

Preschool Inclusion: Self-Assessment Tool

The purpose of this self-evaluation tool is to provide a framework for discussion that promotes partnerships to benefit young children with developmental delays/disabilities and their families. As the team considers each item, reflect on past experiences working together to provide services to young children and families. Once you have completed the tool, prioritize the items you want to work on to improve the quality of services you provide. Remember that all voices are important to moving forward in your partnership.

Key terms

General education early childhood program: includes Head Start, State Pre-Kindergarten, Title 1 Preschool, Child Care, etc.

General education early childhood teacher: includes any teacher in a general education early childhood program

Continuum: the variety of placement options available for a child with a disability, ranging from least restrictive (general education early childhood program) to most restrictive (separate special education program).

	Yes/No	What does it look like?	How successful is it?	Comments
Access to Services				
1. Districts receive child find referrals from various stakeholders:				
a. State Funded PreK				
b. Title 1 PreK				
c. Early Head Start				
d. Head Start				
e. BabyNet				

	Yes/No	What does it look like?	How successful is it?	Comments
f. Child Care				
g. Parents				
h. Pediatricians				
2. General education early childhood programs know that families should contact the district's preschool special education program with concerns about their child's development.				
3. Child find activities:				
a. General education early childhood providers who know the child well are included in the eligibility determination process.				
b. Parents are included in the eligibility determination process.				
c. District has intake procedures				
4. District has an agreement with the local Head Start Grantee(s) to provide special education supports and services to children placed in Head Start classrooms.				
5. District is aware of the general education early childhood programs within the district attendance zone.				

	Yes/No	What does it look like?	How successful is it?	Comments
6. District is prepared to provide itinerant supports and services to eligible children within general education early childhood programs in the community.				
7. A continuum of placements is available for each child based on the individual needs and placement in the general education early childhood program is the first placement considered for all children.				
8. If a full-day program is available for preschool students without IEPs, the same option exists for students with IEPs.				
Collaboration				
1. General education early childhood providers are part of:				
a. The development of the IEP				
b. The implementation of the IEP				
c. Monitoring of the IEP				
2. Families are a part of:				
a. The development of the IEP				
b. The implementation of the IEP				

	Yes/No	What does it look like?	How successful is it?	Comments
c. Monitoring of the IEP				
3. Districts, general education early childhood programs and parents have a process to resolve issues related to:				
a. Funding				
b. Transportation				
c. Staffing				
d. Equipment and material				
4. Early childhood special education staff, general education early childhood staff, and families agree up on communication strategies for sharing relevant information about the child's day (e.g. mail, email, telephone, communication book/log).				
5. Early childhood special education staff and general education early childhood staff share information with each other and families in order to promote consistency and reinforcement of learning (e.g. curriculum, daily activities, special events).				
6. Meetings are attended by:				

	Yes/No	What does it look like?	How successful is it?	Comments
a. Families				
b. Early childhood special education staff				
c. General education early childhood staff who know the child well				
7. Early childhood special education staff, general education early childhood staff, and families have a process to make daily transitions run smoothly, including:				
a. Coordinating transportation				
b. Communicating across programs				
c. Establishing a routine				
d. Addressing scheduling issues				
Meaningful Participation				
1. Programs supporting children with disabilities use state early learning standards and/or program standards to guide teaching decisions.				
2. The early childhood curriculum used for children without IEPs is the same curriculum used for those with IEPs.				

	Yes/No	What does it look like?	How successful is it?	Comments
3. Early childhood special education staff, general education early childhood staff, and families have a process to:				
a. Create shared goals and objectives for the child to be implemented across programs				
b. Develop modifications to implement the IEP across programs				
c. Identify and provide needed resources and services according to the IEP				
4. Early childhood special education and general education early childhood program administrators support:				
a. Sharing of effective practices and helpful tips with each other				
b. Engaging in joint goal setting and planning for all programs				
Supports for Inclusion				
<i>Administrative Supports</i>				
1. Programs have written policies that articulate their values related to supporting all children, regardless of ability.				
2. State policies, guidelines, and resources related to inclusion are shared with staff.				

	Yes/No		What does it look like?	How successful is it?	Comments
3. Time is built into personnel work schedules for both general education early childhood program staff and early childhood special education staff for:	SPED	Gen Ed			
a. Training specific to supporting young children with disabilities					
b. IEP development and monitoring to include IEP meetings					
c. Joint planning					
d. Formal and informal communication					
e. Joint professional development					
<i>Professional Development</i>					
1. Staff are given the opportunity to self-identify professional development needs:					
a. Early Childhood Special Education					
b. State Funded PreK					
c. Title 1 PreK					
d. Head Start					
e. Child Care					

	Yes/No	What does it look like?	How successful is it?	Comments
2. General education early childhood program staff and early childhood special education staff participate in shared professional learning opportunities to ensure they are prepared to support young children with disabilities in inclusive programs. These professional learning opportunities include:				
a. Understanding IDEA guidelines related to educating young children with disabilities				
b. Understanding ADA guidelines related to educating young children with disabilities				
c. Understanding Head Start guidelines related to educating young children with disabilities				
d. Evidence-based practices related to positive behavior intervention and supports				
e. Evidence-based practices to support learning and individualized instruction				

	Yes/No	What does it look like?	How successful is it?	Comments
f. Evidenced-based practices to make adaptations and modifications to support the meaningful participation of all children.				
3. General education early childhood staff and early childhood special education staff have access to professional development in many forms:	SPED	Gen Ed		
a. Face-to-face training				
b. Online learning				
c. Coaching				

Program Configuration									
Classroom Type	Number of Classrooms	Total number of students enrolled	# of students with IEPs	# of vacancies	Teachers (List number of FTE)	Assistants (List number of FTE)	Funding Sources	Curriculum Program(s)	Half Day/Full Day
4K									
Multi-age preschool class (3-5 yrs old)									

Self contained classroom for preschoolers with disabilities									
Head Start									
Kindergarten									