

**Ecological Inventory Strategy Outline**

**Section One**

**A. Domain: Domestic Environment:**

**Mary's House Sub-environment:      Family Room Activities:**

1. Operate a telephone
2. Watch television
3. Listen to music
4. Play a game
5. Read a book
6. Relax
7. Take a nap
8. Exercise

**B. Domain: Domestic Environment:**

**Mary's House Sub-environment:      Kitchen Activities:**

1. Cook
2. Clean
3. Bake
4. Eat
5. Drink
6. Wash Dishes
7. Set the table
8. Put away food

**Section Two**

**A. Domain: Community Environment:**

**Supermarket Sub-environment:      Deli Area Activities:**

1. Read a shopping list
2. Read a menu
3. Order from a menu
4. Speak clearly to communicate what you want
5. Count the cost for the total
6. Count for the amount of food (1.5 lbs.)

7. Select type of rolls
8. Take pickles from the barrel

**Task Analysis:                      Order from a menu**

1. Walk to the deli area.
2. Walk over to the ticket machine.
3. Reach your hand out to the ticket machine and grab a paper number.
4. Pull the paper number, until it is completely out of the ticket machine.
5. Holding the ticket, carefully read over the number on the paper.
6. If needed, say the number a few times quietly to yourself to help you remember.
7. Take out the already written up shopping list and place it in your other hand.
8. Read over each item carefully on the shopping list.
9. Read over each item carefully on the deli menu.
10. Compare the items on the shopping list, to make sure that they are listed on the deli menu.
11. If any items from the shopping list are not present, remember those items might not be in for that day.
12. When a deli worker calls your number, the number will also flash on a screen above the counter.
13. Walk up to the counter.
14. Hand your ticket to the deli worker.
15. Clearly, and loud enough ask the deli worker, if those items on your list and that are not on the deli menu, are available just in case.
16. Use an understandable voice, which is normally a nice, clear, forceful pitch in which you can speak to the deli worker.
17. Explain to the worker, specifically what you want. Tell the worker, how much (2 lbs.) what kind of product (sliced ham), and what brand (Ms. Piggie's). Example: Could I please have 2 lbs of Ms. Piggie's sliced ham please? OR I would like 2 lbs. of Ms. Piggie's sliced ham.
18. When the worker understands what you want, they will prepare the item. When the item is packet up, the deli worker will hand it gently over the counter. Reach your hand out to grab the item, and slowly pull your hand away.
19. Place the deli item, inside the cart/ basket.
20. Repeat steps 16- 19 until your order is complete.

Discrepancy Analysis: Mary might have a difficult time communicating with the deli worker. Mary can speak but her words are hard to understand, until you get to know her.

Adaptation Idea: Maybe before Mary goes to the Supermarket, she can review her shopping list, out loud at home with a parent. This way she feels comfortable enough to say it to the deli worker and her order is communicated clearly. Mary could also hand the deli worker her shopping list.

## **B. Domain: Community Environment:**

### **Street Corners Sub-environment:**

1. Cross a street independently
2. Read the street signs
3. Watch for cars
4. Watch for other people walking
5. Watch the traffic light
6. Stay in between the walk lines
7. Cross in the correct direction
8. Push the Crosswalk button

### **Cross-walks Activities:**

### **Partial Participation Strategy:**

Mary will need some support in crossing the street independently.

Mary can push the cross-walk button, if at her reach.

She can also look at the traffic lights, and know that red means stop for the cars, yellow means slow down for the cars, and green means go for the cars.

She can understand that the same rules apply for crossing the street.

## **Section Three**

## **A. Domain: Leisure Environment:**

### **Mary's Room Sub-environment:**

1. Listening to her iPod
2. Watch television
3. Completing homework
4. Hang out
5. Play a game
6. Watch a movie

### **Mary's Bed Activities:**

7. Read a book
8. Color in a coloring book

**Task Analysis: Listening to a song on her iPod**

1. Someone has already programmed Mary's favorite songs on iPod.
2. First review what an iPod looks like and what its function is.
3. Review what an earbud/ headphones' look like and what its function is.
4. In order to hear the music that is stored on your iPod, you must attach a sound output device to it. The most common one you might think of is the earbud headphones that were included in the package.
5. To use these, you connect the mini-jack on the earbud cable to the Headphones port located on the top of the iPod.
6. Turn your iPod so that the top end is facing you.
7. The top of an iPod where you plug in headphones, speakers, or other audio output devices has an open, circle, whole in which the earbud cable goes inside.
8. Place the earbud cable inside that whole.
9. Now place each earbud piece with the speaker half inside of your ear.
10. Now it's time to control the iPod.
11. Place the iPod in your hand with the front screen facing you.
12. The main controls on an iPod consist of the control buttons.
13. These buttons are located under the iPod's screen, the Scroll pad, and Select Button towards the bottom of the iPod's front face.
14. The iPod's screen contains words that say on the left side, and arrows on the right. Words consist of Playlists, Browse, Extras, Settings, and Backlight. These words are categories to pick from.
15. The arrows are there to continue to that category.
16. The Scroll pad is a big, round, circle that is silver and very sensitive to touch. There is also a smaller circle inside of this one.
17. Touch in a circular movement the Scroll pad to see what happens.
18. What happens? The highlighted (in black) category changes. Stop moving the scroll pad to category of your choice. Example: Move your finger around until the Playlists is highlighted.
19. Now click on the smaller, circle inside of the Scroll pad. This is called the Select button. The Select button is used to select the highlighted category you have just picked. You have selected Playlists and click on the select button.
20. Another area of categories will appear. They are album, artists, songs, play all.
21. Use the scroll pad with your finger gently, clockwise to highlight Album.

22. Now tap the select button.
23. Someone has already programmed your favorite albums inside.
24. Use the scroll pad with your finger gently, clockwise to highlight High School Musical. Then tap the select button.
25. Now a number of songs from that album will appear.
26. Use the scroll pad with your finger gently, clockwise to highlight Breaking Free.
27. Next, tap on the select button.
28. The song "Breaking Free" will begin playing.
29. While the song is playing, you may now use the scroll pad, to change the volume.
30. Using your finger on the scroll pad to go left, the volume will increase.
31. Using your finger on the scroll pad to go right, the volume will decrease.

**Discrepancy Analysis:** Using an iPod is a difficult task for someone who is unaware of the variety of new technology, or just new product in general. However, students in today's society have or have used an iPod, more often than adults. Concluding children pick up new technology quicker than adults. Since Mary has physical disabilities such as no use of her left hand, she may have a difficult time controlling and holding the iPod. Maybe the iPod can be placed on her lap, with the front facing her. This way she can use her legs to control the balance, and her right hand to control the use of the iPod. Mary also has a physical disability of the mobility in her left leg. I do not think holding the iPod on her lap will become an issue with her left leg.

## **B. Domain: Leisure Environment:**

### **Mary's Room Sub-environment:**

1. Watching television
2. Listening to her iPod
3. Completing homework
4. Sleeping
5. Play a game
6. Read a book
7. Color in a coloring book
8. Watch a movie

### **Chair Activities:**

## **Section Four**

### **A. Domain: Vocational Environment:**

#### **Mary's House Sub-environment:**

1. Making her bed
2. Putting her clothes away
3. Putting her shoes away
4. Putting her toys away
5. Taking her trash out
6. Hanging things up
7. Completing her homework
8. Cut and paste assignments

#### **Bedroom Activities:**

### **B. Domain: Vocational Environment:**

#### **Mary's House Sub-environment:**

1. Clearing her place at the table after meals
2. Putting some food away after meals (Example: Salt & Pepper, or Ketchup)
3. Putting a trash bag in the trash can
4. Tying the trash bag together
5. Taking the trash out `
6. Putting food away after grocery shopping
7. Putting the plastic and paper bags away after grocery shopping
8. Drying the dishes

#### **Kitchen Activities:**