ENVIRONMENT PILOT

PRE-CHECK

Use this Pilot if you can check **ONE OR MORE** of the boxes below:

- ☐ A child expresses interest in a new routine or activity and needs support; ***OR*** a particular daily routine or activity is not working well for the child.
- ☐ A new routine or activity is introduced into the child's daily schedule and this presents challenges for the child.
- ☐ There is a gap between the child's ability and adult expectations in the way a child participates in a routine or activity.
- ☐ The adult expectations of a child have changed and/or new goals have been set and this presents challenges for the child.

PROCEED!

Child's Name: _____ Date: _____

Your Name: _____

Setting: _____

Additional Team Members:

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CAR Process–Environment

Reminder: The physical environment refers to the human-built environment and includes accessibility, the type and level of lighting used, and the acoustics (sound/noise level). It also includes the arrangement of furniture, equipment, and tangible items (e.g., materials, objects, and so on) that a child may encounter.

Who: The makeup of the team depends on the setting (e.g., home, school, and community). A service provider or professional (e.g., teacher or therapist) may initiate this CAR process independently. For example, a teacher may take the lead in the school setting. He or she uses the information that has been collected and then shares results with the child's team and family.

How:

Collect information that describes the child's baseline participation and identify one to three routines or activities that are not working well. Complete the core worksheets on the physical environment to-do checklist. If your district or program has included other core worksheets, complete those as well.

Assess the physical environment for arrangement, equipment, and other factors that support the child's participation. Gather ideas about ways to change the features of the environment to resolve any mismatch between a child's current abilities and the requirements of a routine or an activity. Implement solutions for a one- to two-week trial.

Review the collected information along with data from any actions taken to determine if the child is participating more fully in the selected routines and activities.

Consider: Is the routine or activity working well? If it is, you may continue with the current plan. If it's not, continue to use the CAR process and complete the universal assistive tools Pilot.

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Environment Pilot To-Do Checklist

Use the checklist to explore solutions. Spend one to two weeks trying solutions.

COLLECT

Core Worksheets

1. Itinerary (Worksheet #1)
2. Add-On (Worksheet #4)
3. Portfolio pages 1, 8, & 11

Program Worksheets (if provided by your administrator)

ACT

Core Worksheets

1. Log (Worksheet #2)
2. Portfolio pages 3 & 6

Program Worksheets (if provided by your administrator)

REFLECT

Core Worksheets

1. Itinerary (Worksheet #1 completed in C stage)
2. Log (Worksheet #2 completed in A stage)
3. Hub-n-Spokes (Worksheet #3)
4. Portfolio pages 13 & 15

Program Worksheets (if provided by your administrator)

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Additional Resources

(For full bibliography see Primary Sources on the USB drive)

CARA's Kit: http://www.dec-sped.org/cara-s-kit-base

CARA's Kit mini posters: http://www.heartland.edu/documents/heip/faculty2/CHLD109/Handouts/CARAsKitMiniPosters.pdf

Environment Rating Scales: http://ers.fpg.unc.edu/about-environment-rating-scales

Inclusive Classroom Profile: http://archive.brookespublishing.com/documents/ICP-at-a-glance.pdf

Questions to Consider in UDL Observations of Early Childhood Environments: http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf

The Physical Environment of a Child Care Center: https://ecommons.cornell.edu/handle/1813/5127

The SpeciaLink Early Childhood Inclusion Quality Scale (2009): YC-PEM: https://www.canchild.ca/en/resources/223-young-children-s-participation-and-environment-measure-ycpem

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WORKSHEET #1

Itinerary of Daily Routines and Activities

Step 1

Information collected will identify routines and activities where assistive tools and/or physical environment features may be useful or are already being used.

- List the child's current daily routines and activities. To get you started, the Routines and Activities Starter Sheet (found on the USB drive) offers typical examples in the home and in the classroom.
- For each routine and activity that you list, record a check mark in one box under column (A) and in one box under column (B).

Child's Name	**Setting (home, community, school, classroom)**

Name(s) of Individual(s) Completing Step 1	**(A)** Generally, ***how satisfied*** are you with how this activity is going?				**(B)** How is the child's ***participation*** in this activity meeting your expectations?			
	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Does Not Meet	Occasionally Meets	Meets	Exceeds
List Routines and Activities								
	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	☐	☐

WORKSHEET #1 (CONTINUED)

Step 2

From the list of routines and activities you recorded in Step 1, identify and record up to three that you identified that fell into the **red zone** for both columns (A) and (B).

- Answer questions (C), (D), (E), and (F) to create a baseline data point by placing a check mark in the appropriate box in each column.
- Starting with the baseline and for each additional data point, print out and draw a line (or trace with your fingers) from the previous check mark to the current check mark. A line drawn straight down (|) indicates no change; a line drawn toward the bottom right corner of the page (\) indicates improvement; a line drawn toward the bottom left of the page (/) indicates a red flag and should be examined.
- Determine the time frame for collecting the information and record it in the time boxes at the end of the form. Also, transfer the recorded dates to Worksheet #2.

Name(s) of Individual(s) Completing Step 2 ***Below:*** **Record up to three activities or routines that fall into the red zone (from Step 1).**	**Data Collection Point***	**(C) Typically, *how often* does the child have the chance to participate in this activity?**			**(D) Typically, *how involved* is the child during this activity?**			**(E) How is the child's *participation* in this activity meeting your expectations?** For baseline, transfer responses from STEP 1, Column B.				**(F) Are there *physical environment features and/or items that if taken away* would prevent the child from participating in this activity?**
		Once Each Week	A Few Times Each Week	Once Or More Each Day	Not Very Involved	Somewhat Involved	Very Involved	Does Not Meet	Occasionally Meets	Meets	Exceeds	**List Items and/or Features Below.** [*Note:* Items and/or features also should be recorded on the child's service records (e.g., IFSP or IEP)].
	B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

*Key: B = Baseline; 1 = Follow-up 1; 2 = Follow-up 2; 3 = Follow-up 3.

Baseline Date: ☐ **Follow-up 1 Date**: ☐ **Follow-up 2 Date**: ☐ **Follow-up 3 Date**: ☐

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WORKSHEET #2

PEAT's Log

Today's Date: **Child's Name**: **Routine or Activity**:

Baseline Date: **Follow-up 1 Date**: **Follow-up 2 Date**: **Follow-up 3 Date**:

For each routine and activity listed in Step 2 of Worksheet #1, create a log. Then complete Worksheet #3.

Detail what is happening now during this routine or activity.

Detail what you want it to look and sound like when this routine or activity is working well.

Once physical environment feature and/or assistive tool solutions are tried, detail what is happening now.

Detail plans to change the physical environment if appropriate.

Detail plans for a trial of universal assistive tools if appropriate.

Detail plans for a trial of modified assistive tools if appropriate.

Detail plans for a trial of specialized assistive tools if appropriate.

Not Working — Go back to the collect stage in the CAR process and gather more information that may lead to additional solutions.

Working — Continue using solutions and document in the child's service record (e.g., IFSP, IEP).

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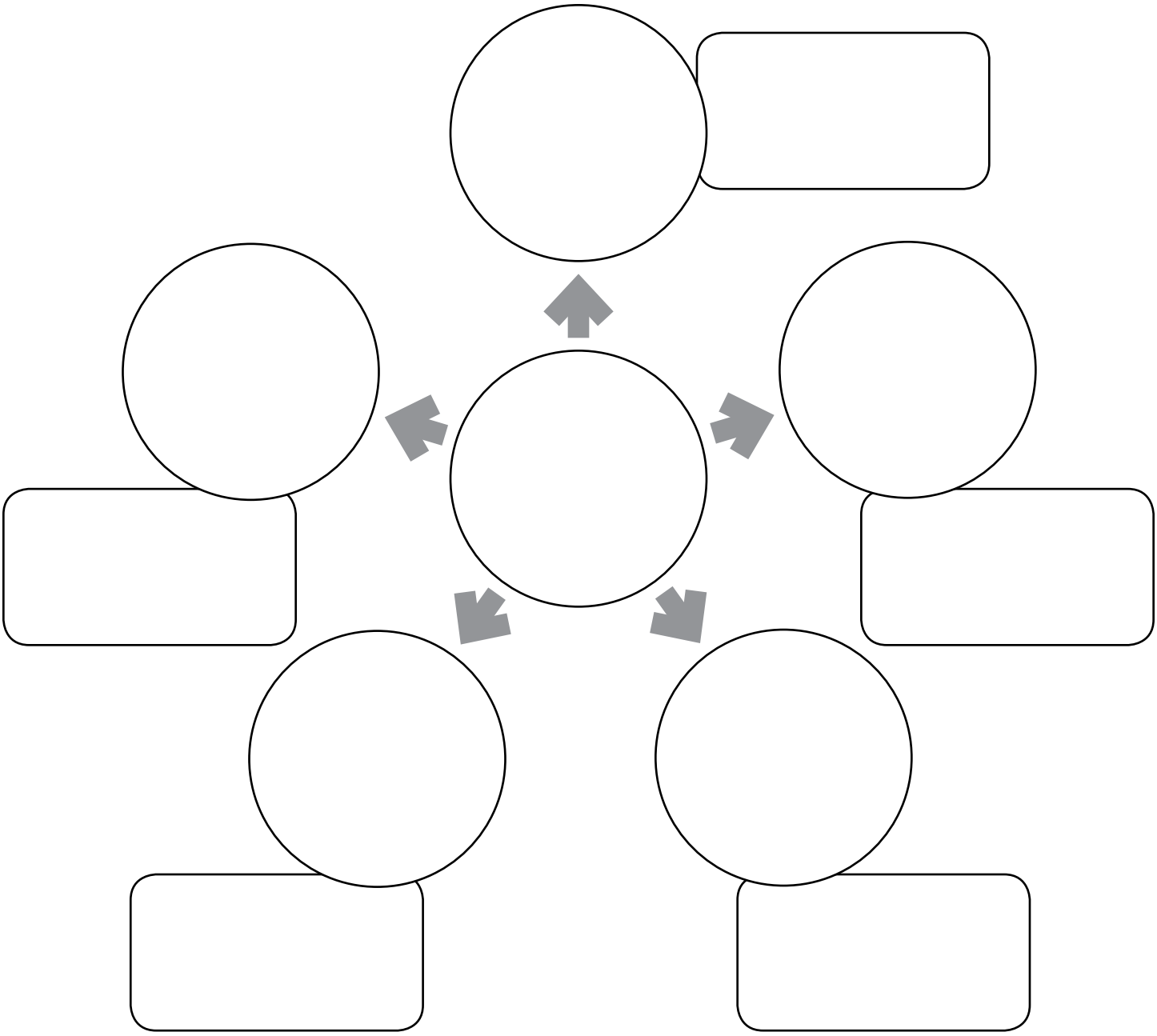
WORKSHEET #3

PEAT's Hub-n-Spokes

Today's Date: **Child's Name**: **Solution:**

This worksheet is completed to illustrate which of the successful physical environment features and/or assistive tools may be generalized across activities/routines and/or settings.

1. In the center circle list the child's physical environment features and/or assistive tools currently in use.
2. In the outer layer of circles describe up to five routines and activities and how the **PEAT** solution(s) is/are used (e.g., duration, position, frequency, delay response, etc.).
3. In the boxes, list indicators that the child is meeting your participation expectations.



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WORKSHEET #4

PEAT's Add-On

Today's Date: _____ **Child's Name**: _____

This worksheet records all of the additional data collection tools/forms used as suggested in the Additional Resources section. Check the box for each of the additional resources used for this Pilot. **PEAT's** Primary Sources on the USB drive provides an annotated listing of these resources.

- ☐ Able Play, toy rating system — National Lekotek Center
- ☐ CARA's Kit: Creating Adaptations for Routines and Activities
- ☐ CARA's Mini Posters
- ☐ Environment Rating Scales
- ☐ EZ AT 1
- ☐ EZ AT 2
- ☐ EZ AT 2 iBooks Edition
- ☐ fabricATe
- ☐ Functional Evaluation for Early Technology Process (FEET)
- ☐ Inclusive Classroom Profile
- ☐ Lauren Enders, MA, CCC-SLP Pinterest site
- ☐ PACER TIKES
- ☐ Questions to Consider in UDL Observations of Early Childhood Environment
- ☐ Recommended Practices Products by Topic: Environment
- ☐ Standard 9: NAEYC Accreditation Criteria for Physical Environment Standard
- ☐ State/Local AT Lending Library
- ☐ The Physical Environment of a Child Care Center: What Parents Should Know
- ☐ The SpeciaLink Early Childhood Inclusion Quality Scale (2009)
- ☐ Toy Guide for Differently-Abled Kids
- ☐ Toys: Universal Tools for Learning, Communication and Inclusion for Children with Disabilities
- ☐ Wisconsin Assistive Technology Initiative (WATI)
- ☐ Young Children's Physical Environment Measure (YCPEM)