

ECOLOGICAL ASSESSMENT AND IDENTIFICATION OF PRIORITIES

This form is adapted from Figure 1 in Barton et al. (2011). The intended purpose is to identify effective adaptations for individual classroom activities.

Learner's Name:	Can the learner do what peers do?			Team concern?	Comments
Skills necessary for:	Always	Sometimes	Not Yet		
1.					
2.					
3.					
4.					
5.					
6.					

	Does the learner do what peers do?			Team concern?	Comments
Activity Components	Always	Sometimes	Not Yet		
1.					
2.					
3.					
4.					
5.					
6.					
7.					

REFERENCE

Barton, E.E., Reichow, B., Wolery, M., & Chen, C. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2).