



Child Inclusion and Environment Modification Plan

Meeting Date: _____

Participants and Position:

Child's Name: _____

Type of Disability: _____

Does this disability/condition limit the child's participation in classroom activities or routines? Yes No

If yes, explain:

Modifications/adaptations needed in the classroom arrangement for the child to participate:

Person Responsible:

Deadline:

Adaptive equipment and/or materials needed in the classroom for the child to be able to participate in classroom activities.

Person Responsible:

Deadline:

What goals and objectives in the IEP or IFSP can be promoted, and how, in the classroom:

Person Responsible:

Deadline:

Does the child's assessment need to be modified? Yes No

If yes, explain (i.e. physical scale will be modified by removing large motor milestones; will use 2-4 age scales; No Language scale will be used, but new one will be developed to assess sign language process; etc.)

Person Responsible:

Deadline:

Resources Needed and Person Responsible for obtaining:

Other Special Notes:



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INSTRUCTIONS

Meeting date, Participants and Positions: *The meeting must include the child's teacher, Education Coordinator, Disability Coordinator, and if possible, Parent. First meeting is to take place within one week of child's enrollment, even if you are still waiting for information. Start with what you know and hold another meeting as soon as the rest of the information is available. Thereafter, staff must meet at least monthly to discuss any changes to plan.*

Type of Disability: *From Diagnostic Report*

Disability/condition limit the child's participation in classroom activities or routines: *Discuss ALL the activities and routines that the classroom would typically do during the day. Decide if the child would be able to participate in ALL of them. If not, list the activities or routines that the child might have problems in, or would not be able to participate in.*

Modifications/adaptations need:

Think about the modifications that can be done to the materials or equipment you already have so that the child can use. For example, making the spaces between areas wide; adding a small table to an area that typically does not have it; placing the child in your lap during group times; lowering the easel, etc.

List who is responsible for making the modifications and approximate date that they will be done.

Adaptive equipment or materials needed: *List the equipment or materials that you will need in your classroom or outside in the playground. For example, puzzles with knobs; special chairs; large print books; books on tape; special bicycles or swings, etc.*

List who is responsible for purchasing the equipment or materials and approximate date that they will be received.

IEP/IFSP goals: *If the child already has an IEP/IFSP, list the goals that can be promoted in the classroom and via what strategy. If the child does not have an IEP/IFSP, use what you know about his disability to formulate classroom goals.*

List who will be responsible for implementing the goals and the timeline for them.

Ongoing Assessment: *Review the assessments that are being used in the classroom and decide if the child's development will be able to be assessed with them. If not, list what needs to be modified. For example, physical scale will be modified by removing large motor milestones; will use 2-4 age scales, No Language scale will be used, but new one will be developed to assess sign language progress; etc.*

List who will make the assessment modifications and the date for completion.

Resources: *List the resources and/or training needed by teacher or coordinators, date and name of person responsible for obtaining them.*

Other: *List any other Special notes that would assist in assuring that the child is reasonably included in the regular classroom activities and/or routines.*