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| **Skill Area** | **Checklist** | **Tick** | **Action/Comments** |
| **Communication** | **Receptive** | Are their visual supports appropriate and individualised for all participants? |  |  |
| Is there a visual routine of program schedule, do people refer to it and can all participants see it? |  |
| Are there supports to help transition between activities? |  |
| Are people using clear, concise and appropriate language and visual supports to communicate? |  |
| **Expressive** | Are there appropriate and individualised communication supports available to communicate needs across a range of activities (e.g. a trained communication partner, visuals, a device) |  |
| Are there opportunities created to help encourage communication including choice making? |  |
| Is language modelled consistently during program? |  |
| **Social & Leisure Skills** | **Social engagement** | Are there age/developmentally appropriate games, activities & equipment to engage with for all participants? |  |  |
| Are participant’s social preferences considered when they are supported? (i.e. are participants able to engage in ways that meet their preferences) |  |
| Are there visual supports to help initiate interactions with others? Are there visual supports to help participants communicate when they want others to go away? |  |
| Are there supports to help participants feel comfortable in a busy space? (E.g. quiet spaces) |  |
| Are there social stories to help participants understand the social context of a situation? |  |
| Are there structured social opportunities provided throughout the day? Are visual supports used to support engagement? |  |
| **Leisure skills** | Are there appropriate and interesting activities incorporated into each program of support? |  |
| Are programs of support linked to NDIS and personal goals? |  |
| Are activities and programs adjusted to support individual engagement and interest? |  |
| **Expectation**  | Are the things that are important to the person scheduled into the routine and communicated to participants |  |  |
| Is there routine, predictability and structure at program? |  |
| Are all participants given warning for changes to routine? Are these changes communicated in a way that is understood by all participants? |  |
| Are participants prepared for transitions using visual support or another cue? |  |
| Does the site have clearly presented rules that are explained to all participants in a way they can understand? |  |
| **Motivation**  | Have participants been consulted to develop their goals for the program? |  |  |
| Have participants been given the opportunity to be rewarded working towards their goals based on their needs and preferences? |  |
| Are all participants engaged using their choices and interests? |  |
| Are participants being supported to try new activities and interests and give feedback on their preferences? |  |
| **Sensory supports** | Has the physical environment been reviewed to identify sensory inputs that might be difficult for participants, including noise, lighting, clutter, tactile inputs and smells? |  |  |
| Have changes to the physical environment been made to address these sensory inputs?  |  |
| Are participants supports to manage interoceptive input, including reminders to toilet and eating breaks, reminders to drink, reminders to respond to temperature? |  |
| Do participants get regular movement breaks? |  |
| Are supports implemented to make the sensory environment predictable? E.g. warning provided before music or smells from cooking, information about how long something will last for |  |
| Are tasks adjusted to support sensory needs and preferences? |  |
| Is there a quiet area that participants can go to when overwhelmed? |  |
| Do participants have access to sensory tools to help them manage the sensory environment, including given the opportunity to stim whenever needed? |  |
| Are there activities participants can engage to help increase their alertness? |  |
| Are there activities participants can engage to help them calm? |  |
| **Thinking & Learning** | **Active Support** | Are participants engaged using the principles of active support? |  |  |
| Are there a variety of options for learning and engagement? |  |
| Can technology be incorporated in learning and engagement? |  |
| Can participants use strengths (memory, visual learner) to learn and engage? |  |
| Are there individual and clear spaces for each program activity? (craft, morning tea etc). |  |
| Are there plans to generalise skill to other environments? |  |
| Is backward chaining being used to teach new skills? |  |
| Are their clear supports in place to support transitions/change?  |  |
| Are participants provided with regular choices? |  |
| Independent skills | Do participants have activity schedules to assist in task completion? |  |
| Are tasks appropriate for participants to achieve? Has it been identified what skills participants need to learn to complete tasks? |  |
| Are there visual supports to help participants find their chair/space to work? |  |
| Are there visual supports to help participants find and organise belongings? |  |
| Are there timers available participants know how long a task will last for? |  |
| Executive Functioning | Are calendars, timetables and timers used to support participants? |  |
| Are activity sequences provided to support participants?  |  |
| Emotional regulation | Can participants identify basic emotions in themselves and others? |  |
| Do participants and therapists know the signs that a person is not coping and needs more support? |  |
| Do all participants have access to coping strategies, and know when and how they can access them? |  |
| Could emotional regulation teaching be incorporated into programming as appropriate?  |  |