

INDIVIDUAL INCLUSION PLANNER

Child's Name: _____

Date: _____

	Communication (expressive and receptive)	Social engagement and interactions	Routine, flexibility, and interests	Thinking and learning style (neurotype)	Sensory processing and regulation
Characteristics What does it look like? What difficulties or differences are shown?					
Impact What is the effect of this? How does this impact their engagement and learning?					
Support strategies What can we do to teach skills and provide support? What strategies and resources can be used to increase participation?					

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<p>Characteristics</p> <p>What does it look like?</p> <p>What difficulties or differences are shown?</p>	<p>Think about...</p> <ul style="list-style-type: none"> • their expressive and receptive communication skills / preferences • their verbal and non-verbal communication • how they currently get their wants and needs met • their ability to follow verbal instructions 	<p>Think about...</p> <ul style="list-style-type: none"> • what and who they prefer playing with • the way they play with these items and persons • the types and stages of play they engage in • how they show interest or initiate interactions 	<p>Think about...</p> <ul style="list-style-type: none"> • their special interests – objects, activities, people • their need for repetition, routine and predictability • their flexibility, and ability to cope with change • how they deal with transitions and shifting attention 	<p>Think about...</p> <ul style="list-style-type: none"> • their ability to process verbal information without visual cues • how organised they are (do they misplace/forget things often?) • the support they need with multi-step tasks • their memory and attention during motivating tasks (versus non-motivating tasks) 	<p>Think about...</p> <ul style="list-style-type: none"> • their sensitivity / threshold to different sensory stimuli • the way they process and respond to sensory input • their ability to regulate emotions, energy, and attention • how they regulate using their senses - seeking, avoiding, low registration or sensitivity (on edge)
<p>Impact</p> <p>What is the effect of this?</p> <p>How does this impact their engagement and learning?</p>					
<p>Support strategies</p> <p>What can we do to teach skills and provide support?</p> <p>What strategies and resources can be used to increase participation?</p>					