

# ***INCLUSIVE ENVIRONMENT TOOL***

## ***Child Care Home***

**Child Care Home Name:** \_\_\_\_\_

**Child's Name (As Appropriate):** \_\_\_\_\_

**Written Parent Permission Has Been Received If For Individual Child** **YES** **NO**

**Name of Caregiver(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. Caregivers 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. Caregivers 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 |     |
| l. Caregivers provide assistance moving children from one part of the home to another as needed.   | 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 home 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 same age peers.                       | YES | NO |     |
| f. The children can get to the eating area with limited, if any, adult assistance. | YES | NO |     |
| g. Caregivers provide assistance to the table as needed.                           | YES | NO | N/A |
| h. Meal times are relaxed with a caregiver present at the table.                   | YES | NO |     |

- |  |     |    |     |
|--|-----|----|-----|
| i. Caregivers 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. Caregiver 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, caregivers 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, caregivers 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. Caregivers assist children to engage in outdoor play as needed.   | 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. Caregivers 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, caregivers 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, caregivers 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, caregivers 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 adult assistance is needed, adults 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. All children are actively engaged in the group activity.  | YES | NO |     |
| e. Children are given the option of staying in group time or leaving.  | 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 utilized in child care home 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.	Caregivers communicate with the children in a manner appropriate for each individual child.	YES	NO	
g.	Appropriate accommodations are made during rest/nap time for individual children's needs.	YES	NO	
h.	The rules are taught and explained to 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.	Caregivers 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 caregivers for doing what is expected of them.	YES	NO	
d.	Caregivers assist children with emotion recognition by putting words to emotions as needed.	YES	NO	
e.	Caregivers encourage children to express feelings in an appropriate manner.	YES	NO	
f.	Caregivers demonstrate and model acceptance and respect for all individuals in the setting.	YES	NO	
g.	Caregivers address inappropriate behaviors in a proactive manner.	YES	NO	
h.	Caregivers 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.	A written plan has been established to diaper an older child following universal precautions and licensing requirements.	YES	NO	N/A
f.	Children who are older who need diapering are respectfully accommodated.	YES	NO	N/A
g.	Caregivers provide pleasant conversation with children during diapering or toileting to encourage social skill development and comfort.	YES	NO	

Comments:

**13. Parent Involvement and Communication**

- |   |     |    |     |
|---|-----|----|-----|
| a. Parents are involved in the education process of the caregiver in order to meet children's individual needs.   | YES | NO |     |
| b. A system is in place for caregivers to share concerns regarding a child's development.   | YES | NO |     |
| c. Caregiver 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 caregiver, of the above meeting.   | YES | NO |     |
| e. Parents and caregivers 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 home 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 home based on parent input.   | YES | NO |     |
| h. A plan of action is in place in the child care home based on the IFSP/IEP or other developmental plan goals.   | YES | NO | N/A |

Comments:

**14. Medication**

- |  |     |    |  |
|--|-----|----|--|
| a. The child care home has a written medication administration policy.   | YES | NO |  |
| b. Caregivers 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 home has the Individual Family Service Plan (IFSP), Individual Education Plan (IEP) or other developmental plans on file for children. | YES | NO | N/A |
| b. Caregivers have other plans from involved therapists and/or medical personnel.  | YES | NO | N/A |
| c. Caregivers 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. Caregivers implement the suggested modifications. YES NO N/A
- f. The child care home has a system to record the above modifications. YES NO N/A
- g. Child care home 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. Caregivers receive training on how to meet individual children’s needs. YES NO N/A
- i. Caregivers attend at least one training pertaining to caring for children with special needs each year. YES NO
- k. Caregiver has accessed the Inclusion Specialists’ services in order to accommodate children’s needs YES NO N/A
- l. Caregivers participate in children’s case conferences. YES NO N/A
- m. Children’s services are provided in the child care home. YES NO N/A
- n. Child care home has a system in place when caring for children who exhibit challenging behaviors. YES NO N/A
- o. A screening tool is used to monitor children’s development. YES NO
- p. Caregivers complete observations on all children. YES NO
- q. Caregivers use the above information for planning to meet individual children’s needs and interests. YES NO

Comments:

**16. Setting Philosophy/Environment**

- a. Child care home has a written inclusion policy. YES NO
- b. Caregivers have read and signed off on the inclusion policy. YES NO N/A
- c. Child care owner meets with families to determine if the home is a match for each child’s needs. YES NO
- d. The home environment is reflective of children of different ethnicities, abilities, etc. with puzzles, posters, books, pictures of children and families, etc. YES NO
- e. Caregivers 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. Caregivers avoid labeling or diagnosing children. YES NO
- g. Child care home has on-site resources such as books, magazine, etc. pertaining to caring for children with disabilities. YES NO
- h. Caregivers use Person First Language. YES NO

Comments:

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

**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.

<b>Area Indicator</b>	<b>Task to Complete</b>	<b>Person Responsible for Change</b>	<b>Resources Needed</b>	<b>Target Completion Date</b>	<b>Completed</b>



## 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 and Home 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.