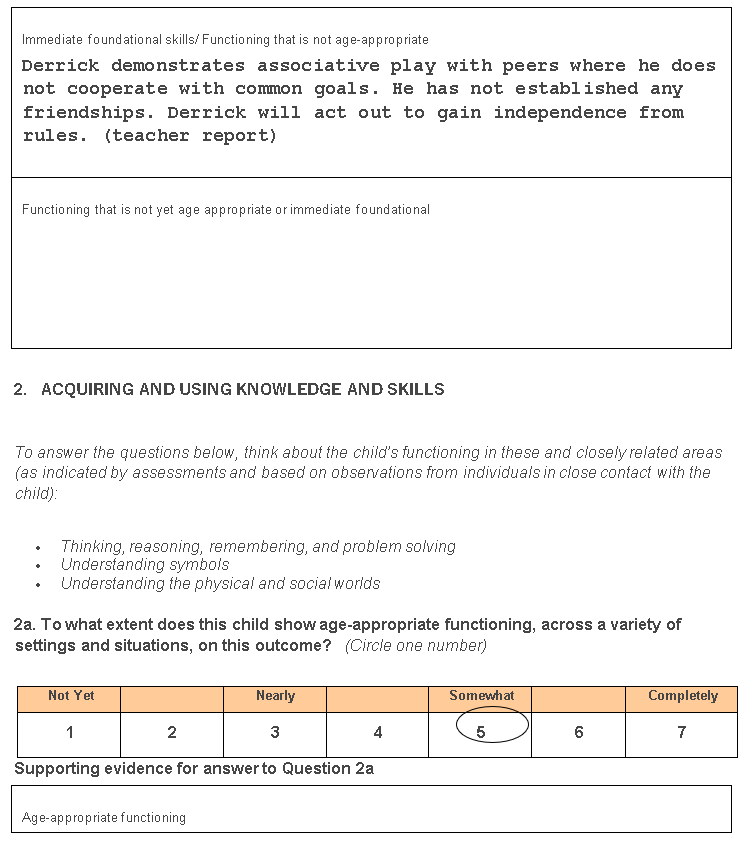
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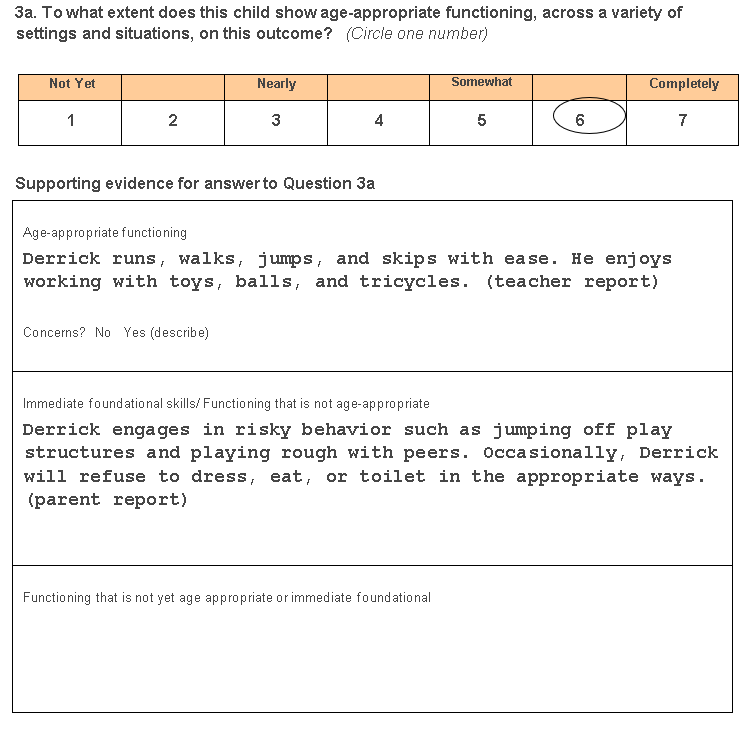
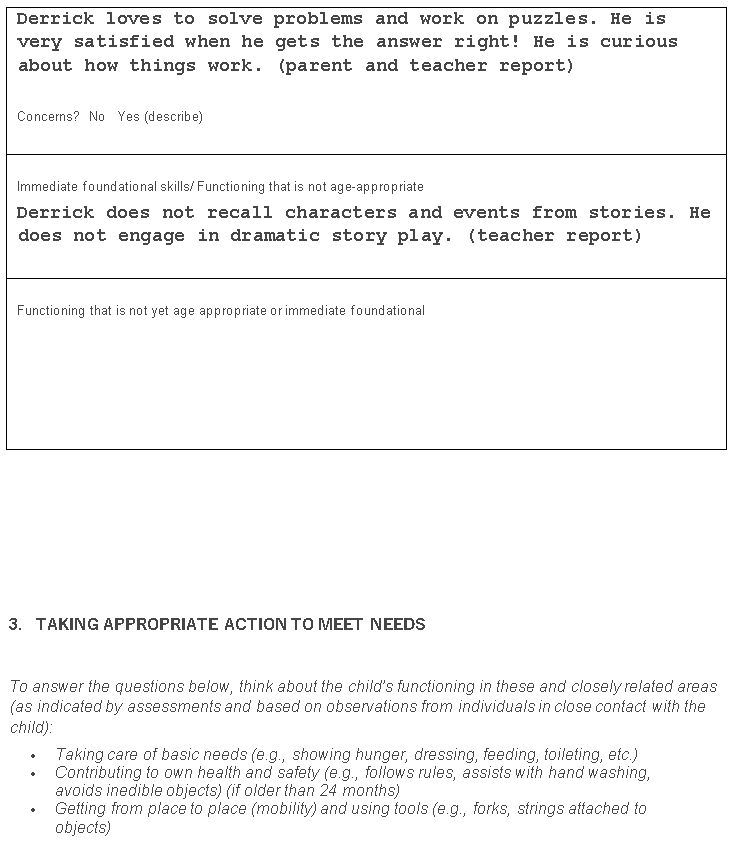
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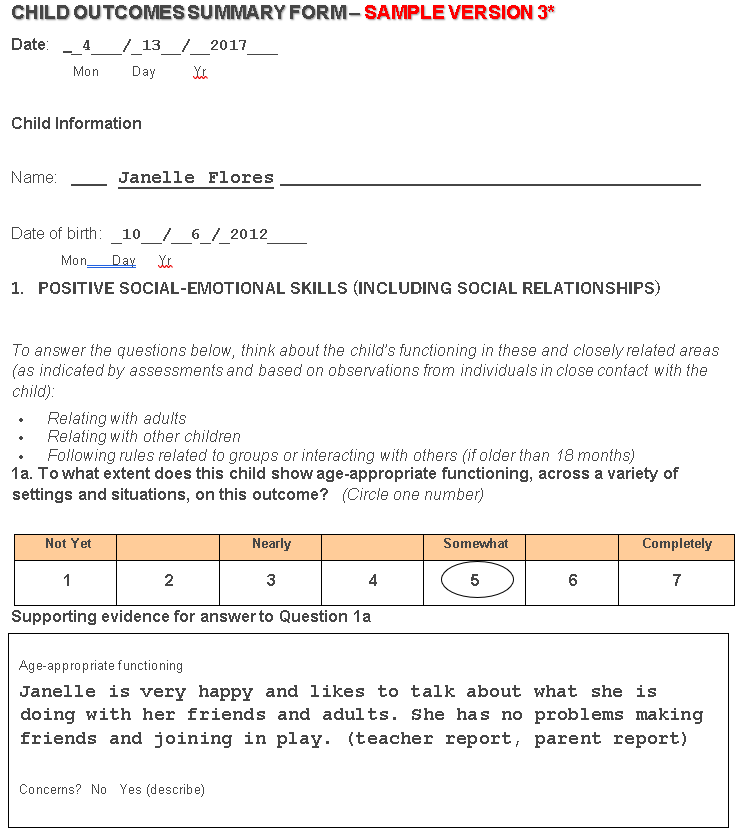
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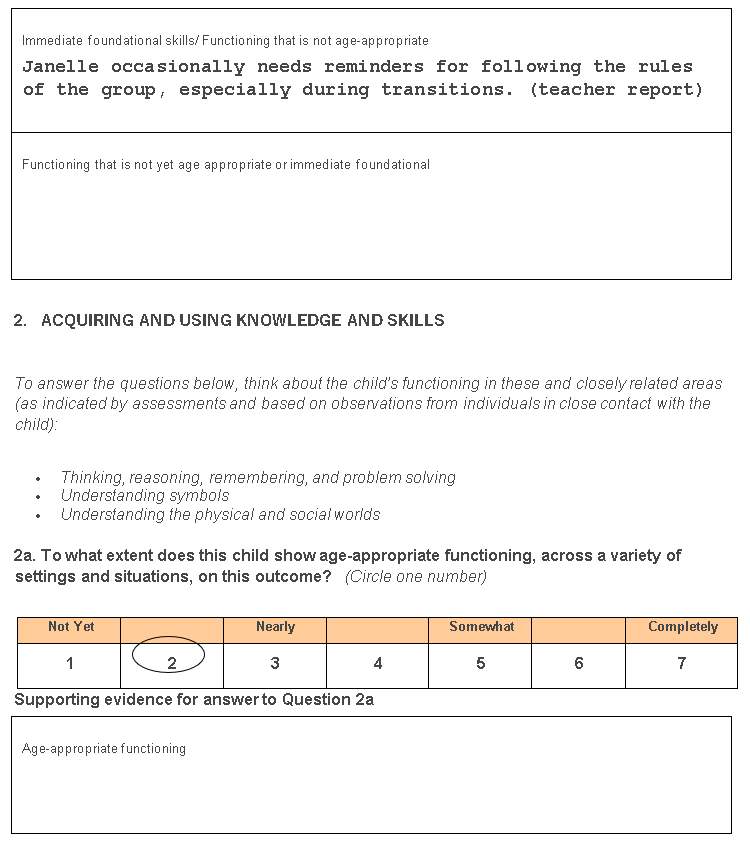
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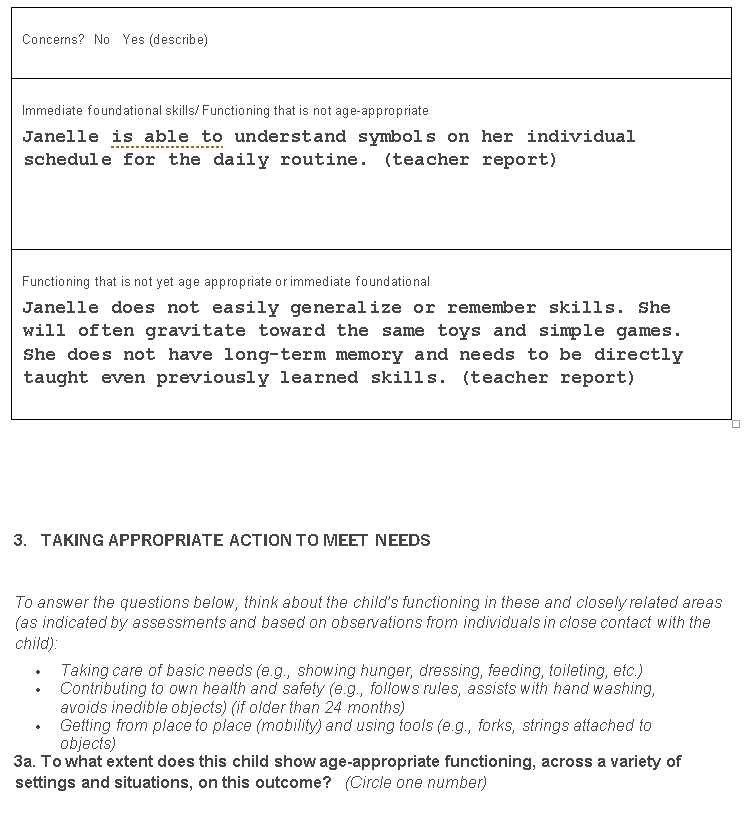
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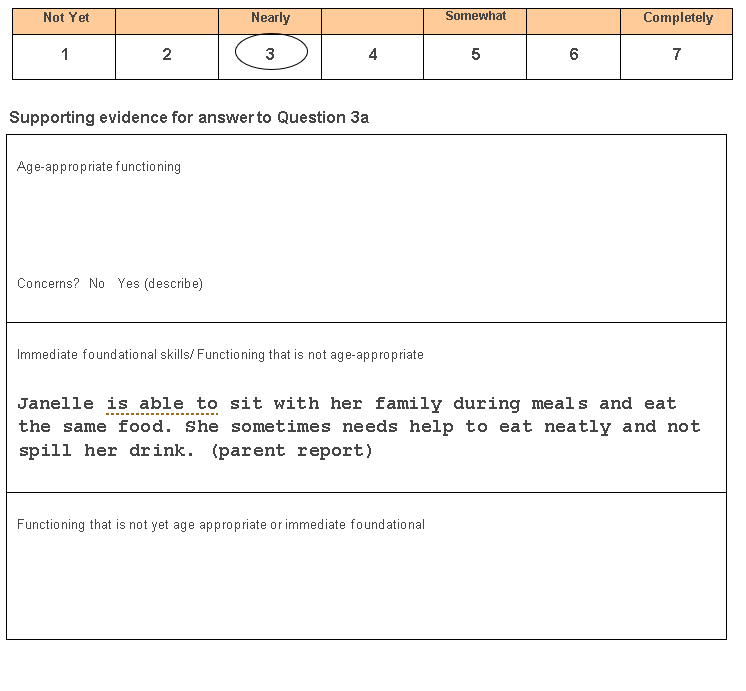
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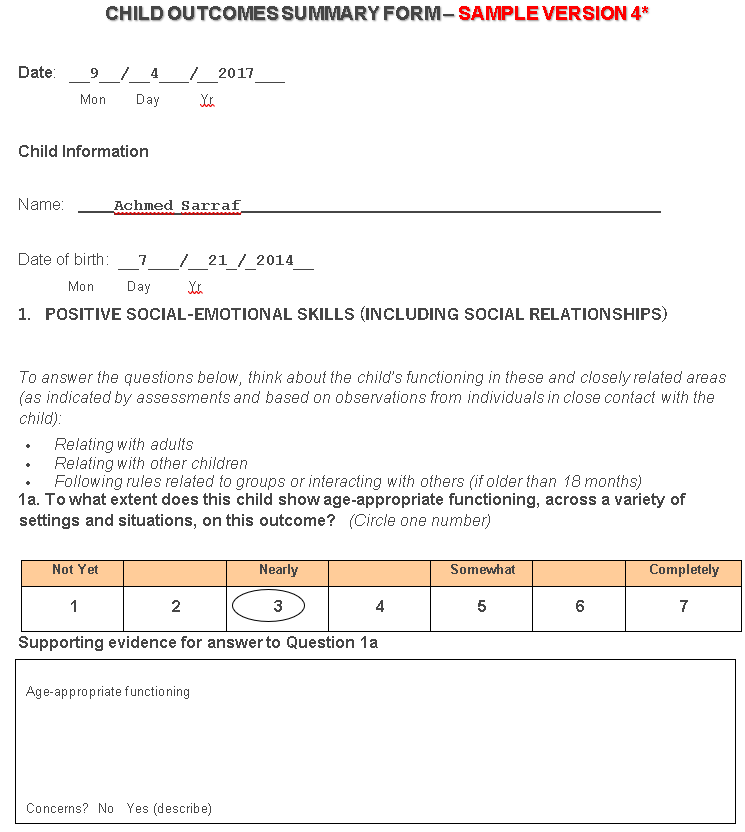
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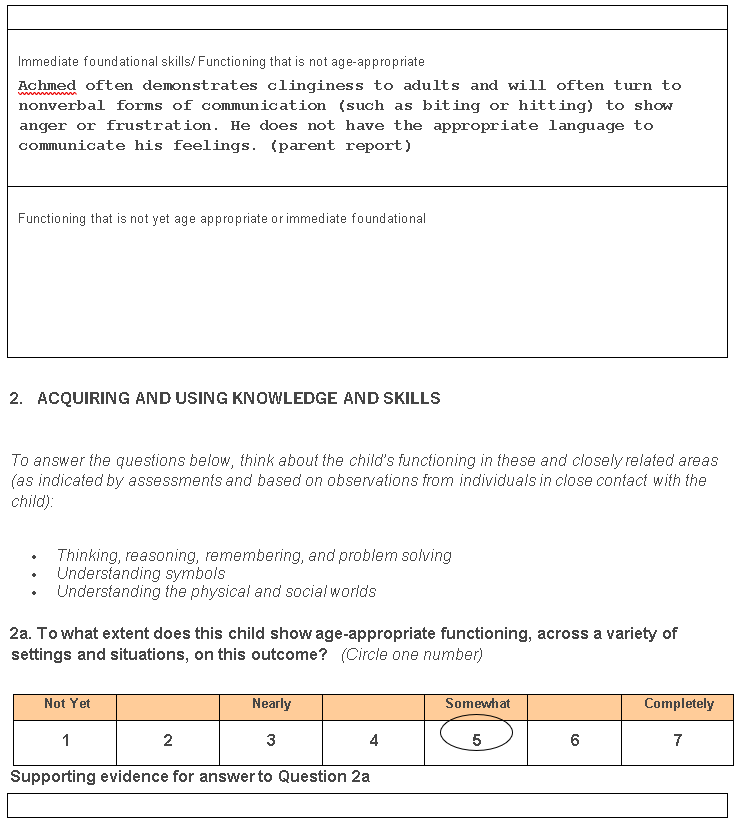
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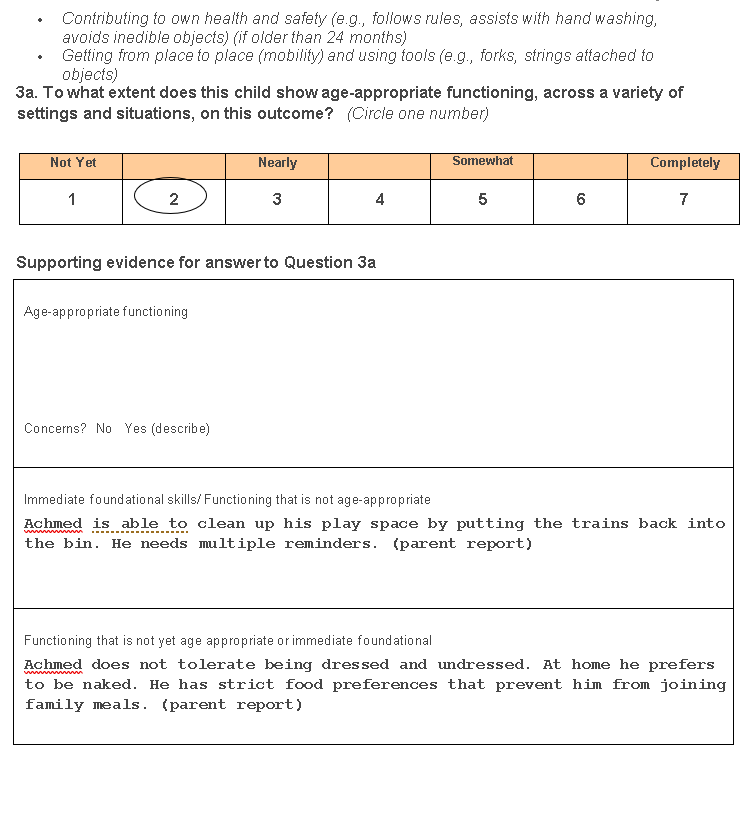
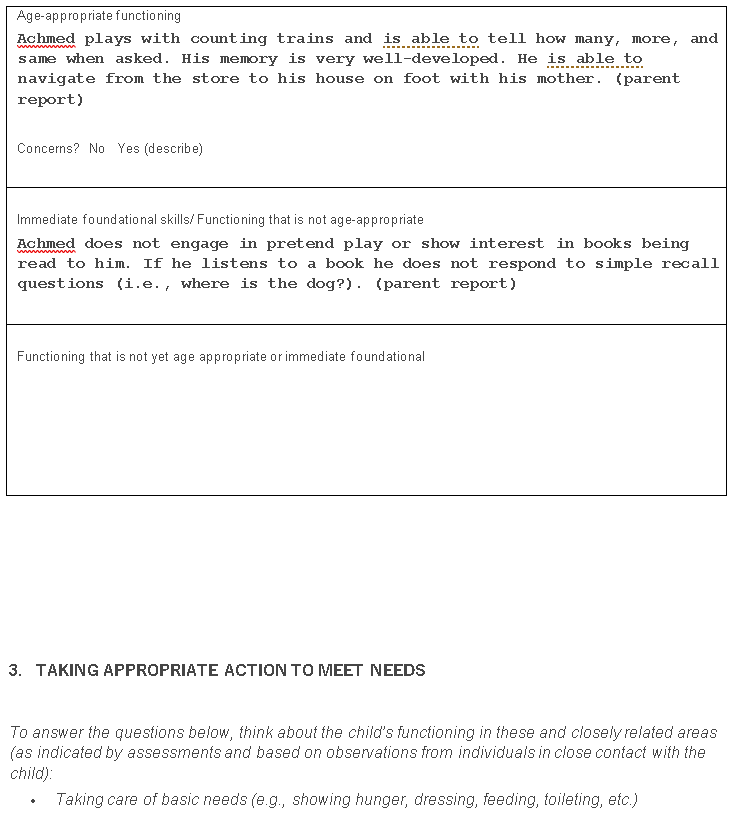
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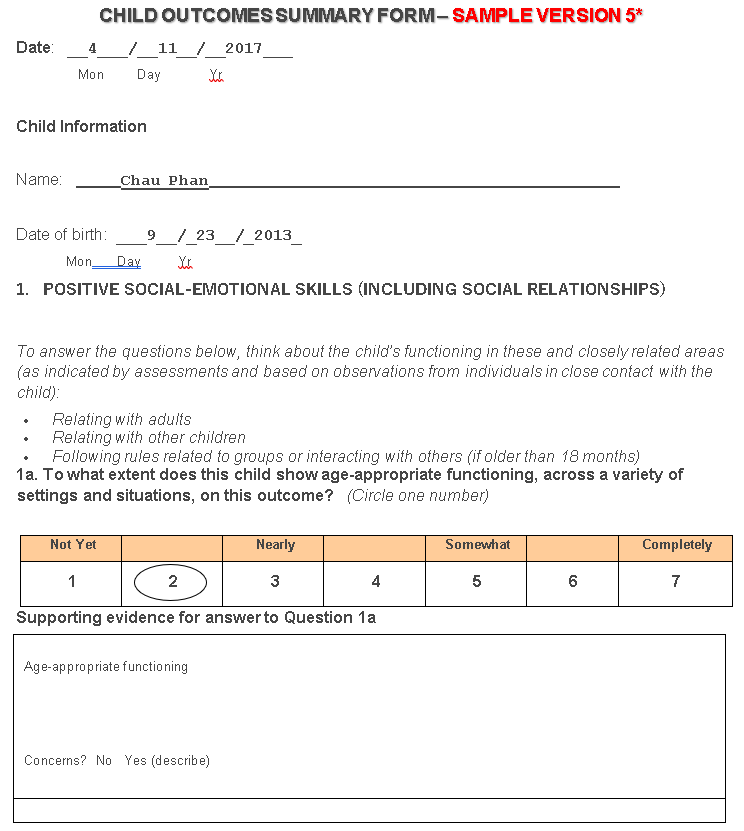
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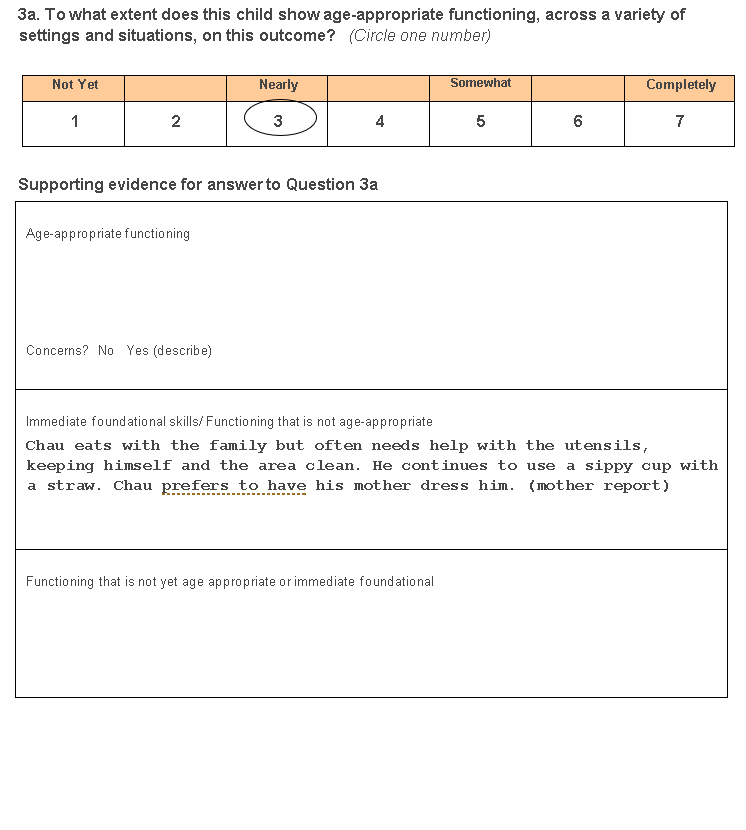
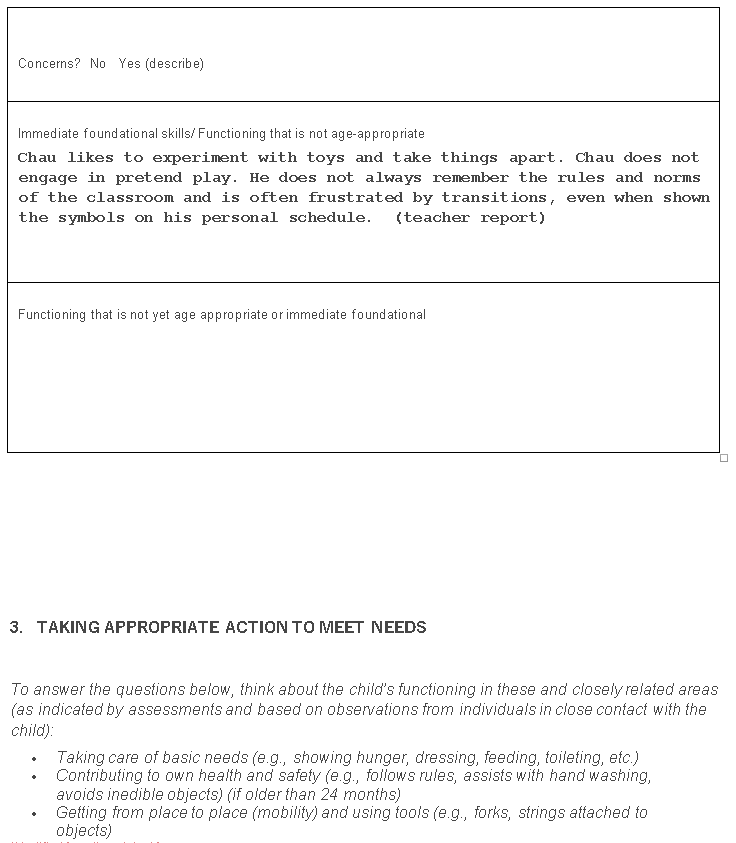
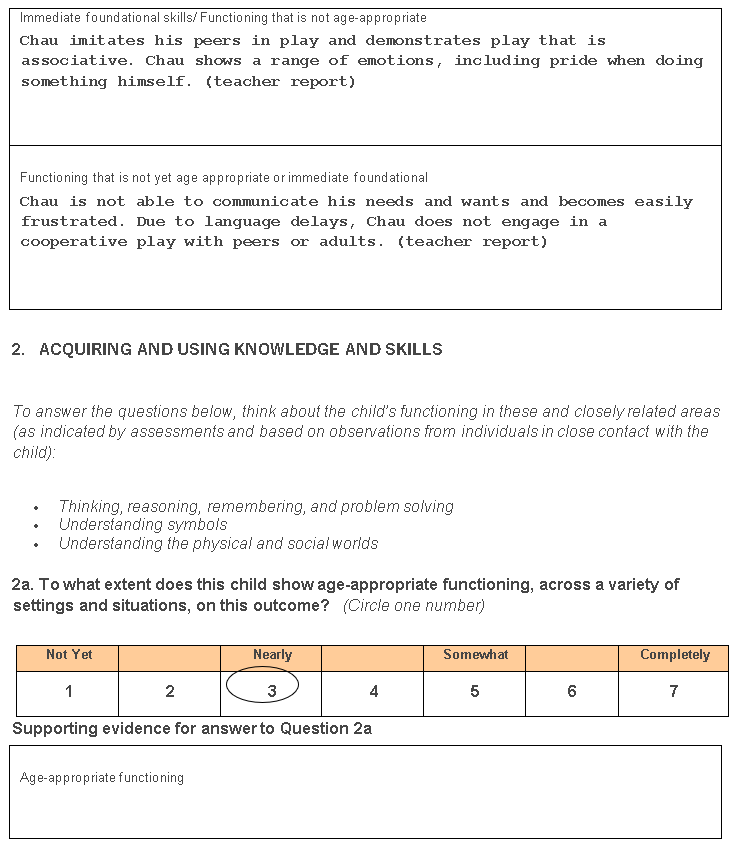
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