

Check Your Knowledge Questions and Feedback

Module 3 - Environment Lesson 3



Question	Answer/Feedback
<p>VIDEO: In the Kitchen</p> <p>How did the child participate in the activity?</p>	<p>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.</p>
<p>VIDEO: Storybook Reading</p> <p>How did the child participate in the activity?</p>	<p>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.</p>
<p>VIDEO: Watering the Flowers</p> <p>What adaptations could you make to help the child participate in the activity?</p>	<ul style="list-style-type: none"> • 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.
<p>Ethan is a three-year old with speech delay. He gets frustrated when he is not understood and also throws a tantrum when he has to transition from one activity to another. Besides an augmentative communication device, what are two additional accommodations or modifications his teachers and family can use?</p> <p>A) Modified paper cup that can be used as a paint brush B) Choice board C) Visual schedule D) Walking support</p>	<p>B and C</p> <p>It would benefit Ethan if his teachers and family work with his speech therapist to incorporate these visual supports into his everyday activities and routines. The choice board will help Ethan communicate which learning center he wants to participate in. The teachers and family can create different choice boards for different activities and routines (e.g., food choices for snack time, outdoor play options, etc.). The visual schedule will provide Ethan with the order of the day's events. Ethan's teachers and family can go through the visual schedule every day to help Ethan anticipate his daily activities.</p>
<p>LingLing is a two-year old with cerebral palsy. LingLing's favorite activities are books and art but she is often frustrated by her fine motor skills. She uses a walker to move around the classroom and a stander for support at some centers. Besides her walker and the stander, what are two additional</p>	<p>C and D</p> <p>It would benefit LingLing if her teachers and family work with her occupational therapist to incorporate these modifications and accommodations to support her in her favorite activities. An adapted</p>

Question	Answer/Feedback
<p>accommodations or modifications her teachers and family can use to support her interest?</p> <ul style="list-style-type: none"> A) Word chart B) Specialized seating C) Adapted book D) Painting with a ball 	<p>book with popsicle sticks or pieces of foam on the corner of each page can help separate the pages and support LingLing in turning the pages more easily. LingLing’s teachers and family can also adapt books by removing pages of books and laminating each page or putting each page into a photo album. Putting balls in the art area can provide LingLing with the ability to have a better grip to work on painting. LingLing’s teachers and family can also use a tennis ball, stress ball or prescription bottle to build small handles for LingLing to use crayons and colored pencils.</p>
<p>Devon is a four-year old with autism who is uncomfortable in crowded areas or when other children are close to him. However, he has been showing some interest in the dramatic play area, but has been unwilling to enter the center during free play. What are some accommodations the teachers could use to support his participation?</p> <ul style="list-style-type: none"> A) Visual schedule B) Move the shelves to create a larger play area C) Decrease the number of children in the center at one time from 5 to 3 D) All of the above 	<p>B and C</p> <p>As Devon is not comfortable in crowded areas or when other children are close to him, it would be, if his teachers and family attended to the physical modifications of the space by moving the shelves to create a larger space as well as decreasing the number of children in the dramatic play area. Other possible accommodations after attending to the physical space might include supporting the other two peers in the dramatic play area in developing strategies to help with Devon’s play and ways to scaffold and simplify the activities by developing visual supports that provide a breakdown of the tasks.</p>