

Environmental Adaptations Checklist

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 environmental adaptation practice characteristics you were able to use with a child:	Seldom or never (0 - 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify the particular environmental barriers that interfere with child participation in the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Use the least-intrusive adaptation(s) together with child strengths to encourage child interactions with and engagement in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Employ the adaptation(s) to determine how well it (they) permits access to and child participation in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Incorporate the adaptations into everyday activities and routines to ensure ongoing participation in child learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Reduce or eliminate the use of an adaptation as the child becomes more independent as part of engagement in everyday activities and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	