

## ***DESIGNING ACCOMMODATIONS: some things to consider***

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*Note: Accommodations must be tailored to the individual person. These helped someone at some time. They are not meant to represent the needs of any particular group of people. Personalize!*

### **➤ If what you are trying to do to support a person involves: *Attending to Means-Ends/Cause and Effect***

1. Choose tasks with clear beginnings and endings
  - Stacking chairs
  - Making popcorn
  - Emptying waste baskets
  - Washing very dirty dishes
2. Make object transformation more salient
  - Use “Endust” or opaque foams and colored cleansers
  - Use color cues
  - Collate only two items at a time
3. Teach a motor pattern “RULE” --visual motor prompt
  - Clean from this corner to this corner
  - Wash each plate in this motion
  - Take everything from here to here-- put it there

### **➤ If what you are trying to do to support a person involves: *Ease with Temporal Sequencing***

1. Use concrete visual display
  - Pictures of task sequence
2. Use self monitoring devices
  - Check off lists timers etc

### **➤ If what you are trying to do to support a person involves: *Fluid use of objects which are not always or typically visible***

1. Teach a rote sequence
  - Lay out a visual display of the task left to right
  - Have a container with all materials available in order

- Teach a pattern rule
2. Have the adaptation visible
    - Card with pictures
    - Clock and picture at work space
    - Open pantry

➤ **If what you are trying to do to support a person involves:  
Ease with utilizing discriminating symbols**

1. Stress perceptual saliency
  - Exact object match labels box fronts
  - Coupons exact pictures
  - Non representative drawings
2. Insert adaptations into motor pattern
  - Picture of desired food
  - Tape
3. Stress Zero Inference teaching
  - Natural materials
  - Natural environments
  - Natural scope and sequence

## **Some additional accommodations to consider**

➤ ***Material Accommodations (“Things” that may reduce stress and increase comfort levels for some individuals)***

Tumbleform chairs	“Feel Good Box”	Tinted Glasses
Bean Bag Chairs	Black light	Earplugs or earphones
Chewy and crunchy things	Weighted Vest	Heavy padded clothing
Tube necklaces	Foot/ hand vibrators	
	Light box	

➤ ***Environmental Accommodations***

1. Screening for background noise
2. Reduce reverberation by using:
  - Carpet
  - Cork flooring

- Ceiling tiles
  - Large padded furniture
3. Reduce refraction by:
    - Turning off unnecessary lighting especially fluorescent
    - Using matte finishes on surfaces and walls
    - Using lamps Vs overhead lights
    - Using low wattage light bulbs
    - Soft colored light (cut down contrast and color contrast in a room)
  4. Maintain tidy, orderly rooms but observable and accessible materials
  5. Neutral monochromatic color for wall or floor coverings
  6. Position the furniture around the periphery of the room:
    - easier to navigate
    - not necessary to keep visual account of where large obstacles are located
  7. Furniture in plain color distinctly different from the wall color
    - easier to make sense of as a whole object
    - easier to know in relation to everything else
  8. Quiet spaces  
One plain wall in a room or classroom

➤ ***Interpersonal Accommodations (Or, what we can do to accommodate this person and change ourselves to support this relationship)***

- Reduce non-essential verbal information
- Clear turn taking
- Reduce non-essential visual and touch information while sound is being processed
- Reduce non-relevant sound particularly during touch
- Keep non-relevant movement to a minimum including non-essential body language
- Predictable, rhythmical touching is OK
- Rhythm helps
- Signal the intention to touch
- Slow down
- Give “real” breaks:

- A chance to process information;
- Not a new conversation
- Don't go overboard with praise
- No sensory bombarding rewards
- Give personal space
- Reduce the need to interpret:
  - Use concrete language and be concise
  - Make what's being seen and heard clearly observable and tangible, or able to be replayed
- Present new information in a predictable format or style if that works
- Indicate topic switches with a clear, concise sign
- Be clear in your intentions and message
- Don't give unnecessary context
- Limit and monitor emotional overload as many people report:
  - "Unfiltered emotions" are more bombarding than sensory overload
  - Loss of sense of control
  - Avoidance of exposure of self-expression and interaction
  - Manic behaviour: destroying one's work; attacking own body
- Teach people to leave or avoid sources of provocation
- Emotion can build:
  - A little bit scared can turn into terror
  - A little bit upset can turn into furious
  - A little bit amused can turn into manic, hysterical laughing
- Direct confrontations may be:
  - Raw and exposing
  - Emotionally provoking
- Indirect confrontations may work better:
  - Speak to "another" or to the material
  - Use objects to explain interactions
- Encourage similar "indirect confrontational interactions" from person
  - Push object in their direction
  - Use typing
- Gradually bridge to more direct interaction and communication

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