

Environmental Checklist

Name....

Physical Setting	Yes	No	Unclear
Is the lighting suitable? (Flickering? Too bright? Too dim? Buzzing)			
Are there noticeable smells? Odours that can cause nausea or distress (paint, air freshener toilet cleaner , perfume /body spray)			
Are there any noises which are likely to cause distress or distraction? Appliances, lighting, radio/music, traffic, emergency vehicles			
Are there any weather conditions which may affect the person's well being? Muggy, cold, windy			
Is the temperature regulation in the setting adequate? Too hot, too cold, draughty, big variable form room to room			
Is the physical setting suitable for the person? Cluttered, decor – patterns, reflective surfaces, colour combinations			
Does the person have a quiet space if they become overloaded? Bedroom, toilet, garden, other out door area			
Does the person have access to appropriate items, materials and activities to pursue their special interests or meet sensory needs?			
Does the setting allow for access into the local community?			
Is the environment easy to navigate? Clearly defined areas, routes marked, labels/photos on cupboards/doors etc			
Any additional comments and information:			

Social Setting	Yes	No	Unclear
Social Setting	Yes	No	Unclear
Is the total number of people in the setting appropriate for its physical size and facilities? Balance between interacting/sharing space with others and opportunities to be alone			
Is there enough staff and are the staff efficiently deployed? Adapt own behaviour to meet the needs of the person			
Are there others who share his/her interest? Opportunities to choose companions			
Is there a real or perceived threat from others? Does the person react in a specific way if certain people are in their vicinity			
Any additional comments or information:			

Activities and Instruction	Yes	No	Unclear
Does the person have the opportunity to suggest, choose from and participate in a variety of activities which reflect their interests and preferences outside of the setting?			
Does the person regularly participate (whether independent, supported or partial participation) in activities and tasks which are meaningful and will be useful to them?			

Is every effort made to give the person opportunities to express views, preferences and ideas and are these taken into consideration?			
Is information presented in a person centred way? In a format that the person understands? Is the information broken down into small manageable steps			
Does the range of activities provide a balance between building on the person's strengths and supporting with areas of difficulty?			
Are the activities appropriate for their level of development? Does it build on any existing skills			
Any additional comments and information:			

Scheduling and Transitions	Yes	No	Unclear
Are schedules offered and accessible to tenants? Are they up to date? Are all symbols available? Are there opportunities to learn new symbols? (eg objects of reference, picture schedules, written schedules dry erase boards, post-its, day planners) Does the schedule contain enough detail			

Is there a system or strategy used which enables staff and the person to know what the forthcoming activities are and is this system flexible? Is the person given enough time to process information			
Is the person involved in the design and planning of activities?			
Is the person given enough time to process the information within a transition? Is the transition done using a graded approach proceeding at the persons pace			
Is information available to support the transition clear specific and appropriate to the person's needs? Is the person given time to recover after a transition			
Does the structure allow for changes of plan and does the person have the opportunity to change the order of events where possible?			
Are micro schedules or resources being offered to help the person mark the beginning and end point of an activity and predict the steps within each activity? eg objects, symbols, written word recipe)			
Any additional comments and information:			

Communication	Yes	No	Unclear
Does the person's communication system allow them to convey their needs, to comment, to say no, and to offer opinions as much as they are able in a variety of settings and situations and as independently as possible?			
Are visual supports available to support the person to predict how to regulate their emotions? (eg regulation strategy, choice boards, access to sensory diet, reminders to share emotions reminders to ask for coping strategies)			
Do staff have the skills to effectively communicate with the person?			

Is the means of communication the persons preferred method or is it purely verbal Is the communication delivered at a speed which allows the person to process			
Do staff teach and promote skills in communication? Are new words and phrases introduced and reinforced as and when the opportunity arises			
Do the staff recognise and respond to attempts at communication?			
Do staff have a working knowledge of a variety of communication systems available to the person?			
Are staff aware of the persons preferred communication method?			
Is every effort made to give the person opportunities to express views, preferences and ideas and are these taken into consideration?			
Do the person's individual communication systems allow them to convey their needs, to comment, to say no and to offer their opinions as much as they are able in a variety of settings and situations and as independently as possible?			
Are staff aware of the person's level of ability in processing other's language and expressing themselves and how this may vary depending on the level of arousal or anxiety?			
Any additional comments and information:			

Completed by:	Signature

