

DEC Recommended Practices in the ENVIROMENT Domain Cross-Referenced with ECTA Performance Checklists (10/13/16)

DEC Recommended Practices - ENVIRONMENT						
Natural Environment Learning Opportunities Checklist #1 Items	1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	2. Practitioners consider Universal Design for Learning principles to create accessible environments.	3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.	5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.
1. Observe the child in everyday activities to identify child and environmental factors that attract the child's attention	✓		✓			
2. Identify the everyday family activities and daily routines that the child finds most interesting and enjoyable	✓		✓			
3. Select those activities that provide the most opportunities for the child to acquire targeted behavior and use behavior capabilities	✓					✓
4. Promote and encourage child participation in the everyday activities and routines used as contexts for child learning	✓		✓			
5. Respond contingently to the child's behavior in the everyday activities to sustain child engagement and play	✓		✓			
6. Join in the activities and provide support and guidance to sustain child engagement in targeted behavior						✓
7. Encourage child behavior elaborations in targeted behavior by using different instructional methods (modeling, shaping, etc.) to expand upon the child's behavioral skills	✓			✓		✓

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Environmental Arrangements Checklist #2 Items	1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	2. Practitioners consider Universal Design for Learning principles to create accessible environments.	3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.	5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.
1. Indoor play area includes ample space for active child play and movement	✓					✓
2. Outdoor play area includes open spaces for running and other physical activity	✓					✓
3. Outdoor space includes a path, track, or surface for wheeled toys or adapted toys for physical movement	✓					✓
4. Ample amounts of play materials are available to encourage physical activity (wheel toys, large and small balls)	✓	✓				
5. Outdoor equipment is available and adapted as necessary that encourages crawling, climbing, or other physical activity	✓	✓				
6. Indoor and outdoor environments are accessible to all children	✓		✓			

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Child Physical Activity Checklist #3 Items	1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	2. Practitioners consider Universal Design for Learning principles to create accessible environments.	3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.	5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.
1. Regularly scheduled time is provided to encourage active child play and movement (indoors and outdoors)	✓	✓				
2. Ample time and a variety of activities are used to encourage active child play and movement			✓			
3. Adults engage children in movement and exercise as part of everyday activities	✓					✓
4. Music, rhyme, and other activities are used to encourage child physical movement and exercise	✓					✓
5. Activities that are used for encouraging physical activity and movement are age-appropriate						✓
6. Assistive technology and adaptations to activities are used when needed to engage children with disabilities in physical activity	✓		✓		✓	

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Environmental Adaptations Checklist #4 Items	1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	2. Practitioners consider Universal Design for Learning principles to create accessible environments.	3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.	5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.
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			✓			
3. Identify the strengths, interests, preferences, etc., that the child demonstrates that motivate him or her to attempt to engage in interactions with others 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 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				✓		

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Assistive Technology Checklist #5 Items	1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.	2. Practitioners consider Universal Design for Learning principles to create accessible environments.	3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.	4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.	5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.	6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.
1. Observe the child's attempts to engage in everyday learning activities and routines	✓			✓		
2. Identify the child's particular difficulties or challenges interfering with participation in learning activities				✓	✓	
3. Identify the strengths, interests, preferences, etc., that the child demonstrates that motivate him or her to attempt interactions with others and materials	✓			✓		✓
4. Determine the type of AT best suited for addressing the child's need and that incorporates child strengths into AT use				✓	✓	
5. Employ the AT to determine how well it permits child participation in learning activities	✓			✓	✓	
6. Incorporate the AT into everyday activities and routines to ensure ongoing participation in child learning				✓	✓	
7. Reduce or eliminate the use of AT as the child becomes more independent as part of engagement in everyday activities and routines				✓		