

Inclusive Classroom Profile



RESEARCH
EDITION

Elena P. Soukakou

CONTENTS

Observation Sheet	1
Items 1—12	2
Interview Summary	26
Score Sheet	30

Inclusive Classroom Profile



Date of observation: 12/4/16 Name of setting: Preschool Poppies

Observer: ID: #01234

Teacher(s): ID: #56789

Time observation began: 9:00AM Time observation ended: 10:30AM

Administration Reminders:

- The observation should be scheduled during regular classroom routines when all children are present.
- Inform program staff about the interview and documentation review before the observation takes place.
- The interview should be conducted when the classroom staff are not interacting with children.
- Be sure to read scoring criteria for all items.

OPTIONAL INFORMATION

Number of students present in the classroom: 12

Number of students with disabilities observed during the ICP assessment: 2

Ask the teacher the following questions, and record answers prior to the observation:

“Will any children be receiving specific interventions during the observation?” YES NO

If yes, please describe _____

“Will any children be receiving supports from therapists or other specialists during the observation?” YES NO

If yes, please describe _____

NOTES

SCORING GUIDANCE

- 1 Rate as 1 if any indicator under column 1 is scored YES
 - 2 Rate as 2 when all indicators under column 1 are scored NO and at least half of the indicators under column 3 are scored YES
 - 3 Rate as 3 when all indicators under column 1 are scored NO and all indicators under column 3 are scored YES
 - 4 Rate as 4 when all indicators under column 3 are met and at least half of the indicators under column 5 are scored YES
 - 5 Rate as 5 when all indicators under column 5 are met
 - 6 Rate as 6 when all indicators under column 5 are scored YES and at least half of the indicators under column 7 are scored YES
 - 7 Rate as 7 when all indicators under column 7 are met
- > A score of NA permitted: Not Applicable is given when indicated. Indicators assessed NA permitted are not counted when determining the rating for an item.
Key: Y = Yes; N = No; NA = Not Applicable; O = Observation; DR = Document Review; I = Interview

1. Adaptations of Space, Materials, and Equipment (O)

1 Inadequate	2	3 Minimal	4	5 Good	6	7 Excellent
-----------------	---	--------------	---	-----------	---	----------------

1.1 Most classroom areas are not **accessible** (e.g., stairs, various ground levels, toys covering large floor space preclude access), **and children are not helped** to gain access to classroom areas. (O)

YES NO

1.2 Materials and equipment are **not accessible** by children (e.g., most materials placed in areas that children cannot reach, equipment/materials not adapted to enable access), **and children are not helped** to gain access to them. (O)

YES NO

3.1 Some classroom areas are **accessible** by children, and adults usually help children gain access to the classroom space, when needed (e.g., children can access and move around, walker provided). (O)

YES NO

3.2 Some materials and equipment are **accessible** by children, and adults usually help children **gain access to** materials/equipment they need to use, when needed (e.g., adult helps child reach a toy from shelf, adult places adaptive scissors on table close to where child is working). (O)

YES NO

3.3 There are at least a **few materials and equipment** that children **use independently**. (O)

NA permitted

YES NO NA

5.1 Most classroom areas can be **independently accessed** by children (e.g., children can independently gain access to and move around most areas). (O)

NA permitted

YES NO NA

5.2 Adults **monitor** how children **use materials/equipment and help children use** materials when they have difficulty (e.g., adult offers hand-over-hand assistance to help child use scissors, adult models for a child how to hold a marker). (O)

YES NO

5.3 There are **many materials and equipment** that children **use independently**. (O)

NA permitted

YES NO NA

5.4 Many classroom areas and equipment are **labeled with picture symbols, visual instructions, and signs** based on children's needs to encourage independent access and use (e.g., visual instructions are placed near sinks to facilitate hand washing, visuals are used to indicate activity areas). (O)

YES NO

7.1 Adults **intentionally organize the physical space and materials throughout the day to accommodate individual needs and encourage peer interaction** (e.g., adult clears toys from floor space to support easy access for a particular child, adult repositions child on wheelchair so that he or she can face his or her peers, adult moves art materials placed on activity table closer to child to promote independent work). (O)

YES NO

7.2 Adults **consistently support each child** who has difficulty **using materials/equipment purposefully** while at the same time encouraging child independence. (O)

YES NO

Criteria for Rating Indicators

Item 1 assesses the quality of environmental adaptations and adult strategies for supporting children's access to and use of the classroom's physical space, materials, and equipment. It also assesses the extent to which adults intentionally organize and adjust the physical space and materials during the day to support children's learning and social experience. Assessment of Item 1 practices considers both indoor and outdoor space that is used by the children on the day of the assessment.

1.2 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).

3.3 Score YES if the majority of the children used at least a few materials and equipment independently during the observation time. NA is permitted if children's physical or mental ability is so impaired that they cannot use any materials independently.

5.1 Score YES if the space is organized or adapted in such way that it enables most children to gain access to most areas of the classroom independently. This indicator does not apply to children whose motor ability is so limited that they cannot gain access to most areas independently. NA is permitted in this case.

5.2 Score YES if the majority of children are helped most of the time, when needed, although support across children may not be provided consistently across all children. Do not give credit if at least one child is not consistently supported when adult support is needed.

5.3 Score YES if the majority of the children used many materials and equipment independently during the observation. Observe if materials are placed, organized, and labeled in ways that enable children in the room to use them independently. It is possible that some children can use many materials independently but may choose not to on the day of your visit. This may be due, however, to a lack of appropriate adaptations, accessibility of materials, or lack of support for independent use. Therefore, in cases in which the majority of children you observe do not use many materials and equipment independently, you can give credit only if you observe adults encouraging children to use different materials independently. NA is permitted if children's physical or mental ability is so impaired that they cannot use many materials independently.

7.1 Score YES if you observe at least one to two clear examples with one or across children demonstrating that environmental arrangements are made to support children's individual needs and social experience, when needed. Do not give credit if you observe several missed opportunities to promote such goals through environmental modifications.

7.2 Score YES if each child is consistently supported in using materials and equipment, when needed.

NOTES _____

Directions: Circle the appropriate response (YES/NO/NA) for each indicator. Apply the scoring guidance for each item to assign an individual item rating from 1 to 7 in the Individual Item Ratings Column. Add all individual item ratings and divide this number by the number of total items rated to calculate a total score.

SCORING GUIDANCE

- ❶ Rate as 1 if any indicator under column 1 is scored YES
 - ❷ Rate as 2 when all indicators under column 1 are scored NO and at least half of the indicators under column 3 are scored YES
 - ❸ Rate as 3 when all indicators under column 1 are scored NO and all indicators under column 3 are scored YES
 - ❹ Rate as 4 when all indicators under column 3 are met and at least half of the indicators under column 5 are scored YES
 - ❺ Rate as 5 when all indicators under column 5 are met
 - ❻ Rate as 6 when all indicators under column 5 are scored YES and at least half of the indicators under column 7 are scored YES
 - ❼ Rate as 7 when all indicators under column 7 are met
- > A score of NA permitted: Not Applicable is given when indicated. Indicators assessed NA permitted are not counted when determining the rating for an item.

1	3	5	7	Individual Item Ratings							
1. Adaptations of space, materials, and equipment				❶	❷	❸	❹	❺	❻	❼	
1.1 YES/NO	3.1 YES/NO	5.1 YES/NO/NA	7.1 YES/NO								
1.2 YES/NO	3.2 YES/NO	5.2 YES/NO	7.2 YES/NO								
	3.3 YES/NO/NA	5.3 YES/NO/NA									
		5.4 YES/NO									
2. Adult involvement in peer interactions				❶	❷	❸	❹	❺	❻	❼	
1.1 YES/NO	3.1 YES/NO	5.1 YES/NO	7.1 YES/NO								
1.2 YES/NO	3.2 YES/NO	5.2 YES/NO	7.2 YES/NO								
1.3 YES/NO	3.3 YES/NO										
	3.4 YES/NO										
3. Adults' guidance of children's free-choice activities and play				❶	❷	❸	❹	❺	❻	❼	
1.1 YES/NO	3.1 YES/NO	5.1 YES/NO	7.1 YES/NO								
1.2 YES/NO	3.2 YES/NO	5.2 YES/NO	7.2 YES/NO								
1.3 YES/NO	3.3 YES/NO	5.3 YES/NO	7.3 YES/NO								
4. Conflict resolution NA Permitted				❶	❷	❸	❹	❺	❻	❼	NA
1.1 YES/NO/NA	3.1 YES/NO/NA	5.1 YES/NO	7.1 YES/NO								
1.2 YES/NO	3.2 YES/NO	5.2 YES/NO	7.2 YES/NO								
1.3 YES/NO	3.3 YES/NO										
	3.4 YES/NO										

1		3		5		7		Individual Item Ratings							
5. Membership								1	2	3	4	5	6	7	
1.1	YES / NO / NA	3.1	YES / NO / NA	5.1	YES / NO	7.1	YES / NO	7							
1.2	YES / NO	3.2	YES / NO / NA	5.2	YES / NO / NA	7.2	YES / NO								
1.3	YES / NO	3.3	YES / NO	5.3	YES / NO										
		3.4	YES / NO / NA												
6. Relationships between adults and children								1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO	6							
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO	7.2	YES / NO / NA								
1.3	YES / NO	3.3	YES / NO	5.3	YES / NO	7.3	YES / NO								
7. Support for communication								1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO	7							
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO	7.2	YES / NO								
		3.3	YES / NO	5.3	YES / NO										
8. Adaptations of group activities NA Permitted								1	2	3	4	5	6	7	NA
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO	6							
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO	7.2	YES / NO								
		3.3	YES / NO												
9. Transitions between activities								1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO	7							
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO / NA	7.2	YES / NO								
1.3	YES / NO	3.3	YES / NO	5.3	YES / NO / NA										
10. Feedback								1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO	6							
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO	7.2	YES / NO / NA								
				5.3	YES / NO	7.3	YES / NO								
				5.4	YES / NO / NA										

1	3	5	7	Individual Item Ratings							
11. Family-professional partnerships				1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO				
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO	7.2	YES / NO				
		3.3	YES / NO	5.3	YES / NO	7.3	YES / NO				
		3.4	YES / NO	5.4	YES / NO / NA						
		3.5	YES / NO / NA								
12. Monitoring children's learning				1	2	3	4	5	6	7	
1.1	YES / NO	3.1	YES / NO	5.1	YES / NO	7.1	YES / NO				
1.2	YES / NO	3.2	YES / NO	5.2	YES / NO / NA	7.2	YES / NO / NA				
		3.3	YES / NO / NA	5.3	YES / NO / NA						
		3.4	YES / NO								
		3.5	YES / NO								

7

7

TOTAL SCORE:	
A. Total individual item ratings:	77
B. Number of items rated:	12
A. _____ ÷ B. _____ = TOTAL	6.42