

Needs Assessment 5: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
	3	2	1	
Ensures smooth transitions	3	2	1	
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do				
<input type="checkbox"/> Teaches children the expectations associated with transitions				
<input type="checkbox"/> Provides warnings to children prior to transitions				
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them				
Giving Directions	3	2	1	
<input type="checkbox"/> Gains child's attention before giving directions				
<input type="checkbox"/> Minimizes the number of directions				
<input type="checkbox"/> Individualizes the way directions are given				
<input type="checkbox"/> Gives clear directions				
<input type="checkbox"/> Gives directions that are positive				
<input type="checkbox"/> Gives children time to respond to directions				
<input type="checkbox"/> Gives children choices and options when appropriate				
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior				