

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 | |

Comments:

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 |

Comments:

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 | |

Comments:

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 | YES | NO | |

- individual child.
- | | | |
|---|-----|----|
| g. Appropriate accommodations are made during rest/nap time for individual children's needs. | YES | NO |
| h. The rules are taught and explained to the children on an on-going basis. | YES | NO |
| i. The rules are posted, along with pictures, for children to refer to. | YES | NO |
| j. Children participate in the development of the rules. | YES | NO |
| k. Staff explain why rules are important to the children. | YES | NO |

Comments:

11. Social Skill Development and Emotion Regulation

- | | | |
|---|-----|----|
| a. Children are communicated with face to face when behavior is addressed. | YES | NO |
| b. Children are given the opportunity to be involved in problem solving strategies. | YES | NO |
| c. Children are positively recognized by staff for doing what is expected of them. | YES | NO |
| d. Staff assist children with emotion recognition by putting words to emotions as needed. | YES | NO |
| e. Staff encourage children to express feelings in an appropriate manner. | YES | NO |
| f. Staff demonstrate and model acceptance and respect for all individuals in the setting. | YES | NO |
| g. Staff address inappropriate behaviors in a proactive manner. | YES | NO |
| h. Staff address inappropriate behaviors in an appropriate manner (they avoid the use of time out or physical punishment). | YES | NO |

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. | YES | NO | |
| b. The materials for hand washing are arranged to encourage active participation from the children (mirror nearby, towel handed to the child, etc.). | YES | NO | |
| c. Children can get to the bathroom with limited, if any, adult assistance. | YES | NO | |
| 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). | YES | NO | |
| e. Children who are older who need diapering are respectfully accommodated. | YES | NO | |
| f. Staff provide pleasant conversation with children during diapering or toileting to encourage social skill development and comfort. | YES | NO | |
| g. A written plan has been established to diaper an older child following universal precautions and licensing requirements. | YES | NO | N/A |

Comments:

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

Number of Yes’s Marked	Number of No’s Marked	Number of NA’s Marked
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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.

Area Indicator	Task to Complete	Person Responsible for Change	Resources Needed	Target Completion Date	Completed

References

Dixon, Susan (C.C.C.) & Frazier-Cross, Alice (Ed.D.). 2004. *Adapting Curriculum & Instruction in Inclusive Early Childhood Settings* (Revised edition). Bloomington, Indiana: Early Childhood Center, Indiana Institute on Disability and Community, Indiana University.

Hope-Irwin, Sharon. (2005). *Specialink Child Care Inclusion Practices Profile and Principles Scale*. Canada: The National Centre for Child Care Inclusion.

Mulligan, Sarah A. (M.Ed.), Morris, Sandra L. (B.A.), Miller Green, Kathleen, (M.A.) & Harper-Whalen, Susan (Ed.M.). (1999). *Child Care plus+ Curriculum on Inclusion*. Missoula, Montana: The Center on Inclusion in Early Childhood, The University of Montana Rural Institute.

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.