



PTAN PARTNERSHIPS FOR PRESCHOOL INCLUSION: SELF-EVALUATION TOOL

Date: _____

Child Care Representative _____

Family Representative _____

Preschool Special Education Representative _____

Other Team Member _____

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
ACCESSING SERVICES						
1. Child care providers encourage families to contact their school district's preschool special education program with concerns about their child's development, regardless of where the child lives						
2. Preschool special education and child care personnel work together to:						
▪ Determine whether a formal referral to special education is appropriate						
▪ Conduct an on-site pre-referral screening if appropriate						
3. Preschool special education programs include child care providers in:						
▪ Special education identification						
▪ The development of the Individualized Education Program (IEP)						
▪ The implementation of the IEP						
▪ Monitoring of the IEP						

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4. Child care 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 special education and child care programs clearly communicate their guidelines, mandates, and philosophies to one another, families, and community to build mutual understanding and collaboration						
6. Preschool special education, child care personnel and families work together to promote access to programs by resolving issues related to:						
▪ Funding						
▪ Transportation						
▪ Staffing						
▪ Equipment and material						

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ACQUIRING AND SHARING INFORMATION						
7. Preschool special education and child care programs offer shared adult learning opportunities, resources, and materials to help families and staff:						
▪ Understand federal and state regulations regarding special education and child care						
▪ Develop advocacy skills						
▪ Promote the use of promising and evidence-based practices						
▪ Access and utilize community, state, and national resources						
▪ Participate in local and state advisory and policy committees						
8. Preschool special education, child care 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 special education, child care personnel and families are trained and supported to use agreed upon:						
▪ Behavioral supports and interventions						
▪ Strategies to support the child's learning						
10. Preschool special education, child care 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)						

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11. Child care and preschool special education 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 in the three settings						
12. Meetings attended by families, preschool special education and child care personnel are typically held at times and locations convenient for everyone						

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PLANNING AND PROVIDING SERVICES						
13. Preschool special education personnel, child care providers and families collaborate in:						
<ul style="list-style-type: none"> ▪ Creating shared goals and objectives for the child to be implemented across settings (school, childcare, community, home) 						
<ul style="list-style-type: none"> ▪ Developing modifications for implementing the IEP across settings 						
<ul style="list-style-type: none"> ▪ Providing technical assistance and training to implement the IEP throughout the child's day 						
<ul style="list-style-type: none"> ▪ Providing services and resources as defined in the IEP 						
<ul style="list-style-type: none"> ▪ Providing parent resources 						
14. Preschool special education, child care personnel and families are flexible and open when making decisions about children's program and services						

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15. Preschool special education, child care personnel and families work together to make children's daily transitions as smooth as possible by:						
▪ Coordinating transportation						
▪ Communicating across settings						
▪ Establishing a routine						
▪ Addressing scheduling issues						
16. Preschool special education, child care personnel and families consistently use, across all settings, the agreed upon:						
▪ Behavioral support and intervention strategies						
▪ Child-specific learning strategies						

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ADMINISTRATIVE SUPPORT						
17. Administrators of preschool special education and child care programs actively support and encourage collaboration by:						
▪ Serving as role models in valuing each other's perspectives						
▪ Providing time and resources for collaborative activities (i.e., travel reimbursement, flexible time, substitute coverage)						

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<ul style="list-style-type: none"> Adopting supportive written procedures 						
<ul style="list-style-type: none"> Dedicating time and resources for personnel to develop collaboration skills 						
<ul style="list-style-type: none"> Developing and signing collaborative agreements (i.e. memorandum of understanding) 						
18. Compensated time is built into preschool special education and child care personnel work schedules for:						
<ul style="list-style-type: none"> IEP development and monitoring meetings 						
<ul style="list-style-type: none"> Joint planning 						
<ul style="list-style-type: none"> Formal and informal communication 						
<ul style="list-style-type: none"> Joint trainings 						
19. Preschool special education and childcare program administrators promote increased program options in their community for young children with disabilities by:						
<ul style="list-style-type: none"> Sharing effective practices and helpful tips with each other 						
<ul style="list-style-type: none"> Engaging in joint goal setting and planning for their programs 						
<ul style="list-style-type: none"> Including one another in professional development planning 						
<ul style="list-style-type: none"> Inviting one another to professional development activities of mutual interest 						
<ul style="list-style-type: none"> Jointly sponsoring professional development opportunities 						

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20. Preschool special education and child care program administrators insure that high quality curricula are implemented in their programs						
21. Preschool special education and childcare administrators work together to address issues that impact both programs (e.g., new mandates, funding)						
22. Preschool special education and child care administrators collaborate to address personnel needs which are necessary to implement the IEP						
23. Preschool special education and child care programs survey families and staff to evaluate the effectiveness of collaboration and utilize results to make improvements						
24. Preschool special education and child care administrators have policies that promote parent representation on governing boards and other policy and decision making committees						

COMMENTS