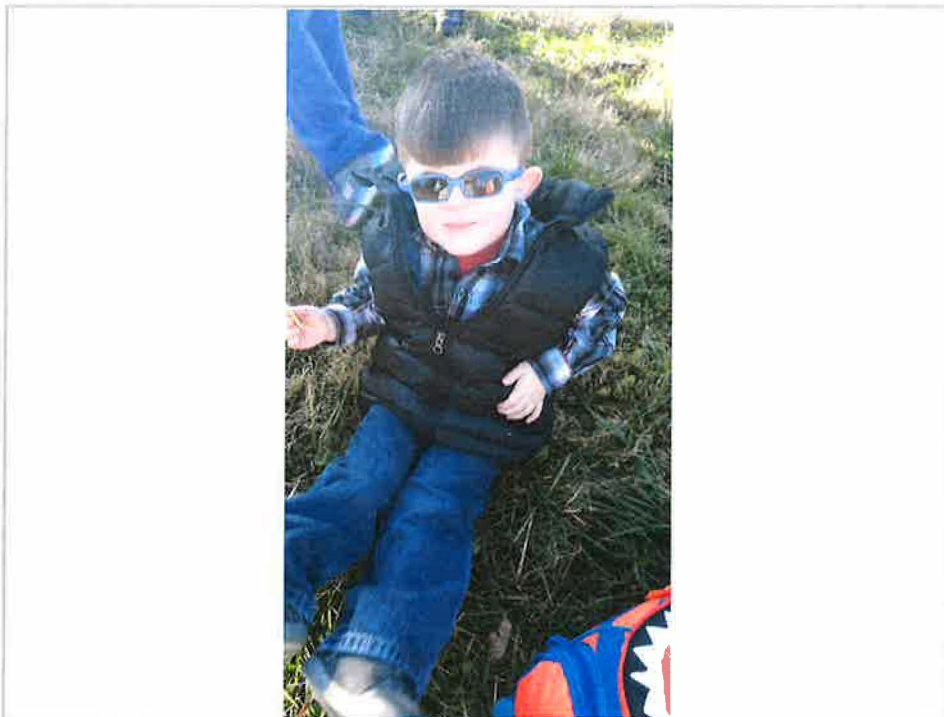


My PEAT Point-To-Point

Child's Name: Conrad

Insert child's picture, description, or favorite item.



I am Mr. Personality and I'm looking forward to meeting you!

From (setting): Early Int. (Home/ECE) To (setting): Preschool

Date: 9/4

Contributors: Wendy (Mom), Annie (Early Intervention Special Instructor),

Hannah (Early Intervention OT), Stella (Early Childhood Teacher)

WORKSHEET #2
PEAT's Log

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

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.

B: Conrad loves to play with his cars! He will dump the large container over in whichever room he is in (c.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; 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 clean-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 map: 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.

I: Conrad is able to independently carry the container of cars to one of his areas (defined by playmat or carpet square). He has learned to 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).

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.

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 car 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 really like Conrad to calmly and confidently transition to the handwashing 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.

1. 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).

WORKSHEET #2
PEAT's Log

Today's Date: 7/1 Child's Name: Conrad Routine or Activity: Circle Time

Baseline Date: 7/1 Follow-up 1 Date: 7/8 Follow-up 2 Date: 7/15 Follow-up 3 Date: 7/21

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.
Sits for 2min. + watches peers

Detail what you want it to look and sound like when this routine or activity is working well.
Sit for one book + answer one question.

Once physical environment feature and/or assistive tool solutions are tried, detail what is happening now.
Sits for duration of book and points to book with puppet

Detail plans to change the physical environment if appropriate.

Detail plans for a trial of universal assistive tools if appropriate.
Puppets to engage and a visual timer for duration.

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).

WORKSHEET #2

PEAT's Log

Today's Date: 7/1 Child's Name: Conrad Routine or Activity: Free-choice

Baseline Date: 7/1 Follow-up 1 Date: 7/8 Follow-up 2 Date: 7/15 Follow-up 3 Date: 7/21

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.
Plays at sensory table but leaves if other peers come.

Detail what you want it to look and sound like when this routine or activity is working well.
Increase time at centers and exchange with peers.

Once physical environment feature and/or assistive tool solutions are tried, detail what is happening now.
Plays in car area or sensory area with timer and uses visual play ideas independently.

Detail plans to change the physical environment if appropriate.

Detail plans for a trial of universal assistive tools if appropriate.
- visual prompts with play ideas
- visual timer

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).

WORKSHEET #2
PEAT's Log

Today's Date: 7/1 Child's Name: Conrad Routine or Activity: Art
 Baseline Date: 7/1 Follow-up 1 Date: 7/8 Follow-up 2 Date: 7/15 Follow-up 3 Date: 7/21

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.
 Stands at an easel with adult support and drops the materials when he is finished.

Detail what you want it to look and sound like when this routine or activity is working well.
 Select where he wants to work and choose a tool to use.
 Complete the activity.

Once physical environment feature and/or assistive tool solutions are tried, detail what is happening now.
 His teacher is now satisfied with how much of an art project Conrad completes in one sitting and she observed that he needs less adult assistance.

Detail plans to change the physical environment if appropriate.

Detail plans for a trial of universal assistive tools if appropriate.
 Models of completed projects.
 Give choices upon arrival.

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).

WORKSHEET #2

PEAT's Log

Today's Date: 7/28 Child's Name: Conrad Routine or Activity: Circle Time

Baseline Date: 7/28 Follow-up 1 Date: 8/3 Follow-up 2 Date: 8/10 Follow-up 3 Date: 8/17

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.

Sits for duration of book; points with puppet to answer a question

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

Sit for all of circle time and use approximations to answer questions.

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

Attempts to say words but gets frustrated easily. Sits for circle time

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.

Communication bracelet
Photo copies of items in circle
Hot glue on pages of books

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).

WORKSHEET #2 PEAT's Log

Today's Date: 7/28 Child's Name: Conrad Routine or Activity: Free Choice

Baseline Date: 7/28 Follow-up 1 Date: 8/3 Follow-up 2 Date: 8/10 Follow-up 3 Date: 8/17

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.
Plays in the sensory and car areas independently until the timer goes off.

Detail what you want it to look and sound like when this routine or activity is working well.
Verbally interact with peers to expand play.

Once physical environment feature and/or assistive tool solutions are tried, detail what is happening now.
Plays next to peers, watches them play, but leaves if they do not respond to him.

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.
Social story for each center that can be read at circle time and follow to centers

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).

WORKSHEET #2
PEAT's Log

Today's Date: 8/18 Child's Name: Conrad Routine or Activity: Circle Time

Baseline Date: 8/18 Follow-up 1 Date: 8/24 Follow-up 2 Date: 8/31 Follow-up 3 Date: 9/3

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.
*Sits for all of circle.
Attempts to say words but is easily frustrated.*

Detail what you want it to look and sound like when this routine or activity is working well.
Communicate and play with peers to form relationships.

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.
The team will try a variety of specialized communication tools for Conrad to be able to talk and play with his friends.

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).

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.

Plays next to peers and tries to talk to them.

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

Communicate and play with peers to form relationships

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.

The team will try a variety of specialized communication tools for Conrad to be able to talk and play with his friends.

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).

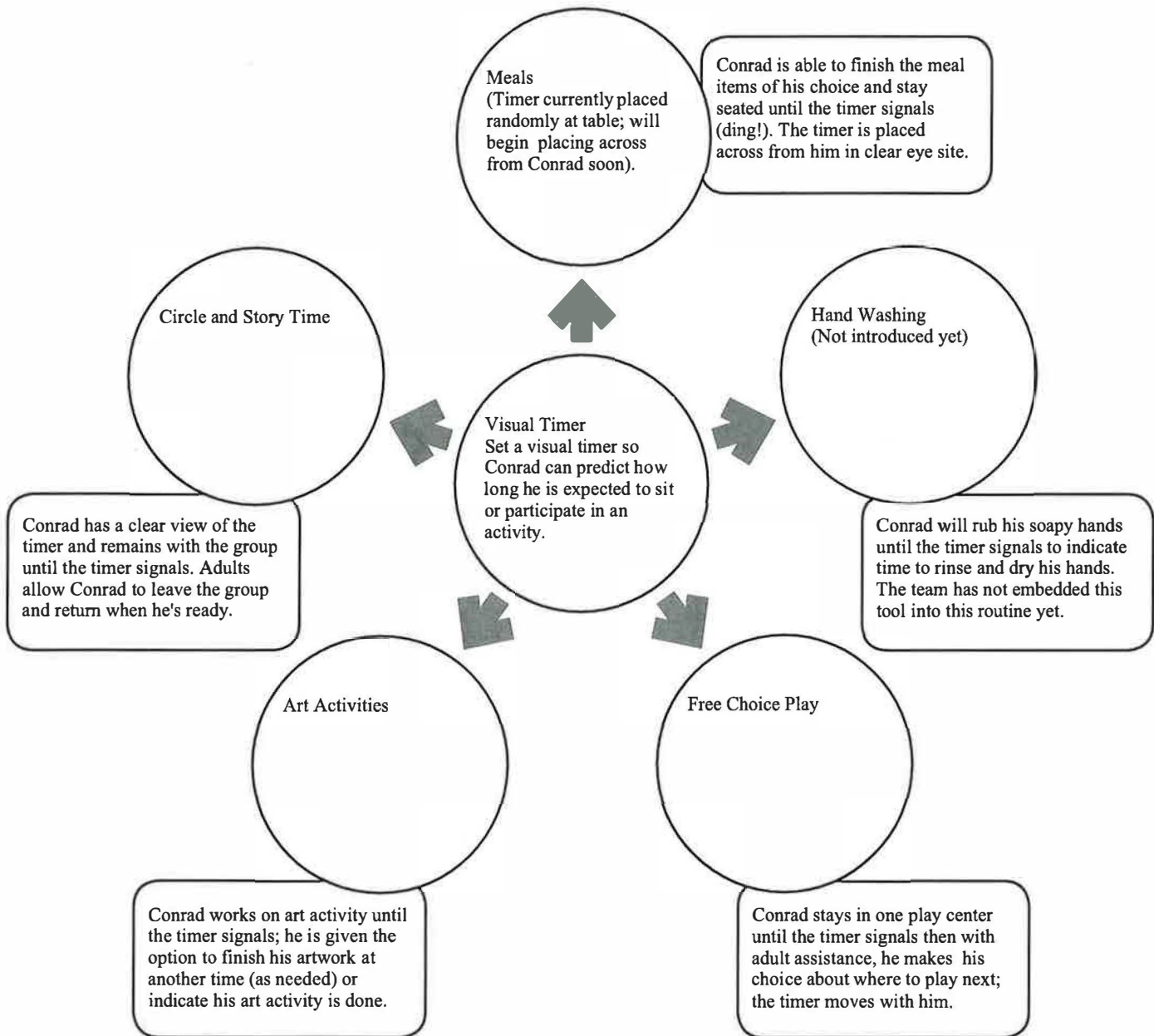
WORKSHEET #3

PEAT's Hub-n-Spokes

Today's Date: 7/28 Child's Name: Conrad Solution: Visual Timer

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.



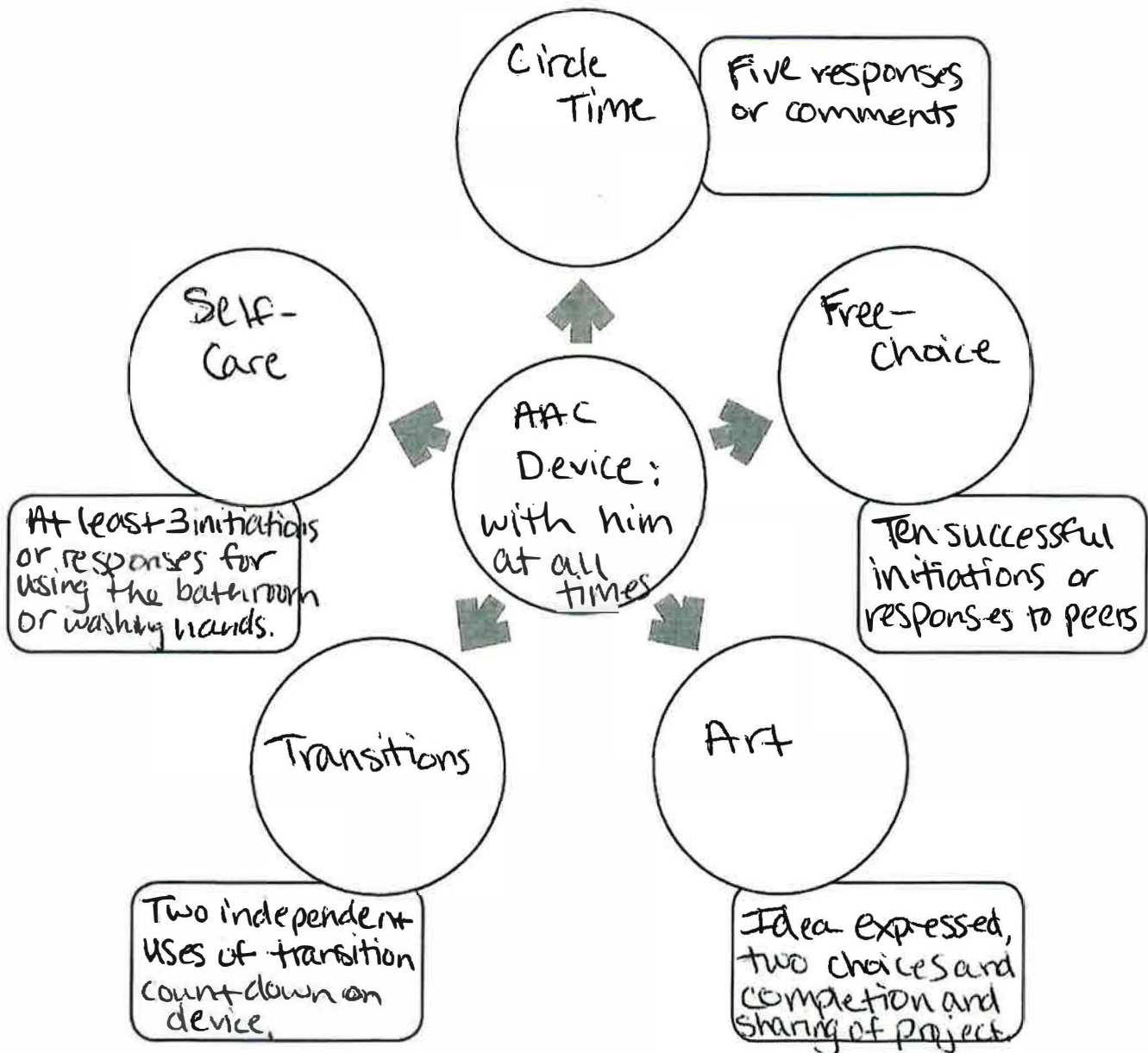
WORKSHEET #3

PEAT's Hub-n-Spokes

Today's Date: 9/3 Child's Name: Conrad Solution: AAC

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.



How Adults Promote My Participation at ECE Program (Setting)

When my peers and I do this...



Adults do this to support my participation...

- Put out fat/built up markers and crayons, as well as various types of materials to use
- Offer me choices about my artwork (colors, activity) as well as provide me with opportunities to share my ideas (pointing, visuals, etc.)
- Place visual timers within my view to indicate to me when the center time is finished
- Lay out examples of completed artwork
- Provide art materials at the table and at an easel



- Use pictures at places where I like to play that show the sequence of steps
- Offer me choices and provide opportunities for me to share my ideas
- Respect my need to leave an activity when the timer signals; I will return when I am ready
- Ensure that there is a quiet space in the classroom where I know I can go
- Allow me to use and explore the same universal supports as my peers to see what works for me!

Look at What Assistive Tools Do for Me!

Before I had my assistive tools...

- It was very hard to understand how long I needed to stay at an activity before a break
- I wasn't able to pay attention or actively participate in circle with my friends
- I had a hard time understanding what to do with art materials
- I played with the same toys by myself during free choice

Assistive tools I use now...

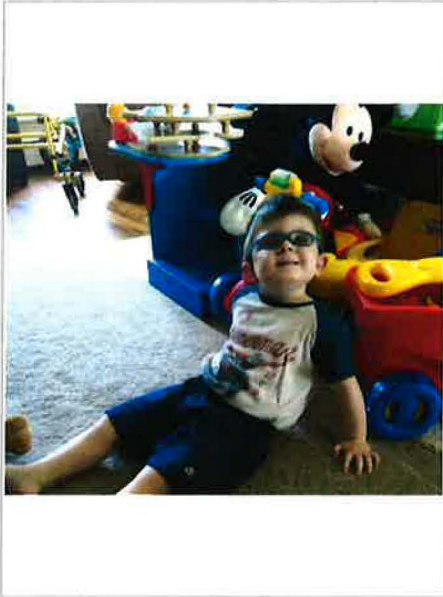
- Visual timer placed across or beside me
- Puppets/manipulatives embedded within circle activities
- Models of completed art projects
- Visual prompts for play sequences at free choice centers

Here is what I can do now that I have my assistive tools...

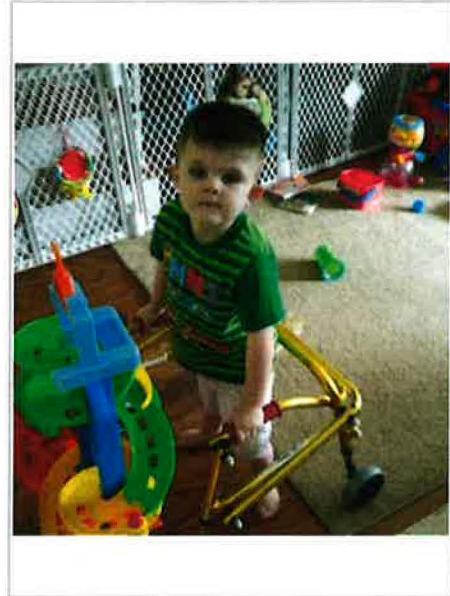
- I can predict how long I am expected to sit or participate in an activity
- I can use the puppets or manipulatives during circle to share my ideas and interact with my friends
- I am able to create beautiful artwork!
- I am learning to play with different toys than I am used to
- I am sharing with friends during free choice and learning to play with them

Look at What Physical Environment Features Do for Me!

Before I had physical environment features in place...



Physical environment features set up for me now...



Here is what I can do now that these features are available...



- Stay more focused
- Stay up against gravity
- Reach objects
- Complete more steps to routines/tasks independently
- Spend more time on an activity and less time with an adult

How Assistive Tools Support My Participation at ECE program (Setting)

When participating in routines and activities... This is how I use my assistive tool...

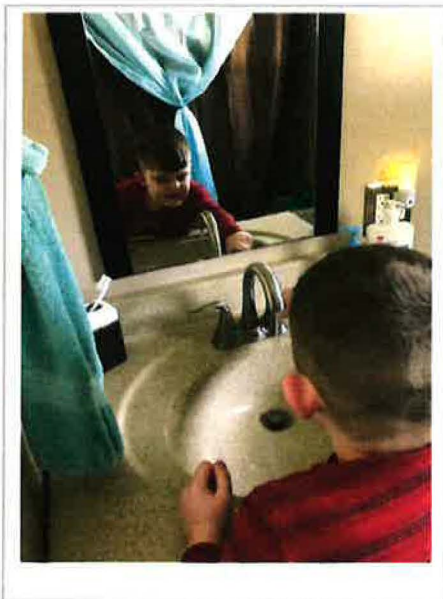


How Physical Environment Features Support My Participation at ECE program (Setting)

When participating in routines and activities... I need these physical environment features...

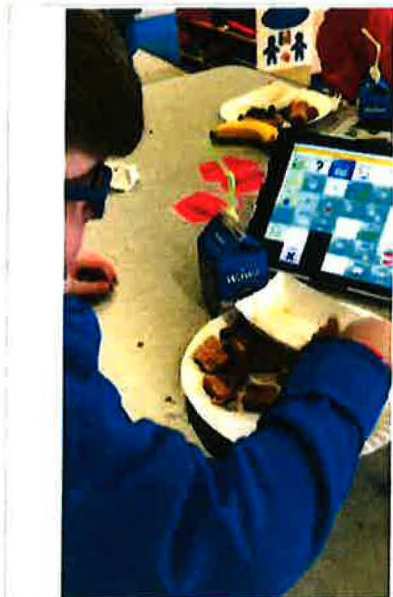


- Equipment and furniture that encourages good posture (e.g. my walker or harness) and helps me fight gravity (e.g. my stool at the sink)
- Room arrangements that separates noisy (and distracting) from quiet activities
- Furniture and equipment that defines my space (e.g. cube chair at circle; play mat in play area)
- Brightly labeled bins with lids and handles to support my ability to make choices and participate in clean-up routines



How Adults Promote My Participation at School

When my peers and I do this...



Adults do this to support my participation...

- Make sure my device is available
- Use a visual timer
- Give me seating options



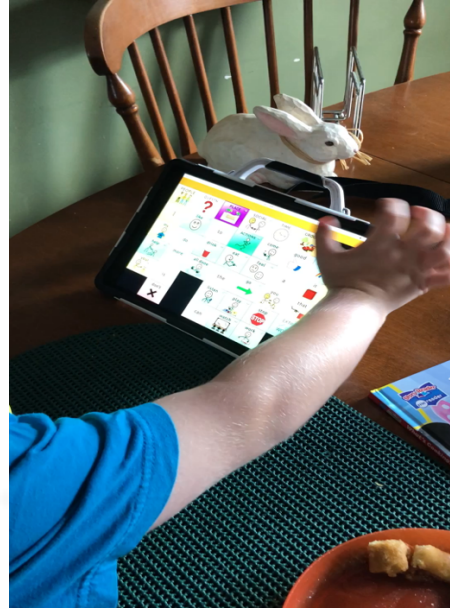
- Make sure my device is available
- Allow me to use a variety of ways to communicate
- Let other children see and use my device with a teacher present

Look at What Assistive Tools Do for Me!

Before I had my assistive tools...

- It was very frustrating for me to try and communicate
- I walked away from my peers when they didn't understand me
- I couldn't participate in circle time or play with my peers in centers

Assistive tools I use now...



Here is what I can do now that I have my assistive tools...



Look at What Physical Environment Features Do for Me!

Before I had physical environment features in place...

- I was easily distracted
- I moved quickly from one area to the next
- I couldn't sit in circle time

Physical environment features setup for me now...

- I am given seat choices
- I am given a calm down area
- Toy areas are labeled
- I am given a visual timer

Here is what I can do now that these features are available...

- I stay more focused
- I participate in circle time
- I play longer at center time
- My friends involve me in their play

How Assistive Tools Support My Participation at School

When participating in routines and activities, this is how I use my assistive tools...

- Allow my friends to see how my device is used so they know what it is like to talk to me
- I can tell jokes, and initiate and respond to my friends and teachers
- I can participate in circle time and play with my friends in center time
- I am able to choose an art project and finish it with some help
- I am able to play at different centers with my friends for longer periods of time
- I can express my feelings without becoming frustrated

WORKSHEET #4
PEAT's Add-On

Today's Date:

Child's Name:

Conrad

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 SpecialLink 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)