



Inclusive and Universally Designed Early Education Setting Check-list



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
EARLY CHILDHOOD CENTER

Adapted from the Universal Design for Learning Checklist for Early Childhood
Environments by the Center on Technology and Disability

Dear parent or guardian,

Transitioning from early intervention to childcare or preschool can be overwhelming. Finding the right setting for your child is important because it lays the foundation for your child's educational journey!

Consider using this check-list as a conversation guide for talking with potential childcare/preschool programs about how they provide an inclusive environment that meets all children's individual needs.



Physical Environment UDL Elements: the design of the physical layout of space, arrangement of furniture and resources, as well as lighting and floor coverings, and the creation and organization of learning centers. All children can safely access and actively engage in the learning opportunities indoor and out. Consider how you will construct and present activities and materials, so they are arranged in provoking and inviting ways to encourage exploration, learning and inquiry. This arrangement of space + equipment is designed to promote children's interaction (to play face to face, or side by side) and a variety of surface heights for floor play, standing, etc. Consider how you will arrange the physical environment, select equipment and materials, and plan activities for centers that contribute to children's purposeful learning.

Physical Environment Check-list

- The physical layout of space, furniture and resources in indoors/outdoors are accessible and safe (wide pathways, uncluttered floor, floor covering)
- The physical space is set up so children can move freely yet promote safety
- Active and quiet centers that promote uninterrupted play and work exist within the environment as well as a “quiet” space
- There is a low noise level/minimal and appropriate visual stimulation
- Furniture and equipment offers adjustable/multiple options
- Varied seating options are available (small chairs, bean bags, inflatable discs)
- Children choose how to use the range of materials within learning centers
- Distinct learning centers have a range of materials and supports that are easy to access.
- Block area includes unit blocks, hollow blocks, vehicles, street signs, pencil, paper, books, people, pictures
- Art area includes various types of drawing/writing tools, clip boards, trays, storage bins, accessible scissors, paper weights, textures, sensory materials
- Library area includes a variety of books (large books, cardboard, symbols, digital, iPad apps, recorded stories, etc.); head phones (noise filtering + amplifying) and digital recorders
- Materials are stored and children’s work is displayed at eye level
- Cubbies, shelves and room areas are labeled with photos/pictures/text in home language
- Cooperative-use toys are available for pairs/small groups of children
- Materials include adaptable, flexible technologies that provide extended options in learning centers



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The Social Environment: relationships and interactions between children/ teachers; teacher/teacher; family/ center. The social environment welcomes the involvement of all families. Children need secure, warm and trusting relationships so they are confidently supported in their explorations and risk taking. Consider how you will assist children to make connections with others, develop friendships and regulate their behaviors; and how you will communicate the child's progress.

Social Environment Check-list

- Environmental tone is friendly, calm, supporting and welcoming
- Materials that support awareness of diversity; Photos of family + community events, culture and life experiences are represented
- Sensory materials and “fidget toys” are available that can support children in calming themselves are available
- A Job Chart helps children feel responsible as part of the group
- A child's home language is used throughout the curriculum.
- Choice boards provide ways for children to make choices on activities, materials and feelings
- Class/center rules (identified with children's input) are posted in an understandable format
- Materials + activities help children explore feelings and what to do in social situations



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The Temporal Environment: the management of the daily structure of routines, activities, and transitions. Consistent routines help children to understand what is happening and for how long, what will come next, and when and how to change activities. Consider the way that you decide to use the time available in the program. Children need large blocks of time to develop play themes and more complex ideas and interactions

Temporal Environment Check-list

- Daily schedules and changes to the schedule are in photo/picture format
- Choice boards for selecting learning centers
- Charts + sign ups help to manage numbers in popular centers
- A mix of individual, dyad, small and large group activities are planned and flexible; children may engage more in smaller groups
- Active and quiet activities are balanced and sequenced
- Pacing of activities is appropriate and flexible
- Visual/auditory activity sequences are available to support independence
- Verbal and non-verbal transition cues (lights, music, sounds 5-minute warning) are present; Visual cues for line up activities. Graphic timers are available.
- Time is allowed within the schedule for children to revisit things that need further attention or are not finished.



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