

# Examples of Environmental Supports, Adaptive Equipment and Materials

See the examples below of adaptive equipment and materials, as well as environmental supports. Please note these would vary by age and ability of the child or children in need of support.



Here, teachers cover shelves and bookcases with blankets to help prevent distraction during group times



These footsteps provide a visual cue for where to line up when transitioning out of the classroom.



These are “push button” toys; children only need to press one large button to make the toy move or make sounds



This is an adapted Etch-o-Sketch where a child can more easily move the cursor with the large arrow buttons at the bottom and shake the screen clear by holding on the red knobs and shaking.



This is a personal communication board, it can be used by a child who has language or communication delays or difficulties to convey his/her needs and wishes and/or to offer an individual schedule.



These signs are posted at children’s eye level and provide visual reminders for the rules and specific behavioral expectations in certain places.



This is a “regulation station” or a cool down area. Notice there are materials to help a child relax and “take a break.” It has items on the wall to encourage deep breathing (i.e., “Smell the flowers” (breath in) and “Blow out the candles” (breath out; with small pieces of paper that move when the child blows). It also has a box of items that can be pulled out and pushed back in, for a calming, repetitive action.



Notice there are many adaptive items on this table, to help children who may have difficulty grasping scissors, markers, pencils or paintbrushes participate in these activities. You can also see a raised clipboard and communication pictures to help children make choices (e.g., first markers, and then we can play “Connect Four.”).



Here is a specialized chair for a child with a physical disability; notice how the teacher has extended the materials from the sensory bin into a personal tray for this child so that he or she can participate more fully.