

INTENTIONAL INCLUSIVE PRACTICES PLANNING TOOL

Use this tool to intentionally plan for meaningful access, participation, engagement, and independence for all learners across general education activities and routines.

Example how to complete this form below:

Activity or Routine	Goal for the Whole Class	Individual Child Learning Priority Consider the child's strengths, present levels, interests, and Individualized Educational Program (IEP) goals.	Supports and Adaptations for Access and Participation What supports or adaptations will help the child access and participate in this activity?	Strategies to Support Engagement and Independence What strategies will support the child's engagement and independence?
Morning circle	Participate in songs and movement activities.	Child is working on imitating actions during familiar songs.	☐ Adapt the activity or materials ☐ Break the activity into manageable steps ☒ Provide an alternative way to respond ☐ Provide communication support / Augmentative and Alternative Communication (AAC) ☒ Provide assistive technology ☐ Adapt seating, positioning, or physical access ☐ Other: _____	☒ Visual supports ☒ First-then support ☒ Visual schedule or activity sequence ☒ Peer or adult modeling ☒ Choice-making opportunities ☒ Regulation or sensory supports ☐ Positive reinforcement ☐ Other: _____ _____ _____

Now use this blank template to do your own planning:

Activity or Routine	Goal for the Whole Class	Individual Child Learning Priority Consider the child's strengths, present levels, interests, and IEP goals.	Supports and Adaptations for Access and Participation What supports or adaptations will help the child access and participate in this activity?	Strategies to Support Engagement and Independence What strategies will support the child's engagement and independence?
			☐ Adapt the activity or materials ☐ Break the activity into manageable steps ☐ Provide an alternative way to respond ☐ Provide communication support / AAC ☐ Provide assistive technology ☐ Adapt seating, positioning, or physical access ☐ Other: _____ _____ _____	☐ Visual supports ☐ First-then support ☐ Visual schedule or activity sequence ☐ Peer or adult modeling ☐ Choice-making opportunities ☐ Regulation or sensory supports ☐ Positive reinforcement ☐ Other: _____ _____ _____

Activity or Routine	Goal for the Whole Class	Individual Child Learning Priority Consider the child's strengths, present levels, interests, and IEP goals.	Supports and Adaptations for Access and Participation What supports or adaptations will help the child access and participate in this activity?	Strategies to Support Engagement and Independence What strategies will support the child's engagement and independence?
			☐ Adapt the activity or materials ☐ Break the activity into manageable steps ☐ Provide an alternative way to respond ☐ Provide communication support / AAC ☐ Provide assistive technology ☐ Adapt seating, positioning, or physical access ☐ Other: _____ _____ _____	☐ Visual supports ☐ First-then support ☐ Visual schedule or activity sequence ☐ Peer or adult modeling ☐ Choice-making opportunities ☐ Regulation or sensory supports ☐ Positive reinforcement ☐ Other: _____ _____ _____

Activity or Routine	Goal for the Whole Class	Individual Child Learning Priority Consider the child's strengths, present levels, interests, and IEP goals.	Supports and Adaptations for Access and Participation What supports or adaptations will help the child access and participate in this activity?	Strategies to Support Engagement and Independence What strategies will support the child's engagement and independence?
			☐ Adapt the activity or materials ☐ Break the activity into manageable steps ☐ Provide an alternative way to respond ☐ Provide communication support / AAC ☐ Provide assistive technology ☐ Adapt seating, positioning, or physical access ☐ Other: _____ _____ _____	☐ Visual supports ☐ First-then support ☐ Visual schedule or activity sequence ☐ Peer or adult modeling ☐ Choice-making opportunities ☐ Regulation or sensory supports ☐ Positive reinforcement ☐ Other: _____ _____ _____

STRATEGY GUIDE: IDEAS TO SUPPORT ACCESS, PARTICIPATION, ENGAGEMENT, AND INDEPENDENCE



Adapt the activity or materials: Adjust the activity, materials, or level of support to increase the child's access and participation while maintaining the purpose of the activity.

- ☐ **Adapt fine motor activities:** Provide a variety of materials and tools, including adapted tools, to increase access and participation.
- ☐ **Adult or peer modeling:** Model the activity, skill, or expectation for the child.
- ☐ **Clear, concise language:** Use developmentally appropriate language and provide instructions in short, clear steps. Pair spoken directions with visual or gestural supports when helpful.
- ☐ **Visual supports:** Use pictures, symbols, graphics, or videos to support understanding of activities, routines, choices, and expectations.
- ☐ **Play:** Structure and scaffold play to build on the child's existing skills and promote interaction with peers.



Break the activity into manageable steps: Present an activity or routine in smaller steps to support understanding, participation, and independence.

- ☐ **Present information in smaller parts:** Present one portion of an activity or task at a time when this supports the child's understanding and participation.
- ☐ **Activity sequence:** Use pictures, objects, words, or other cues to show the steps of an activity or routine.
- ☐ **Planned breaks:** Provide individualized movement, sensory, or other breaks when needed to support participation and regulation.
- ☐ **Positive reinforcement:** Provide individualized and meaningful reinforcement to strengthen skills or behaviors. Consider the child's interests, preferences, and individual needs.



Alternative ways to respond: Provide multiple ways for children to participate and demonstrate their knowledge and skills as independently as possible.

- ☐ **Processing and response time:** Allow sufficient time for the child to process information and respond before repeating a direction or providing an additional prompt.
- ☐ **Multiple response options:** Allow the child to respond by speaking, pointing, gesturing, drawing, selecting from choices, using AAC, or demonstrating a skill.
- ☐ **AAC:** Provide access to appropriate AAC systems and supports, such as gestures, signs, picture symbols, communication boards, speech-generating devices, or communication applications.



Access tools and assistive technology: provide tools to increase a child's access to and participation in activities, routines, learning environments, and instructional materials. Supports may range from low-tech to high-tech.

- ☐ **Communication supports:** Provide tools that help children express wants, needs, ideas, choices, and feelings, such as AAC, picture symbols, or communication boards.
- ☐ **Adapted materials:** Modify classroom materials to increase the child's access and independence, such as adapted scissors, pencil grips, page turners, or larger manipulatives.
- ☐ **Visual supports:** Pictures, symbols, or other visual tools that help children understand routines, directions, choices, and expectations.
- ☐ **Switch access:** Use a switch or adapted control to allow a child to activate a toy, participate in an activity, or make a choice.
- ☐ **Adapted books and literacy supports:** Modified or digital books that increase a child's ability to participate in shared reading (e.g., adapted pages, audio, AAC).
- ☐ **Technology for participation:** Technology that provides an alternative way for a child to access an activity or demonstrate learning (e.g., tablet, interactive app).
- ☐ **Video modeling:** Use video of the child or others demonstrating an activity, routine, or skill when appropriate.
- ☐ **Environmental access:** Adapt the environment to support the child's physical access to people, materials, activities, and routines. Examples include positioning, seating, and mobility supports.
- ☐ **Alternative ways to respond:** Provide different ways for a child to participate or demonstrate what they know, such as pointing, selecting a picture, using AAC, or activating a switch.



Regulation and sensory supports: Proactively plan supports based on the child's individual regulation and sensory needs to promote access, participation, and engagement throughout the day.

- ☐ Use visual supports to help the child identify and communicate emotions.
- ☐ Provide choices of individualized regulation strategies.
- ☐ Provide movement or sensory breaks, when appropriate.
- ☐ Provide access to a quiet or lower-stimulation space, when appropriate.
- ☐ Provide individualized seating or positioning options.
- ☐ Incorporate the child's interests and preferences into activities.
- ☐ Preview upcoming activities and transitions.
- ☐ Use transition objects, visual timers, countdowns, or auditory cues, when appropriate.
- ☐ Use individualized social narratives to preview unfamiliar activities, routines, or expectations, when appropriate.
- ☐ Transition supports: Prepare the child for transitions using individualized supports such as countdowns, previewing or priming, transition objects, visual timers, or auditory cues.



Positive reinforcement: Provide an individualized, meaningful response following a skill or behavior you want to strengthen. Reinforcement should reflect the child's interests, preferences, and individual needs.

- ☐ Specific positive feedback, such as "You asked for help!"
- ☐ Verbal or gestural praise.
- ☐ Social interaction or attention.
- ☐ Access to a preferred activity, toy, or material.
- ☐ Choice of the next activity.
- ☐ Additional time with an enjoyable activity.
- ☐ Tokens or visual progress systems, when appropriate.
- ☐ Tangible reinforcement based on the child's interests and preferences, when appropriate.
- ☐ Positive communication with families.



Peer interaction and participation:

- ☐ Provide opportunities for children to participate alongside peers.
- ☐ Use peer modeling during activities and routines.
- ☐ Provide opportunities for shared materials, turn-taking, and cooperative play.
- ☐ Plan activities that encourage reciprocal interaction.
- ☐ Provide adult support as needed while allowing peers opportunities to initiate and respond.