Communication and Language Delays/Disorders	*Yes*	*No*
Centre is language rich and print rich.		
Information is presented in various forms (verbal, pictures, symbols).		
Adults use spoken words, paired with eye contact and gestures.		
Adults modify their language to reflect the children's developmental levels.		
Adults frequently check to make sure children understand what is said.		
Adults model appropriate language and encourage children to "use their words".		
Classroom library has a variety of books available and children have daily experiences interacting with books, both independently and adult-guided.		
Adults read books with children one-on-one, in addition to reading aloud to a group of children.		
Adults encourage children to use language when asking for materials and joining in activities.		
Adults frequently have conversations with children regarding topics which are of interest to the children.		
Sensory Integration Concerns	*Yes*	*No*
Classrooms have a quiet area with materials and activities for children who become overstimulated, tired or need to be calmed.		
Indoor gross motor activities are offered daily.		
Daily schedule provides a predictable variety of active and quiet activities.		
A wide range of appealing and interesting sensory materials, such as sand and water play, are provided.		
Respect is shown for child's preferences and alternative resources or activities are available.		
Classrooms provide appropriate visual stimulation. Rooms are bright and cheerful without being overwhelming with too many sights and sounds.		
Outdoor Space	*Yes*	*No*
All areas of outdoor play are accessible to all children.		
Outdoor surfaces are even so all children can move safely.		
There is a variety of wheeled toys.		
A variety of outdoor play activities (painting, gardening, imaginative play) are provided.		
Outdoor environment and resources encourage communication.		

Choosing an inclusive Early Childhood Care and Education Centre



MINISTRY OF EDUCATION
CAYMAN ISLANDS GOVERNMENT

Choosing an Early Childhood Care and Education Centre for your young child is not an easy task. When your child has special needs, families need to take many factors into consideration. When looking for the centre that will best meet your child's needs, it is best to visit at least 3 Early Childhood Centres. The following checklist is designed to guide families as they make an informed decision.

Home-School Communication	*Yes*	*No*
Ongoing two-way communication with the family is provided. Parent/teacher meetings held throughout the year.		
Willingness to meet parent's preferences for feeding, scheduling and other care routines.		
Families invited into the centre and are provided with schedules of activities and events.		
Supporting Positive Behaviour	***Yes***	***No***
Adults model appropriate behaviour.		
Children are called by name and receive individual attention.		
Children are comforted when needed.		
Behavioural expectations are taught and displayed.		
Environment encourages children to be actively engaged in activities and limits behaviour issues.		
Before transitions, children are reminded of what to do.		
Adults notice and offer praise for positive behaviours. Adults speak positively about all children.		
Adults recognize reasons for behaviours and teach children appropriate ways to express needs and feelings.		
Supporting Social Skills	***Yes***	***No***
Values such as kindness and empathy are encouraged, and play skills are taught.		
Adults plan and support peer interaction.		
Adults engage with the children, at the children's level.		
Classroom has a variety of toys and an adequate number of high interest toys to encourage interaction.		
Adults model positive social behaviour.		
Assessment and Curriculum	***Yes***	***No***
Staff use various strategies to gain information about the children's development.		
Planning reflects the Cayman Islands Early Years Curriculum Framework and the children's individual needs. Individual support plans are developed and monitored.		
Materials within the classroom are frequently expanded/changed and based on children's level of functioning.		

Physical Disabilities	*Yes*	*No*
Centre is accessible for children using mobility equipment.		
All areas of the classroom and materials are accessible to all children.		
Mobility equipment has sufficient space to turn around in the classroom, hallway, washroom and outdoors.		
Classroom has permanent and movable pieces of furniture.		
Classroom has a variety of seating options and specially designed equipment for children can be accommodated in the classroom.		
Railings are positioned on all stairways and next to toilets.		
Handwashing sinks are accessible.		
Step stools and all climbing toys have nonslip features.		
Flooring surface is smooth, with few changes in surface levels.		
Floors are carpeted or able to absorb shock in the event of falls.		
Tables and chairs are stable.		
Hearing and/or Vision Impairments	***Yes***	***No***
Appropriate lighting is evenly distributed throughout the classroom.		
Noise is absorbed so it is easy to hear what children and adults are saying.		
Visuals in the room are consistent and easy to see from a distance.		
Pathways in the classrooms are clutter-free and materials are clearly organized.		
Interesting tactile, music and movement toys and activities are provided daily.		
Cognitive Delays	***Yes***	***No***
Toys and materials are available for children's developmental level.		
Flexibility in daily schedule accommodates varied attention levels.		
Adult gives cues before transitions, and explains the steps to follow during activities and routines.		
Individualised teaching and opportunities for reinforcement are provided.		
Sufficient materials and activity centres are provided for children with varying attention spans and interests.		