

EARLY CHILDHOOD INCLUSIVE PRACTICES SELF-ASSESSMENT TOOL

Directions: With your team, reflect on past experiences and discuss the following statements to come to consensus on the rating. Mark an X in the appropriate column.

Self-Assessment Statement	1	2	3	4	5
1. Sense of Belonging —Ensure that children with disabilities experience a sense of belonging and have optimal opportunities to learn, develop, and form positive relationships alongside their peer models.					
2. Integrated Service Delivery —Assessment is on-going, done within the context of routines, and has input of all the partners. IFSP/IEP outcomes/goals are written in functional terms, with input from all the partners and are supported by a functionally based, age-appropriate curriculum. These goals are embedded into daily routines and activities that are planned for jointly, i.e., the input of all identified partners.					
3. Reciprocal Consultation —The knowledge base and skill level of everyone is honored. Service providers and classroom staff share knowledge, learn from, and communicate with one another. Reciprocal consultation between classroom staff and service providers is on-going to determine needs, develop strategies, assess progress, and maximize learning opportunities within the context of the routines of the child's day.					
4. Therapies —Therapeutic and specialized services and approaches are integrated into the child's routines within the context of the daily routines of the classroom. Classroom staff and service providers share their respective expertise and explore routine-based strategies within the natural settings. These strategies and approaches reduce and eliminate the need for pull-out therapy services.					
5. Materials —Materials that are already present in a typical classroom are used. Accommodations and adaptations to these materials and the environment are made when appropriate. The use of specialized toys and materials is minimized. Learning materials are age appropriate and accessible to all children.					
6. Professional Development —Service providers and classroom staff have professional development opportunities that raise their level of knowledge and skill over time. They have access to the latest research, resources, and technical assistance and are supported to explore new approaches.					
7. Community Partnerships —Partnerships are established with other early care and education programs within the community, providing a variety of inclusive options for young children and families. Partners collaborate to embed IFSP/IEP outcomes/goals and strategies into the daily routines and activities of the program and children.					
8. Collaborative Agreements —Administrators of partnering agencies meet together to develop and sign collaborative agreements (i.e., Memorandum of Understanding) to establish the working relationship and commitments of their individual agencies.					
9. Program Philosophy, Policies, and Procedures —Policies and procedures are in place and aligned that support inclusion and the use of inclusive practices. Policies and procedures are supported by a strong, well-understood, and well-articulated position and philosophy statement on inclusion (refer to Policy & Procedure Checklist for more information).					
10. Parent-School Partnerships —Practices are in place that provide a welcoming environment for families, which in turn sets the tone for the parent/agency partnerships.					
11. Transition —Children and families are supported in transition, in and out of early care and education settings and services. Families are fully informed about all options for inclusion. Sending and receiving families, service providers, and classroom staff meet to plan for transition.					

_____ Do your procedures support parent participation in meetings, communication, planning, and strategies development and implementation for inclusion?