



Early Care & Education Environment Inclusion Self-Reflection Tool

Instructions: Please review the Inclusion Indicator descriptions below and select the response that best matches your current practice in your early care and education environment.

Completed by:

Date:

Inclusion Indicator	0 No, I do not know how to do this	1 Sometimes I know how	2 Yes, I know how	3 Yes, I know how AND I do this
Physical Environment. I arrange and adapt the learning environment and materials to allow children with disabilities to fully participate, learn, play, and socialize.				
Children’s Autonomy and Child-Centered Approaches. I ensure that children with disabilities are free to, and supported in, engaging in activities they like and that are priorities for their family. Supports focus on access, participation, and belonging, and not on fixing or changing the child.				
Family Partnerships. I develop authentic, trusting, and culturally responsive and sustaining relationships with families. This involves daily communication about the child's learning and development and frequent celebrations of the child. Families have multiple and varied opportunities to give input into their child’s learning and supports and have their goals prioritized.				
Social Emotional Learning & Development. I foster positive, nurturing, and emotionally supportive, safe, and culturally responsive and sustaining adult-child relationships. This is particularly important when there is a mismatch (e.g., race, gender, income, language, religion, family structure, etc.) between providers, children, the educator and their families.				
Meaningful Interactions with Peers. I use various strategies to promote positive social interactions between children. This includes organizing the environment for teaching specific social skills that encourage peer interactions with multiple exchanges and increased complexity.				
Curriculum. I develop, adapt, and implement teaching plans across all domains. This optimizes the amount of time children with disabilities are engaged in activities and other routines Curricular activities include the use of specialized equipment and assistive technology.				
Instruction. I use child-led, culturally responsive and sustaining, embedded, evidence-based, and data-driven instruction during naturally occurring routines. Group activities and play give children with disabilities sufficient opportunities to learn the skills that the team, including the family, has identified as important. Instructional supports are individualized and effective.				
Supporting Dual Language Learners with Disabilities. Dual language learners (DLL), children who are learning two or more languages at the same time, receive assessments and services in their home language and English, if they are bilingual. When providers who speak the home language are unavailable, interpreters and/or community insiders are used to communicate with families, to administer screeners and assessments, to adapt materials, and provide instruction in ways that embed the home language.				

<p>Collaborative Teaming. I show flexibility, coachability, and ethics with all team members. The team works to understand each other's role and skills and uses common language to meet shared goals. Members gather and share information, review data, plan, implement, and embed instructional supports and adaptations for each child within natural routines.</p>				
<p>Assessment. I use ongoing observation and authentic assessment practices that span all areas of development. These practices are culturally responsive and sustaining, bias conscious, and delivered in child's home language and English, as appropriate. This helps to understand the child's strengths and areas for growth, learning, and development. Data on each child's learning are monitored and used to inform the use of adaptations or additional supports for children.</p>				
<p>Anti-bias, Culturally Responsive-Sustaining and Identity Affirming Practices. I am aware of the impact of implicit and explicit biases on their teaching. Therefore, I provide learning experiences that are aligned with the child and family's experiences. I value and respect all lived experiences. I give children learning opportunities and materials that positively show a variety of cultures and identities instead of applying a color- or ability-evasive approach.</p>				

Based on ECTA Early Care and Education Environment Inclusion Indicators (Revised 2024) www.ecta.org