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| **Skill Area** | | **Checklist** | **Tick** | **Action/Comments** |
| Quality of Life | | Do participants in the setting have choice and control over their daily activities, food, the people that they see and what they do? |  |  |
| Does everyone supporting participants in the setting know what each participant wants for their life? |  |
| Do all participants in the setting have regular access to the things they like and are important to them? |  |
| Are participants happy? How do others know participants within the setting know they are happy? |  |
| Strengths & Interests | | Are strengths and interests used to motivate engagement in a variety of activities? |  |  |
| Does each participant have special tasks, jobs & activities to complete based on strengths and interests? |  |
| Communication | Receptive | Are their appropriate visual supports for all participants, that are individualised to each participant in the setting? |  |  |
| Is there a visual routine of the daily schedule, do people refer to it and can all participants see it? |  |
| Are support people using clear, concise and age appropriate language to engage with participants? |  |
| Expressive | Are there visuals available to help participants communicate? Do others understand attempts to communicate? |  |
| Are there opportunities created to help participants communicate? |  |
| Social Engagement and Leisure Activities | | Are there age/developmentally appropriate activities and equipment to engage with? |  |  |
| Are there visual supports to help participants initiate interactions with others if this is important to them? Are there visual supports to help participants communicate when they want people to go away? |  |
| Are there social stories to help participants understand social rules and expectations within shared spaces? |  |
| Routines and Expectations | | Are participants engaged using their choices and interests? |  |  |
| Are participant special interests scheduled into the routine? |  |
| Are interests used to motivate engagement and build relationships with others? |  |
| Is there routine, predictability and structure in the setting? |  |
| Are participants given warning for changes to routine? Are these changes communicated appropriately? |  |
| Are participants prepared for transitions using visual support or another cue? |  |
| Sensory Supports | | Do participants have access to regular movement breaks or relaxation times? |  |  |  |
| Is there a calm and quiet area all participants can use to regulate as needed? |  |  |
| Are there activities participants can engage in to support sensory seeking/under sensitivities? |  |  |
| Are there activities participants can engage in to support sensory avoidance/over sensitivities? |  |  |
| Thinking & Learning | Visuals and structure | Do all participants have an activity schedule to help complete activities? |  |  |
| Do all participants have a Person-Centred Plan that supports goals? |  |
| Do participants have a daily or weekly schedule that is accessible and understood? |  |
| Are there timers available help participants know how long a task will last for or how long they have to wait? |  |
| Emotional regulation | Do participants have access to visuals that support emotional recognition? |  |
| Do support people know warning signs that participants are getting overwhelmed?? |  |
| Do participants have access to coping strategies, and do they know how to access them? |  |
| Do support people know why participants might engage in behaviours that challenge? |  |
| Do participants have other ways to get their needs met, and are supported to use alternative behaviours? |  |
| Active Support |  | Are there a variety of options for participants to learn new skills? Do people regularly engage participants in activities of interest to build skills? |  |  |
| Do people regularly engage participants in active supports? |  |
| Are there individual and clear spaces for each activity? |  |
| Are there plans to generalise skills to other environments? |  |