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

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

### 6. Dramatic Play

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

### 7. Block Play

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

Comments:

9. **Group Time/Circle Time**
   a. Children have an identified space in order to participate in group time.  
   b. Children are provided an item to increase engagement in group time activities such as a koosh ball or other “squishy” items if needed.  
   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.  
   d. All children are actively engaged in the group activity.  
   e. Children are given the option of staying in group time or leaving.  
   f. Alternative activities are provided to children if they opt to leave group time.  
   g. All children are at equal eye level (i.e. all on floor or all in chairs).

Comments:

10. **Transitions, Routines, Schedules and Rules**
    a. Picture schedules are utilized in child care home and reviewed on a daily basis.  
    b. Picture schedules are posted at children’s eye level.  
    c. Children are provided an adequate amount of time to transition between activities.  
    d. Transition warnings are provided.
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
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  N/A

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  N/A

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:

<table>
<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.

<table>
<thead>
<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>
<th>Completed</th>
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References


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.