Strategies Professional Development Solutions

INCLUSION COLLABORATIVE

Presented by:

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ICP™

Outcomes for Today

- Learn about the Inclusion Collaborative
- Learn about the Georgia's Quality Rated Inclusion Endorsement
- Learn about:
  - Overview of the Inclusive Classroom Profile (ICP)
  - Georgia Department of Early Care and Learning ICP Activities
  - Santa Clara County ICP Activities
  - Identify your next steps!

INCLUSION COLLABORATIVE

Welcoming All!

Inclusion Collaborative

Mission:

The Inclusion Collaborative of SCCOE builds a culture that values all children by strengthening, sustaining, and ensuring inclusive practices.

Vision:

Our community embraces diversity and supports lifelong quality inclusion for everyone.

Inclusion Collaborative Services

Coaching

Technical Assistance

- Site Meetings
- Resource Materials

Professional Development

- Countywide (Make & Takes, Teaching Pyramid, etc.)
- Annual Inclusion Collaborative State Conference
- Available for districts & organizations for on-site training

Inclusion Collaborative Services

Website: www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow:

Sign up for our mailing list

Find us on Facebook

Follow us on Pinterest

Follow @inclusioncollab

YouTube

Inclusion Collaborative Services

(408) 453-6651
inclusionwarmline@sccoe.org
FREE support, information and referrals for including children of all ages with disabilities and other needs in your community
• Positive behavior support for parents and professionals
• Referrals to local resources, agencies, and services
• Developmental Screening for ages one month to 5-½ years
• Answers to questions regarding inclusive practices
• Parent and educator resources (such as visual supports, social stories)
• Resources for transitions between programs (such as elementary to middle school)
• Technical assistance and support to increase inclusive services
• Referrals to inclusive community activities

5th Annual Inclusion Collaborative State Conference

October 24-26, 2018

San Jose, California

How Do We Know….

If We Are Practicing High Quality Inclusion?

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

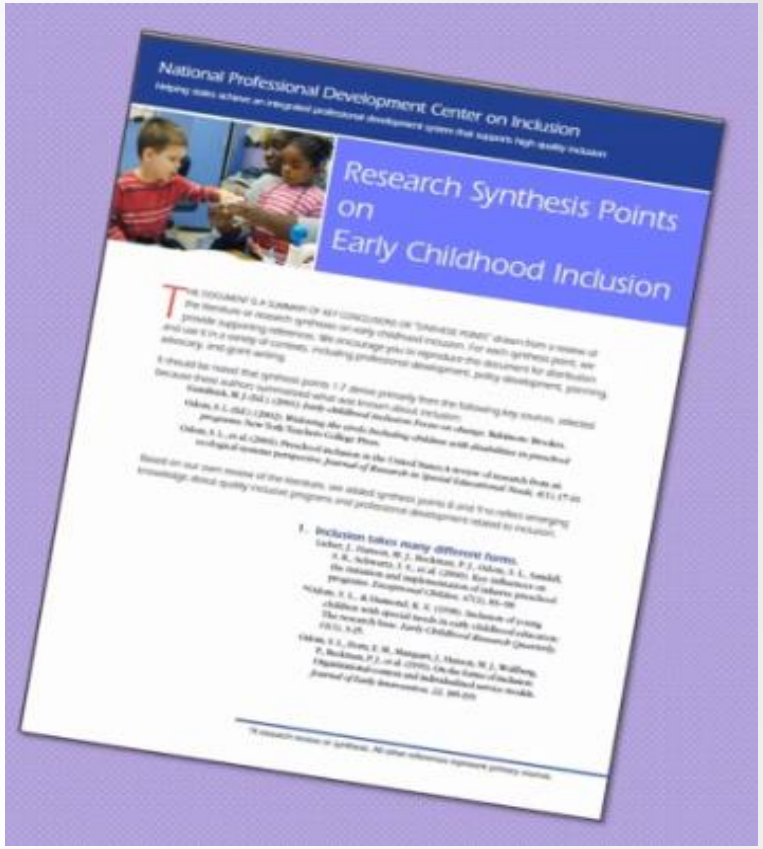
Inclusive Classroom Profile (ICP)

Reliable Instrument to Rate
Inclusive Settings for Preschoolers

Background of ICP

National Professional Development Center on Inclusion

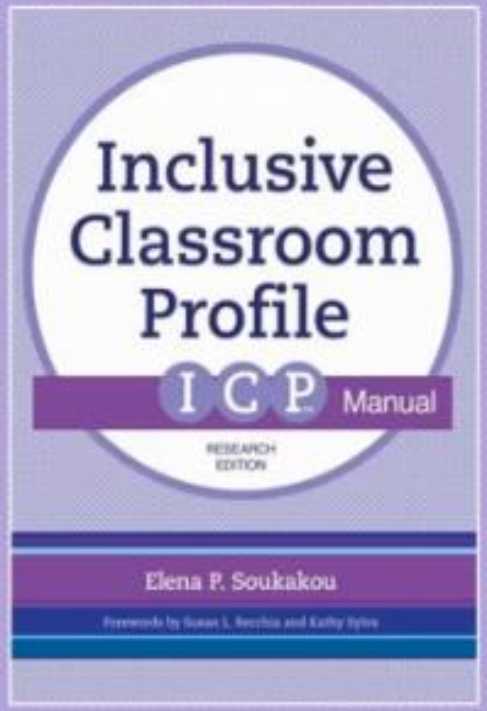
UNC FPG CHILD DEVELOPMENT INSTITUTE



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

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



The ICP…

- Measures inclusive, classroom-level practices that have strongest research support for meeting the individualized needs of children with disabilities
- Is a structured observation measure that includes a review of documentation and interview
- Uses a 1-7 point rating scale to assign scores for 12 items
- Consists of a manual and packet of forms

How is the ICP designed to be USED?

- As a research tool
- For program evaluation
- To support continuous quality improvement

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.*

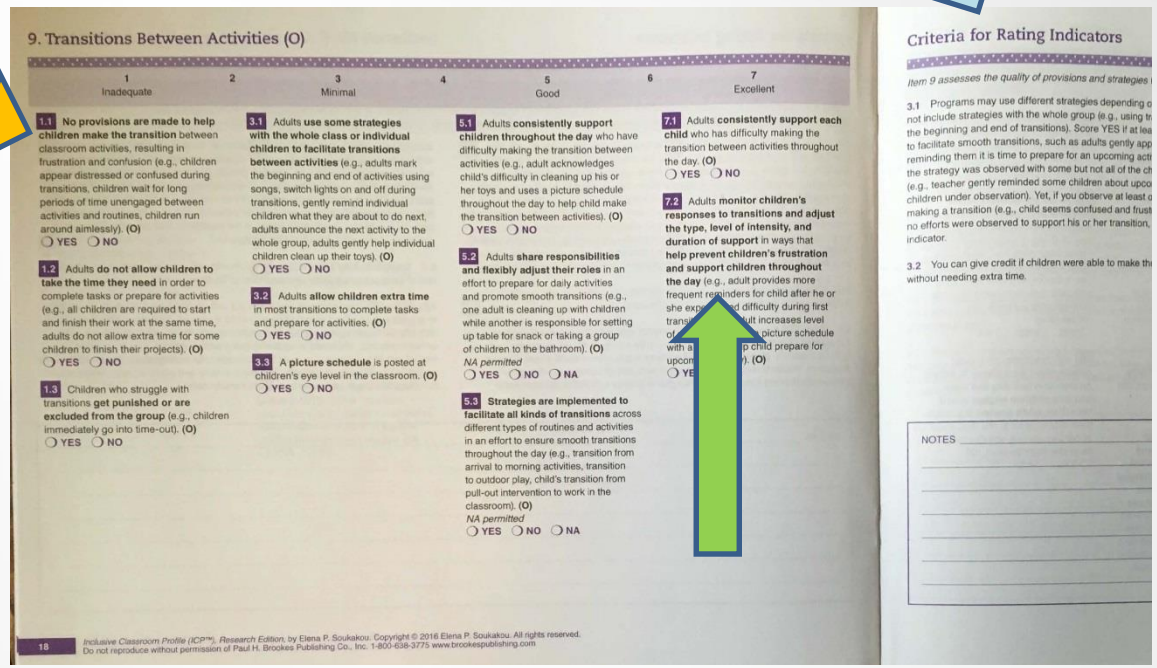
Who is Being Observed?

- Children with identified special education needs in the context of classroom activities and social interactions with adults and peers

- Teachers, co-teachers, specialists

Understanding the structure of the ICP

- 12 Items
- Indicators
- Examples
- Criteria for rating indicators



9. Transitions Between Activities (O)

1 Inadequate 2 3 Minimal 4 5 Good 6 7 Excellent

1.1 **No provisions are made to help children make the transition** between classroom activities, resulting in frustration and confusion (e.g., children appear distressed or confused during transitions, children wait for long periods of time unengaged between activities and routines, children run around aimlessly). **(O)**
○ YES ○ NO

1.2 Adults **do not allow children to take the time they need** in order to complete tasks or prepare for activities (e.g., all children are required to start and finish their work at the same time, adults do not allow extra time for some children to finish their projects). **(O)**
○ YES ○ NO

1.3 Children who struggle with transitions **get punished or are excluded from the group** (e.g., children immediately go into time-out). **(O)**
○ YES ○ NO

3.1 Adults **use some strategies with the whole class or individual children to facilitate transitions between activities** (e.g., adults mark the beginning and end of activities using songs, switch lights on and off during transitions, gently remind individual children what they are about to do next, adults announce the next activity to the whole group, adults gently help individual children clean up their toys). **(O)**
○ YES ○ NO

3.2 Adults **allow children extra time** in most transitions to complete tasks and prepare for activities. **(O)**
○ YES ○ NO

3.3 A **picture schedule** is posted at children's eye level in the classroom. **(O)**
○ YES ○ NO

5.1 Adults **consistently support children throughout the day** who have difficulty making the transition between activities (e.g., adult acknowledges child's difficulty in cleaning up his or her toys and uses a picture schedule throughout the day to help child make the transition between activities). **(O)**
○ YES ○ NO

5.2 Adults **share responsibilities and flexibly adjust their roles** in an effort to prepare for daily activities and promote smooth transitions (e.g., one adult is cleaning up with children while another is responsible for setting up table for snack or taking a group of children to the bathroom). **(O)**
NA permitted
○ YES ○ NO ○ NA

5.3 **Strategies are implemented to facilitate all kinds of transitions** across different types of routines and activities in an effort to ensure smooth transitions throughout the day (e.g., transition from arrival to morning activities, transition to outdoor play, child's transition from pull-out intervention to work in the classroom). **(O)**
NA permitted
○ YES ○ NO ○ NA

7.1 Adults **consistently support each child** who has difficulty making the transition between activities throughout the day. **(O)**
○ YES ○ NO

7.2 Adults **monitor children's responses to transitions and adjust the type, level of intensity, and duration of support** in ways that **help prevent children's frustration and support children throughout the day** (e.g., adult provides more frequent reminders for child after he or she exhibited difficulty during first transition, adult increases level of support, uses picture schedule with a child, helps child prepare for upcoming transition). **(O)**
○ YES

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Criteria for Rating Indicators

Item 9 assesses the quality of provisions and strategies

3.1 Programs may use different strategies depending on not include strategies with the whole group (e.g., using tr the beginning and end of transitions). Score YES if at lea to facilitate smooth transitions, such as adults gently app reminding them it is time to prepare for an upcoming acti the strategy was observed with some but not all of the ch (e.g., teacher gently reminded some children about upco children under observation). Yet, if you observe at least o making a transition (e.g., child seems confused and frust no efforts were observed to support his or her transition, indicator.

3.2 You can give credit if children were able to make th without needing extra time.

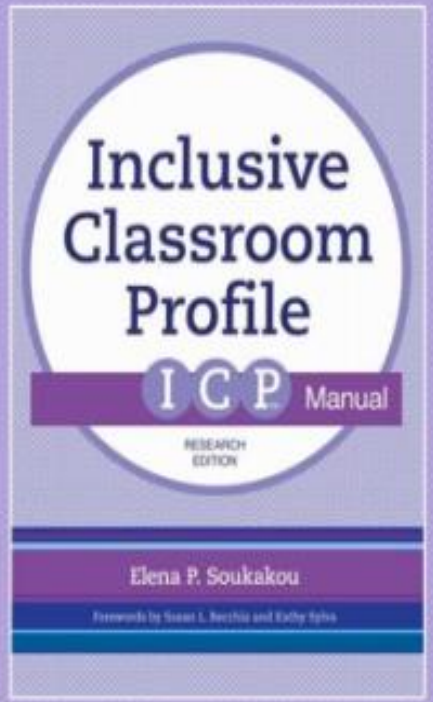
NOTES

What Do the ICP Items Measure?

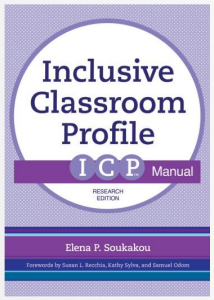
- Instructional strategies supporting individualized learning and engagement in activities and routines
- Procedures for monitoring children's learning and progress
- Environmental adaptations to support access and participation in activities and routines

Who Can Use the ICP?

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



THE ICP ITEMS



ICP Item Measures

12 Areas of Inclusive Practice

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

3. Adult guidance of children's play

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

4. Conflict Resolution

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

5. Membership

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

6. Adult-child social interactions

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

7. Support for communication

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

8. Adaptation of group activities

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

9. Transitions between activities

- Nature, pace and individualized supports for children with disabilities when transitioning between activities

10. Feedback

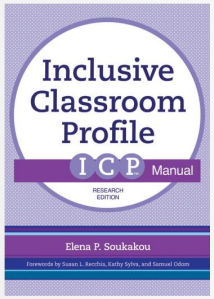
- Adults support positive behavior
- Acknowledge efforts and accomplishment
- Offer feedback to promote learning specific skills

11. Family- Professional partnerships

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

12. Monitoring children's learning

- Procedures and tools for monitoring children's progress



Administration of ICP

Includes the following:

- Observation (O)
- Interview (I)
- Document Review (DR)

- Approximately 3 hours required
- 20 minutes needed for teacher review

Georgia's Quality Rated Inclusion Endorsement

Jennie Couture
Director of Practice and Support Services
Pam Stevens
Quality Rated Policies and Partnership Director

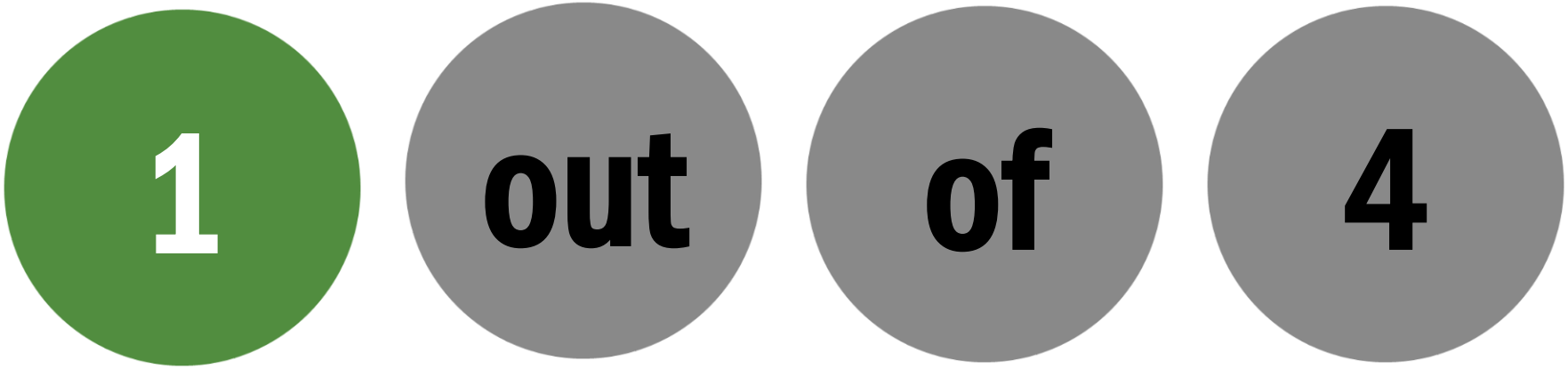
QUALITY℠ RATED CHILD CARE

Inclusion Endorsement

BRIGHT from the START
Georgia Department of Early Care and Learning

The sky's the limit!

We have our work cut out for us.



3-5 year olds with an IEP are served in a segregated setting.

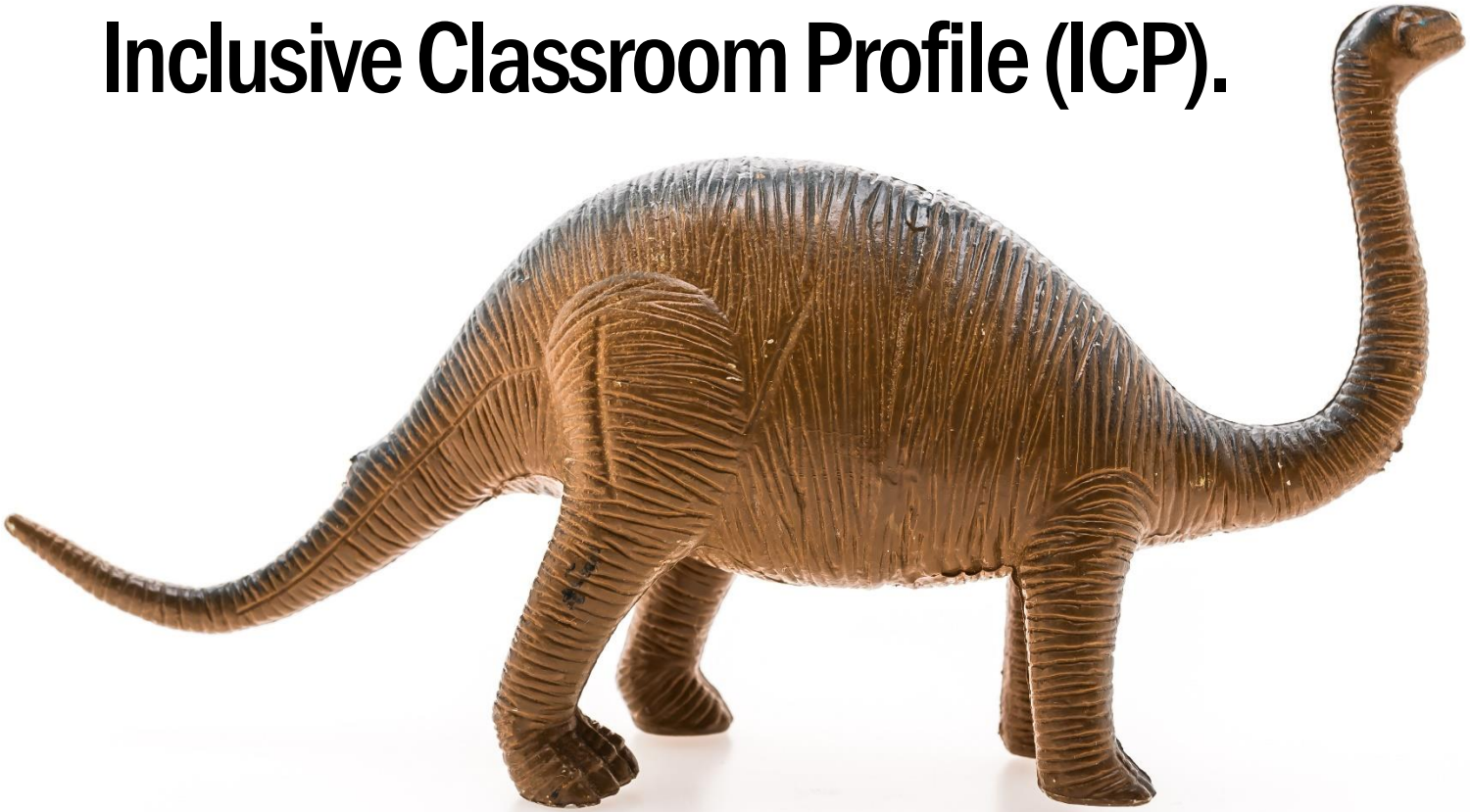
GADOE SPP/SPR, FY 201

Supporting inclusion at the Agency level.

10

regionally based Inclusion Specialists deliver on-site coaching and professional development.

Georgia has a long history with the Inclusive Classroom Profile (ICP).



Looking more intentionally at the quality of inclusive practices.

The Quality Rated Inclusion Endorsement was launched in

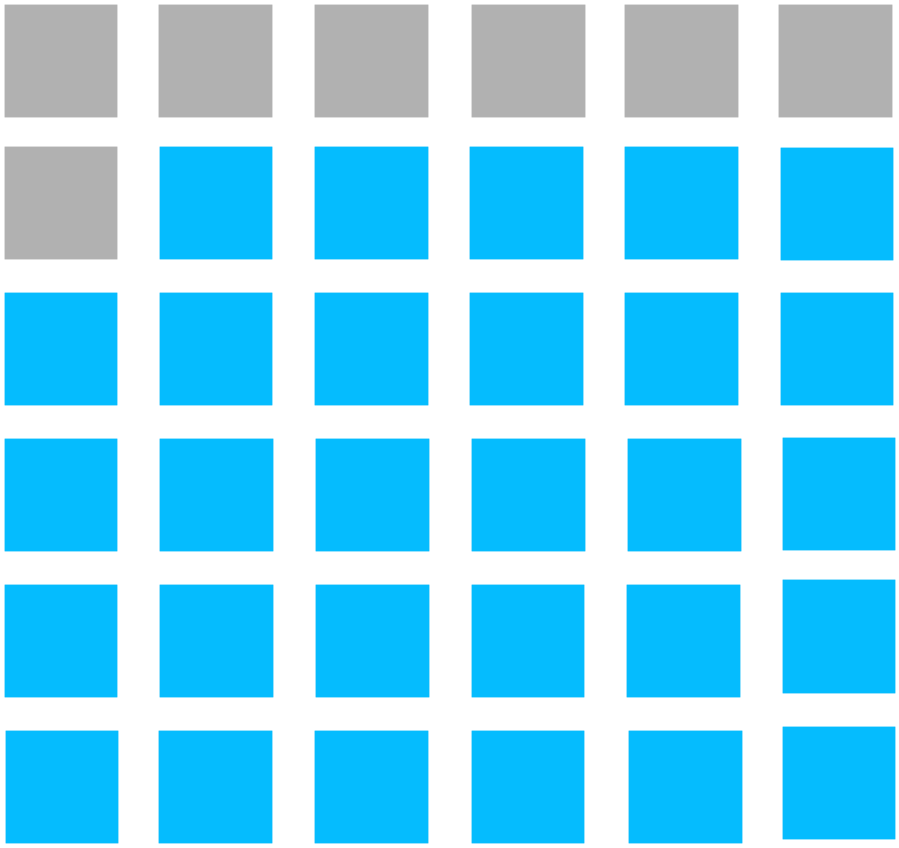
2015.

The highest scoring applications are selected for participation.

36

unique programs.

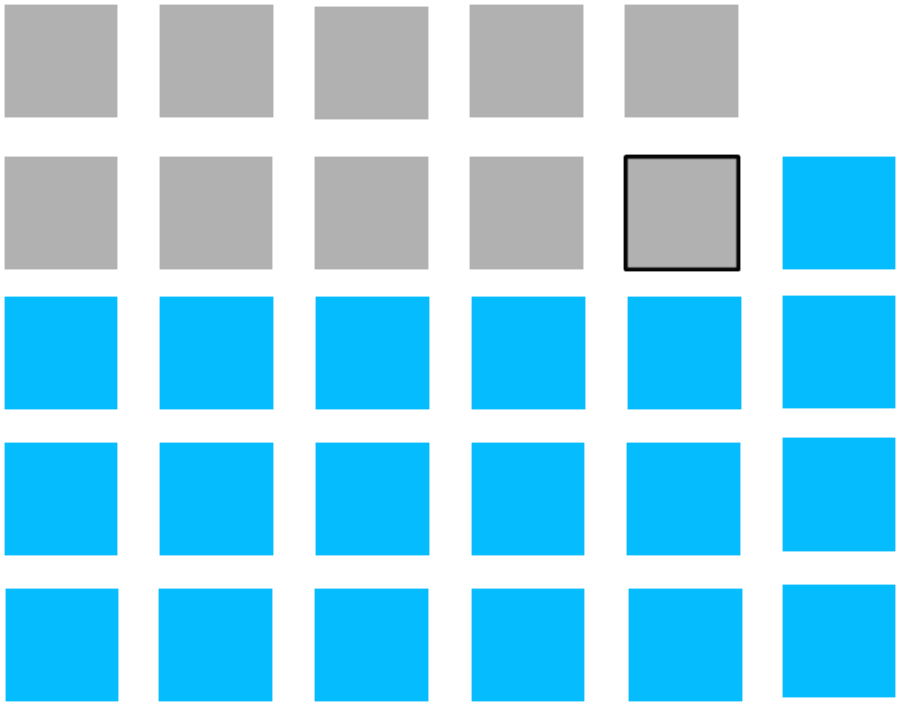
Attrition is a challenge.



29

programs began participation.

Attrition is a challenge.



34%

average attrition across the project.

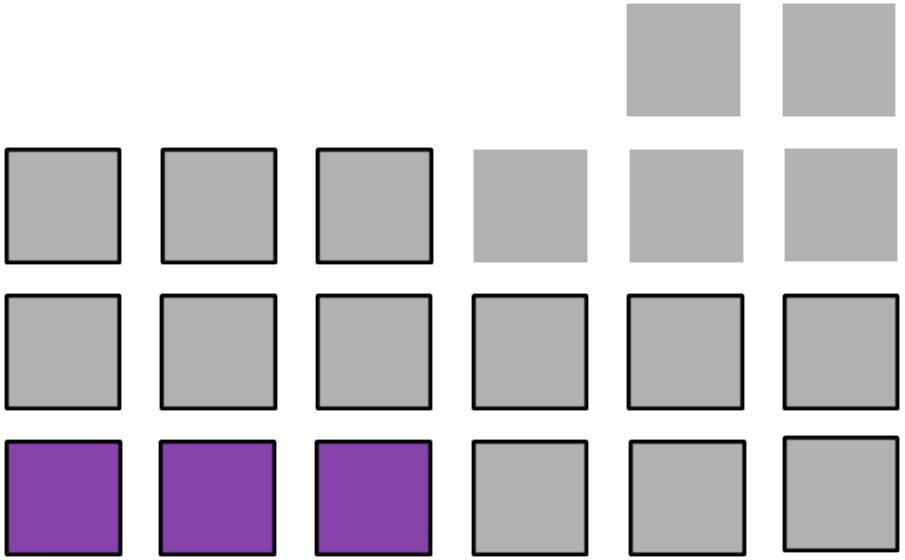
40%
of programs served only one child with a disability.

75%
of the programs that participated in TA earned the endorsement!

A few programs earned the endorsement without TA.

3

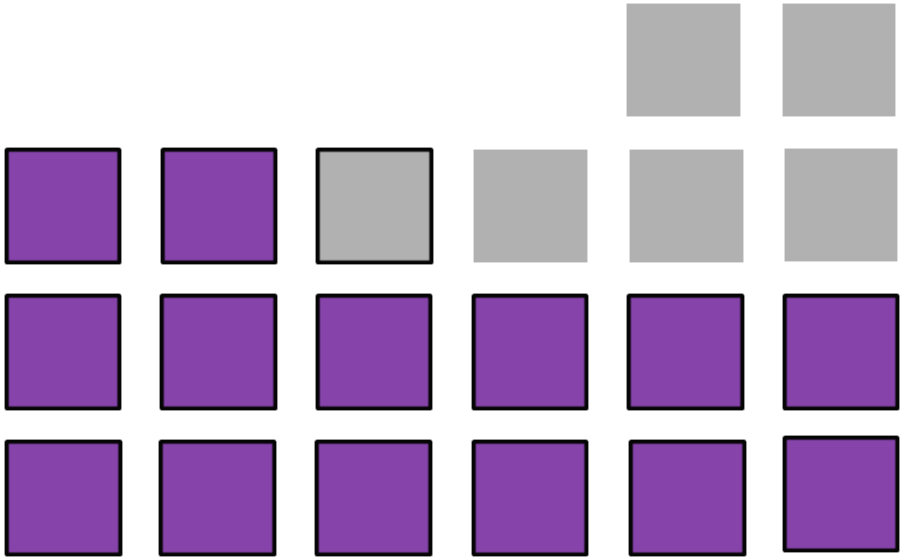
earned in the baseline, without TA.



Most programs earned the endorsement after 6 months of TA.

11

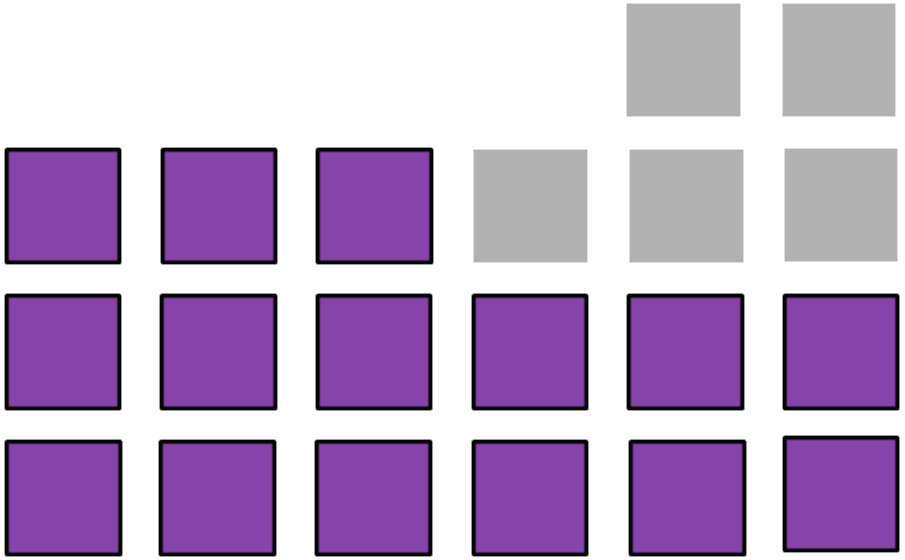
earned in the regular TA cycle (6 months).



One program earned the endorsement after extended TA.

1

earned after completing the extended TA cycle (9 months).

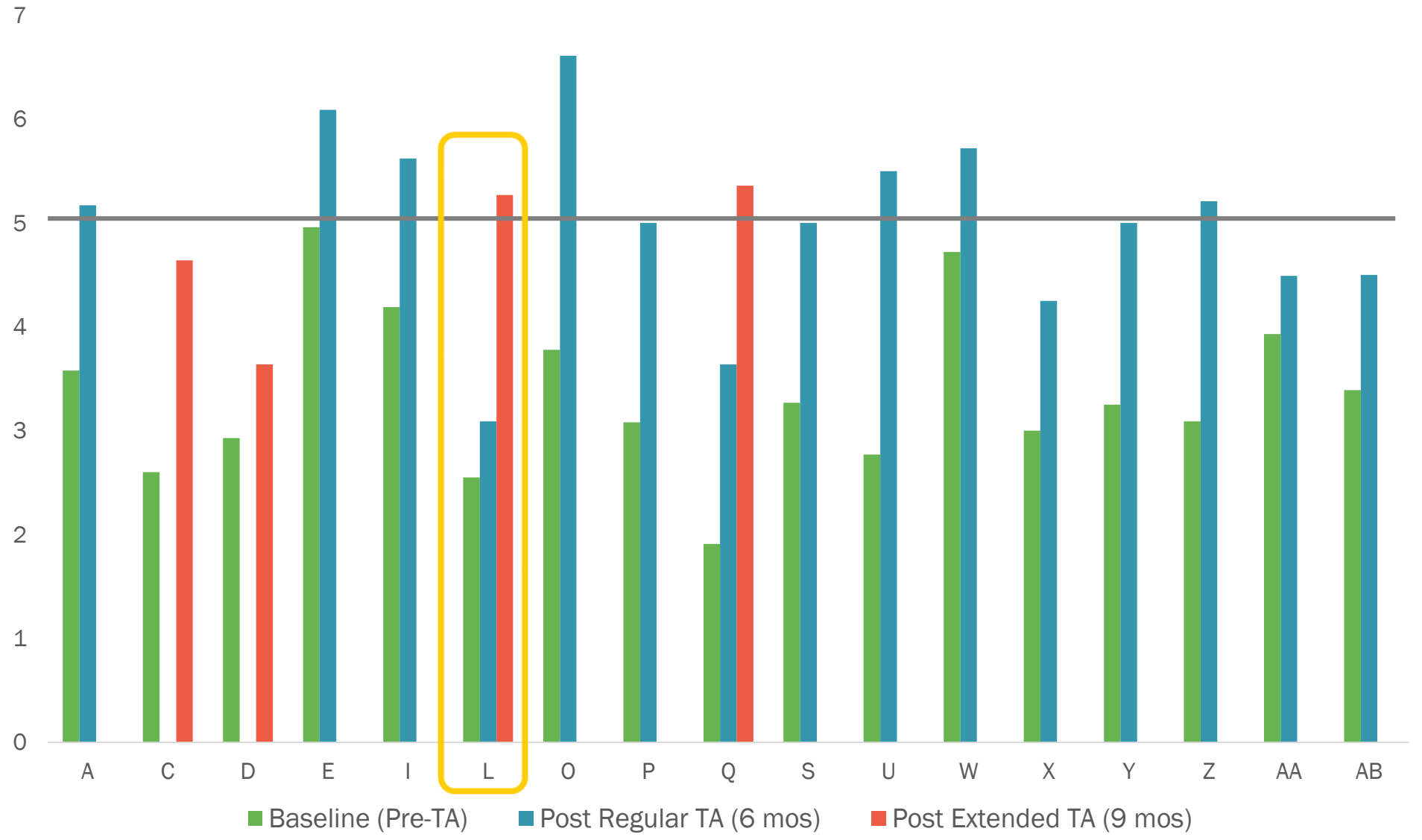


Coaching makes a difference.

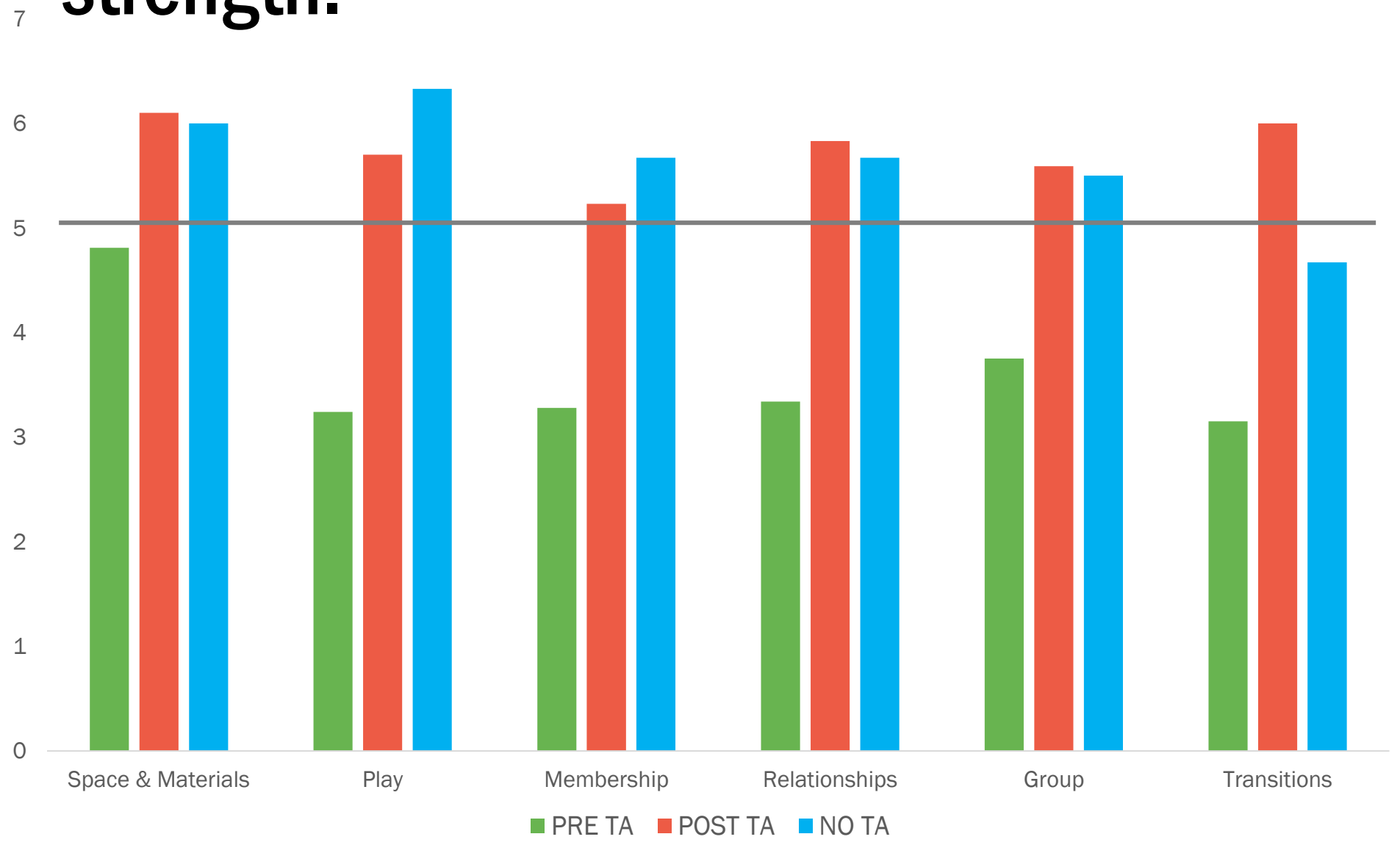
10

hours per month
on average

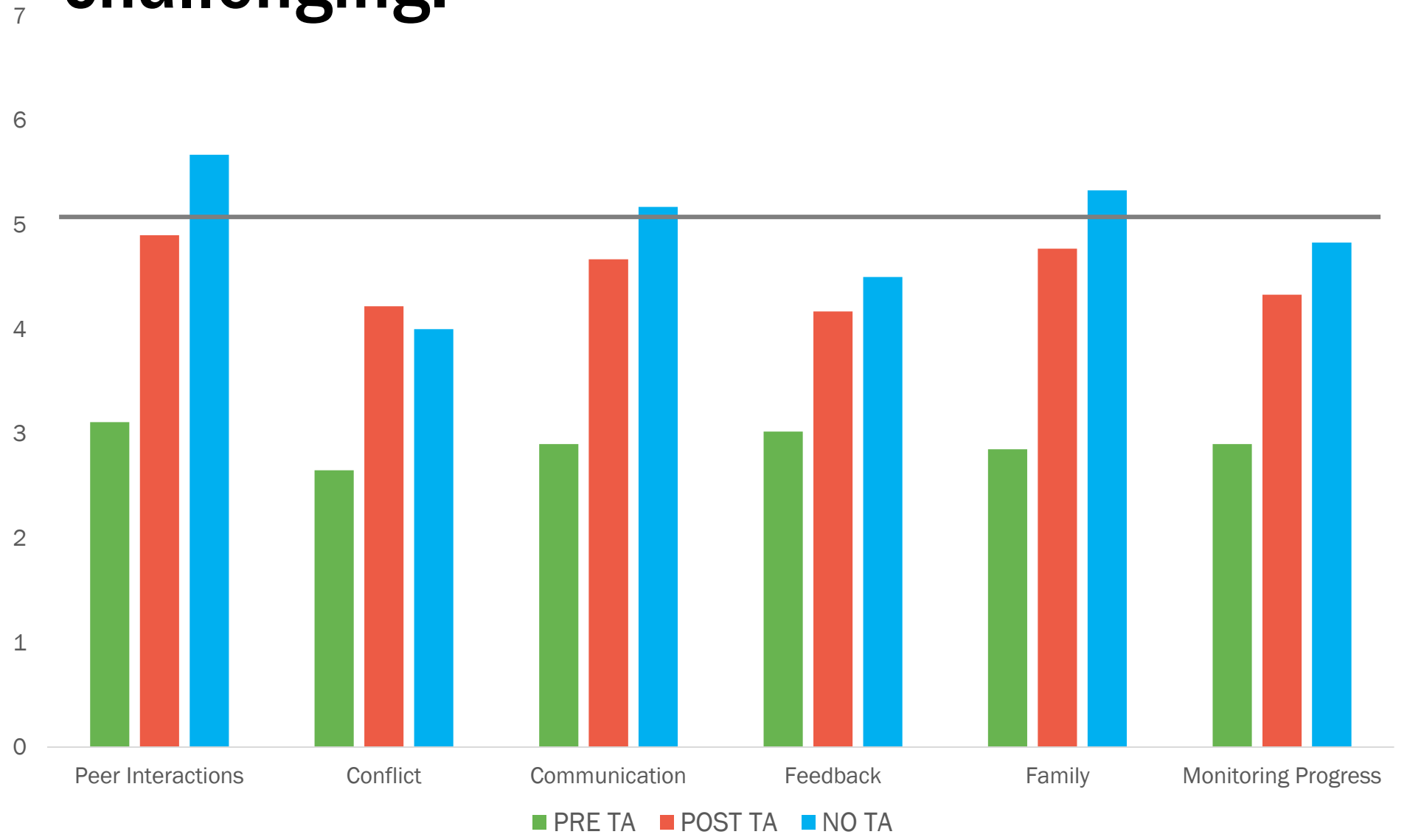
Practices improved across the board.



Programs have several areas of strength.



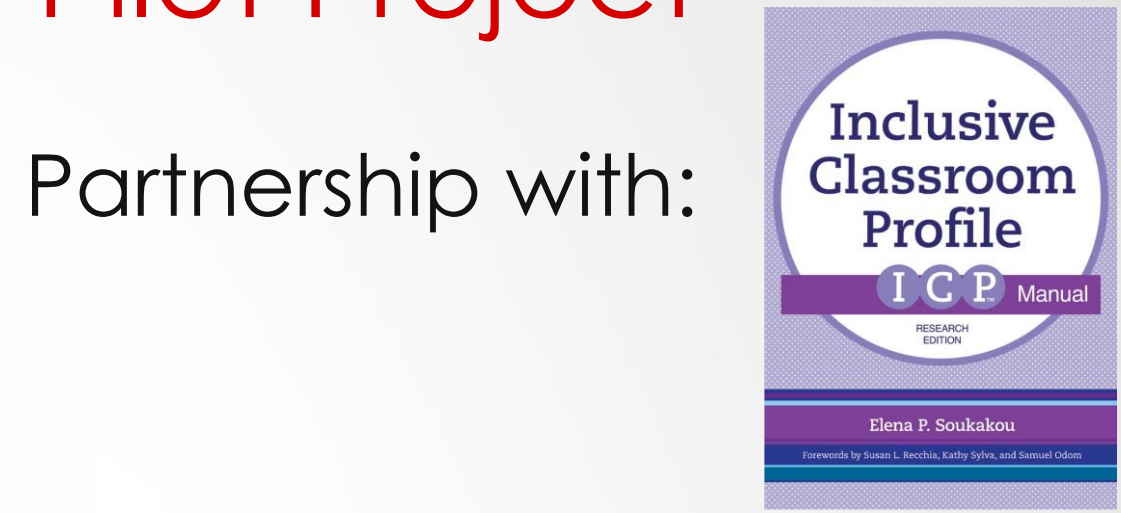
There are practices that seem more challenging.



Our future is so bright, we need shades!

2016 ICP Pilot Project

In Partnership with:



Professional Development Strategies Solutions

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UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

FIRST 5 SANTA CLARA COUNTY

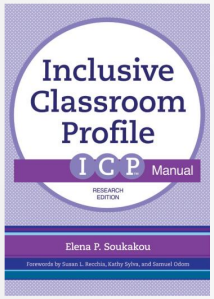
Santa Clara County Office of Education

2016 ICP Pilot Design

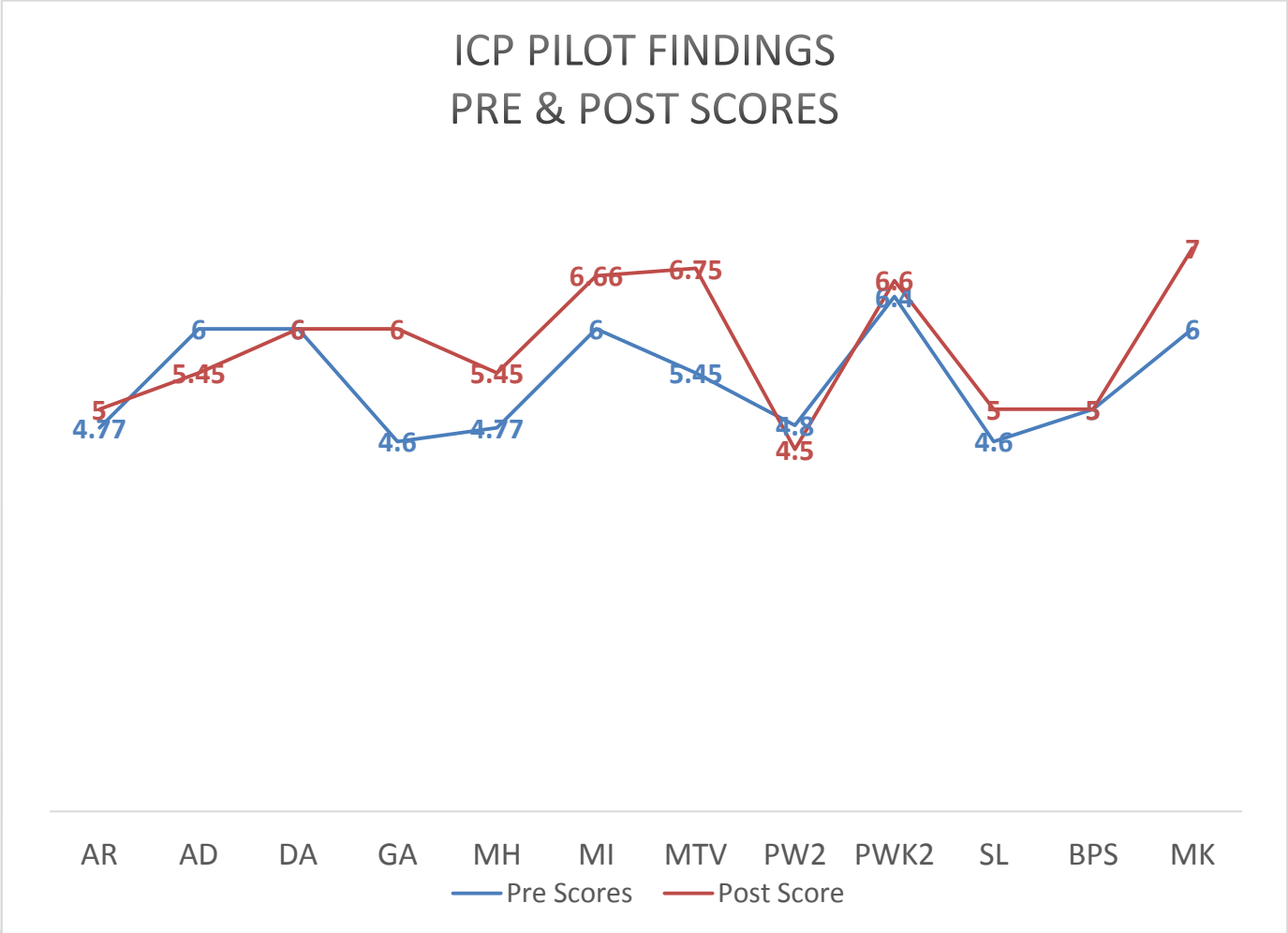
- Self-Review Only (SR)
- Self-Review and Observation (SR + O)
- Observation (O)
- 12 classroom sites

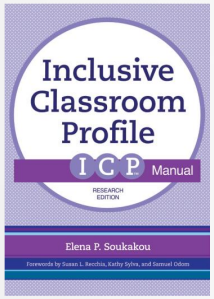
2016 ICP Pilot Timeline

- June 2015- Reliability Training in San Jose – (Half Day Overview and 3 Reliable Raters trained)
- January 2016 – ICP Pilot Project Overview
- January 2016 – Initial ICP Observation/ 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 2016 Pilot Findings





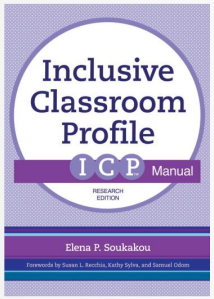
ICP 2016 Pilot Findings

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

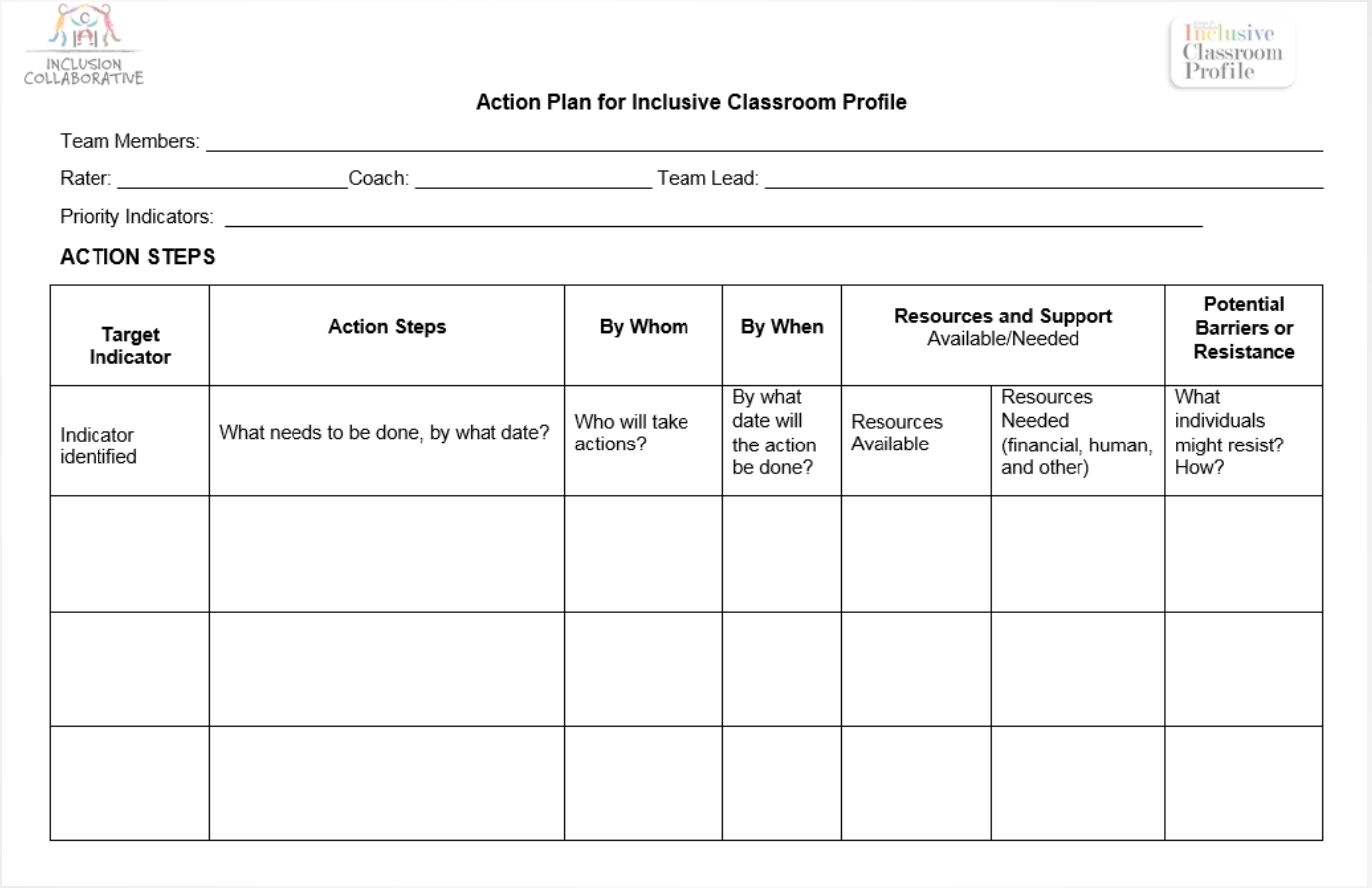


ICP 2016 Pilot Findings

Additional Benefits:

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

Action Plan for Inclusive Classroom Profile



INCLUSION COLLABORATIVE

Inclusive Classroom Profile

Action Plan for Inclusive Classroom Profile

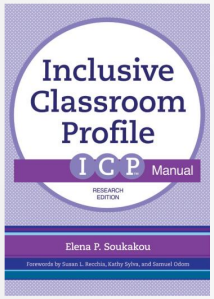
Team Members: _____

Rater: _____ Coach: _____ Team Lead: _____

Priority Indicators: _____

ACTION STEPS

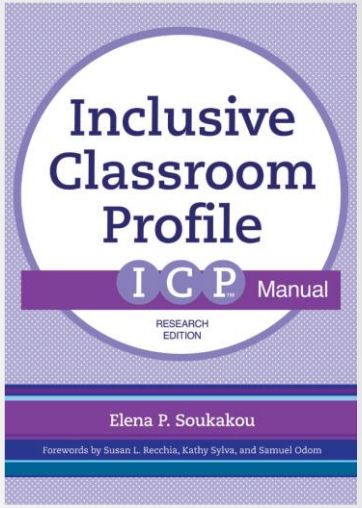
Target Indicator	**Action Steps**	**By Whom**	**By When**	**Resources and Support** Available/Needed		**Potential Barriers or Resistance**
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial,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



2016 ICP Pilot Recommendations

- Create crosswalk of complimentary 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 practices
- Create on-going PLC's
- Incorporate ICP rating into QRIS Rating System

2018 ICP Pilot Project



In Partnership with:

Strategies Professional Development Solutions

INCLUSION COLLABORATIVE

FIRST 5 SANTA CLARA COUNTY

Franklin-McKinley School District
PREPARING ALL CHILDREN AS GLOBAL LEARNERS

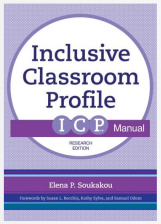
HeadStart™
OF SANTA CLARA AND SAN BENITO COUNTIES

QUALITY MATTERS
a STRONG START for kids
SANTA CLARA COUNTY

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Santa Clara County Office of Education

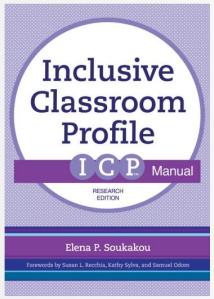
Alum Rock Union School District



2018 Pilot Timeline

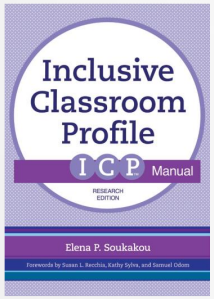
- November 13-17, 2017 – Reliability Training in San Jose - (Half day Overview – 6 Reliable Raters to be trained)
- 18 QRIS Sites Selected (with a current QRIS Score of 4 or 5)
- 6 Reliable Raters –assigned 3 sites each
- Feb. 2018: Pre ICP Rating & ICP Action Plan – each site
- March & April 2018 – Monthly ICP Trainings at First 5
- May 2018: Post ICP Rating Completed
- Sites scoring 5 on Post ICP Rating: receive "Inclusion Endorsement" from 'Quality Matters'
- May 2018: Final ICP Meeting & Follow up

- Recommendations for sites to receive "Inclusion Endorsement" with First 5 Quality Matters – post results on website
- Recommendations to incorporate ICP into the Quality Matters in Santa Clara County

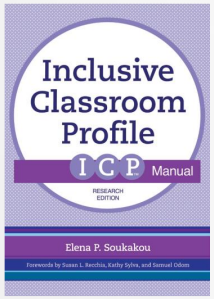


2018 ICP Reliable Raters

- Allison Anderson (ARUSD)
- Cathy Andrade (First 5)
- Elley Ho (Inclusion Collaborative)
- Marcela Ibarra (SCCOE Head Start)
- Kate O'Malley (Inclusion Collaborative)
- Christy Yom (FMSD)



2018 ICP Reliable Raters



2018 ICP Pilot Project QRIS Participating Sites

Alum Rock Union SD
- Hubbard Head Start (with Kidango)
- Lyndale Head Start (with SCCOE Head Start)
- Meyer Head Start (with Kidango)

Campbell Union School District
- Blackford CDC
- Lynhaven CDC
- Rosemary CDC

California Young World
- Fairwood CDC

Franklin McKinley School District
- Educare (with SCCOE Head Start)
- McKinley (with SCCOE Head Start)
- Wool Creek (with SCCOE Head Start)

Milpitas Unified School District
- Sunnyhills CDC

Mountain View Whisman School District
- Castro CDC
- Therakauf CDC

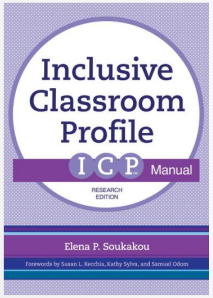
San Jose Unified School District
- Almaden CDC

SCCOE Head Start
- Anne Darling (with SCCOE SPED)
- Chandler Tripp (with SCCOE SPED)
- Rouleau Head Start

Sunnyvale Elementary School District
- Lakewood CDC

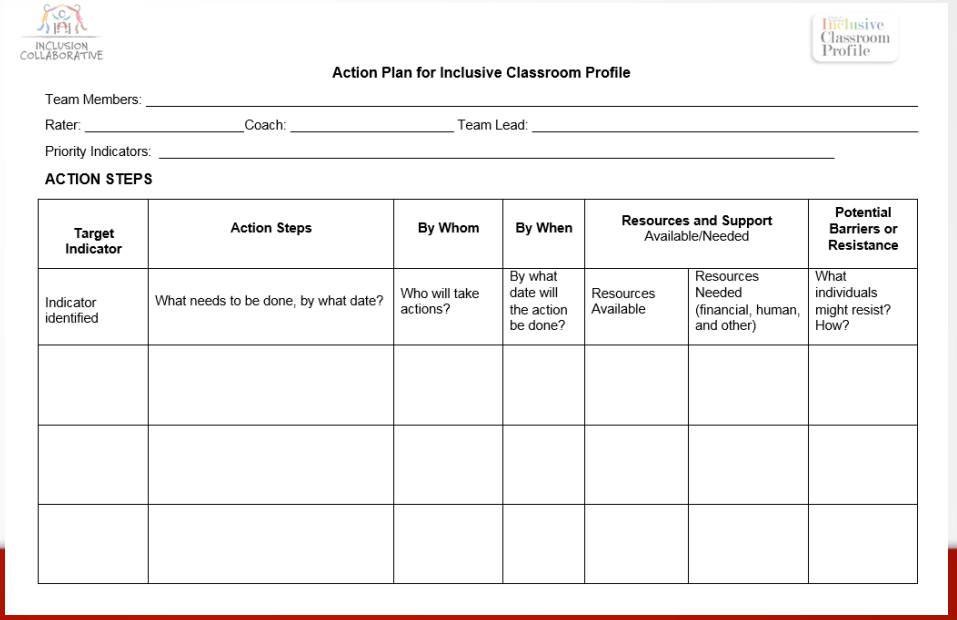
ICP PLC Trainings Components

- Three monthly after school meetings
- Teams consisted of:
  - program administrator
  - general ed. & special ed. teachers and assistants
- Teams sat together with their Reliable Rater
- Reviewed, discuss and updated next steps for ICP Action Plan
- Video clips utilized to demonstrate specific items with team discussion after
- Teams received positive feedback from video depicting exemplar ICP Items



Top Items selected to be included in ICP Action Plan

- Membership
- Support for Communication
- Feedback



INCLUSION COLLABORATIVE

Inclusive Classroom Profile

Action Plan for Inclusive Classroom Profile

Team Members: _____

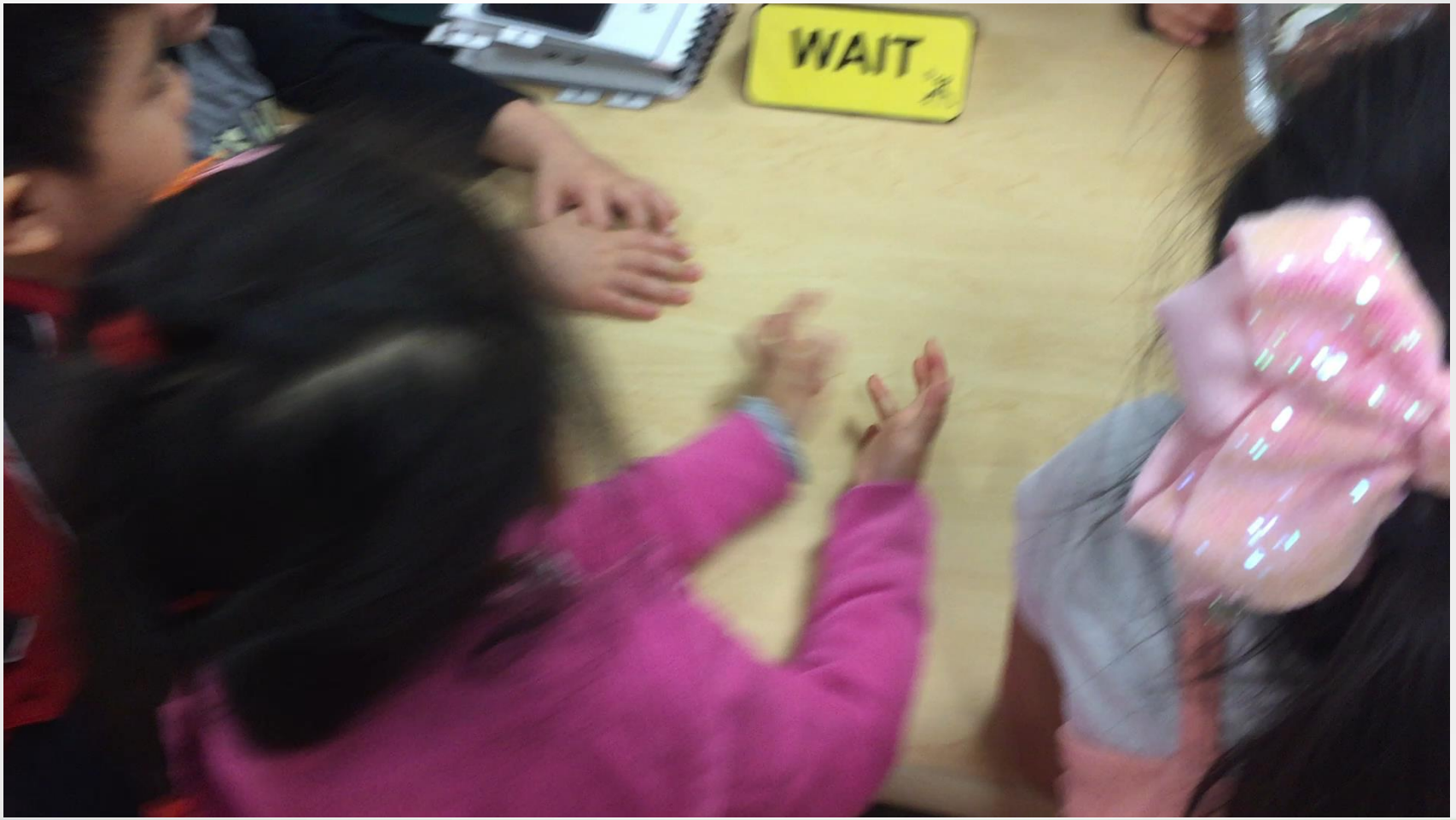
Rater: _____ Coach: _____ Team Lead: _____

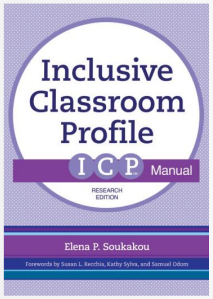
Priority Indicators: _____

ACTION STEPS

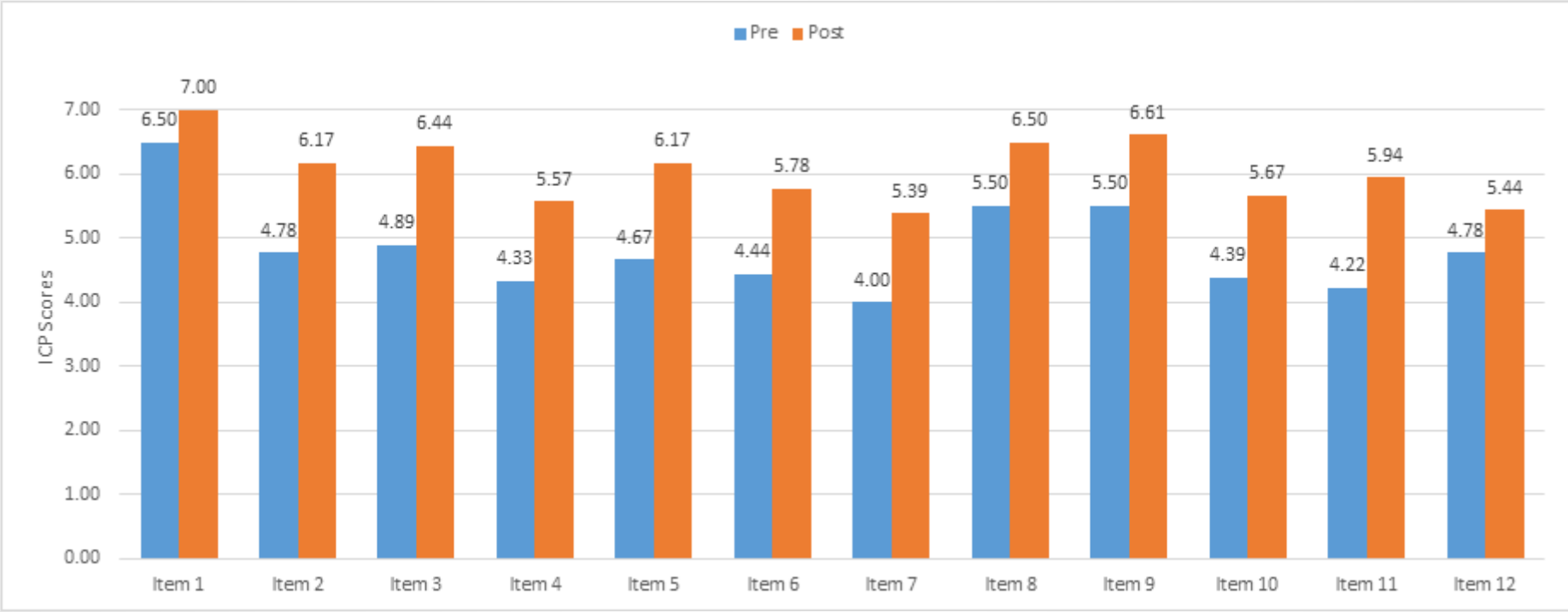
Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, and other)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

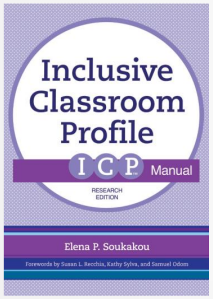
Example of Training Support
ICP Practices in Action: Communication



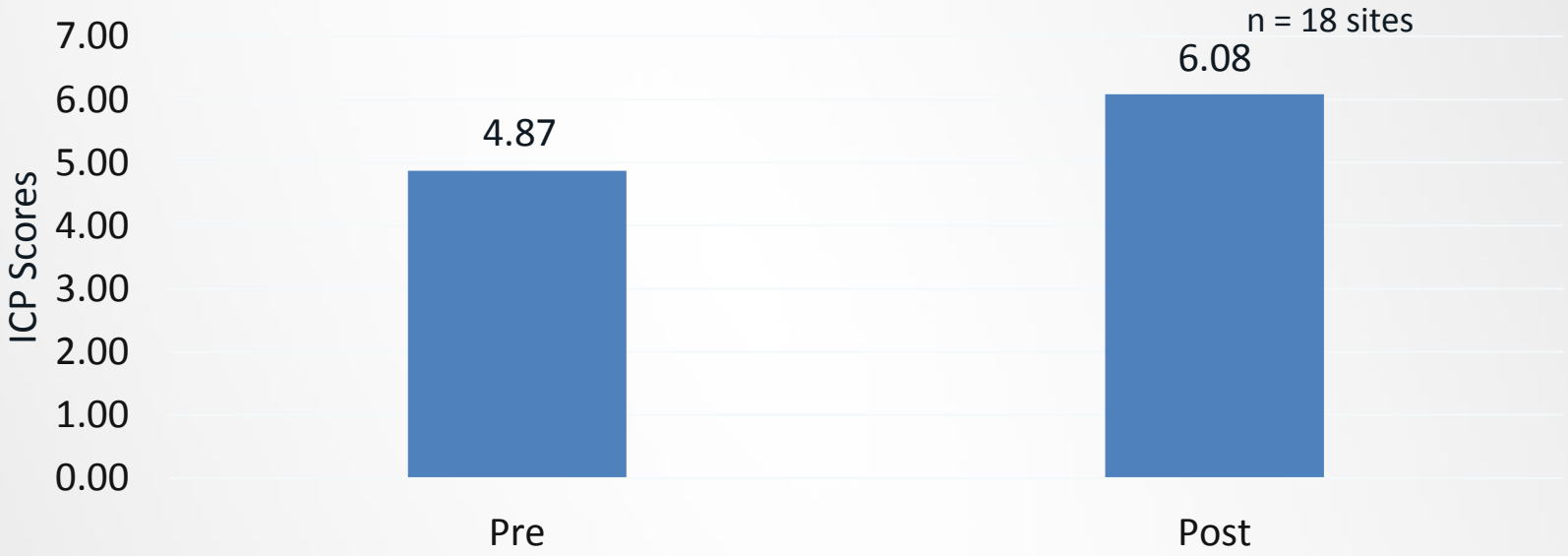


2018 ICP Pre & Post Rating Comparison by Item





2018 Results
Average ICP Pre & Post Scores



On average, sites increased overall scores by 1.21 points.

Inclusion Endorsement

17/18 sites Rated 5 or higher on ICP Post Rating, receiving "Inclusion Endorsement"*

*Sites who attended all 3 ICP PLC Trainings received "Inclusion Endorsement"

Next Steps

- 2019 Pilot Project – 18 QRIS sites, training to support Inclusion Endorsement
- Add Inclusion Endorsement as an additional QRIS rating in Santa Clara County

Your turn!

How can you use the ICP in your state?

What could you use from Georgia and California's work?

What would you do differently?

Thank you!

We hope to see you at another training!