



INCLUSION
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Edna E. Santolucito
**Inclusive
Classroom
Profile**

Inclusive Classroom Profile

Defining Quality in Inclusive Programs

November 10th, 2016

2016 Child Health, Education, and Care Summit



E3 Institute
EXCELLENCE IN EARLY EDUCATION



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Office of Education

Inclusion Collaborative

Presenters:



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Objectives

- **Provide an overview of the Inclusive Classroom Profile, its rating scale and the 12 Inclusive Practices (items) – indicators of quality inclusive settings**
- **Gain understanding of how to use the tool for staff development to support teaching practices and collaboration with families**
- **Demonstrate ease of use with global program quality assessment tools such as the ECERS, CLASS and CSEFEL/Teaching Pyramid**
- **Determine program benefits for ALL students to demonstrate equity**
- **Learn about the 2016 ICP Pilot Project outcomes and recommendations**





Background of the ICP

DEC/NAEYC (2009) Joint Position Paper

Inclusive Practices in Early Childhood

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential”.

https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf



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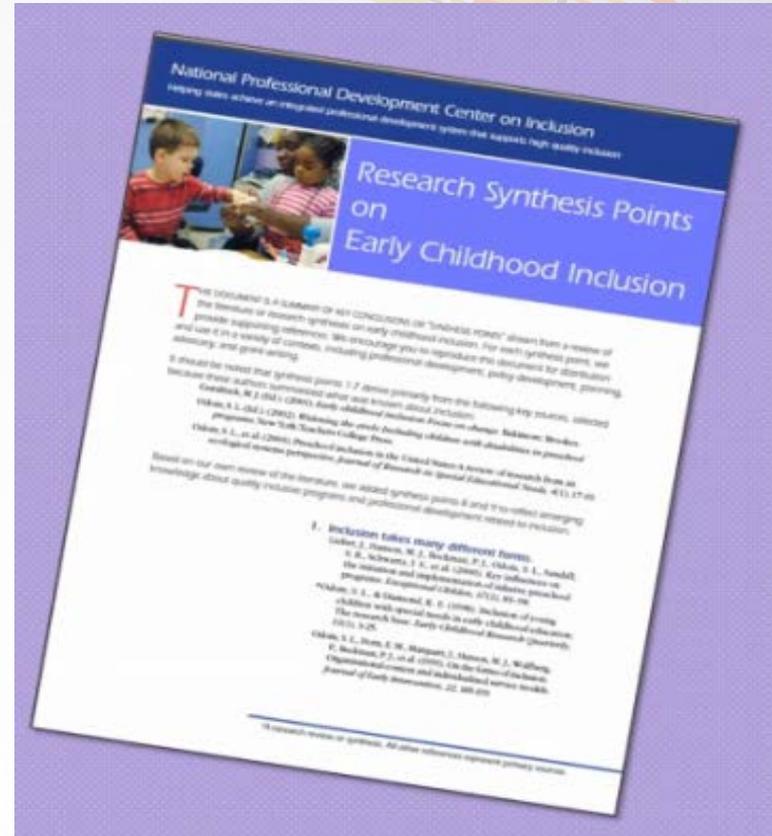
Background of ICP

National Professional Development Center on Inclusion Development Center on Inclusion



UNC

FPG CHILD DEVELOPMENT INSTITUTE



http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf



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How Do We Know....

If We Are Practicing High Quality Inclusion?



Inclusive Classroom Profile



- Authored by Dr. Elena Soukakou (2012)
- Over 10 years of development
- Main Goal: Identify inclusive practices
- Secondary Goal: Provide a shared understanding of inclusive teaching practices used on a daily basis.
- Coordinate with Global Program Quality measures (i.e. ECERS, CLASS, Teaching Pyramid/CSEFEL)

“Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality.”

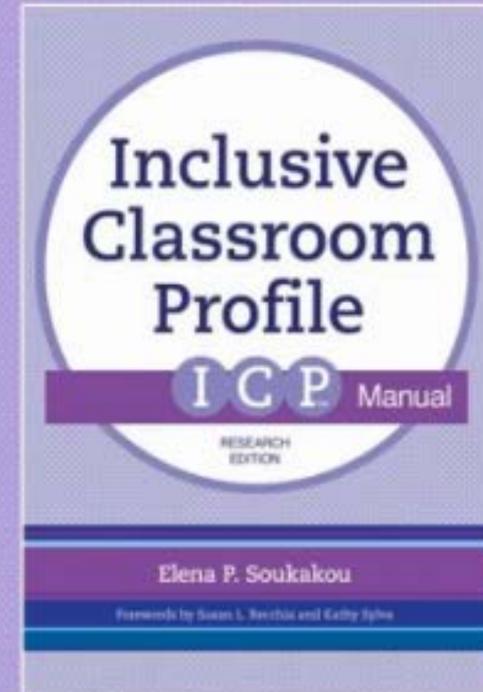


Inclusive Classroom Profile

- Structured observation rating scale designed to assess the quality of daily classroom practice that support developmental needs of children with disabilities in early childhood settings.
- Designed to be used in classrooms serving children from 2 ½ to 5 years of age that have at least 1 child with an IEP

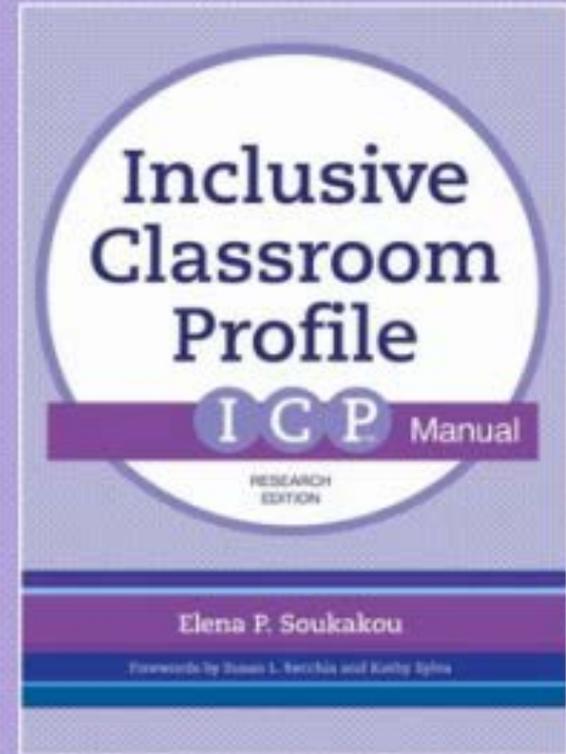
Inclusive Classroom Profile

- Designed to complement existing classroom quality measures & standards
- Focus on classroom level practices that support the individual needs of children with disabilities



Inclusive Classroom Profile

“Inclusive Practices support children’s individualized needs while promoting active participation in the group through adjustments and inclusive adaptations that might differ from child to child”



ICP Ratings

- 1-7 point Rating Scale
- Ratings indicate the extent to which **adults** *adapt the classroom's environment, activities and instructional support in ways that encourage access and active participation in the group, through adjustments that might differ from child to child.*

How can the ICP be used?

- As a **research instrument** to measure and compare quality across various types of programs, as well as to investigate the relationship between classroom quality and children's developmental progress.
- As a **classroom evaluation tool** to assess the quality of inclusive classroom practices in early childhood programs.
- As a **quality improvement tool** to inform models of professional development that can support those involved in meeting the individualized needs of children with disabilities in inclusive settings.
- **To identify professional development needs.**



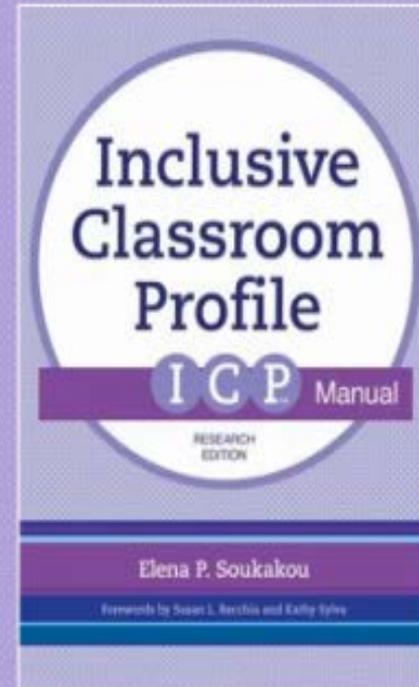
Who is Being Observed?

- Children with identified special education needs in the context of classroom activities and social interactions with adults and peers
- Teachers, co-teachers, specialists



Who Can Use the ICP?

- Teachers
- Program Administrators
- Researchers
- Professional Development Providers
- Early Childhood Specialists
- State Assessors





ICP Item Measures (Quality Indicators)

12 Research-Based Practices That Support Inclusion

1. Adaptations of space and materials/equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's activities and play
4. Conflict resolution
5. Membership
6. Relationships between adults and children
7. Support for communication
8. Adaptation of group activities
9. Transitions between activities
10. Feedback
11. Family-professional partnerships
12. Monitoring children's learning



1. Adaptations of Space and Materials/Equipment



- Can children reach materials (access)
- Adults organize environmental setup promote ease of use
- Adults help children to use materials in creative and purposeful ways

2. Adult Involvement in Peer Interactions

- Adults notice and support peer interactions
- Adults help children initiate and sustain relationships





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3. Adult Guidance of Children's Play

- Children are given choices within their play
- Adults encourage and scaffold individual play and social activities



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4. Conflict Resolution



- Adults respond to conflict between children with disabilities and their classmates



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5. Membership

- Promotes social climate that nurtures individual differences
- Provides children with disabilities the opportunity for social responsibilities and choices



6. Adult-Child Social Interactions

- Focuses on nature and frequency of interactions between adults and the children with disabilities





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7. Support for Communication



- Adult support for child communication
- Strategies to facilitate language skills and communication with others



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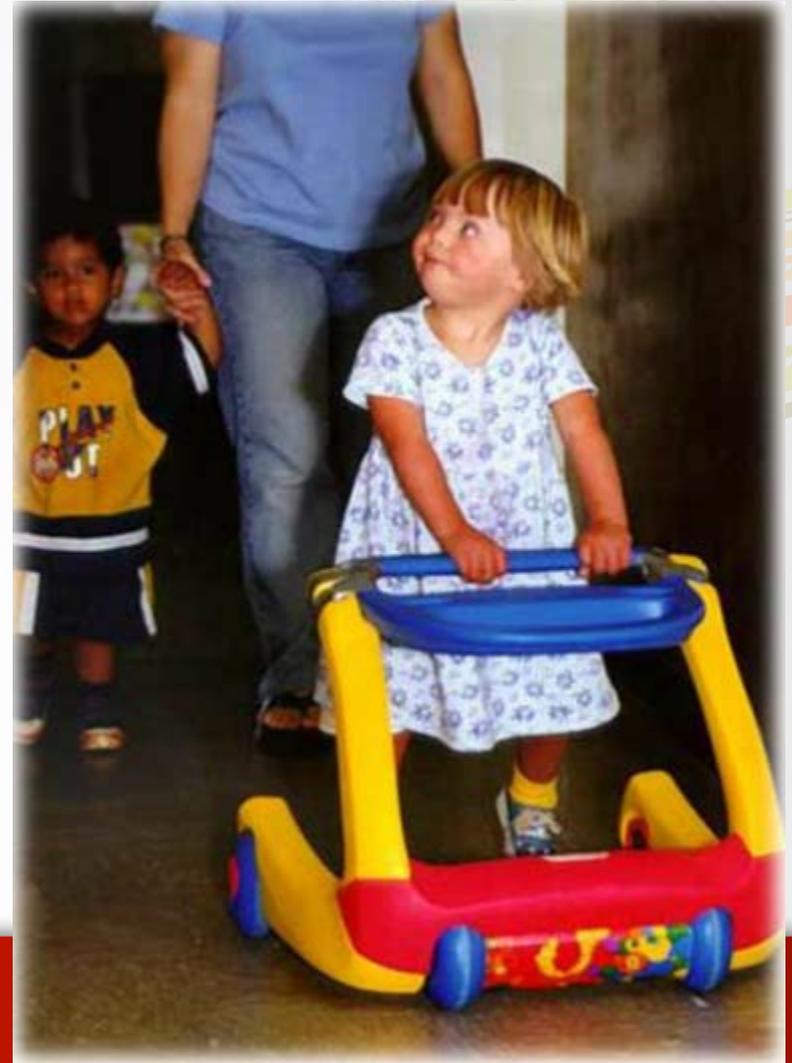
8. Adaptation of Group Activities

- Encourage engagement and participation of children with disabilities within group activities



9. Transitions Between Activities

- Natural, paced and individualized supports for children with disabilities when transitioning between activities





10. Feedback

- Adults support positive behavior
- Acknowledge efforts and accomplishment
- Offer feedback to promote learning specific skills



11. Family-Professional Partnerships

- Policies and practices for communicating with families of children with disabilities





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12. Monitoring Children's Learning

- Procedures and tools for monitoring children's progress



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What do Indicators Measure

- Was the practice implemented by all adults in the classroom?
- How **well** was the practice being implemented for all children with disabilities?
- **Frequency:** How often is it implemented?
- **Context:** Where was the practice embedded?
- **Intensity:** What level of scaffolding?
- **Individualization:** Was each child supported as needed?
- **Consistency:** Was the practice implemented consistently throughout the day by all adults?



7. Support for Communication (O, I)

1
Inadequate

2

3
Minimal

4

5
Good

6

7
Excellent

1.1 Adults ignore children's attempts to communicate or make no time and effort to understand them (e.g., adult ignores child's persistent pointing to a specific toy, child is left crying for a long period of time). (O)

YES NO

1.2 Adults make no attempts to adapt their communication with individual children (e.g., adults talk to all children in the same way, overwhelm children with speech or gestures too complex for their developmental level). (O)

YES NO

3.1 Adults generally seem aware of what children communicate about and respond promptly to initiated communication most of the time (e.g., adult acknowledges child's pointing and looks to see where child is pointing, child covers ears in response to loud noise and adult responds contingently, "You heard that loud noise"). (O)

YES NO

3.2 Adults make some efforts to adjust their communication to children's level of understanding, as needed (e.g., adults generally speak to children at a level they understand, adult avoids long, complex sentences with child with a speech delay, adult faces child with a hearing impairment when speaking to him or her, adult recognizes child's signs of frustration and modifies communication). (O)

YES NO

3.3 Adults use some strategies in their interactions with children to encourage and facilitate oral language (e.g., repetition, descriptive commenting, prompting, modeling, expanding, asking open-ended questions). See clarification notes for detailed description. (O)

YES NO

5.1 Adults actively facilitate social-communication in their interactions with children using strategies such as modeling/prompting (e.g., adult models for a child how to use an appropriate voice level); imitating; restricting access to materials (adult restricts access to a toy to encourage verbal request from child); and incorporating alternative means of communication into a variety of activities and interactions (e.g., adult uses picture symbols to help child make a request, adult helps child use a communication device during snack time, adult emphasizes use of gestures and facial expressions while reading a story to support comprehension, adult uses signing with individual child). (O, I)

YES NO

5.2 A variety of visual supports, books, and resources are available in the classroom for supporting social-communication (e.g., Social Stories™, portable folder with pictures of social-communication behaviors, visual rules of communication, picture books with minimal text). (O)

YES NO

5.3 Adults use oral language strategies with children throughout the day and across a variety of contexts. See clarification notes for detailed description. (O)

YES NO

7.1 Adults create many opportunities to facilitate communication among children and help children sustain meaningful communication (e.g., adult clarifies for other children what a child said, adult repeats child's comment for peer with a speech delay, adult models turn taking for child during conversation). (O)

YES NO

7.2 Alternative means of communication, including assistive technology, incorporated in the classroom is used in inclusive ways that enable children to communicate and participate in activities with their peers while adults provide the necessary scaffolding to ensure functional communication (e.g., adult helps peer use pictures to communicate with child who is nonverbal, all children are encouraged to sign to facilitate communication during circle time with one child using sign language). (O)

YES NO

Each indicator has examples of what the practices look like at that level

Low

High

There is criteria in place to support consistent and accurate rating



Criteria for Rating Indicators

Item 7 assesses the quality of supports for encouraging and supporting children's language and communication skills.

3.1 Adults may occasionally misread children's attempts to communicate, but you can score YES if they are responsive most of the time to the majority of the children and if they make some efforts to understand children.

3.2 Score YES if some efforts are observed across the majority of the children when needed to adjust communication to children's level of understanding. Adjustments in verbal interaction may include use of speech as well as paralinguistic aspects of verbal communication, such as emphasizing words and intonation.

3.3 Score YES if at least one of the following oral language strategies is used at least occasionally with the majority of children to encourage, facilitate, or model language:

- Repetition: Adult repeats or recasts own words in order to emphasize important words (e.g., adult says to child, "Do you hear the doggie? Hear the doggie? Doggie!").
- Response prompting: Adult gives verbal or nonverbal prompts to help child come up with a word, complete a sentence, or communicate an idea (e.g., "I think the word you are thinking about starts with the /g/ sound").
- Modeling: Adult demonstrates various elements of expressive language (e.g., how to ask for help) as well as other elements of social-communication (e.g., waiting for a response, adjusting pace of speaking and voice tone) for the child.
- Descriptive commenting: Adult comments on what the child appears to be attending (e.g., adult watches child painting and says, "You are painting with so many colors," adult approaches child and initiates, "Look! It's raining!").
- Expanding: Adult elaborates on what the child says. Expansions can be semantical when adult adds meaning (e.g., child says "doggie" and adult expands, "Yes, that is a big, brown doggie") or syntactical when adult extends syntax (e.g., child points to cookie saying "cookie" and adult extends with, "This is a cookie").
- Asking open-ended questions: Adult asks child a question that requires more than a one-word response and waits for child to respond.

5.1 Alternative means of communication include use of gestures, sign systems, facial expressions, speech-generating devices (SGDs), and picture symbols (e.g., Picture Exchange Communication System [PECS]). Because using certain alternative communication systems, (e.g., SGDs, PECS) often requires professional assessment, do not penalize a classroom that does not use a particular system, unless it is professionally recommended. If children were observed having difficulty communicating with adults and peers, and alternative communication systems were not observed, then you need to interview the teacher. Ask, "Are any alternative communication systems recommended for the child(ren)?" Do not give credit if adults report that an alternative communication system is professionally recommended but was not implemented. If adults report that an alternative communication system was not being professionally recommended, then consider the strategies listed in the indicator for facilitating social-communication as well as the ways in which adults incorporate nonverbal communication in their interactions with children (e.g., using gestures and picture symbols). Do not give credit if at least one child seemed to have difficulty communicating with others and his or her communication was not facilitated throughout routines, activities, and interactions.

5.2 Score YES if at least three to four different types of resources need to be observed and available for use (e.g., books, Social Stories™, visual supports for social communication).

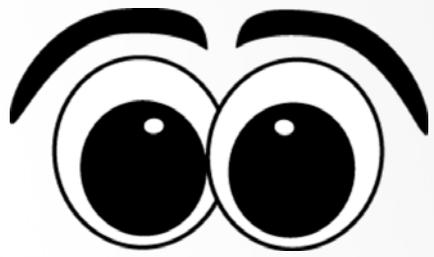
5.3 Score YES if many examples are observed with the majority of children to support oral language throughout the day. You need to observe the use of at least three different strategies. Children are supported across many different contexts (e.g., centers, small-group activity, individual interactions, outdoor play). Do not give credit if at least one child with observed oral language difficulties was not supported during your observation time. Adults consistently use strategies with children to encourage and facilitate communication and model, expand, and build complexity into children's use of language.



Inclusive Classroom Profile

Rating Structure

- 3 hour visit
- Scoring is similar to the ECERS
- Scoring involves a combination of:
 - Direct Observation
 - Teacher Interview
 - Document Review



Key Points



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Profile

- **ICP** is designed to complement existing classroom quality measures and standards
- **ICP** measures inclusive, classroom-level practices that support the individualized needs of children with disabilities
- **ICP** aligns with items measured in the **ECERS**, **CLASS** and **Teaching Pyramid/CSEFEL**





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ALL Children Can Benefit!!

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**Inclusive
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Profile**

Necessary for Some, Beneficial for ALL



How to wash your hands properly



- 1 Wet your hands
- 2 Liquid soap
- 3 Lather and scrub - 20 sec
- 4 Rinse - 10 sec
- 5 Dry your hands
- 6 Turn off tap

DON'T FORGET TO WASH:

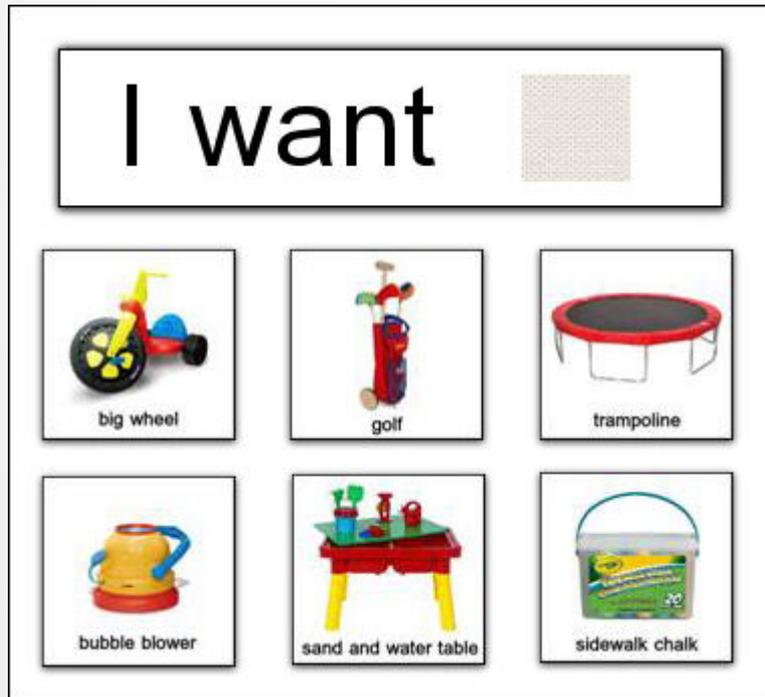
- between your fingers
- under your nails
- the tops of your hands

Necessary for some, Beneficial for ALL





Visual Supports



How could this benefit ALL children?

How does this increase engagement and access for children with disabilities?



Visual Supports

How could this benefit ALL children?

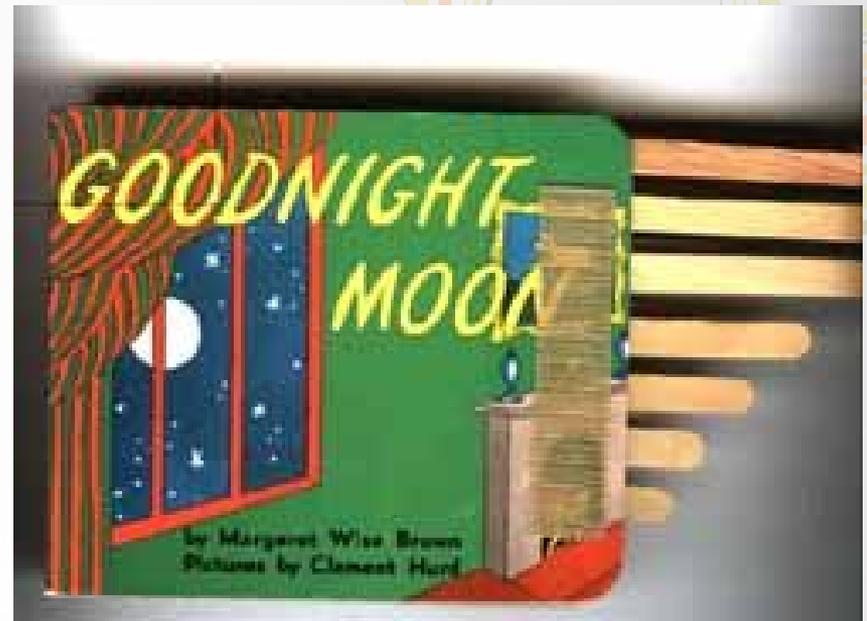
How does this increase engagement and access for children with disabilities?



Adapted Books

How does this benefit all children?

How does this increase engagement and access for children with disabilities?



Adapted Books

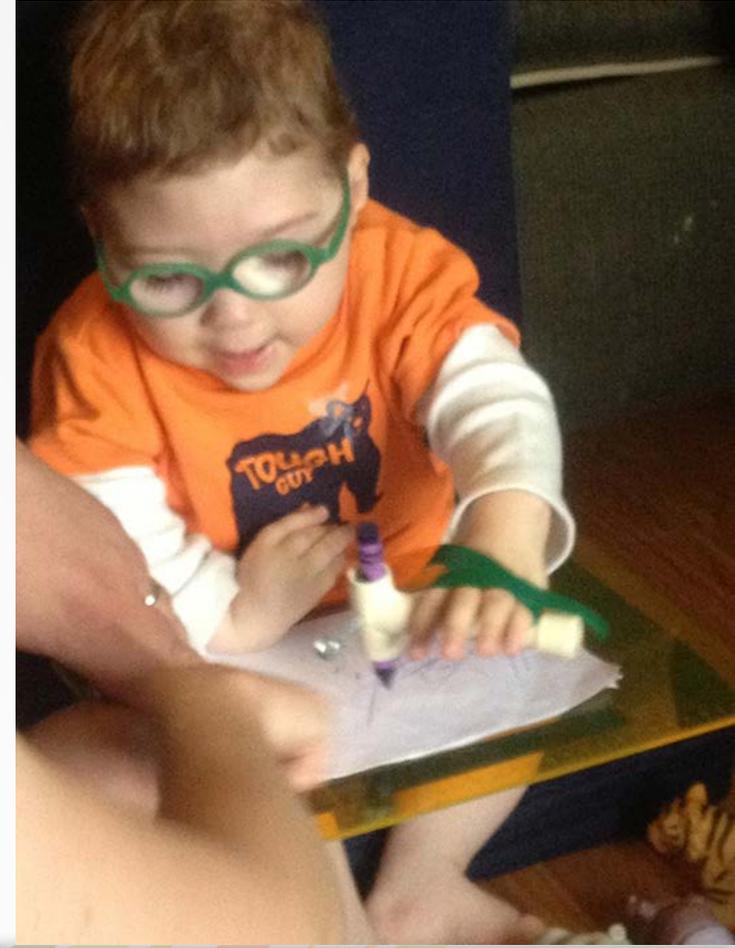
How does this benefit all children?

How does this increase engagement and access for children with disabilities?



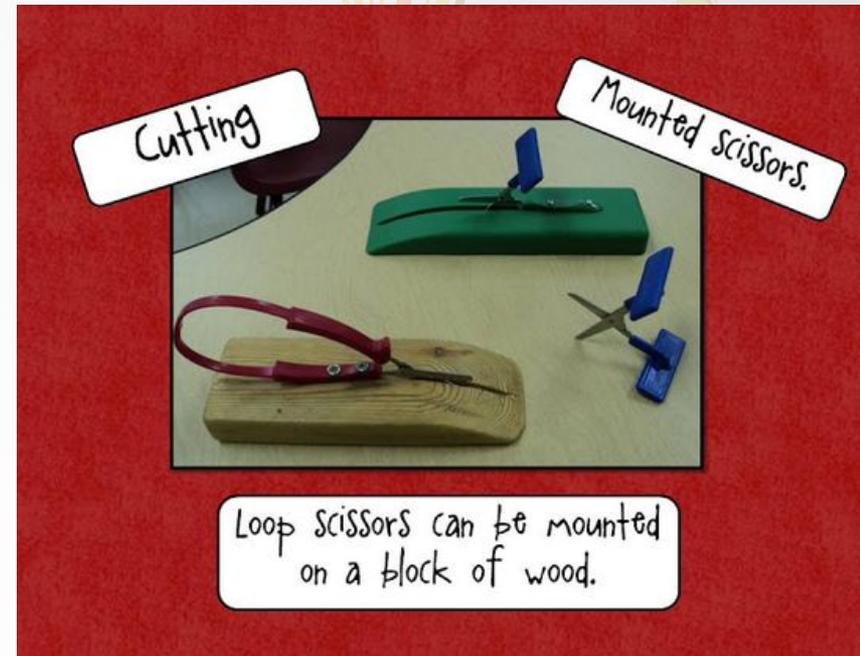
Adapted Equipment

- How does this benefit all children?
- How does this increase engagement and access for children with disabilities?



Adapted Equipment

- How does this benefit all children?
- How does this increase engagement and access for children with disabilities?



Placement



How does this child's physical placement allow him to engage and access the activity?



ICP Pilot Design

- Self-Review Only (SR)
- Self-Review and Observation (SR + O)
- Observation (O)
- 12 classroom sites



ICP Pilot Design & Timeline

Background:

- **June 2015- ½ day Inclusive Classroom Profile Overview provided in Santa Clara County, in collaboration with the University of North Carolina at Chapel Hill & Frank Porter Graham Child Development Institute**
- **June 2015 – 3 ICP Reliable Raters Trained in Santa Clara County**
- **January 2016 – ICP General Overview & ICP Pilot Project Orientation**
- **January/February 2016 – Initial ICP Observation and Self-Review**
- **February 2016 – ICP Professional Learning Community**
- **February, March, April 2016 – ICP Support from Staff/Internal Coaches**
- **April/May 2016 – Final ICP Observation and Self-Review**
- **May 2016 – Final ICP Professional Learning Community**
- **June 2016 – Final Recommendations**

ICP Pilot Classrooms

- Anne L...-SR
- De Anza.../view
- Galarza-... Wiisma... R + O
- Lyndale-O
- Parkway (2 classes) O, SR + O
- Mandala Child... para Unified (2 SR and O)
- House- O

THANK

YOU



SR = Self Review
 O = Observation
 SR + O = Self Review & Observation



ICP Pilot Findings



Site	Pre Scores	Post Scores	Change Found
AR	4.77	5.0	+.23
AD	6.0	5.45	-.55
DA	6.0	6.0	NONE
GA	4.6	6.0	+1.4
MH	4.77	5.45	-.68
MI	6.0	6.66	+.66
MTV	5.45	6.75	+1.3
PW2	4.8	4.5	-.30
PWK2	6.4	6.6	-.20
SL	4.6	5.0	+.40
BPS	5.0	5.0	NONE
MK	6.0	7.0	+1.0

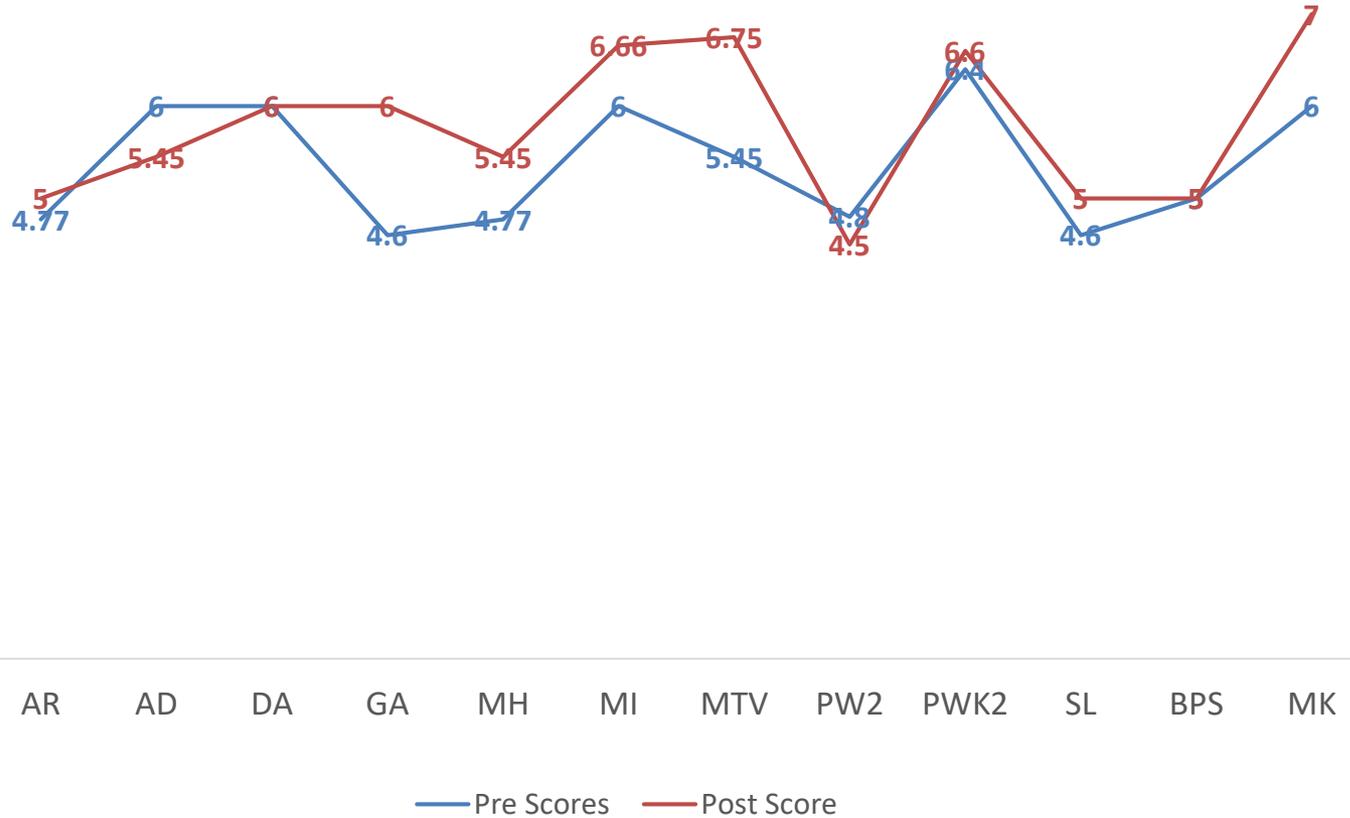


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ICP Pilot Findings

Edgemoor
Inclusive Classroom Profile

ICP PILOT FINDINGS PRE & POST SCORES



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ICP Pilot Findings

Overall Benefits:

- Inclusion Policy Statement added after ICP Rating
- ICP Scores increased (pre to post)
- Self Rating ICP scores were reported higher
- ICP Scores increased with training in Teaching Pyramid/CSEFEL

Factors negatively impacting ICP Scores:

- Substitute staff
- “Pull Out” Services



ICP Pilot Findings

Additional Benefits:

- All children benefit
- Improved collaboration between teachers
- Increased awareness of inclusive practices





Action Plan for Inclusive Classroom Profile



Action Plan for Inclusive Classroom Profile

Team Members: _____

Rater: _____ Coach: _____ Team Lead: _____

Priority Indicators: _____

ACTION STEPS

Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
				Resources Available	Resources Needed (financial, human, and other)	
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?			What individuals might resist? How?

Action Plan Example

Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
				Resources Available	Resources Needed (financial, human, and other)	
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, and other)	What individuals might resist? How?
2	Step 1: Continue PDAs and set up playdoh and paint activities for Santiago with another child By <u>3/14/16</u>	Classroom Assistant	Start 3/14/16	Materials	Time, classroom assist	Other children may not want to participate with Santiago
4	Step 2: conflict resolutions – post feelings visuals throughout the learning environment By <u>3/21/16</u>	Teacher & Rater	Post by 3/21/16	Feelings pix from IC	Mail, time to implement, communicate with all staff	None noted
5	Step 3: books available portraying differences, books with puppets By <u>3/31/16</u>	Teacher & Rater	Available 3/31/16	SJ Public Library & SCCOE Library Media Services	Time & Transportation	Getting to the library
8	Step 4: work on adapting group activities for <i>Child</i> to participate in – give him a job, set up a schedule By <u>3/31/16</u>	Teacher & Rater	Start 3/11 Print color pictures for teacher	Pictures Time camera	Time Materials pictures	<i>Child</i> , other children

Recommendations



ICP Pilot

Recommendations 2016-17

- Create a crosswalk that will complement global rating tools i.e.: ECERS, DRDP, Teaching Pyramid, GLAD, CLASS etc.
- Train programs, coaches and raters on ICP and crosswalk
- ICP overview training for all QRIS participants
- Create video examples of exemplars of good practice
- Create on-going PLC's
- Incorporate ICP rating into QRIS Rating System



Resources

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education: 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>

Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early childhood environment rating scale (ECERS-3)*. Third Edition. Teachers College Press.

DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved 6/15/09 from [http://community.fpg.unc.edu/resources/articles/Early Childhood Inclusion](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)



ICP Training Program

- **Training options include:**
 - Half-day Overview Training on basic administration and scoring
 - 5-Day Reliability Training which includes the Overview and 4 full-day classroom observations and debriefing sessions lead by an ICP certified trainer

Trainings are conducted at the Frank Porter Graham Child Development Institute at the University of North Carolina. For more information go to:

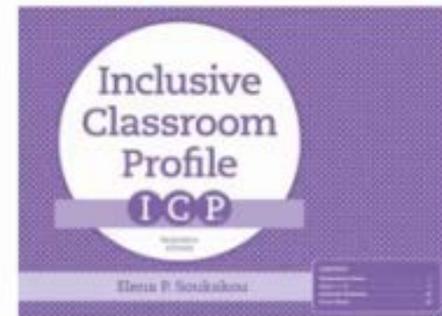
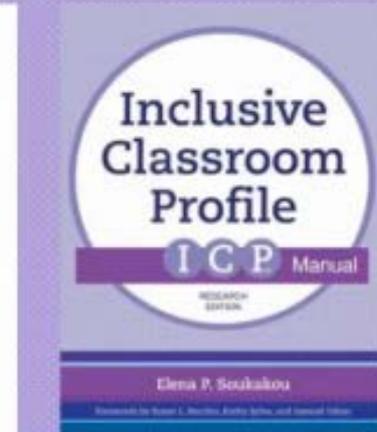
<http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency>



Inclusive Classroom Profile Materials

- **Manual**
 - Guides users on understanding, implementing, and scoring the ICP
- **Forms**
 - Package of 5 32-page forms
- **Set**
 - Includes the ICP Manual and one package of forms

To order, visit
brookespublishing.com/icp



Questions?





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**THANK
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