

**Project CHOICES**  
**Early Childhood**  
**Inclusive Practices Reflection Tool**  
 Assessing and Planning LRE/EE Support in Schools

School: \_\_\_\_\_  
 District: \_\_\_\_\_

City: \_\_\_\_\_

Date: \_\_\_\_\_

**Indicate position of person completing tool:**  
 General Educator \_\_\_\_\_  
 Special Educator \_\_\_\_\_  
 Parent \_\_\_\_\_  
 Administrator \_\_\_\_\_  
 Support/Other \_\_\_\_\_

**Descriptors of Current Status**  
 In Place = This occurs 76%-100% of the time  
 Partially in Place = This occurs 26%-75% of the time  
 Not in Place = This occurs 0%-25% of the time  
 I don't know

Current Status				<b>Early Childhood Settings</b>	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
				<b>Early Childhood settings are those that provide services for children aged 3 – 5 years old</b>			
				1. All of the child's instructional personnel, related services, community, and family supports are present for transitional meetings from early childhood to K-12 environments. <span style="float: right;">T-1</span>			
				<i><b>In Place:</b></i> A formal process for transition planning from early childhood to kindergarten is completed by a team which includes parents, early childhood staff a kindergarten teacher and administrator from the school the child would attend if s/he did not have a disability. Services and supports that will allow the child to move to kindergarten are fully described within the IEP/IFSP.			
				<i><b>Not In Place:</b></i> Special education coordinators represent the district when children are transitioning and people at the table are primarily special education. Children are considered for kindergarten placement if they have acquired certain minimal social and academic skills. No kindergarten teacher or administrator is involved unless the early childhood staff has determined the child can go there.			
				2. When children leave early childhood services, the first placement is general education Kindergarten in the home school. <span style="float: right;">T-1</span>			
				<i><b>In Place:</b></i> A formal procedure is in place for transitioning children from early childhood. A kindergarten teacher is a member of the transition team. All children are prepared to enter kindergarten with supports and aids.			
				<i><b>Not in Place:</b></i> There is little or no formal collaboration between early childhood staff and general education staff. A large percentage of children transition into special education classrooms from early childhood services.			
				3. Children with IEPs/IFSPs have goals that are aligned with the Illinois Early Learning Standards. <span style="float: right;">T-1</span>			
				<i><b>In Place:</b></i> IEPs/IFSPs are written with pre-academic goals directly aligned with the Illinois Early Learning Standards.			
				<i><b>Not In Place:</b></i> IEP/IFSP goals do not reflect alignment with the Illinois Early Learning Standards.			
				4. Early childhood programs utilize evidenced based curriculum and assessment systems in conjunction with Illinois Early Learning Standards. <span style="float: right;">T-1</span>			
				<i><b>In Place:</b></i> System is in place for obtaining data related to student learning and performance.			
				<i><b>Not In Place:</b></i> Curriculum is not research or data based.			
				5. Collaboration occurs between the school and agencies that support children with disabilities in the community to foster transition and other services. <span style="float: right;">T-6</span>			
				<i><b>In Place:</b></i> Schools collaborates with local agencies that serve children with disabilities to help refer families of children with disabilities for support. Connections are established with the Child & Family Connections in the area and transitions from Early Intervention programs are facilitated by both parties.			
				<i><b>Not In Place:</b></i> School personnel are unaware of agencies in the community that support children with disabilities. Referrals from EI are often delayed or lost.			

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				<p>6. Typical preschool settings (Pre-K, community childcare/preschool, Head Start) with appropriate supports, is the first placement for every child with an IEP/IFSP. <span style="float: right;">T-6</span></p> <p><i>In Place:</i> Teams consider what supports would be needed in the typical early childhood setting for each individual child and implement these supports before deciding upon a more restrictive placement.</p> <p><i>Not In Place:</i> Children with IEPs are placed outside of typical early childhood settings based upon label or the idea that it would be too hard for the child to stay in the Pre-K, community childcare/preschool, Head Start. Once a child is identified as eligible for an IEP the first decision is what program will the child "fit into". The need for modification and adaptation is enough to decide placement outside the typical early childhood setting.</p>			
				<p>7. IEPs/IFSPs contain intervention techniques and/or accommodations to address unique learning needs that enable children to benefit in the typical early childhood setting. <span style="float: right;">T-1</span></p> <p><i>In Place:</i> Intervention techniques include learning strategies, visual and communication systems, curricular modifications, positive behavior interventions, and appropriate people supports. These techniques and modifications are individualized for each child and assist the child in the typical early childhood settings.</p> <p><i>Not In Place:</i> Cookie cutter modifications on all IEPs. IEPs identify strategies that exclude a child from participating in typical early childhood settings. Few ideas are generated for accommodating children with IEPs in general education.</p>			
				<p>8. Partnerships exist with Parents/Guardians/Family to ensure collaboration on implementation of effective inclusive practices. <span style="float: right;">T-5</span></p> <p><i>In Place:</i> School or district involves parents in the school improvement planning process and consistently seeks feedback from families about special education services for their child with an IEP/IFSP (i.e.: follow up interviews, surveys, etc.)</p> <p><i>Not In Place:</i> Feedback from families is not sought consistently. Feedback from families is usually in response to complaints.</p>			
				<p>9. There is a venue to inform families and the community about inclusive practices and the benefits for ALL students. <span style="float: right;">T-5</span></p> <p><i>In Place:</i> The school or district has a strategy to keep all families informed of special education services and inclusive practices implemented. The benefits of these practices are also communicated. This could be through regular PTO/PTA meetings or an advisory committee at the school or district level.</p> <p><i>Not In Place:</i> Families of children with and without IEPs/IFSPs are unaware of how the school serves students using inclusive practices. Families of all children are unaware of the benefits.</p>			
				<p>10. Natural proportions are maintained. Children with disabilities attend their typical preschool settings. The number of children with disabilities reflects the percentage in the community. <span style="float: right;">T-1</span></p> <p><i>In Place:</i> The number of children with disabilities in a classroom is in natural proportion to the number of children without disabilities. This proportion usually is about 10-15 percent of the population. This natural proportion is similar in the community at large.</p> <p><i>Not In Place:</i> Children with IEPs/IFSPs are clustered in one or two classrooms, or clustered in certain building disrupting the natural proportions.</p>			
				<p>11. Children with IEPs/IFSPs participate in typical early childhood settings and extra curricular activities. <span style="float: right;">T-3</span></p> <p><i>In Place:</i> Children with IEPs/IFSPs participate in special school events with general education classmates and in standard extracurricular activities. This includes field trips, school plays, assemblies and class pictures, etc.</p> <p><i>Not In Place:</i> Children with IEPs/IFSPs are not invited to participate in activities. Assumptions are made that the children would not benefit from the curricular activities or the accommodations would be too difficult. Participation of children with IEPs/IFSPs in school activities is an afterthought.</p>			

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				12. Weekly teaming and co-planning meetings are organized and goal oriented, with formal written agendas and minutes. <span style="float: right;">T-6</span>			
				<p><i><b>In Place:</b></i> Members of the team (general educators, special educators, related service personnel, parents and administrators) meet for the purpose of addressing a shared and overt goal. There is a written agenda and outcomes to address the stated goal. Miscellaneous discussions and concerns are noted and tabled, to be addressed at a later time. Participants leave the meeting with a clear understanding of what is going to be done within the given time frame and who is going to do it. The agenda minutes are kept in a central location, within the building, so they are accessible to all relevant staff.</p> <p><i><b>Not In Place:</b></i> Meetings or co-planning sessions are disorganized and seldom have an overt and shared goal. Members leave the meeting without a firm grasp of the resolution or outcomes decided.</p>			
				13. School personnel use positive behavior strategies and proactive classroom management. <span style="float: right;">T-3</span>			
				<p><i><b>In Place:</b></i> Classroom rules are developed collaboratively with children. Expectations are clear with natural consequences. Children are shown respect, treated with dignity. Interactions are positive. Classroom environment is welcoming and comfortable.</p> <p><i><b>Not In Place:</b></i> Punishment is used; rules are arbitrary or negatively stated. There is public or private humiliation, isolation and overall hurtful interactions.</p>			
				14. Related Services are integrated throughout the child’s schedule in the typical early childhood setting. <span style="float: right;">T-2</span>			
				<p><i><b>In Place:</b></i> Related services instruction and supports are provided within the child’s general education classes and environment and related service personnel are observing, contributing input to the early childhood teacher, and providing ideas to incorporate goals into the routine of the day.</p> <p><i><b>Not In Place:</b></i> Related services objectives are taught as a pull out activity or in a separate setting outside of the general education classroom environment. Related service personnel pull children out to receive individualized therapy and then return the student to the classroom.</p>			
				15. Parents/guardians/family members visit classrooms and observe so they can participate as a full member of the collaborative team. <span style="float: right;">T-5</span>			
				<p><i><b>In Place:</b></i> Parents/guardians/family members are invited and encouraged to observe their student at school. This gives the parent/guardian/family members a perspective on how their student participates in school and allows the parent/guardian/family member to participate more fully in team meetings.</p> <p><i><b>Not In Place:</b></i> Parents/guardians/family members are discouraged from observing and may even experience the school refusing to allow the observation.</p>			