INCLUSIVE ENVIRONMENT TOOL
Child Care Center/Unlicensed Registered Ministry

Child Care Setting Name: ________________________________________________________________

Classroom (As Appropriate): ___________________________________________________________________

Child’s Name (As Appropriate): _____________________________________________________________

Written Parent Permission Has Been Received If For Individual Child

YES
NO

Name of Staff Member(s): ___________________________________________________________________

Date: __________________ Person Completing Tool: ____________________________________________

1. **Sense of Belonging**
   a. Children and parents are welcomed and greeted upon arrival. YES NO
   b. Pertinent information is shared with parents upon arrival and/or departure. YES NO
   c. A place has been set aside for the children’s personal belongings. YES NO
   d. The area for children’s belongings is labeled with pictures and the child’s name. YES NO
   e. Cubbies or coat hooks are within reach of each child. YES NO
   f. Children can hang up their belongings with limited, if any, adult assistance. YES NO
   g. Staff interact with children at child/children’s eye level. YES NO
   h. All children are represented within their learning environment (such as books, pictures and puzzles). YES NO
   i. Staff communicate with children in an appropriate manner for individual children’s needs (such as picture schedules or sign language). YES NO
   j. When in the greeting area, the children can see or hear ongoing play activities in other parts of the room. YES NO
   k. Children can get from the greeting area to other play areas with limited, if any, adult assistance. YES NO
   g. If assistance is needed from staff, children are moved into the classroom and joins other children in activities. YES NO N/A

   Comments:

2. **Snack or Mealtime**
   a. Eating utensils (cup, dish, spoon) are the appropriate sizes for each child. YES NO
   b. Eating utensils (spoon, cup) can be easily grasped to encourage self-feeding. YES NO
   c. Child care setting has a written plan to assist children with eating as needed. YES NO N/A
   d. When seated at the table, the children’s feet touch the floor or a foot rest. YES NO
   e. All children are seated at eye-level with the rest of the group. YES NO
   f. The children can get to the eating area with limited, if any, adult assistance. YES NO
g. If assistance is needed from staff, children are moved to the table with all children.  YES  NO  N/A
h. Meal times are relaxed with a staff member present at the table.  YES  NO
i. Staff interact with children during meals and snacks and model appropriate behaviors.  YES  NO
j. Menu substitutions are made to meet children’s dietary needs and/or allergies.  YES  NO  N/A
k. Child care setting has written information requesting dietary substitutions from medical professional.  YES  NO  N/A
l. Substitutions are recorded.  YES  NO  N/A

Comments:

3. **Fine Motor and Manipulative Play**
   a. At least two toys in this area are of interest to each child and appropriate for the children’s developmental levels.  YES  NO
   b. Appropriate modifications have been made to materials to increase the playability for children.  YES  NO  N/A
   c. A table or other seating arrangement is available that is suitable for the children’s individual needs.  YES  NO  N/A
   d. Children can get to and play in this area with limited, if any, adult assistance.  YES  NO
   e. If assistance is needed, staff assist children to engage in these activities.  YES  NO  N/A
   f. Children understand how to play with the materials that are offered through verbal, sign language or picture instructions as needed.  YES  NO  N/A
   g. There are opportunities for peer partnering or the buddy system as needed.  YES  NO  N/A
   h. Children are engaged with other children and materials.  YES  NO
   i. Materials can be easily reached by the children.  YES  NO

Comments:

4. **Gross Motor Toys and Equipment**
   a. At least two toys in this area are of interest to each child and appropriate for the children’s individual developmental levels.  YES  NO
   b. Appropriate modifications have been made to materials to increase the playability for children.  YES  NO  N/A
   c. Children can get to and play in this area with limited, if any, adult assistance.  YES  NO
   d. If assistance is needed, staff assist children to engage in these activities.  YES  NO  N/A
   e. Children understand how to play with the materials that are offered through verbal, sign language or picture instructions as needed.  YES  NO  N/A
   f. There are opportunities for peer partnering or the buddy system as needed.  YES  NO  N/A
   g. Children are engaged with other children and materials.  YES  NO
   h. Materials can be easily reached by the children.  YES  NO

Comments:
5. Outdoor Play
   a. At least two pieces of equipment are suited to the children’s sizes and ability levels. YES NO
   b. Appropriate modifications have been made to equipment and materials to increase the playability for children. YES NO N/A
   c. Children can get to and play in this area with limited, if any, adult assistance. YES NO
   d. If assistance is needed, staff assist children to engage in outdoor play. YES NO N/A
   e. Children can access play structures such as swings, slides and climbers. YES NO
   f. There are opportunities for peer partnering or the buddy system as needed. YES NO N/A
   g. Children are engaged with other children and materials. YES NO
   h. There are options for play during outdoor play other than gross motor activities such as books, games, art activities, etc. YES NO
   i. Staff are actively engaged with children while outside. YES NO

Comments:

6. Dramatic Play
   a. At least two items are of interest to each child and appropriate to the children’s sizes and ability levels. YES NO
   b. Appropriate modifications have been made to the toys and materials to increase the playability for children. YES NO N/A
   c. Toys related to a play activity (cooking, feeding a doll, etc.) are within reach of the children. YES NO
   d. Materials offered to children offer a variety of play opportunities (materials in addition to kitchen, dress up or dolls). YES NO
   e. Children can get to and play in this area with limited, if any, adult assistance. YES NO
   f. If assistance is needed, staff assist children to engage in dramatic play. YES NO N/A
   g. There are opportunities for peer partnering or the buddy system as needed. YES NO N/A
   h. Children are engaged with other children and materials. YES NO

Comments:

7. Block Play
   a. At least two different kinds of play materials are of interest to each child and appropriate to the children’s ability levels. YES NO
   b. Materials are stored within reach of the children. YES NO
   c. Appropriate modifications have been made to the toys and materials to increase the playability for the children. YES NO N/A
   d. Children can get to and play in this area with limited, if any, adult assistance. YES NO
   e. If assistance is needed, staff assist children to engage in block play. YES NO N/A
   f. Children understand how to play with the materials that are offered through verbal, sign language or picture instructions as needed. YES NO N/A
   g. There are opportunities for peer partnering or the buddy system as needed. YES NO N/A
   h. Children are engaged with other children and materials. YES NO
8. **Quiet Area**
   a. A quiet area is available for children with soft furnishings such as dolls and bean bags.  
      YES NO
   b. At least one play item is of interest to each child and appropriate to each child’s ability level.  
      YES NO
   c. Materials are stored within reach of the children.  
      YES NO
   d. Appropriate modifications have been made to the materials to increase the playability for the children.  
      YES NO N/A
   e. Children can get to and play in this area with limited, if any, adult assistance.  
      YES NO
   f. If assistance is needed, staff assist children to access materials in the quiet area.  
      YES NO N/A
   g. Activities in this area are set up for independent use by the children and do not require adult assistance.  
      YES NO
   h. If staff assistance is needed, staff members assist children to become engaged with materials and other children.  
      YES NO N/A

9. **Group Time/Circle Time**
   a. Children have an identified space in order to participate in group time.  
      YES NO N/A
   b. Children are provided an item to increase engagement in group time activities such as a koosh ball or other “squishy” items if needed.  
      YES NO N/A
   c. The amount of time children are required to remain in group time is relational to their ability to be successful in this time of the day.  
      YES NO
   d. Children are given the option of staying in group time or leaving.  
      YES NO
   e. All children are actively engaged in the group activity.  
      YES NO
   f. Alternative activities are provided to children if they opt to leave group time.  
      YES NO
   g. All children are at equal eye level (i.e. all on floor or all in chairs).  
      YES NO

10. **Transitions, Routines, Schedules and Rules**
    a. Picture schedules are present in all settings and reviewed on a daily basis.  
       YES NO
    b. Picture schedules are posted at children’s eye level.  
       YES NO
    c. Children are provided an adequate amount of time to transition between activities.  
       YES NO
    d. Transition warnings are provided.  
       YES NO
    e. Transition warnings BEFORE the warning to the group is provided to children as needed.  
       YES NO N/A
    f. Staff communicate with the children in a manner appropriate for each child.  
       YES NO
individual child.
g. Appropriate accommodations are made during rest/nap time for individual children’s needs.
h. The rules are taught and explained to the children on an on-going basis.
i. The rules are posted, along with pictures, for children to refer to.
j. Children participate in the development of the rules.
k. Staff explain why rules are important to the children.

Comments:

11. Social Skill Development and Emotion Regulation
a. Children are communicated with face to face when behavior is addressed.
b. Children are given the opportunity to be involved in problem solving strategies.
c. Children are positively recognized by staff for doing what is expected of them.
d. Staff assist children with emotion recognition by putting words to emotions as needed.
e. Staff encourage children to express feelings in an appropriate manner.
f. Staff demonstrate and model acceptance and respect for all individuals in the setting.
g. Staff address inappropriate behaviors in a proactive manner.
h. Staff address inappropriate behaviors in an appropriate manner (they avoid the use of time out or physical punishment).

Comments:

12. Toileting/Diapering
a. An independent activity appropriate for the children has been set up such as a suspended mobile, toy to grasp, mirror, etc when diapering.
b. The materials for hand washing are arranged to encourage active participation from the children (mirror nearby, towel handed to the child, etc.).
c. Children can get to the bathroom with limited, if any, adult assistance.
d. The size of the toilet fits the sizes of the children or has been adapted to provide independent use (a step stool or a wall bar).
e. Children who are older who need diapering are respectfully accommodated.
f. Staff provide pleasant conversation with children during diapering or toileting to encourage social skill development and comfort.
g. A written plan has been established to diaper an older child following universal precautions and licensing requirements.
13. **Parent Involvement and Communication**
   a. Parents are involved in the education process of the staff in order to meet children’s individual needs. **YES** **NO**
   b. A system is in place for staff to share concerns regarding a child’s development. **YES** **NO**
   c. Staff members and parents have met in order to convey information about how to meet children’s needs. **YES** **NO**
   d. There is written documentation, signed by the attending parent(s) and staff, of the above meeting. **YES** **NO**
   e. Parents and staff meet on a regular basis to share information about children’s success, goals and needs. **YES** **NO**
   f. A signed consent has been provided to child care setting to allow communication with First Steps, Special Education Cooperative/LEA or other service providers. **YES** **NO** **N/A**
   g. A plan of action is in place in the child care setting based on parent input. **YES** **NO**
   h. A plan of action is in place in the child care setting based on the IFSP/IEP or other developmental plan goals. **YES** **NO** **N/A**

Comments:

14. **Medication**
   a. The child care center has a written medication administration policy. **YES** **NO**
   b. Staff wash their hands prior to and after administering medication. **YES** **NO**
   c. Children wash their hands or are assisted to wash hands after medication is received. **YES** **NO**
   d. All medication for children is accompanied by medical documentation. **YES** **NO**
   e. All medication given as well as medical services (i.e. breathing treatment) completed are documented by the caregivers. **YES** **NO**
   f. All medications are stored out of reach of children. **YES** **NO**
   g. Medication expiration dates are observed. **YES** **NO**

Comments:

15. **Training and Outside Resources**
   a. The child care setting has Individual Family Service Plan (IFSP), Individual Education Plan (IEP) or other developmental plans on file for children. **YES** **NO** **N/A**
   b. Staff have other plans from involved therapists and/or medical personnel. **YES** **NO** **N/A**
   c. Staff have met with parents and/or medical personnel to discuss reports and plan of action for children while in care. **YES** **NO** **N/A**
d. Modifications to children’s daily routine, activities and materials are made to coincide with the goals in the IFSP, IEP or other plans. YES NO N/A

e. Staff implement the suggested modifications. YES NO N/A

f. The child care setting has a system to record the above modifications. YES NO N/A

g. Child care setting has a Special Health Care Plan in place when caring for children with special health care needs such as asthma, allergies, etc. YES NO N/A

h. Staff members receive training on how to meet individual children’s needs. YES NO N/A

i. The Director of Record has attended “A Special Place: Inclusive Child Care in Indiana” center director inclusion training and has certificate. YES NO N/A

j. Staff members attend at least one training pertaining to caring for children with special needs each year. YES NO

k. Child care setting has a system in place when caring for children who exhibit challenging behaviors. YES NO N/A

l. Child Care setting has accessed the Inclusion Specialists’ services in order to accommodate children’s needs. YES NO N/A

m. Staff members providing direct care and child care director are active participants in children’s case conferences. YES NO N/A

n. Children’s services are provided in the child care setting. YES NO N/A

o. Children’s services are provided in the children’s classrooms. YES NO N/A

p. The child care center has a system in place when caring for children who exhibit challenging behaviors. YES NO

q. A screening tool is used to monitor children’s development. YES NO

r. Staff complete observations on all children. YES NO

s. Staff use the above information for planning to meet individual children’s needs and interests. YES NO

Comments:

16. Setting Philosophy/Environment

a. Child care setting has a written inclusion policy. YES NO

b. Staff members have read and signed off on the inclusion policy. YES NO

c. Child care director meets with families to determine if the setting is a match for each child’s needs. YES NO

d. The setting environment is reflective of children of different ethnicities, abilities, etc. with puzzles, posters, books, children and family pictures, etc. YES NO

e. Staff members have considered the safety of children who are not mobile and have a plan in place to promote their safety. YES NO N/A

f. Staff avoid labeling or diagnosing children. YES NO

g. Staff members attend training pertaining to caring for children with special needs. YES NO

h. Child care setting has on-site resources such as books, magazine, etc. pertaining to caring for children with disabilities. YES NO

i. Staff use Person First Language. YES NO

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<thead>
<tr>
<th>Number of Yes’s Marked</th>
<th>Number of No’s Marked</th>
<th>Number of NA’s Marked</th>
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Improvement Plan
For each item marked as a “NO”, describe the changes needed in order to increase the appropriateness of the inclusive environment. Also identify the caregiver responsible for the implementation as well as the target date of completion.

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<tr>
<th>Area Indicator</th>
<th>Task to Complete</th>
<th>Person Responsible for Change</th>
<th>Resources Needed</th>
<th>Target Completion Date</th>
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References


Child Care Center Regulations, The Bureau of Child Care, Family and Social Services Administration, State of Indiana.

Paths to QUALITY Level Indicators, The Bureau of Child Care, Family and Social Services Administration, State of Indiana.