Environmental Adaptations Checklist (checklist 4 out of 5)

Adapted & retrieved from ECTA (Early Childhood Technical Assistance Center)

This checklist includes procedures for determining the types of environmental adaptations (physical, social, temporal, etc.) that can be used to promote child participation in learning activities to enhance child competence. The checklist indicators focus on the types of adaptations that can be used to eliminate or reduce barriers to increase child participation in learning activities and routines. The checklist indicators can be used by a practitioner to conduct an adaptation assessment and to develop an action plan for using specific adaptations to promote child participation in learning activities. The checklist rating scale can be used to do a self-evaluation to determine if the necessary steps were followed to use adaptations as part of a child’s individualized intervention plan.

Practitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_

|  Please indicate which of the following environmental arrangements and physical activities you were able to use to promote child exercise and movement: | Seldom or never(O - 25%) | Some of the time(25 - 50%) | As often as I can(50 - 75%) | Most of the time(75 - 100%) | Notes |
| --- | --- | --- | --- | --- | --- |
| 1. Observe the child’s attempt to engage in everyday learning activities and routines  |  |  |  |  |  |
| 2. Identify the particular environmental barriers that interfere with child participation in the activities |  |  |  |  |  |
| 3. Identify the strengths, interests, preferences, etc. that the child demonstrates and that motivate him or her to attempt to engage in interactions with other persons and materials |  |  |  |  |  |
| 4. Determine the types of adaptations (physical environment, scheduling, everyday activities, learning materials, instructional practices) that make it possible for increased child participation in learning activities. |  |  |  |  |  |
| 5. Use the least-intrusive adaptation(s) together with child strengths to encourage child interactions with and engagement in learning activities |  |  |  |  |  |
| 6. Employ the adaptation(s) to determine how well it (they) permits access to and child participation in learning activities  |  |  |  |  |  |
| 7. Incorporate the adaptations into everyday activities and routines to ensure ongoing participation in child learning activities  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 8. Reduce or eliminate the use of an adaptation as the child becomes more independent as part of engagement in everyday activities and routines  |  |  |  |  |

This checklist is based upon the following *DEC Recommended Practices*: Teaming and Collaboration 1, 2, 3, 4, 5 The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices Access this checklist and other products at http://ectacenter.org/decrp Copyright © 2018 Early Childhood Technical Assistance Center

Retrieved from <http://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration_2018.pdf>, May 13, 2019.