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| **Skill Area** | | **Checklist** | **Tick** | **Action/Comments** |
| Quality of Life | | Do children in the setting have choice and control over their daily activities, food, the people they see and what they do? |  |  |
| Do the people know what the children in the setting want for their life? |  |
| Do children have regular and predictable access to the things they love? |  |
| Are the children happy? How do people know that they are happy? |  |
| Strengths & Interests | | Are children’s strengths and interests used to motivate engagement in a variety of activities? |  |  |
| Do children have access to special tasks, jobs & activities to complete based on strengths and interests? |  |
| Communication | Receptive | Are the visual supports appropriate for all children in the setting? Can they understand them? |  |  |
| Is there a visual routine of the daily schedule, do people refer to it and can everyone see it? |  |
| Are there supports to help transition between activities and through the daily routine? |  |
| Do support people using clear, concise and appropriate language? |  |
| Expressive | Are there visuals for all children available to help them communicate their needs? |  |
| Are there opportunities created to help children communicate? |  |
| Social Engagement and Play | Social play | Are there age/developmentally appropriate games and equipment to engage with? |  |  |
| Are there visual supports to help initiate play if they want to? |  |
| Are there visual supports to help take turns? |  |
| Are there social stories to help learn social rules and expectations? |  |
| Are there structured social play opportunities provided throughout the day? |  |
| Functional play | Are there appropriate toys that challenge and interest children? |  |
| Are there visual and play sequences available to help me? |  |
| Routines and Expectations | | Are children engaged using their choices and interests? |  |  |
| Are special interests scheduled into the routine? |  |
| Are my interests used to motivate and reward me to engage in group time? |  |
| Is there routine, predictability and structure? |  |
| Are children given warning for changes to routine? Are these changes communicated appropriately? |  |
| Are children prepared for transitions using visual support or another cue? |  |
| Sensory Supports | | Do children in the setting get regular movement breaks? |  |  |
| Is there a calm and quiet area where children can go when overwhelmed? |  |
| Are there activities that can be engaged in to support sensory seeking/under sensitivities? |  |
| Are there activities that can be engaged in to support sensory avoidance/over sensitivities? |  |
| Thinking & Learning | Learning | Can learning be flexible and adapted to reflect the interests of children? |  |  |
| Can technology be incorporated into learning? |  |
| Is learning adapted to strengths (memory, visual learner) to assist with learning? |  |
| Are there individual and clear spaces for each activity? |  |
| Are there plans to generalise skill to other environments? |  |
| Are TEACCH strategies being used? |  |
| Is backward chaining being used to teach new skills? |  |
| Staying on task | Is there an activity schedule to help complete tasks? |  |
| Are tasks appropriate to be achieved? |  |
| Are there visual supports to help children to store and find their belongings? |  |
| Are there timers available to let children know how long a task will last for or how long they have to wait? |  |
| Have the house/school rules been explained clearly? How do support people know that children in the setting understand the rules? |  |
| Emotional Regulation | Are their opportunities to learn about emotional identification? |  |
| Do support people know the early warning signs that children are getting overwhelmed? |  |
| Do all children have access to coping strategies, and do they know when and how they can access them? |  |
| Other resources | | Is family aware of respite services? |  |  |
| Is family aware of additional support services? |  |
| Is child in appropriate therapy services? Do any other referrals need to be made? |  |
| Has family been made aware of resources and training for autism? |  |