Quality Indicators of Inclusive Early Childhood Programs/Practices

A Compilation of Selected Resources

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The NECTAC Preschool TA Team

Debbie Cate
Martha Diefendorf
Katy McCullough
Mary Peters
Kathy Whaley

nectac
*The National Early Childhood
Technical Assistance Center*

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UNDERSTANDING INCLUSION

What do we mean by inclusion? The definition, values, and views related to early childhood inclusion have varied over time and across states and programs. The *Joint Position Statement (2009)* of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) highlights three key principles of early childhood inclusion to be utilized collectively to identify high quality early childhood programs and services. Access, participation, and supports are all necessary to ensure that the needs and priorities of infants and young children with disabilities and their families are met in inclusive opportunities. Each element is defined within the *Joint Position Statement*:

- *Access* … Providing access to a wide range of learning opportunities, activities, settings, and environments is a defining feature of high quality early childhood inclusion.
- *Participation* … Some children will need additional individualized accommodations and supports to participate fully in play and learning activities with peers and adults.
- *Supports* … An infrastructure of systems-level supports must be in place to undergird the efforts of individuals and organizations providing inclusive services to children and families.

The DEC/NAEYC joint statement has been validated and embraced by the early childhood community and provides a lens for considering indicators of quality settings and practices.

How do we determine quality? There are several areas of focus and many elements that contribute to program quality, including the organization of physical space, appropriate and adequate supply of materials, teacher qualifications, programming variables, instructional strategies, collaboration among team members and families, as well as individualization and adaptations within daily routines. Ideally, quality inclusive systems are developed intentionally and 'planfully' from the start rather than after other aspects of the system are already in place. However, in many instances, existing systems and programs need to make changes to be inclusive of all children. A number of tools and resources exist which aim to guide programs in implementing high quality inclusion practices. High quality early care and education can provide many benefits to young children, both with and without disabilities. Inclusion alone does not guarantee desirable outcomes for children with disabilities. Two conditions, a high quality environment and supports for classroom staff, must characterize all inclusive early childhood settings to ensure desirable outcomes for all children, especially children with disabilities (Wolery, 2003).

Overall quality measures of inclusion based on an average rating of a program, classroom or setting may not reflect the actual inclusion experience or appropriateness for individual children. Multiple measures, along with individually relevant information and periodic review, may be the best way of determining the quality of inclusion experiences and opportunities for individual children. Consideration of the actual inclusion experience of individual children, their families and peers, and the careful review of items listed within tools and resources must be made. Program evaluation and review of practices reveal that no single tool is able to assess the three aspects of quality as defined by the *Joint Position Paper* (access, participation, and supports).

Sources:
- *Joint Position Statement (2009)* of the Division for Early Childhood (DEC) *and* the National Association for the Education of Young Children (NAEYC): http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_Inclusion_Joint_updated_May2009.pdf
- Division for Early Childhood DEC: http://www.dec-sped.org
- National Association for the Education of Young Children NAEYC: http://www.naeyc.org
- Wolery, Mark (2003): http://www.nectac.org/topics/inclusion/research/RS_conditions.asp?text=1

USING THE COMPILATION

Available resources and indicators of high quality inclusive practices are presented in this compilation. Assembling many different resources in one place allows for easy comparison of potential indicators of quality. Excerpts and adaptations of the resources are intended to provide some familiarity with the content of each resource and encourage further examination via links to more complete information. National and state-developed resources contained within this document have been designed for a variety of audiences, and may be useful for:

- **families, practitioners** and **program administrators** regarding settings and classrooms, services and program practices, partnerships and interactions, and considering strategies and practices for improvement,
- **technical assistance (TA) systems personnel** and **pre-service instructors** who are responsible for planning relevant personnel development opportunities that align with the needs of the workforce,
- **researchers** who are looking for existing tools or planning to develop new tools for measuring quality inclusive settings and practices,
- **state administrators** who are responsible for monitoring programs and services; designing or refining state quality rating and improvement systems (QRIS); and/or determining resource allocations to ensure that young children with disabilities or special needs experience high quality early education and inclusion experiences.

There are five main sections within this compilation:

Quality Inclusion Practice Considerations provides general strategies to enhance the quality of inclusion experiences for children and families.

Classroom Observation Rating Tools allows the user to assess and rate quality practices within settings.

Individual Child Focused Considerations provides an inventory of quality indicators that are child-focused or intended to be used with individual children.

Collaborative Inclusion Practices provides several examples of self assessment tools for the appraisal of collaboration within a community.

Quality Rating and Improvement Systems (QRIS) provides information on systems that are designed to rate the quality of child care settings and includes standards related to the inclusion of children with special needs.

This compilation is not meant to be a complete listing of all resources available; no endorsement or claim to the research-base or other quality of the tools is implied.

Quality
Inclusion Considerations

"Programs, not children, have to be 'ready for inclusion'.
In our research, we found that most successful inclusive programs
view inclusion as that starting point for all children."

-Ilene S., Schwartz, Samuel L. Odom, and Susan R. Sandall
in *Including Young Children with Special Needs*

Preschool Assessment of Classroom Environment Scale

Melinda Raab & Carl Dunst, 1997

Raab & Dunst (1997) proposed a *Preschool Assessment of Classroom Environment Scale-Revised* in <u>An Administrator's Guide to Preschool Inclusion</u> (see page 44, Table 2). The following checklist is adapted and provides a measure of quality for inclusive preschool classrooms and programs.
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Program Foundation and Philosophy – High quality programs:
☐ Are guided by a clearly described philosophy
☐ Have written goals and objectives
☐ Promote partnerships with parents

Management and Training – In high quality programs, the director:
☐ Communicates expectations to staff
☐ Regularly visits classrooms and monitors staff performance
☐ Provides ongoing support and feedback
☐ Arranges for on-the-job-training

Environmental Organization – High quality programs:
☐ Have open classrooms clearly divided into learning areas
☐ Have appropriate, child-sized equipment and furniture
☐ Material selection is adequate, accessible, and developmentally appropriate

Staffing Patterns – In high quality programs:
☐ Staff schedules and responsibilities are defined and followed
☐ Staff prepare activities in advance
☐ Staff has time to plan and exchange information

Instructional Content – In high quality programs:
☐ Functional skills are targeted for instruction
☐ Instruction takes place during naturally occurring classroom routines
☐ Learning activities are developmentally appropriate
☐ Multiple activity options are scheduled and available to children throughout the day
☐ Children do not wait for activities to begin or end

Instructional Techniques – In high quality programs:
☐ Staff responds to child-initiated behaviors
☐ Staff uses appropriate strategies to facilitate practice and learning
☐ Staff provides individualized attention during activities
☐ Behavior management procedures are planned and used consistently

Program Evaluation – In high quality programs:
☐ The program has a written plan to monitor goals and objectives
☐ Evaluation is conducted regularly
☐ Data are used to make decisions toward improvement

Source:
- http://www.fpg.unc.edu/products/product_detail.cfm?apubsID=198
- Please note: The PDF document may be downloaded free-of-charge; however, the printed version of this publication is no longer available.

Choosing Quality Childcare for a Child with Special Needs

Child Care Aware of NACCRRA, 2009

Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA), posed essential questions, available in brochure format (also available in Spanish), which provide guidance for families to consider in selecting child care for children with special needs. Also included is a *Look, Listen and Act* "tear off" take-along sheet for parents to identify quality child care settings. Quality child care is important for all children, and this brochure provides steps and suggestions for observing programs in five key areas:

- **Positive and happy learning environments**
    - Are the children engaged?
    - Are staff involved with children at eye level?
    - Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?
    - Do the adults speak positively about all children?

- **The right number of and mix of children and adults**
    - Are all children receiving individual attention?
    - Do adults call children by name?
    - Are children comforted, when needed, by staff or other children?
    - Are there sufficient personnel to respond in the event of emergencies?
    - Is the "time out" tactic overused by staff?

- **Trained and supported personnel**
    - Are caregivers trained in early childhood and special needs?
    - Are teaching staff available to attend school district educational meetings with you?
    - Do those who work with children themselves receive positive support?

- **Developmental focus on the child**
    - Do you see and hear a variety of developmental activities taking place?
    - Do the children have opportunities to control objects or events in their environment?
    - Are activities based upon a child's level of functioning?
    - Are learning materials accessible to children with special needs?

- **Parents treated as partners**
    - Will child care personnel help you develop goals for your child and plans to achieve them?
    - Do personnel provide parents with regular schedules of activities and events?
    - Do teachers and caregivers describe their communication practices as "open"?
    - Do parents actively participate with their child or children?

Source:
- Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA): http://www.childcareaware.org/docs/pubs/102e.pdf
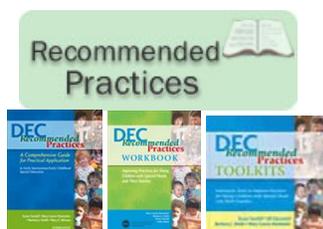
DEC Recommended Practices

Division for Early Childhood, 2005

The *Recommended Practices* of the Division for Early Childhood (DEC) apply to all children in all settings and are meant to be individualized for every child. Of particular relevance to promoting inclusion for children with special needs, it also provides a framework to define quality inclusive programs based on developmentally appropriate practices. It bridges the gap between research and practice, offering much-needed guidance to parents and professionals who work with young children with disabilities.

Recommended Practices includes 240 practices which are divided into seven strands. The first five cover direct services for children and families (Assessment, Child-Focused Interventions, Family-Based Practices, Interdisciplinary Models, and Technology Applications). The last two strands focus on the indirect supports which provide a foundation for direct services (Personnel Preparation and Policies, Procedures, and Systems Change).

Administrator Essentials Checklist
This checklist is appropriate for use by individuals who have responsibility for administering and/or supervising early childhood programs. It includes Recommended Practices from the Policies, Procedures, and Systems Change strand.

Recommended Practices Workbook Excerpt: Inclusion Practices
This sample from DEC's popular *Recommended Practices Workbook* demonstrates how the workbook can help professionals implement the practices. This sample is a collection of the practices that are most closely linked to successful inclusion.

Recommended Practices Overview
This two-page summary provides an overview of the practices, clearly identifies the strands, and provides a complete reference list.

Sources:
- To purchase the full set of DEC Recommended Practices:
  http://www.dec-sped.org/Store/Recommended_Practices
- Sample documents available online:
  - Administrator Essentials Checklist:
    http://www.dec/sped.org/uploads/docs/about_dec/recommended_practices_tools/
    Administrator's%20Essentials.pdf
  - Recommended Practices Workbook Excerpt: Inclusion Practices:
    http://www.dec-sped.org/uploads/docs/about_dec/recommended_practices_tools/DEC-
    019_RPWrkbk61-63.pdf
  - Recommended Practices Overview:
    http://www.dec/sped.org/uploads/docs/about_dec/recommended_practices_tools/
    Overview%20of%20DEC%20Recommended%20Practices%20%202%20page.pdf

Questions to Consider in Universal Designed Learning (UDL) Observations of Early Childhood Environments

Robin L. Cunconan-Lahr and Susan Stifel, © 2007

Universally Designed Learning (UDL) environments provide considerations for the widest diversity of learners possible so that all children benefit. These include children with varying disabilities, linguistic diversities, and varied learning styles. The concept of Universal Design for Learning facilitates inclusive early childhood environments by ensuring equitable access and meaningful participation through flexible and creative approaches within a developmentally appropriate setting.

Questions to Consider is intended to be used in conjunction with the *Early Childhood Inclusion/Universal Design for Learning (UDL) Checklist*. Both are available from the Pennsylvania Early Learning Keys to Quality website. Permission to copy is given when both documents are reproduced in whole. For additional UDL related resources, including a video describing *Universal Design for Learning*, please visit the Building Inclusive Child Care (BICC) website.

Individuals conducting early childhood environment observations can use these questions and checklist to discover how to increase UDL policies and practices and to identify those that already exist. Areas addressed include:

- **General** - Consideration of learner differences, access and strategies for all children.

- **Curriculum** - Curriculum design must be responsive to diverse classrooms. Educators must share a commitment that all children participating will be successful in their development and learning. Successful outcomes for all children are characterized by diversity and individualization.

- **Physical Environment** - All children must be able to safely access and engage in the learning opportunities presented.

- **Relationships** - Collaboration, between all individuals associated with the child's learning, is essential for fostering and maintaining positive relationships (e.g. families, teachers, therapists, early intervention personnel).

Sources:
- Pennsylvania Early Learning Keys to Quality
  http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stifel%20Universal%20Design%20for%20Learning%20handout%202.pdf
- Building Inclusive Child Care (BICC): http://www.northampton.edu/bicc

Quality Inclusive Early Childhood Programs:
10 Things to Look For

Donna Nylander, 2009

Designed as a guide for parents as they seek quality inclusive early childhood programs for their children and for educators responsible for providing quality inclusive programs, *Quality Inclusive Early Childhood Programs: 10 Things to Look For* poses ten questions to ask about a program and provides a list of corresponding characteristics of a quality inclusive program. Consult the article for the full description of each category.

1. **Does your program have a philosophy/mission for inclusive practices?**
   o The atmosphere is welcoming, respectful, and accepting of children with special needs and their families.
   o A mission statement is visible and reflects the value of all children and the involvement of families.
   o The program provides a natural environment with typical peers in which both groups are learning together.

2. **Do administrators and staff have an inclusive attitude and spirit?**
   o People-first language is used, emphasizing the person, not the label, and what the child *has*, not what the child *is* (example: "Grant has Autism" not "Grant's Autistic"; "Tia receives special education services" *not* "She is special ed").
   o Teachers include children in conversations, answer questions as they come up, and give simple and direct responses.
   o Staff and administrators advocate for inclusion by educating parents of typical children that all children benefit from inclusion and all will learn the value of accepting differences as well as their own uniqueness.

3. **Do you have a consistent and ongoing system for family involvement?**
   o Parent participation is encouraged.
   o Teachers communicate with families daily/weekly through notebooks, e-mail or phone. They comment on strengths as well as expectations.
   o Parent/teacher conferences are scheduled at least once a year and are also available upon request.
   o The program has an open door policy: Parents are able to visit the school and classroom at any time.

4. **Is team planning incorporated into the research-based curriculum?**
   o Curriculum follows the same criteria found in quality programs for children with typical development. Classroom teams plan together on how to adapt the curriculum to meet the needs of the child being included.
   o Daily schedule has a balance of structured activities, hands-on learning, and daily outdoor time. Classroom staff are trained on how to follow-up with therapists' recommendations throughout the daily routine.
   o Schedules are posted, and there are opportunities for large group, small group, and individual time. Individual children may need a choice board or several repetitions of a skill to be successful. The team is responsible for posting a picture schedule for easy transitions between activities.
   o Team planning/problem-solving meetings are ongoing.

5. **Do you collaborate and communicate with agencies and other community partners?**
   o Communication, both formal and informal, is consistently maintained between the district and community agencies and programs.
   o The program collaborates with community services and organizations for additional adult support, such as park districts for assistance with summer recreation programs.
   o The program provides field trips/experiences in the community, which are important for learning about the world and providing families with ideas of where to take their child.

6. Does the Individualized Education Program (IEP) drive instruction?

o IEP goals and objective updates are shared with parents and everyone who works with the child at least three times a year.
o Functional goals are written and are age-appropriate.
o Lack of toilet training does not keep a child from being accepted into a program. Toilet training is provided if it is part of a child's IEP.
o Activities should be child-centered and teacher-directed. The child's goals should be embedded into activities that he or she enjoys. The teacher may need to direct or set-up a situation for intentional teaching of the skill, but it is done in the context of an engaging activity for the child, as well as including typical peers in the activity for maximum enjoyment and learning.

7. Are you integrating service delivery into the daily schedule?

o Services are integrated into the classroom. Therapists embed the goals into the daily schedule and incorporate typical peers in the activities.
o Classroom teams follow up with the goals designed by the therapists.
o There are enough materials for a variety of planned activities.

8. Is there a consistent and ongoing system for staff development?

o Scheduled planning time for staff to specifically plan for individualized instruction.
o Professional development that is provided throughout the year on one specific topic. When staff are offered training for a complete year on the same topic it provides the trainer numerous opportunities to teach the concepts in a variety of ways such as with the entire staff, in small focused groups, individual training opportunities, and onsite consultation. This year-long approach benefits all staff learning styles. It gives staff the time to reflect on their practices as well as having the assurance that the consultant will be returning to assist in the learning process.
o Training provided to all staff, as well as follow-up consultation with classroom teams and individual teachers.

9. Do the teachers have tools and strategies for addressing issues of disability and inclusion?

o Teachers introduce disability awareness using children's books, puppets, dolls, and pictures before a child with special needs starts in the program.
o Teachers let all children explore equipment used by children with special needs.
o Children are paired as "buddies," giving them an organized way to get to know each other. The child with special needs should have a chance to be a helper in the buddy relationship, not only a recipient of assistance.

10. Is there a comprehensive system for evaluating the effectiveness of the program?

o Evaluations by parents and staff should be analyzed yearly.
o Training for staff and parents should come from their choices.
o Evaluation of community perceptions of inclusion should be conducted and used as a basis for awareness-raising and education.
o Evaluation of the communication approach with the school district should be conducted and a collaborative relationship encouraged for the district to assist with resources and supports while the child is in the typical environment with peers.

Source:

• Retrieved from the website of the Institute on Community Integration, University of Minnesota http://www.ici.umn.edu/products/impact/221/5.html

Preschool and Kindergarten Inclusion Readiness Checklist

Amy Watson and Rebecca McCathren, 2009

This checklist provides a series of questions for teachers and administrators to ask themselves about their program. Ideally, programs will implement the tool through staff discussions before a child with disabilities joins the program. The questions are based on universal design concepts that relate to physical features of the setting, programming and teaching strategies. For each question the response options are "yes" and "not yet." Clarifications and suggestions are interspersed throughout the tool.

The checklist includes questions under each of the following categories:

- **For All Children**
  - Home-school communication
  - Supporting positive behavior
  - Assessment and curriculum
  - Supporting social skills

- **For Children with Physical Disabilities**

- **For Children with Hearing and/or Vision Impairments**

- **For Children with Communication and Language Disorders**

- **For Children with Intellectual Disabilities**

- **For Children with Sensory Integration Concerns**

- **Special Considerations for Outdoor Spaces**

Source:
- This checklist is part of the article "Including Children with Special Needs: Are You and Your Classroom Ready?" by Amy Watson and Rebecca McCathren in *Beyond the Journal: Young Children on the Web* (Vol. 64, No. 2, pp. 20-26), March 2009. http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf

Classroom Observation Rating Tools

"I hope we are inspired to look closely
at our own practices and priorities and to consider
if we are really promoting development
and belonging for every child."

-Ilene S., Schwartz, Samuel L. Odom, and Susan R. Sandall
in *Including Young Children with Special Needs*
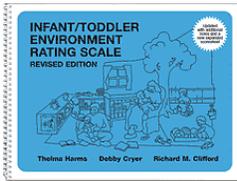
ITERS-R: Infant Toddler Environment Rating Scale, Revised

Thelma Harms, Debby Cryer, and Richard M. Clifford, 2006

The revised ITERS-R is designed to assess center-based child care programs for infants and toddlers up to 30 months of age. New curriculum and program items in the revised ITERS include: Helping children understand language; nature/science; use of TV, video and computer; free play; and group play activities. Items have been added to make the scale more inclusive and culturally sensitive, to address professional needs of staff, and to reflect the latest health and safety information. The scale consists of 39 items organized into 7 subscales:

- · Space and Furnishings
- · Personal Care Routines
- · Listening and Talking
- · Activities
- · Interaction
- · Program Structure
- · Parents and Staff
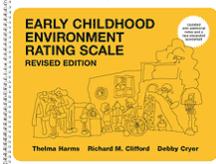
ECERS-R: Early Childhood Environment Rating Scale, Revised

Thelma Harms, Debby Cryer, and Richard M. Clifford, 2007

The most recent version of the ECERS-R is designed to assess group programs for children of preschool through kindergarten age, 2½ through 5 years. The revised ECERS contains inclusive and culturally sensitive indicators for many items. Also, new items have been added on Interaction (staff-child, child-child and discipline), Curriculum (nature/science and math/number), Health & Safety and Parents & Staff. The scale consists of 43 items organized into 7 subscales:

- · Space and Furnishings
- · Personal Care Routines
- · Language-Reasoning
- · Activities
- · Interactions
- · Program Structure
- · Parents and Staff

Both the updated ITERS-R and ECERS-R offer practical assistance in the form of Expanded Scoresheets (which contain a worksheet) and additional notes for clarification to improve accuracy in scoring.

Source:
- The ITERS-R and ECERS-R are available for purchase from a number of sources. See the ordering information tab at: http://www.fpg.unc.edu/~ECERS/

Inclusive Classroom Profile (ICP)

Elena Soukakou, 2007

The *Inclusive Classroom Profile* is a 7-point observation rating scale designed to assess the quality of daily classroom practices that support the needs of children with disabilities in early childhood settings. Specifically, the ICP measures "the extent to which adult support and adjustments of various elements of the classroom can accommodate individual needs while also encouraging children's active participation in the group". It has been field tested in 45 classrooms and has initial support for reliability and validity. Current work on the ICP investigates issues related to training for most valid and reliable use of this measure, and a more detailed manual for implementation is being developed.

The tool is organized into eleven sections and includes indicators that specifically reference special needs:

1. Adaptations of space and materials/equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's play
4. Conflict resolution
5. Membership
6. Adult-child social-communicative interactions
7. Support for social communication
8. Adaptations of group activities
9. Transitions between activities
10. Feedback
11. Planning and monitoring of children's individual needs and goals

The link below provides an explanation of the tool, its use and samples of the first two sections. Additional information on the ICP and availability of the tool is available upon request to elena.soukakou@unc.edu. Additional contact information is also provided on the cover page of the ICP measure.

Sources:
- Soucacou, E.P. (2007). *Assessment of Classroom Quality in Inclusive Preschool Settings: Development and Validation of a New Observation Measure.* Unpublished D. Phil Thesis. Department of Education, Oxford University.
- Soukakou, E.P. (2010). *Inclusive Classroom Profile.* Available at: http://community.fpg.unc.edu/resources/community-contributed-content/Soukakou-Inclusive-Classrom-Profile-draft-9-2010.pdf/at_download/file
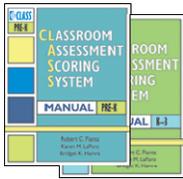
Classroom Assessment Scoring System™ (CLASS™)

Robert Pianta, Karen La Paro, and Bridget Hamre, 2008

CLASS is an observational tool to assess classroom quality in pre-kindergarten through grade 3 based on teacher–student interactions in the classroom rather than evaluation of the physical environment or a specific curriculum. The full manual is suitable for use by researchers, policymakers and practitioners, and covers three crucial domains of high quality teacher–student interaction:

1. Emotional Support: Social and emotional functioning in the classroom is an indicator of school readiness. CLASS evaluates the dimensions of positive climate, negative climate, teacher sensitivity, and regard for student perspectives.

2. Classroom Organization: Classrooms provide the most opportunities for learning when students are well behaved, active and engaged. CLASS considers behavior management, productivity, and instructional learning formats.

3. Instructional Support: Are teachers making the most of opportunities to effectively support cognitive and language development through the curriculum? CLASS focuses on the roles of concept development, quality of feedback, and language modeling.

Source:
- Available through Paul Brookes Publishing Company
  http://www.brookespublishing.com/store/books/pianta-class/index.htm

The SpeciaLink Early Childhood Inclusion Quality Scale

Sharon Hope Irwin, 2009

The *SpeciaLink Early Childhood Inclusion Quality Scale*, developed in Canada, is a tool for assessing inclusion quality in early childhood centers. This tool provides: 1) research on children's experiences in inclusive programs to assess short- and longer-term impacts and contribute to evidence-based policy and practice; 2) program evaluations related to alternative funding and support models and professional development; 3) self-assessment for programs seeking to improve their effectiveness; 4) the development of inclusion quality standards; and 5) public accountability and policy evaluation.

The Scale is divided into two sections: ***Practices***, which assesses the consciously adopted set of principles reflecting a strong commitment to include all children and families in the community; and ***Principles***, which gauges the extent to which physical and human resources are in place to collaboratively ensure that each child's individual needs are met, while promoting full participation and positive social interactions within an early learning program.

Practices
1. Physical environment and special needs
2. Equipment and materials
3. Director and inclusion
4. Staff support
5. Staff training
6. Therapies: physiotherapy (PT); occupational therapy (OT); speech & language (S&L); behavioural consultation
7. Individual program plans (IPPs)
8. Parents of children with special needs
9. Involvement of typical children
10. Board of directors and other similar units
11. Preparing for transition to school

Principles
1. Zero reject
2. Naturally occurring proportions
3. Same hours of attendance available to all children
4. Full participation
5. Maximum feasible parent participation
6. Pro-active strategies and advocacy for high quality, *inclusive* child care

Sources:
- The link for the scale is http://www.specialinkcanada.org/about/rating%20scales.html
- A report prepared for the Canadian Council on Learning, *Assessing Inclusion Quality in Early Learning and Child Care In Canada with the SpeciaLink Child Care Inclusion Practices Profile and Principles Scale* details the process followed to examine the internal reliability and structural properties of the measure and is available at: http://www.specialinkcanada.org/about/pdf/SpeciaLink%20Research%20Report%20on%20Inclusion%20Quality%20Rating%20Scale.pdf

What to Look For In a Quality Inclusive Prekindergarten (Pre-K) Classroom

Technical Assistance and Training System (TATS), 2008-2009

The Florida Technical Assistance and Training System (TATS) *eUpdates* publications name the most important areas of a quality classroom: physical environment, curriculum, and teaching. This series of articles describes what one would expect to see in a quality inclusion preschool classroom.

ENVIRONMENT – Part 1 of 3

Here are ten elements that comprise a quality inclusive classroom environment for prekindergarten (Pre-K) children with disabilities:

1. Furniture arrangement allows for staff supervision -- *What does it look like?*
- Toys and materials are displayed on low shelves and arrangement of furniture does not block adult view of children.

2. Furnishings are appropriate for young children -- *What does it look like?*
- All furniture is in good condition.
- Most furniture is child-sized and there are an adequate number of chairs/tables to allow all children to participate.
- Adaptive furnishings allow children with disabilities to fully participate in the program's activities (e.g., adapted standers/seating).

3. Health and safety procedures are implemented throughout the classroom -- *What does it look like?*
- Child-sized sinks (or stepstools) and washing material are available and hand washing promoted before meals and snacks and after toileting. A designated changing area with changing procedures is posted.
- Medications and cleaning supplies are out of reach of children. Emergency contact information, emergency care plans, and allergy information is readily available and easily accessible.
- A daily classroom attendance list is available to account for all children in case of emergency evacuation.
- Staff frequently scans room and moves around during children's free play, providing ongoing supervision.
- Health and safety rules are communicated to children.
- Electrical cords are not accessible to children and outlets are covered.
- Heavy objects or furniture cannot be pulled down by children.

4. Classroom displays examples of children's work -- *What does it look like?*
- Children's work is displayed at their eye level throughout the room with their names clearly displayed.

5. The room is free of unnecessary clutter and extraneous stimulation -- *What does it look like?*
- Books, blocks, toys, and supplies are neatly stored and displayed, and there is adequate storage for all materials.
- Work areas cleaned after each use.
- An adequate, but not overwhelming, number of toys are available to children, and toys are rotated on a regular basis to maintain interest.

6. The classroom spaces are well organized, and learning materials are accessible to all children -- *What does it look like?*
- There is ample space to allow children and adults to move freely and sufficient space for equipment.
- Materials and equipment are available in sufficient quantity to occupy every child involved in activities (duplicate materials are available as needed).
- Materials are labeled and on open shelves within children's reach to encourage them to select and use materials independently.
- Quiet centers and active centers do not interfere with one another.
- Technology is used to extend learning and enrich the curriculum (e.g., computers, tape recorders, microscopes).
- There are clearly defined interest areas. These may include: art, block, book/listening, dramatic play/housekeeping, fine motor, nature and science, math areas, sand/water table.

7. Language and literacy experiences are prominent throughout the classroom -- *What does it look like?*
- A rich assortment of age appropriate children's books and other meaningful print materials are available.
- There is a listening area that children can access on their own that includes books and audiotapes.
- Teachers take dictations from children and post them in visible locations.
- Children use books independently or teaching staff read to children in small groups in addition to group story time.
- Children are encouraged to experiment with printing their name.
- All centers are equipped with various writing materials in order to encourage children to create print during play (e.g., shopping lists, tickets, envelopes, etc.).
- Visual supports are available throughout all areas to support communication. These may include communication boards, a picture exchange system, and picture schedules to learn sequence of the day.
- Materials that encourage children to communicate are evident throughout the class (puppets and flannel board pieces in book area, toys for dramatic play).

8. Staff interactions with children are positive and promote the development of critical thinking skills -- *What does it look like?*
- Teaching staff shows affection by smiling, touching, holding, and speaking to children at their eye level at many times throughout the day. Staff uses visual supports to assist in communicating with less verbal children.
- Teaching staff promotes reasoning skills, language, and literacy through reading, interactive discussion, questioning, using open-ended questions, art, and other activities.
- Teaching staff responds to child-initiated questions, observations, and suggestions that occur during activities and uses them to extend learning.
- Teaching staff interacts and guides children to help them develop physical and social skills during outdoor time.
- Teaching staff is available to participate in activities; read books; encourage exploration, experimentation and discovery; and to intervene as appropriate to encourage or redirect children's behaviors.

9. Diversity is reflected through the classroom environment and materials -- *What does it look like?*
- Displays and books reflect people of different professions, cultures, ages, genders, and abilities.
- Books are available in languages spoken at home by children; depicting both men and women engaging in gender-neutral work activities (e.g., female firefighter, male sewing).

- Music, decorations, and activities in the classroom reflect the variety of languages and cultures of the families in the program. Pictures, puzzles, and props (such as dress-up clothing) reflect people of different races, cultures, and ethnicities.

10. Outdoor space is safe, accessible for all children, and includes equipment and materials for a variety of activities -- *What does it look like?*

Safety
- Outdoor space is protected by fences or natural barriers, and walkways or stairs are free of obstruction and in good condition.
- Size and level of play equipment are appropriate for ages of children. Equipment is well maintained and anchored and does not pose danger of entrapment or injury from pinch points or projections. There is sufficient cushioning under climbing equipment and other fall zones.

Space/Materials/Accessibility
- Outdoor play area is designed to accommodate a variety of motor experiences, such as running, climbing, balancing jumping, and swinging.
- There is enough gross motor equipment so that children have access without a long wait.
- Assistive technology to increase participation of children with disabilities is available outdoors, if needed, and may include: adaptive positioning equipment; switches and switch toys; toys adapted with hand splints/straps for grasping; adapted swing/tricycle.

CURRICULM – Part 2 of 3

Here are five elements that comprise a quality inclusive curriculum for prekindergarten (Pre-K) children with disabilities:

1. The level of sound in the room is elevated, indicating that children and teaching staff are involved in communication and learning activities -- *What does it look like?*
- Children are actively engaged with materials, objects, and activities with peers and adults.
- The sounds from the room reflect conversations, singing, music, and other activities.

2. There is visible evidence of a developmentally appropriate planned curriculum, lessons plans, a posted schedule, and curriculum guidebook linked to state standards -- *What does it look like?*
- The lesson plans are open, current, and reflect activities consistent with the curriculum guidebook, if one is used.
- Children are provided with well planned, meaningful, and fun experiences to develop basic concepts in math, nature/science, art, music, technology, understanding self/community/world, and physical education.
- Children are provided early language and literacy experiences (including "read aloud" and phonological and alphabet awareness activities) in a meaningful, fun, and natural part of their day.
- There is evidence of intentional teaching of social skills built into the daily plan with an attempt to individualize to children's needs.

3. Throughout the day there are opportunities for various activity groups and learning opportunities from individual to small or larger groups -- *What does it look like?*
- A picture schedule is posted at the child's eye level to reflect various activities and play groupings, including playing individually and in small or larger groups. The schedule reflects a variety of activities within recurrent routines that provide structure for the children's day.
- There are daily opportunities for children to freely choose activities indoors and outdoors. This self-directed play period allows time for planning, engaging in activity and/or materials, and cleaning up, thereby practicing various social skills.
- During child-initiated activity periods, teaching staff provides help and encouragement to children when needed, guiding children when necessary toward an activity or actively participating to help them gain additional learning.
- Teaching staff is aware of the daily schedule and follows it, but does not allow the schedule to limit spontaneous learning opportunities that arise with individual children, or within small or larger group activities.

4. There is evidence that accommodations are being made for diverse learners -- *What does it look like?*
- Literacy and writing materials are apparent at a variety of learning levels.
- Toys and learning games are provided to children to promote learning at varying learning abilities and levels.
- Materials can be adjusted for children's different ways of learning and may include accommodations to assist children in seeing, handling, or understanding the materials or activities.
- Assistive technology (AT) is evident throughout the entire classroom to increase the level of participation of children with disabilities in all activities. Assistive technology is any tool or device that a student with a disability uses to do a task more easily, faster, or in a better way, such as:
    - AT for Communication– single or multi-message voice output device (a piece of equipment with a programmed message), communication (picture) boards
    - AT for Art– adaptive tool grip, stabilizing materials with clamps/tape, alternative tools for painting (paint rollers/dot markers), adapted scissors; computer software
    - AT for Books and Literacy– stabilizing books with Velcro, bookstand, adapted page turners (hot glue dots, page fluffers, tactile books)
    - AT for Play and Participation– adaptive positioning equipment, switches and switch toys, toys adapted with hand splints/straps for grasping, computer with software for play/games with switch or adapted keyboard.

5. Children are actively engaged in activities -- *What does it look like?*
- There are opportunities for children to work together.
- Teaching staff provides supervision to facilitate children's activities and play, making sure all are involved.
- Free play or free choice occurs regularly throughout the day and is reflected in the daily schedule.

TEACHING – Part 3 of 3

Here are four elements that comprise quality inclusive teaching practices to serve prekindergarten (Pre-K) children with disabilities.

1. The adults in the classroom work collaboratively as a team (including teacher, paraprofessionals, therapists, and family) modeling cooperation and problem solving -- *What does it look like?*
- Teaching staff uses problem-solving in their interactions with children and one another and models the problem-solving process in naturally occurring situations.

- Teachers provide direction or instruction to other team members about how to work within the classroom.
- Teaching staff speaks positively to and about other team members.
- A schedule of staff responsibilities is posted.

2. Teaching staff uses positive classroom management strategies and discipline procedures -- *What does it look like?*
- The teaching staff establishes, posts, and teaches rules and routines.
- The teaching staff organizes the environment to avoid behavior problems.
- Teaching staff is aware of what is happening at all times, monitoring classroom activities and the use of materials, intervening when necessary.
- Teaching staff plans transitions between activities and keeps those times as minimal as possible. Transitions and routines (including toileting and hand washing) are well planned, efficient, and limit the amount of time children spend waiting.
- Visual cues, including gestures, written labels, pictures, or objects, are used to assist children to understand routines and manage time as needed.
- Teaching staff encourages and assists children in identifying problems and developing solutions, using incidental or spontaneous situations as teaching opportunities.

3. Teaching staff facilitates the development of social-emotional skills and encourages interactions among all children -- *What does it look like?*
- The environment is designed to promote social interactions (i.e., opportunities to play in small groups, opportunities for cooperative activities, dramatic play materials and toys are available, and children with disabilities are grouped with typically developing peers).
- The curriculum includes the teaching of specific skills, such as labeling and using feeling words, recognizing peers' emotions, friendship skills, turn taking, problem solving, and conflict resolution skills.
- Teaching staff models, demonstrates, teaches, and gives direct feedback to children throughout the day regarding social-emotional skills.

4. There is evidence that family involvement is encouraged in the classroom and at home -- *What does it look like?*
- Teaching staff explains activities and classroom rules to family members and guides them in participating in the classroom, outdoors, and in other class activities and events, according to school rules.
- There is evidence that teaching staff encourages family members to share cultural heritage and practices, stories, activities, and languages.
- Teaching staff shares positive behavior strategies for consistency in addressing challenging behaviors with families, both at home and at school.

Sources:
- Retrieved from the website of the Florida Technical Assistance and Training System (TATS) *eUpdates;* http://www.tats.ucf.edu
  - o Part 1 – Environment: http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-4.pdf
  - o Part 2 – Curriculum: http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-5.pdf
  - o Part 3 – Teaching: http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-6.pdf

Individual Child-Focused Considerations

"Inclusion... is important, not just educationally,
but socially. You make friends and you get to know people
and you learn how to navigate through life
by being with your peers in your community."

-Dan Habib
Director and producer of the documentary *Including Samuel*

Playmates & Friends Questionnaire for Teachers

Barbara Davis Goldman & Virginia Buysse, © 2005

The *Playmates & Friends Questionnaire for Teachers (Revised)* was designed to document the number and nature of children's relationships with peers in early childhood settings. The questionnaire is divided into three sections: playmates, special friends, and strategies to facilitate friendship formation. The questionnaire can be completed by a classroom teacher for an individual child to assist in monitoring the child's progress or to develop specialized interventions. The questionnaire is being used as part of the Cost, Quality, and Outcomes of Preschool Inclusion Project funded by the U.S. Department of Education.

Use a separate questionnaire for each selected child. You may want to select friendships that are established as well as those that are just beginning.

Teacher Friendship Strategies

Select a friend: _____

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free time choice for these friends to play together					
I let these two friends form their own friendship					
I provide suggestions to solve problems or resolve conflict between these two friends					
I encourage play between these two friends by commenting on their activities in an encouraging way					
I invite these two friends to play together					
I share information with parents so they can arrange play dates outside of school for these two friends					
I allow these friends to play off on their own					
I make special materials or activities available during free choice time that encourage these friends to play together					
I arrange for a child to be close to the friend					
I speak for a child or interpret a child's behavior so the friend can understand					
Other strategies I use					

Source:

- *Playmates & Friends Questionnaire for Teachers,* Revised (3rd edition), by B.D. Goldman and V. Buysse (FPG Child Development Institute, 2005) is available at:
  http://www.fpg.unc.edu/products/product_detail.cfm?apubsID=463

Head Start Center for Inclusion
Member of the Class: Teachers Guide

There are several resources that facilitate membership in the classroom offered by the Head Start Center for Inclusion, including strategies to help children interact, tips for teachers, and the *Member of the Class: Teachers' Guide* which is presented in a checklist format. Teachers may use the checklist to guide classroom inclusion practices. The indicators will help a person think about and plan for ways to promote membership in the classroom. Questions are answered from the perspective of a child with special needs.

Question	Circle Below	If no, what is the plan?
Do I have a cubby or place to put my coat and backpack just like my classmates?	Yes No	
Do I have a seat at circle that includes all the items my classmates have like a carpet square and name tag?	Yes No	
Do I have a classroom job just as my classmates?	Yes No	
Do I get to take a turn during group activities?	Yes No	
Do I have the opportunity to participate in "messy" activities when available, even though I may be a little messier than others?	Yes No	
During regular activities am I in a similar position to my classmates (i.e. my classmates are standing-I am standing, etc.)?	Yes No	
Can I physically get to all the activities in the classroom (reach into the sensory table, get toys from shelves)?	Yes No	
Is there something I know how to use and can use independently in each learning center?	Yes No	
Do I have the opportunity to sometimes be in the front and middle of the line during transitions?	Yes No	
Am I usually participating in the same or similar activities as my classmates (though they might be adapted)?	Yes No	
Do I have the chance to be the "helper" on occasion?	Yes No	
Am I an active participant in classroom activities (not just an observer)?	Yes No	
Do my teachers and classmates talk to me, ask me questions, play with me?	Yes No	
Do I have friends in my class?	Yes No	

Source:
- Head Start Center for Inclusion Funded by the Office of Head Start Department of Health and Human Services: http://depts.washington.edu/hscenter/sites/default/files/teachers%20guide-MOC.pdf

CARA's Kit: Checklist of Priorities and Concerns

CARA's Kit: Creating Adaptations for Routines and Activities
Suzanne Milbourne & Philippa Campbell, 2007

CARA's Kit is a research-based kit that helps teachers understand children's needs and performance. It helps guide teachers through a six-step process in making adaptations for daily activities and routines so that children ages 3-6 years can successfully participate in the early childhood classroom curriculum. It also includes a decision making matrix which provides teachers with situations and suggested adaptations, activities, materials, instruction, and assistance. The modifications are listed in order from least intrusive to most intrusive. The Teacher Version contains a CD ROM with additional resources and a booklet specific to adaptations.

This checklist is designed to help preschool teachers, teaching assistants and other professionals understand and rate children's performance and ability to participate in daily classroom routines and activities in each of the following areas:

- Language and literacy activities
- Group meeting/circle
- Table top activities (manipulatives, puzzles, pre-writing)
- Small group play (sand & water, dramatic play, block play, etc.)
- Active learning and movement activities
- Routine transitions between activities
- Arrival and departure
- Community outings (e.g., daily outdoor walks, trips in the community)
- Socializing (e.g., interacting with peers and adults)
- Communicating (with peers and adults)
- Getting around (classroom, school, & community)
- Using hands and arms for functional tasks (e.g., use of utensils, tools)
- Following directions

Sources:
- Available for purchase from: The Division for Early Childhood http://www.dec-sped.org/Store/Additional_Resources and The National Association for the Education of Young Children: http://www.naeyc.org/store/node/666
- A sample of the form may be viewed at: http://www.nectac.org/~pdfs/meetings/inclusionMtg2008/CARAsChecklistofPrioritiesandConcerns.pdf

Collaborative Inclusion Practices

"Collaboration is the cornerstone to effective inclusive programs... Forming partnerships between professionals and parents with children of special needs is like learning a new dance.... The real dance of partnership occurs when all listen to each other's music, try out each other's dance steps, and work toward a new dance that involves the contributions of partners."

-Janice Fialka in *Do You Hear What I Hear?*

Collaborative Inclusion Practices

The responsiveness and effectiveness of environments in including children with disabilities and special needs is dependent on the relationships and activities of team members. In-depth tools and resources related to the appraisal of inclusive practices within a community, collaboration and the responsibility of team members, and examples from states may be found on the NECTAC inclusion website. Three examples of examining collaborative inclusive practices within a community are:

PTAN Partnerships for Inclusion Self-Assessment Tool
New Hampshire, 2009

This self-evaluation tool provides a framework for discussion promoting partnerships that benefit young children with special needs and their families. A team with representation from preschool special education, child care and families is assembled to consider and discuss each of the tool's items. Once completed, the team reviews their responses and decides which item(s) to work on to improve the quality of services they provide. The selected items are developed into an action plan that guides the team's future work together.

Preschool Inclusion: Self-Evaluation Tool
Pennsylvania, 2009

Adapted from New Hampshire's self-assessment tool (see above), Pennsylvania's tool is organized according to the DEC/NAEYC *Joint Position Statement* with headings that reflect access, participation, and supports. The purpose of this self-evaluation tool is to provide a framework for discussion that promotes partnerships to benefit young children with special needs and their families. As the team considers each item, they reflect on past experiences working together to provide services to young children and families.   Once the tool is completed, the team determines the priority to work on to improve the quality of services. Those utilizing the tool are reminded that all voices are important to moving a partnership forward. Action Plan form completion is suggested as a guide for collaborative work.

Inclusion Planning Checklist: Center-Based Early Care and Education Programs
Special Quest, 2008

This is a tool for providing collaborative services when including infants, toddler, or preschoolers with disabilities and their families in center-based early care and education programs, such as Early Head Start, Head Start, child care, and family care. The checklist provides suggestions for activities that should take place to create responsive and effective inclusive environments; it is divided into four sections: 1) Build Relationships, 2) Gather and Share Information and Resources, 3) Develop and Implement Plans, and 4) Review and Evaluate Services.

Source:
- NECTAC inclusion website http://www.nectac.org/inclusion/default.asp
- New Hampshire's **PTAN Partnerships for Inclusion Self-Assessment Tool** http://www.nectac.org/~pdfs/calls/2009/sec619/nh_self_eval_tool.pdf
- Pennsylvania's **Preschool Inclusion: Self-Evaluation Tool**: http://www.nectac.org/~pdfs/topics/inclusion/PAVersion_SelfEvaluation_Final9-30.pdf
- Special Quest **Inclusion Planning Checklist: Center-Based Early Care and Education Programs** http://www.specialquest.org/sqtm/supp/inc_plan_chklist_center.pdf

Quality Rating and Improvement Systems (QRIS)

"We have dramatically expanded early childhood education and will continue to improve its quality, because we know that the most formative learning comes in those first years of life."

-**President Barack Obama**,
in an address to joint session of Congress, February 24, 2009

QRIS Quality Standards

National Child Care Information and Technical Assistance Center (NCCIC), 2009

NCCIC maintains a website that provides information on systems that are designed to rate the quality or level of a child care program, identify areas for improvement, inform consumers about levels of quality, and target technical assistance.

A QRS (Quality Rating System) or QRIS (Quality Rating and Improvement System) is used by states to increase the quality of care for children; increase parents' understanding and demand for higher quality care; and increase professional development of child care providers. QRS/QRIS can also be a strategy for increased accountability in improving quality of care.

Categories of standards in state QRIS typically include:
- Program standards (e.g., administrative policies and procedures, health and safety, learning environment, ratios/group size)
- Staffing (e.g., qualifications, training and professional development, compensation).

Rating systems may also include accountability measures for rating attainment or improvement, financial incentives, and parent/consumer involvement and education efforts.

Source:
- Links to the States' standards are available in the document *QRS Quality Standards* at http://nccic.acf.hhs.gov/poptopics/qrs-criteria-websites.html.
- Additional information about QRS/QRIS is available on NCCIC's website at http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=44.

Why Program Quality Matters for Inclusion: Recommendations for Professional Development

Virginia Buysse, Tracey West and Heidi Hollingsworth
National Professional Development Center on Inclusion (NPDCI), 2009

While QRS/QRIS standards apply to all children, performance standards related to the inclusion of children with disabilities or special needs in programs may be embedded in the general QRIS standards or may be included as additional quality standards. This article includes information relating to components of global program quality and the quality improvement movement, considerations for additional dimensions of quality inclusion, and recommendations for infusing content on inclusive program quality in professional development.

Sources:
- Citation: National Professional Development Center on Inclusion. (2009, November). *Why program quality matters for early childhood inclusion: Recommendations for professional development.* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
- Available at http://community.fpg.unc.edu/npdci

Compendium of Quality Rating Systems and Evaluations, 2010

This compendium was prepared for the Office of Planning, Research and Evaluation of the Administration for Children and Families, Department of Health and Human Services.

Provisions for children with special needs in QRS

As seen in the table below, eight systems include specific indicators related to children with special needs for center based-programs. The elements appearing in one or more of the indicators include: specialized training for staff, screening procedures, planning for children with special needs, documentation of plans and activities, integration of children with their peers, and environmental accommodations for children with special needs. The information in the table does not reflect quality rating systems that use national accreditation or the Environment Rating Scales (ERS) developed by Harms, Clifford, Cryer and colleagues at The University of North Carolina at Chapel Hill as the basis for quality indicators in the QRS.

Inclusion of Indicators Related to Children with Special Needs for Child Care Centers in Quality Rating Systems

QRS	Description
California, LA County	Provisions for Children with Special Needs indicators are separated into three categories under every step in the QRS: identification, inclusion, and special needs training. There are numerous indicators related to the use of screening tools, sharing information with families, making referrals as needed, using information from an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) and input from the family to structure activities and services that are supportive of the IFSP/IEP, and provision of resources for families.
Delaware	Program must document activities and instruction that help to support goals in a child's IEP/IFSP, when applicable. 4 Star: -Program involves families in planning to meet the needs of their child(ren), inclusion IFSP/IEP goals. 5 Star: -When applicable, program makes staff available to attend IEP/IFSP meetings to participate in planning efforts with family and service providers.
Florida, Miami-Dade	At the 5th level, activity suggestions must be developed with staff and families for children identified with potential delays.
Indiana	Plans and environmental accommodations for children with special needs must be evident in terms of written plans, space arrangement, adaptation of materials, inclusion in age-appropriate self-help activities, and handling questions about differences.
New Hampshire	The program must welcome children and families of all abilities and must modify the program and make reasonable accommodations to maintain children with special needs in the program.

QRS	Description
Pennsylvania	Star 2:
	If applicable to the child, provider requests from parents copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice.
	Star 3:
	A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services.
	Star 4:
	If applicable to the child, provider, in conjunction with parents and service providers from public school and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives.
Vermont	In Families and Communities indicator category, providers must complete training for caring for children with special needs in order to achieve 2 points and be a "Vermont Child Care Provider".
Virginia	Star 2:
	-Programs must have a written plan for supporting individual children with special needs (medical, educational, or behavioral)
	Star 3:
	-Age appropriate activities to prepare children for transitions (sharing stories, reading books about transitions, visiting another classroom, visiting public school, etc.)
	Star 4:
	-Coordination with families and schools, programs, or agencies to transfer child records, including written information concerning child's abilities, learning styles, medical/safety concerns.

Sources:
- Table 4.32- Inclusion of Indicators Related to Children with Special Needs for Child Care Centers in Quality Rating Systems. Source: Document review and interviews with QRS Administrators from July to October, 2009, page 153.
- The entire *Compendium of Quality Rating Systems and Evaluations* is available in downloadable format at: http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/