Early CHOICES

A Preschool LRE Initiative
of the Illinois State Board of Education

USING THE INCLUSIVE CLASSROOM PROFILE TO SUPPORT HIGH QUALITY PRESCHOOL INCLUSION
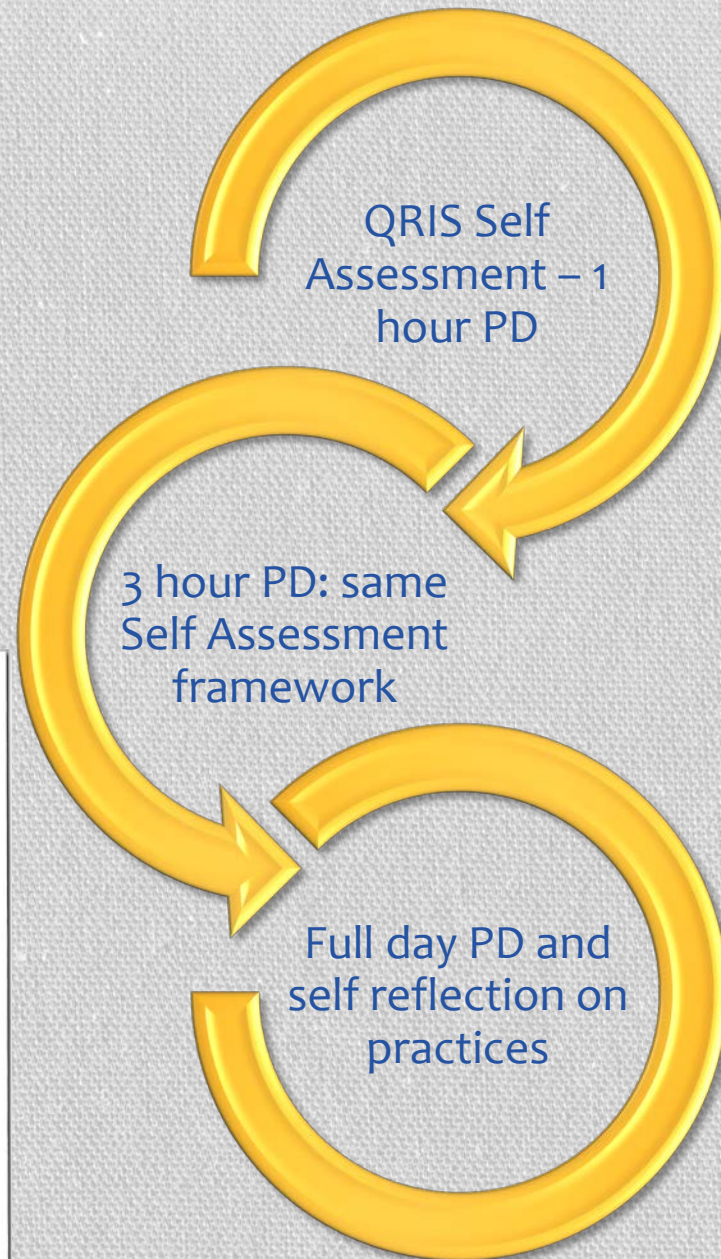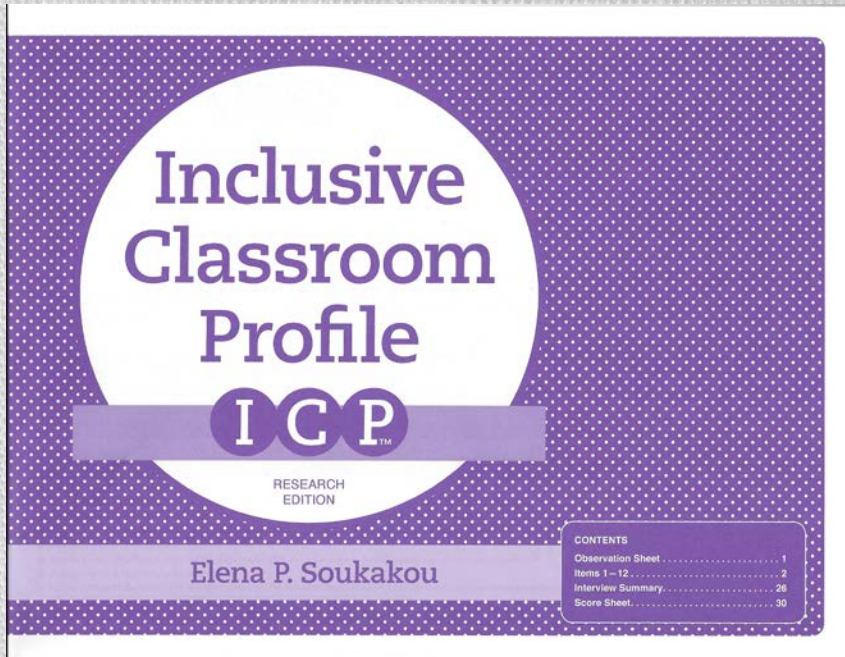
Ann Kremer
Early CHOICES
www.eclre.org
Illinois

Focus on Inclusive Classroom Profile: Turning Principles into Practices

Illinois: ICP as Self Reflection

Inclusive Classroom Profile

I C P

RESEARCH EDITION

Elena P. Soukakou

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QRIS Self Assessment – 1 hour PD

3 hour PD: same Self Assessment framework

Full day PD and self reflection on practices

Target groups

- Public School district programs that are including children and wanting to improve quality of inclusive practices

- Early Intervention and Child Care collaborations

Using the ICP to Guide Professional Learning Plans

- ICP Overview of practice
  - Observe in own classroom using the ICP
  - Identify strengths and priorities as a classroom team
  - Create a professional learning plan
  - Classroom teams share professional learning across teams

- ICP in inclusive classrooms Year 2
  - Professional Learning Communities identify goals for new year, repeat the
  - Early CHOICES provides support to the PLCs

How we are using the ICP in your program?

- Self-assessment in your classroom
- No external observer
- ALL children with special needs
- No Scoring

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

Wolery, et al., 2000

ICP Self Reflection

ICP Self Reflection

1. **Adaptations of space and materials/equipment**

This looks at how adults intentionally arrange and organize space and materials to meet individual needs and support independence and peer interaction.

Accessible: "available at an area where a child can get it independently (e.g on shelves where children can reach; located within view of children, labeled so that children know what they are etc.)"

Access	Most children are able to access areas of the classroom independently
	- Pathways are clear - Children can access learning centers (no barriers present to access an area) - Equipment used as needed to increase access (e.g. ramp, walker) Children can independently access classroom materials and adults use strategies to support children having difficulty using classroom materials - Materials are set out on low, open shelves for independent access by children - Intentional placement of materials for children who might have difficulty accessing materials - Strategies are used to increase use of materials and help children when needed (e.g. hand-over hand, models how to use material, helps stabilize paper or materials) - Assistive technology is used and material adaptations are made in order to help children use materials while also encouraging independence. - Many areas and equipment are labeled with picture symbols, visual instructions and signs.

12 Inclusive Practices

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

ICP Elements

- Occurrence
- Frequency
- Context
- Consistency
- Individualization

Our Priorities

Strengths

- As a classroom team choose up to 3 strengths. They can be from different indicators or the same indicator.

- Write each one on a post it note and post on the corresponding poster

Priority for Learning

- As a classroom team choose up to 3 priorities for professional learning. They can be from different indicators or the same indicator.

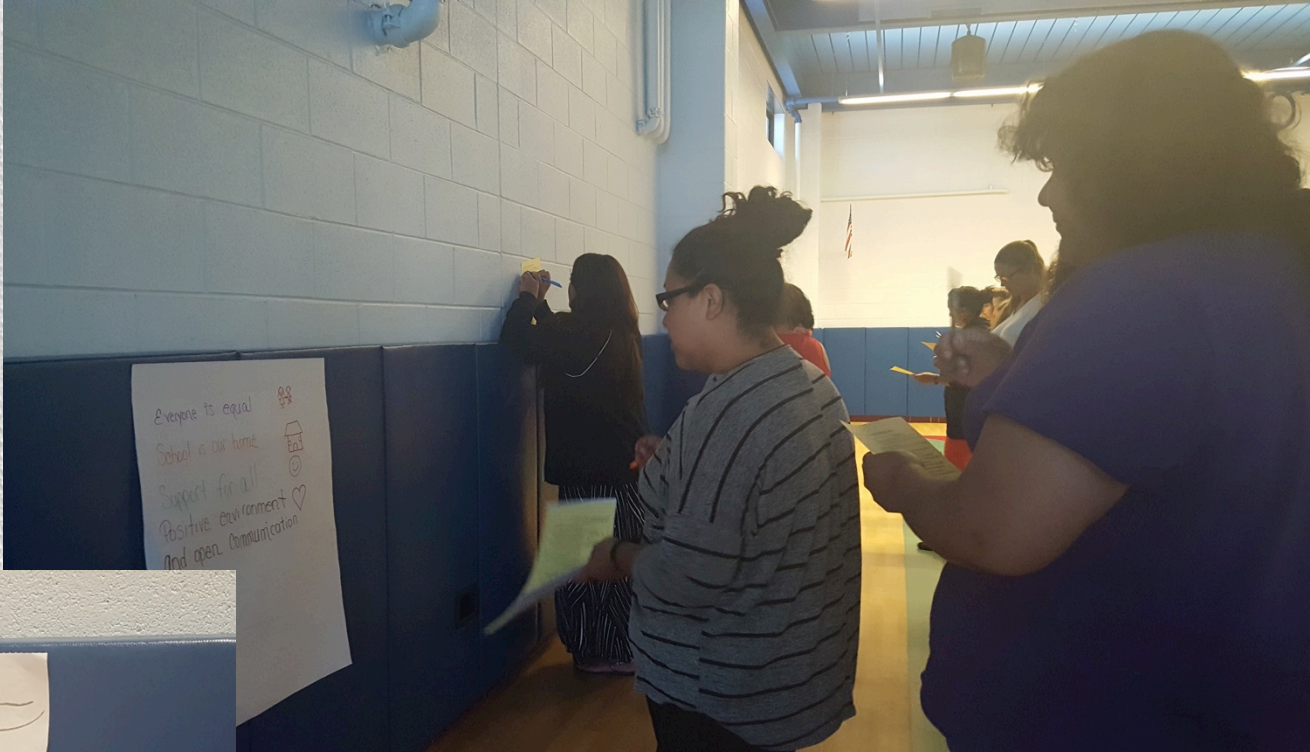- Write each one on a post it note and post on the corresponding poster

Let's walk the talk….

How are we going to accomplish our goals during this school year?

How are we going to embed into everyday practice?

Walking the Talk
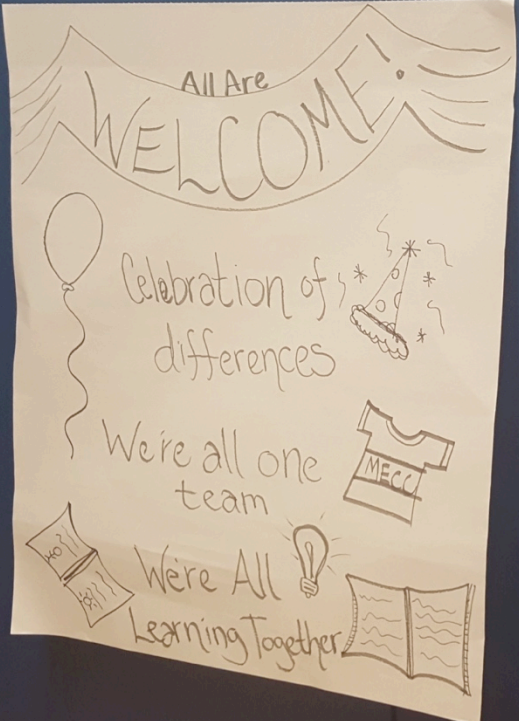
- Everyone is accepted and you can't distinguish between students with or without needs.

- Supports used for all!

- Environment meets all needs.
  -visuals   —spacing
  -accessible materials
  -

Big ideas for this year: __Membership__

What does it look like:

In classroom	In lesson plans	Communication with parents	In hallways (i.e. to other teachers / visitors/children in the school)	In your professional development
2nd Step	Displays & Extension Activities	Create Communication Sheets	Continued Greetings Hallway/Park/MPR	Multicultural Seminars
Books about Differences	Social Stories	Monthly/ Weekly Newsletter	Whole School Displays	Planning & Creation of ← Materials
Jobs & Helpers	Pre-plan who does what & when	2nd Step Family Info Sheets	Map & Heritage Displays	Time to Collaborate & Create
Offer Choice &/or Vote for student	Classroom "Bank" Materials	Share Classroom Supports	MultiCultural Materials (Paper/Markers)	Classroom Tours for Staff

"A goal without a plan is just a wish."

* Fair Is Not Always Equal *   www.brookespublishing.com

5.2
Adults incorporate alternatives
means of communication.

Big ideas for this year: **Support for communication**

What does it look like:

| In classroom	In lesson plans	Communication with parents	In hallways (i.e. to other teachers / visitors/children in the school)	In your professional development
Picture symbols	Vocabulary words	Send home vocab w/ pictures	Labels & communication boards	Collaborating ↓ PLC
Social stories	Include "plan of use" (Individualized)	Send home a copy	Shared w/ others	↓ ↓
Assistive Tech	use during Large group & centers	Childs progress will be communicated	↓	Star Net ↓ ↓
Communication boards	use during Large group / centers	Send home a copy	↓	↓ ↓

Boardmaker online

Discuss in your group:
1. Top 3 practices (5 mins)
2. Write where you are focusing your work [Context, Consistency Individualization]
3. Post note on ICP item poster

Example

- #6 Relationships between adults and children

- 5.2 Many Sustained Reciprocal Interactions

- Currently happens at snack and small groups- but we want to expand to other times of the day like motor time-
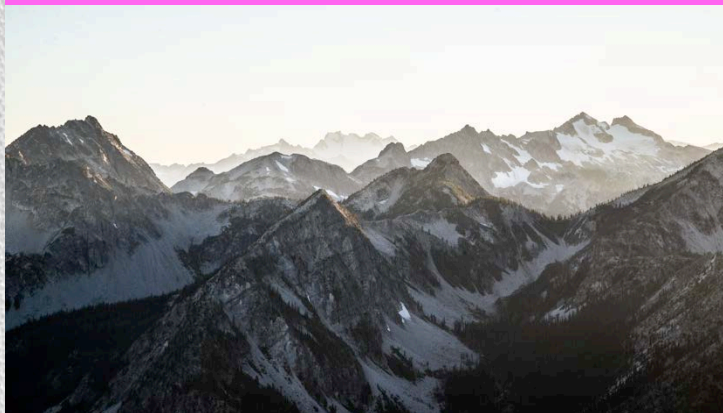
- Working on context and frequency
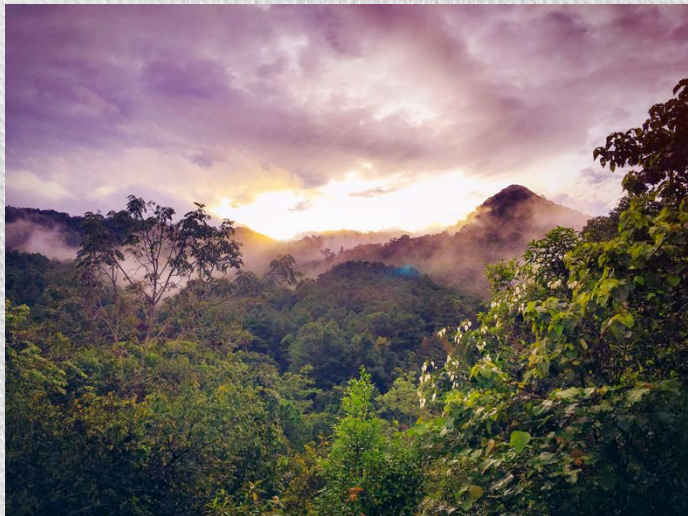
Rainforest
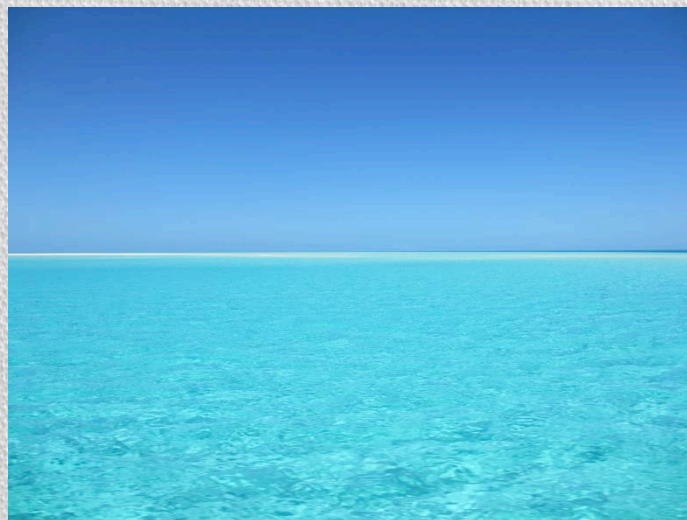
Ocean

Mountains

Desert

Matrix Planning

ICP item	Arrival	Large Group	Small Group	Free Choice	Motor	Transitions
Item 6 5.2				Bring copies of family photos into block area to prompt interactions and respond to needs (5.3)		
Item 7 5.2	Add a social story to support peer interaction at arrival				Bring visual supports outside to support turn taking	

Resources
www.eclre.org

People Support Matrix

Student: _____

Team Members: _____

Classroom: Activity/Schedule	Self	Peers – specify Classmates, Others (peer tutors)	Natural Adult Support – General Education Teacher, Principal, Hall Monitor, Lunch Staff, Volunteer	Specialized Adult Support: Paraeducator, Special Education Teacher, Related Service (OT, PT, S.W, Speech, Psych,)

- Tools to
- Planning

Additional Helpful Links

Brookes Publishing Resource Alignment
 http:bit.lyicpalign

 Livebinder Using ICP for Self
Assessment
 http://www.livebinders.com/play/play?id=1937
670

A goal without a plan,
is just a wish. **Antoine de Saint-Exupery**

Contact Information

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Thanks!