ENVIRONMENT PILOT

PRE-CHECK

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

- [x] 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.
- [x] 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: Conrad **Date:** 6/7

Your Name: Wendy (Mom), Chris (Dad), Hannah (Early Intervention Occupational Therapist)

Setting: Home

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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Clear Page

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)**
Conrad	Home

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?			
Mom & EI OT	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Does Not Meet	Occasionally Meets	Meets	Exceeds
List Routines and Activities								
Morning- Waking Up	☐	☐	✔	☐	☐	☐	✔	☐
Morning- Diaper Change	☐	✔	☐	☐	☐	✔	☐	☐
Morning- Getting Dressed	☐	☐	✔	☐	☐	☐	✔	☐
Playtime- Car Play	✔	☐	☐	☐	✔	☐	☐	☐
Wash Hands	✔	☐	☐	☐	✔	☐	☐	☐
Breakfast	☐	☐	✔	☐	☐	☐	✔	☐
Clean Up	☐	✔	☐	☐	☐	☐	✔	☐
Diaper Change	☐	☐	✔	☐	☐	✔	☐	☐
Caregiver Choice- Laundry/Dishes	☐	☐	✔	☐	☐	☐	✔	☐
Lunch Prep	☐	☐	✔	☐	☐	☐	✔	☐
	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐

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 Mom & Annie (EI Special Instructor) ***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)].
Playtime- Car Play	B	☐	☐	✔	☐	✔	☐	✔	☐	☐	☐	Cars should be accessible to Conrad
	1	☐	☐	✔	☐	✔	☐	☐	✔	☐	☐	
	2	☐	☐	✔	☐	✔	☐	☐	✔	☐	☐	
	3	☐	☐	✔	☐	☐	✔	☐	☐	✔	☐	
Wash Hands	B	☐	☐	✔	✔	☐	☐	✔	☐	☐	☐	Stool should be accessible to Conrad
	1	☐	☐	✔	✔	☐	☐	✔	☐	☐	☐	
	2	☐	☐	✔	✔	☐	☐	✔	☐	☐	☐	
	3	☐	☐	✔	☐	✔	☐	☐	✔	☐	☐	
	B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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

Baseline Date: 6/7 **Follow-up 1 Date**: 6/14 **Follow-up 2 Date**: 6/21 **Follow-up 3 Date**: 6/28

Clear Page

WORKSHEET #2

PEAT's Log

Today's Date: 6/7 **Child's Name**: Conrad **Routine or Activity**: Playtime- Car Play

Baseline Date: 6/7 **Follow-up 1 Date**: 6/14 **Follow-up 2 Date**: 6/21 **Follow-up 3 Date**: 6/28

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.

6/7 Conrad loves to play with his cars! He will dump the large container over in whichever room he is in (e.g. living room, kitchen), causing the cars to land everywhere. Conrad lays on his tummy and moves the car back and forth, watching the wheels as he lines up the cars. Conrad is not actively engaged with Mom or sibling during car play (does not use communication with others or interactively play with others). When it is time to transition, Conrad does not participate in a clean-up routine,if it occurs

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

Conrad will initiate his request for cars. He will follow a routine to access the cars, play with cars, and help to clearn-up cars. During car play, Conrad will slowly increase his engagement with Mom or siblings, as well as play with cars in a variety of ways (on road mat; with road signs; up/down ramps). When it is time to transition from cars, Conrad will calmly and confidently do so without engaging in meltdown behavior.

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

6/14 Conrad is able to independently carry the container of cars to one of his areas (defined by playmat or carpet square). He has learned place road signs around the playmat and will make sounds (beep, vroom) as he pushes the cars.

Detail plans to change the physical environment if appropriate.

*designate a location for storing cars by using bins that are easily accessible to Conrad
*strategically place cars throughout the house so Conrad can easily find one and use it to indicate his desire to play cars
*position a floor mat to help Conrad know where it is okay to dump and play cars

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 #2

PEAT's Log

Today's Date: 6/7 **Child's Name**: Conrad **Routine or Activity**: Hand-Washing Routine

Baseline Date: 6/7 **Follow-up 1 Date**: 6/14 **Follow-up 2 Date**: 6/21 **Follow-up 3 Date**: 6/28

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.

6/7:Currently, Mom tells Conrad it is time to wash hands, and usually Conrad will cry or fall on the ground. The sink in both the bathroom and the kitchen are too high for Conrad to reach. Mom lifts Conrad to the sink to wash hands. Mom turns on the faucet, pumps the soap, and holds Conrad's hands under the water. When finished, Mom turns off the faucet and Conrad rubs his hands on Mom's pants to dry them after she puts him down. Conrad typically will then run to his cars or to push on the television to request a show to watch.

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

Mom would like Conrad to calmly and confidently transition to the hand-washing routine without engaging in behaviors. She would like him to be an active participant in the hand-washing routine (putting hands under faucet, turning on water, getting soap, drying hands, turning off water).

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

6/14: Still experiencing difficulty. Conrad attends to me by looking or smiling when I tell him it is time to wash his hands. He stands up (usually from car play) and I hold his hand and walk with Conrad to the sink. Conrad uses the stool, retrieving himself. He is not turning on the water, nor does he seem to enjoy putting his hands in the water (cries or falls to the floor). He pumps the soap, or holds out his hands for soap, and successfully dries his hands with the towel placed beside him.

Detail plans to change the physical environment if appropriate.

*stepstool housed in one location
*easy pump soap dispenser placed closer to edge
*towel placed within Conrad's reach

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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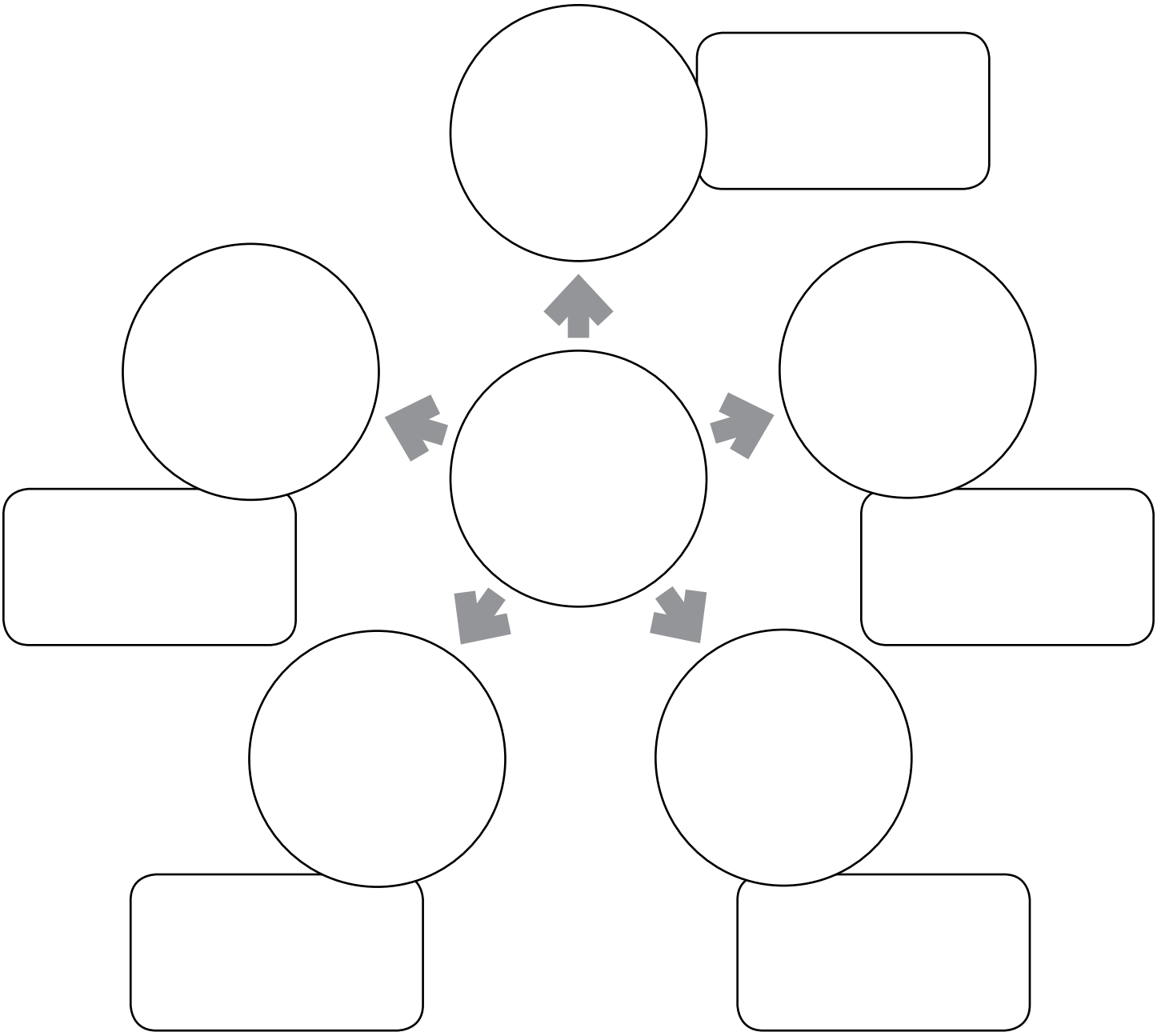
WORKSHEET #3

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)