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# Learning Guide 3.8 Environment-

# Performance Feedback Guide

## **How to Use this Guide**

This guide can be used with learners who have designed or participated in designing environments for young children with disabilities in either their own classroom/setting/program or in field-experiences associated with university coursework.

**Are the learner’s Environment practices—** **Inclusive to natural routines and activities?**

**Performance Indicator:**

Participants will be able to identify and design physical, temporal, and social environments that are inclusive and build on children’s natural routines and activities.

### Look for:

* Learners can identify the components of the physical, social, and temporal environment.
* Learners implement modifications and accommodations within daily routines and activities.
* Learners support child participation within natural routines and activities.
* Learners design predictable routines and schedules.
* Learners provide children with opportunities to interact with peers, family, and other adults.

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| **IF** | **THEN** |
| Learner cannot identify the components of the physical, social, and temporal environment. | Refer learner to M3L2. |
| Learner does not implement modifications and accommodations within daily routines and activities. | Refer learner to M3L1 “Ask the Expert”   * Dr. Lori Meyer and Dr. Tricia Catalino |
| Learners do not support child participation within natural routines and activities. | Refer learner to M3L1 “Ask the Expert”   * Dr. Lori Meyer and Dr. Tricia Catalino |
| Learners do not design predictable routines and schedules | Refer learner to M3L2  Refer learner to IRIS (2016) |
| Learners do not provide children with opportunities to interact with peers, family, and other adults. | Refer learner to M3L2 – “Social Environment”  Refer learner to Module 1 – “Interactions” |

**Do the learner’s Environment practices —** **Promote children’s access and participation in learning experiences?**

### **Performance Indicator:**

Participants will be able to observe a child’s present level of participation and identify how it can be increased through modifications or adaptations to the environment to support access and child learning.

### Look for:

* Learners can observe the child’s level of participation in an activity.
* Learners can identify ways to increase a child’s level of participation.
* Learners 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.
* Learners understand when and how to use assistive technology to support child learning.

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| **IF** | **THEN** |
| The learner cannot identify the child’s current level of participation in an activity. | Provide increased opportunities to observe children in natural environments. |
| Learner cannot identify ways to increase a child’s level of participation in an activity. | Guide learner to identify the existing components of the environment and identify which component could contribute to increased participation with modification. |
| Learner does not understand when and how to modify or adapt the environment. | Provide learner with increased materials to support modifications and adaptations.  See:  “Components of Differentiation Table”  M3L3 to view videos of modifications and adaptations. |
| Learner cannot identify opportunities to use assistive technology. | Provide learner with increased opportunities to observe assistive technology in use.  Also see M3L4 – Voices from the Field   * Amanda Arevalo * André Miguel |