PENNSYLVANIA PRESCHOOL INCLUSION: SELF-EVALUATION TOOL

Early Intervention Program:_____   Date:_____

> 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, reflect on past experiences working together to provide services to young children and families.   Once you have completed the tool, decide which item(s) you want to work on to improve the quality of services you provide. Remember that all voices are important to moving your partnership forward. Complete the Action Plan form and use it as a guide for your work.

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
ACCESS to SERVICES						
1. Early childhood program providers encourage families to contact their Early Intervention preschool program if they have concerns about their child's development.						
2. Preschool early intervention and early childhood personnel work together to:						
▪ Conduct an on-site pre-referral screening if appropriate						
▪ Determine whether a formal referral to early intervention is appropriate						
3. Preschool early intervention programs include early childhood providers in:						
▪ The development of the Individualized Education Program (IEP)						
▪ The implementation of the IEP						
▪ Monitoring of the IEP						

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
4. Early childhood programs serve children with a variety of special needs, including:						
▪ Children with challenging behaviors						
▪ Children who are not toilet trained						
▪ Children who use assistive technology or alternative modes of communication						
▪ Children who require physical assistance						
▪ Children who require accommodations for chronic health conditions						
5. Preschool early intervention and early childhood programs clearly communicate their guidelines, mandates, and philosophies to one another, families, and community to build mutual understanding and collaboration						
6. Preschool early intervention, early childhood personnel and families work together to promote access to programs by resolving issues related to:						
▪ Funding						
▪ Staffing						
▪ Equipment and material						

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
ACCESS to INFORMATION						
7. Preschool early intervention and early childhood programs offer shared adult learning opportunities, resources, and materials to help families and staff:						
▪ Understand federal and state regulations regarding early intervention						
▪ Develop leadership skills						
▪ Promote the use of promising and evidence-based practices including behavioral and instructional supports, interventions and strategies						
▪ Access and utilize community, state, and national resources						
▪ Participate in local interagency coordinating councils, early care and learning groups and others as appropriate						
8. Preschool early intervention and early childhood personnel and families work together to become informed by:						
▪ Identifying and jointly attending relevant training(s)						
▪ Identifying and securing necessary resources and technical assistance						
9. Preschool early intervention and early childhood personnel and families agree upon communication strategies for sharing relevant information about the child's day (such as mail, e-mail, telephone, and communication book/log)						
10. Early Childhood and preschool Early Intervention personnel regularly share information (e.g., curriculum, daily activities, and special events) with each other and families in order to promote consistency and reinforcement of learning						

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
11. Meetings attended by families, preschool early intervention and early childhood personnel are typically held at times and locations convenient for everyone						

PLANNING FOR FULL PARTICIPATION

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence	Comments
12. Preschool early intervention personnel, early childhood providers and families collaborate in:						
▪ Creating shared goals and objectives for the child to be implemented across settings (school, childcare, community, home)						
▪ Developing modifications for implementing the IEP across settings						
▪ Providing technical assistance and training to implement the IEP throughout the child's day						
▪ Providing services and resources as defined in the IEP						
▪ Providing parent resources						
13. Preschool early intervention, early childhood personnel and families are flexible when making decisions about children's programs and services						
14. Preschool early intervention, early childhood personnel and families work together to make children's daily transitions as smooth as possible by:						
▪ Communicating across settings						
▪ Establishing a routine						
▪ Addressing scheduling issues						

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
15. Preschool early intervention, early childhood personnel and families consistently use, across all settings, the agreed upon:						
▪ Educational, developmental, and behavioral support and intervention strategies						
▪ Child-specific instructional strategies						
▪ A high quality early childhood curriculum with fidelity						
SUPPORTS FOR INCLUSION						
16. Administrators of preschool early intervention and early childhood programs actively support and encourage collaboration by:						
▪ Having written policies that articulate their program's value and priority for inclusion						
▪ Accessing and sharing state policies, guidelines, and resources related to inclusion						
▪ Serving as role models in valuing each other's perspectives						
▪ Adopting supportive written procedures						
▪ Address issues that impact both programs (e.g., new mandates, funding)						
▪ Develop policies that promote parent representation on governing boards and other policy and decision making committees						

	Not Yet	Beginning to Develop	Partially Implemented	Fully Established	Evidence (What does it look like?)	Comments
17. Compensated/flexible time is built into preschool early intervention and early childhood personnel work schedules for:						
▪ IEP development and monitoring meetings						
▪ Joint planning						
▪ Formal and informal communication						
▪ Joint professional development						
▪ Providing time and resources for collaborative activities (i.e., travel reimbursement, flexible time, substitute coverage)						
▪ Dedicating time and resources for personnel to develop collaboration skills						
▪ Developing and signing collaborative agreements (i.e. memorandum of understanding)						
▪ Sharing child outcome information						
▪ Collaborate to address personnel needs which are necessary to implement the IEP						
▪ Survey families and staff to evaluate the effectiveness of collaboration and utilize results to make improvements						
18. Preschool early intervention and early childhood program administrators support increased program options in their community for young children with disabilities.						
19. Preschool early intervention, early childhood personnel and families are prepared and supported to use WSS/Ounce for child outcomes.						
20. Preschool early intervention, early childhood personnel and families have access to professional development opportunities to support their work as distinguished by						

▪ Opportunities that are jointly planned for cross-sector audiences						
▪ Opportunities that focus on both *knowledge acquisition* and *knowledge application*						
▪ Opportunities that assess needs to support professional development that builds knowledge and skill over time						
▪ Alignment with state standards, competencies, and guidelines						
▪ Evaluation to ensure effectiveness						

COMMENTS

Team Members Signatures:

Early Intervention Administrator:_____

Early Childhood Administrator:_____

External Coach:_____

Internal Coach:_____

EI Advisor:_____

IMFS Consultant:_____

EITA Consultant:_____

Other:_____