

The Inclusive Classroom Profile (ICP): Applying Practices in Early Childhood Programs

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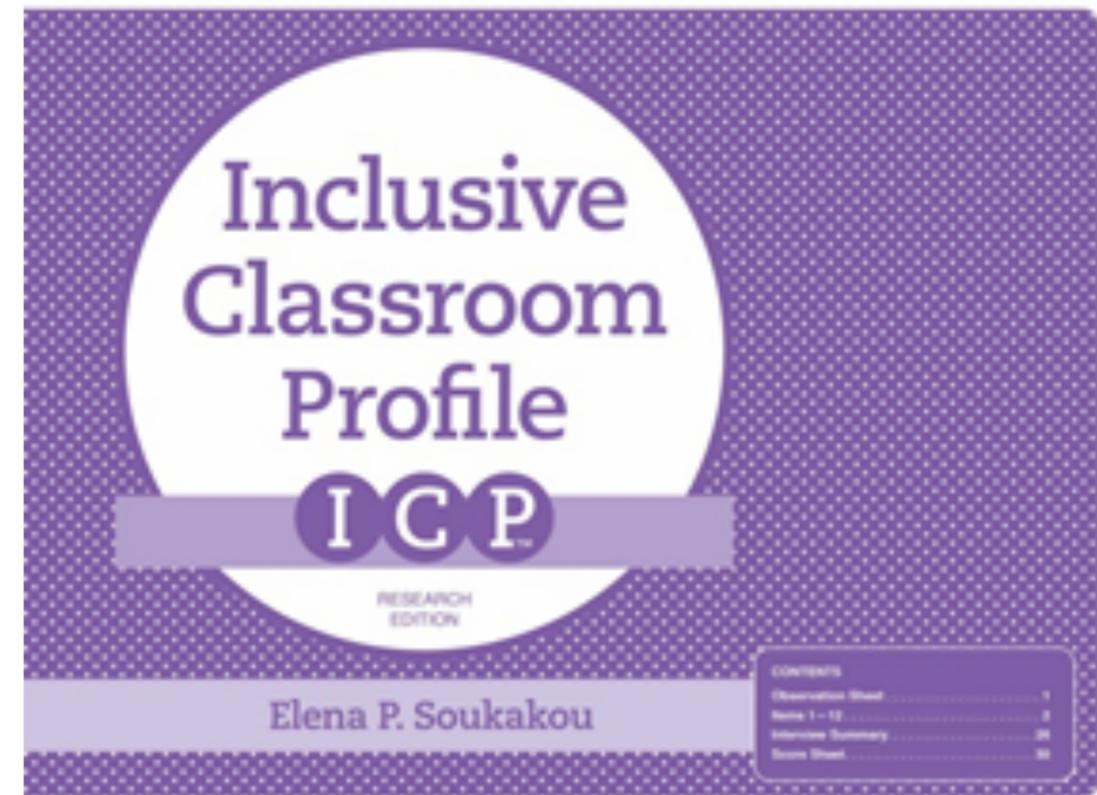


AWWA Inclusion Experts Series, 5th Edition

November 21, 2020



About Elena



About Chih Ing



About this seminar

01 Why inclusion?

02 What is high quality inclusion?

03 How do we implement high quality inclusion?



**Why does
quality
inclusion
matter?**



**High Quality
Early Childhood
Education
Benefits
Everyone**



Let's see it!



CONNECT

The Center to Mobilize Early Childhood Knowledge



**What do we
know about
inclusion?**

Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC



April 2009

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



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“Early childhood inclusion embodies the values, policies, and **practices** that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. *The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.* The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and [systemic] supports.”

2020 Global Education Monitoring (GEM) Report on Inclusion

- Laws in 25% of countries (but over 40% in Asia and in Latin America and the Caribbean) make provisions for education in separate settings,
- 10% for integration, and
- 17% for inclusion
- 31 million children; 1 in 3 children with disabilities from UNESCO Member States out of school

Context in Singapore

The Committee envisions Singapore to be “a caring and inclusive society where persons with disabilities are empowered to **achieve their fullest potential** and **participate fully** as integral and contributing members of society.”



Inclusion benefits children with and without disabilities

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**Not just good for
some children but...**



**Fully inclusive options
have been shown to work
for children across
disability groups and
levels of severity**

Adapted from Phil Strain, 2019

A photograph of three children (two boys and one girl) smiling and leaning over a grassy area in front of a multi-story school building. The children are in the foreground, and the building is in the background, slightly out of focus.

Outcomes of inclusion

Children with disabilities

- Better academic skills
- Higher high school graduation rates
- Fewer special education services
- Better adult employment status
- Greater chance of independent living
- Better adult mental health
- Less drug/alcohol use in teen years

Typically developing children

- Equal or greater cognitive and language skills
- Fewer challenging behaviors
- More advanced social skills
- More accepting attitudes toward individuals who are different

Adapted from Phil Strain, 2019

Office of Special Education Programs (OSEP) Leadership Conference Keynotes Address

Early childhood professionals may not be adequately prepared to serve young children with disabilities.





**Specialized
intervention
practices and
supports are key
components of
high quality
inclusion**

**Collaboration
among parents,
teachers, and
specialists is a
cornerstone of
inclusion**



National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



Research Synthesis Points on Early Childhood Inclusion

THIS DOCUMENT IS A SUMMARY OF KEY CONCLUSIONS OR “SYNTHESIS POINTS” drawn from a review of the literature or research syntheses on early childhood inclusion. For each synthesis point, we provide supporting references. We encourage you to reproduce this document for distribution and use it in a variety of contexts, including professional development, policy development, planning, advocacy, and grant writing.

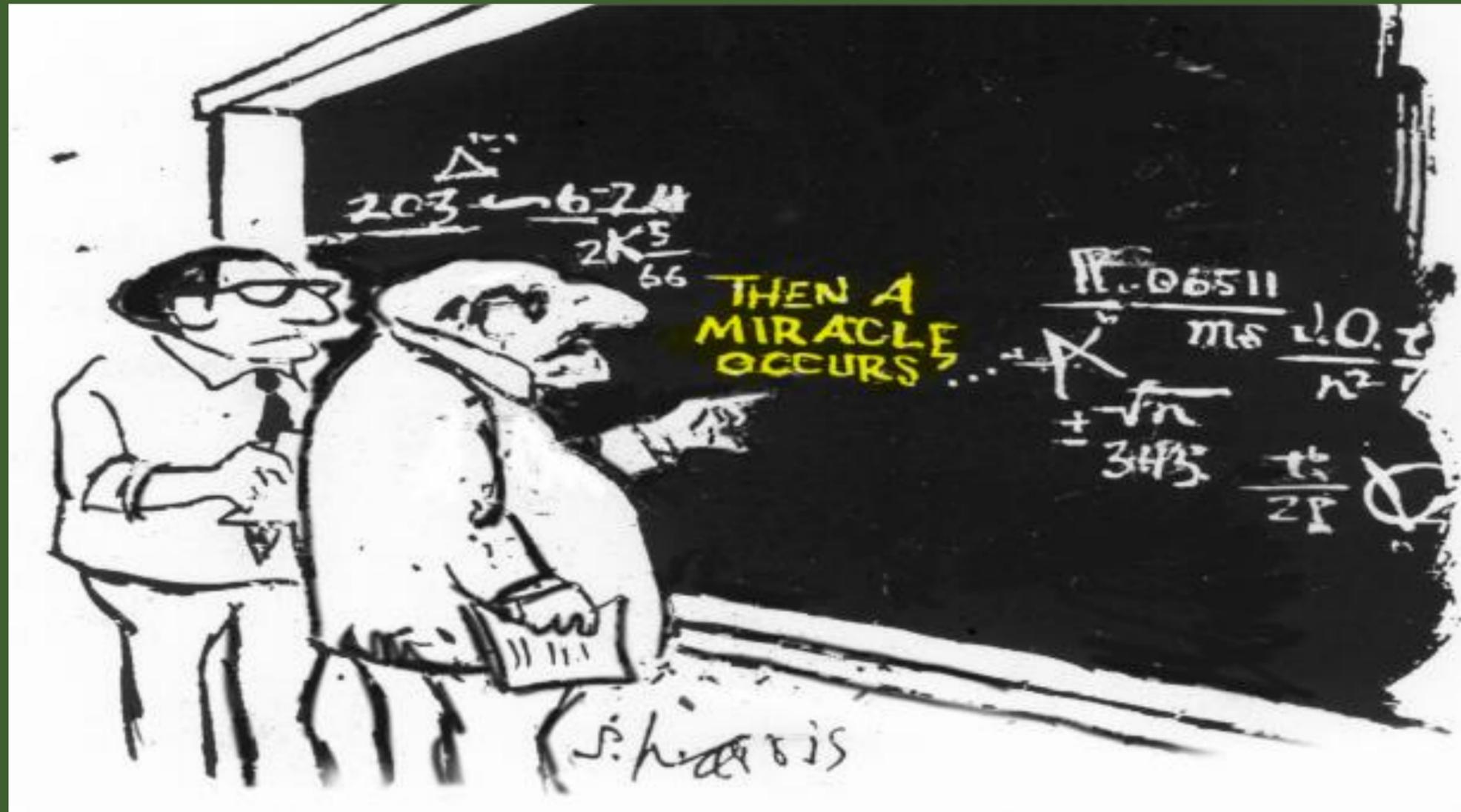
It should be noted that synthesis points 1-7 derive primarily from the following key sources, selected because these authors summarized what was known about inclusion:

Guralnick, M. J. (Ed.). (2001). *Early childhood inclusion: Focus on change*. Baltimore: Brookes.

Odom, S. L. (Ed.). (2002). *Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press.

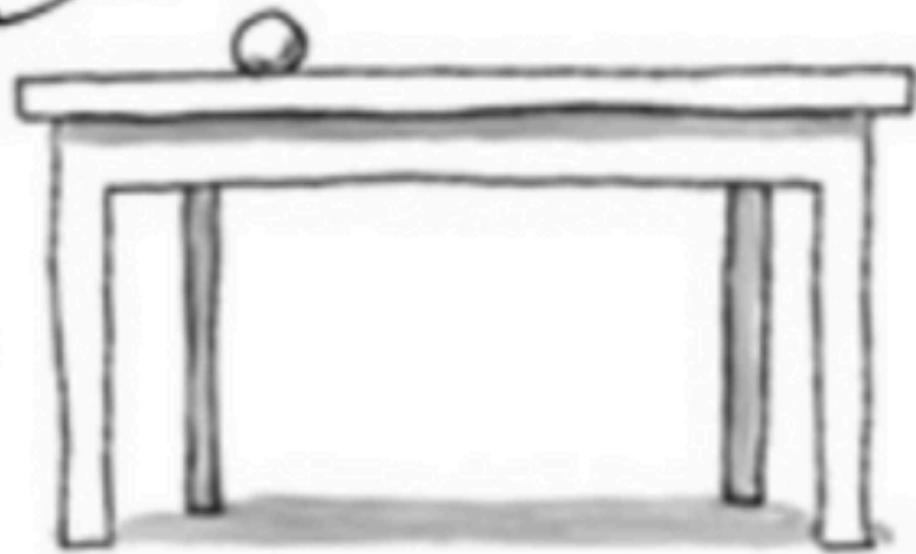
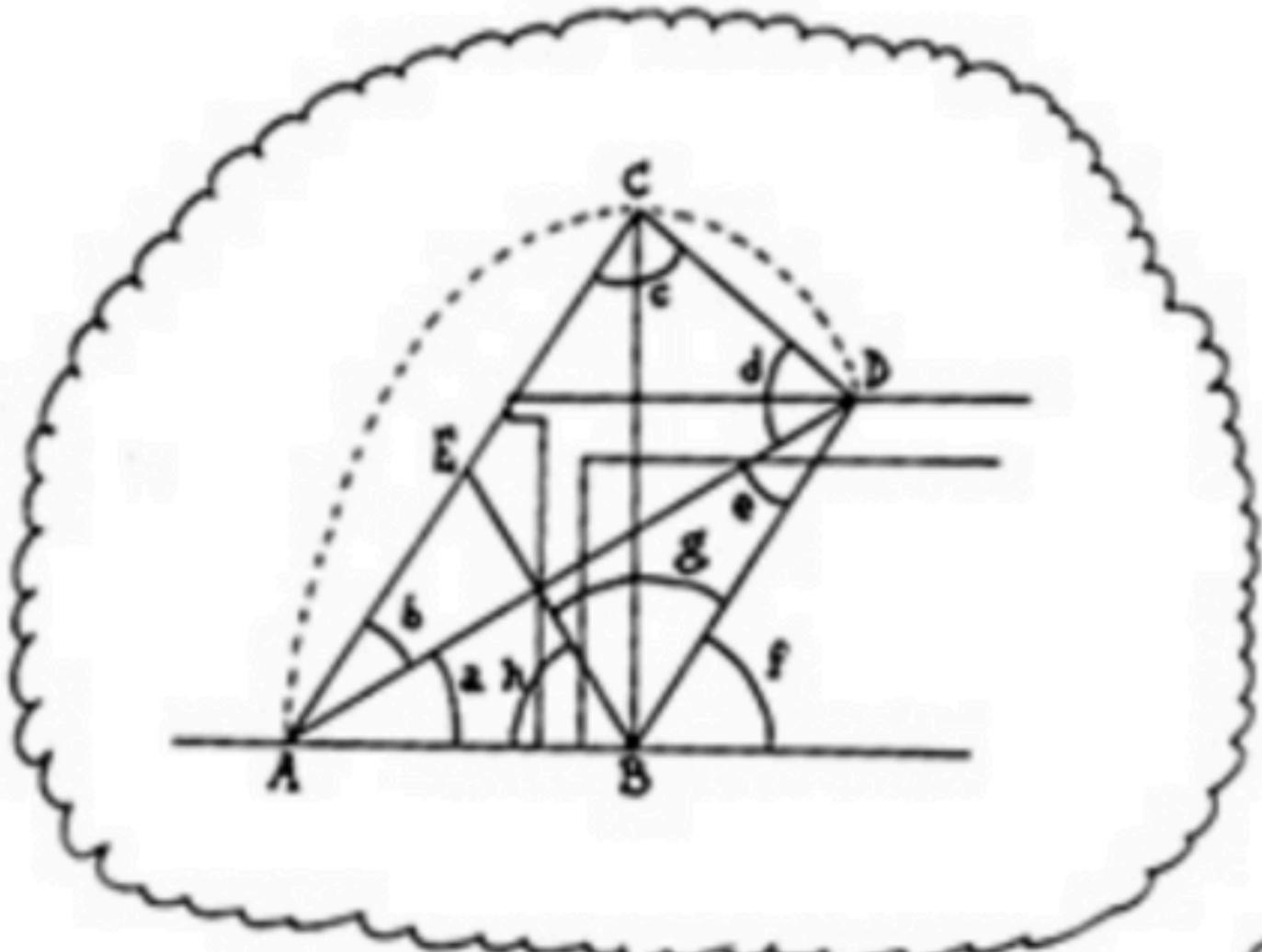
Odom, S. L., et al. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs*, 4(1), 17-49.

Solving the research/policy to practice gap



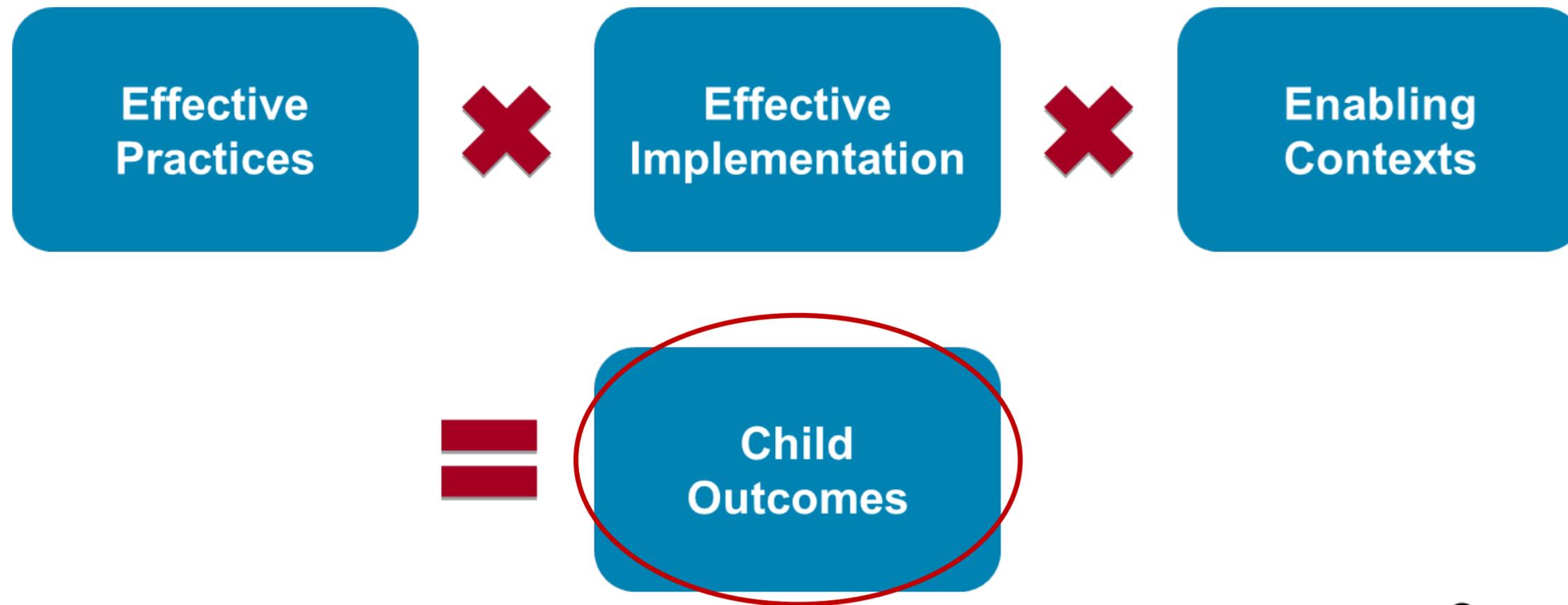
“I think you should be more explicit here in step two.”

**Why focus
on
implementation?**



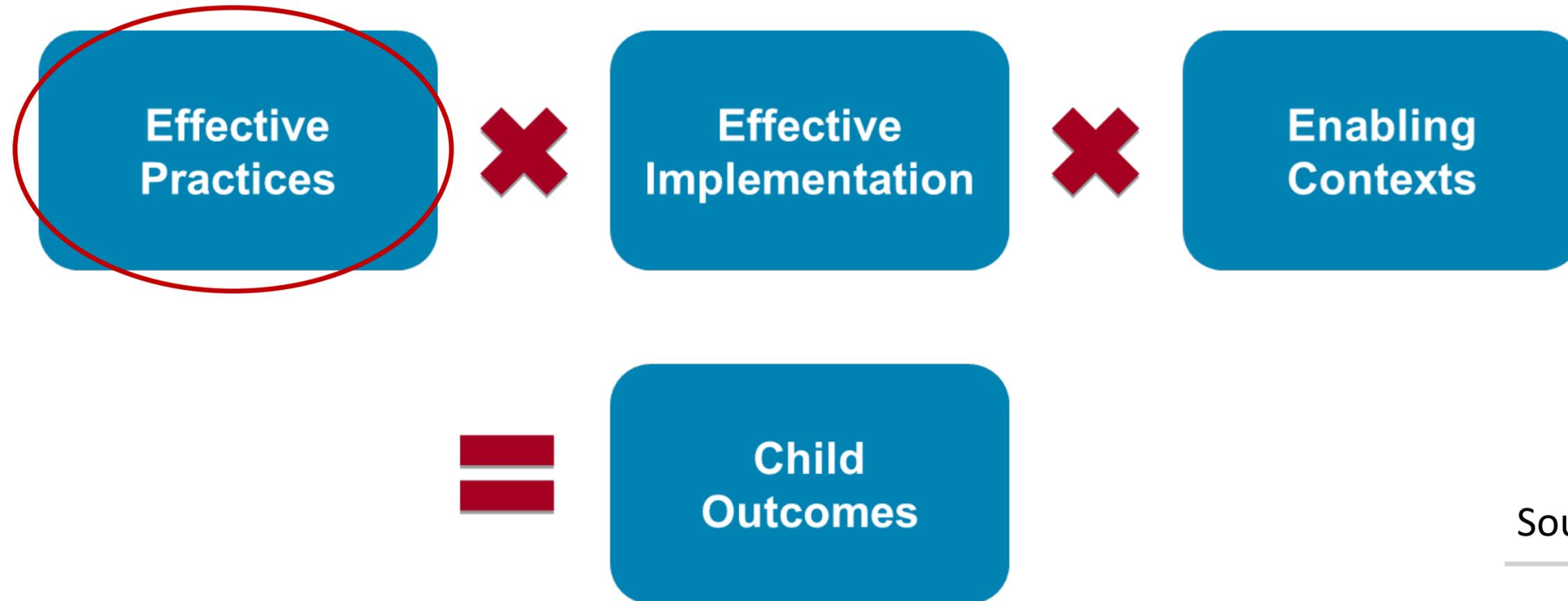
ZK6CVR

Implementation Science: Formula for Success



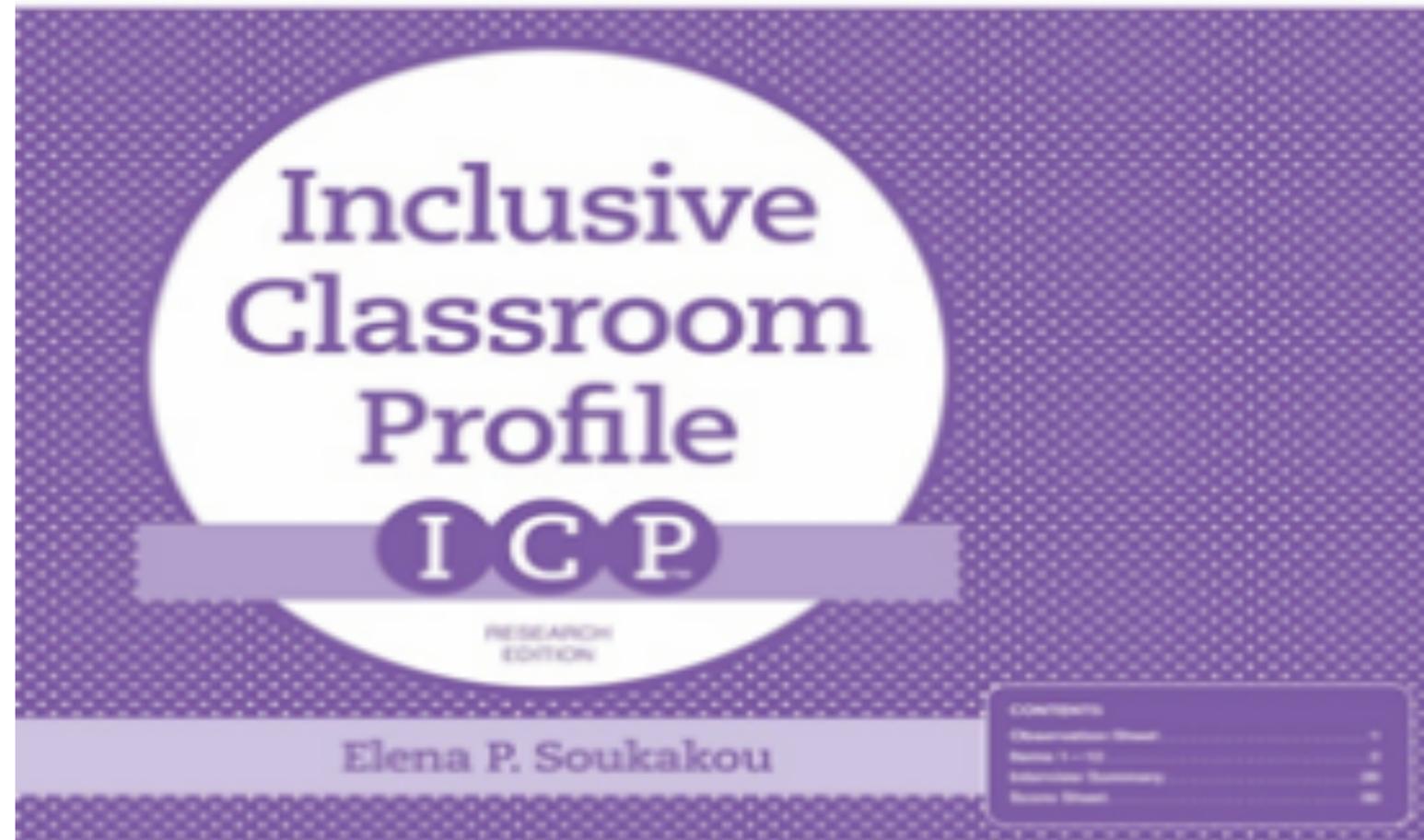
Source:

What Does it Take To Achieve Desired Outcomes?



Source:

THE INCLUSIVE CLASSROOM PROFILE (ICP): A TOOL FOR SUPPORTING QUALITY



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The ICP...

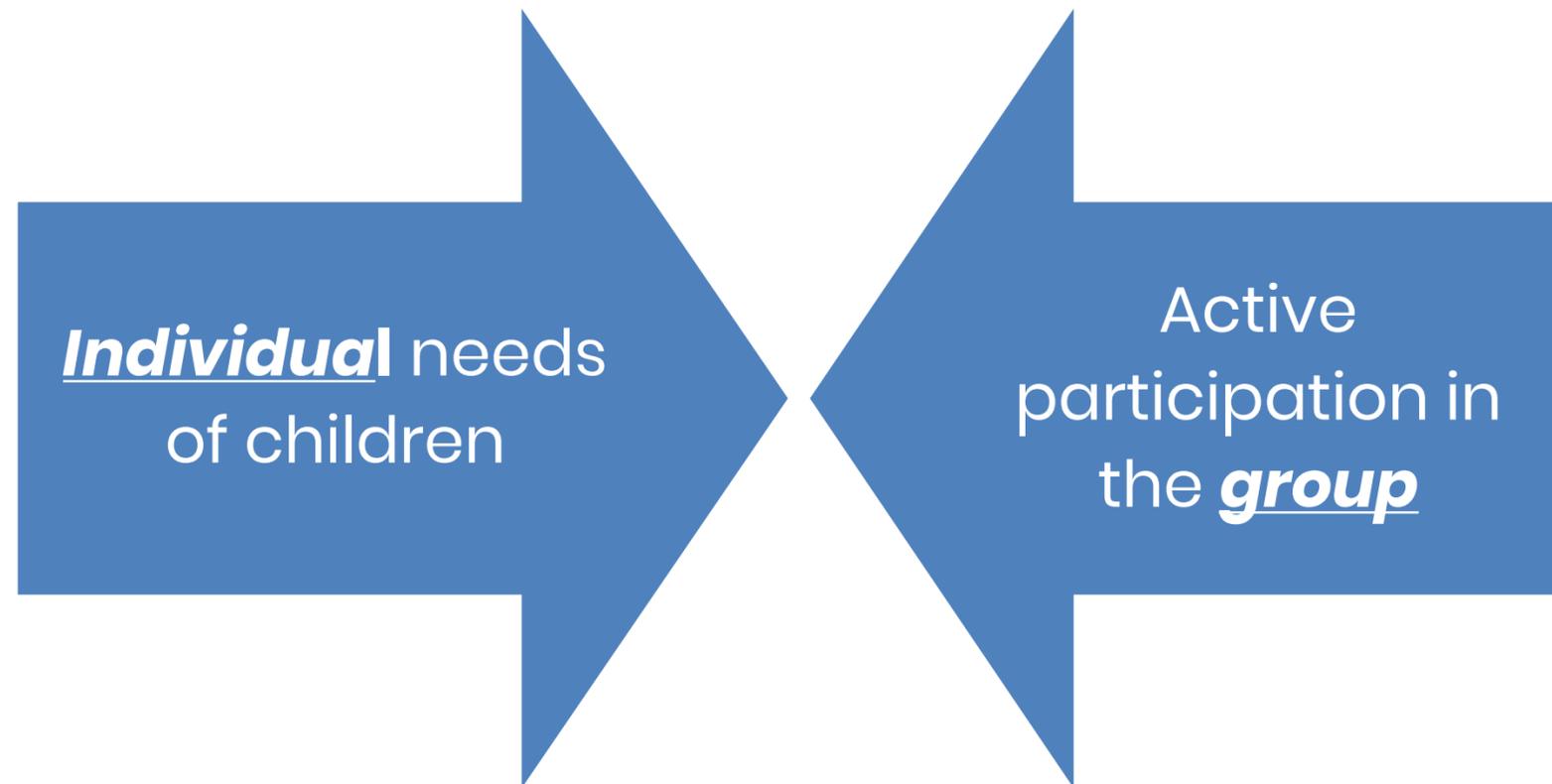
Measures inclusive, classroom-level practices that support the individualized needs of children with disabilities



The ICP also...

- Has 12 items that measure distinct practices
- Uses a 1-7 point rating scale to assign scores
- Is designed to complement existing classroom quality measures & standards

What Makes The ICP Practices Inclusive?



How is the ICP designed to be used?

A. As a research tool

B. As a classroom/program quality assessment tool

C. To inform professional development



The ICP items assess:



Environmental adaptations to support access and participation in activities and routines

Instructional strategies supporting individualized learning and engagement in activities and routines

Procedures for monitoring children's learning and progress

Procedures for engaging with families and other professionals

The ICP indicators assess:

- **Occurrence:** Was the practice implemented?
- **Frequency:** How often is it implemented?
- **Consistency:** Did the practice occur throughout the day and/or across children?
- **Context:** Where was the practice embedded?
- **Individualization:** Was each child supported as needed?



Understanding the Structure of the ICP – Elena review script

Item

Indicator

9. Transitions Between Activities (0)

1	2	3	4	5	6	7
Inadequate		Minimal		Good		Excellent
<p>1.1 No provisions are made to help children make the transition between classroom activities, resulting in frustration and confusion (e.g., children appear distressed or confused during transitions, children wait for long periods of time unengaged between activities and routines, children run around aimlessly). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>1.2 Adults do not allow children to take the time they need in order to complete tasks or prepare for activities (e.g., all children are required to start and finish their work at the same time, adults do not allow extra time for some children to finish their projects). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>1.3 Children who struggle with transitions get punished or are excluded from the group (e.g., children immediately go into time-out). (0) <input type="radio"/> YES <input type="radio"/> NO</p>	<p>3.1 Adults use some strategies with the whole class or individual children to facilitate transitions between activities (e.g., adults mark the beginning and end of activities using songs, switch lights on and off during transitions, gently remind individual children what they are about to do next, adults announce the next activity to the whole group, adults gently help individual children clean up their toys). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>3.2 Adults allow children extra time in most transitions to complete tasks and prepare for activities. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>3.3 A picture schedule is posted at children's eye level in the classroom. (0) <input type="radio"/> YES <input type="radio"/> NO</p>	<p>5.1 Adults consistently support children throughout the day who have difficulty making the transition between activities (e.g., adult acknowledges child's difficulty in cleaning up his or her toys and uses a picture schedule throughout the day to help child make the transition between activities). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>5.2 Adults share responsibilities and flexibly adjust their roles in an effort to prepare for daily activities and promote smooth transitions (e.g., one adult is cleaning up with children while another is responsible for setting up table for snack or taking a group of children to the bathroom). (0) NA permitted <input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA</p> <p>5.3 Strategies are implemented to facilitate all kinds of transitions across different types of routines and activities in an effort to ensure smooth transitions throughout the day (e.g., transition from arrival to morning activities, transition to outdoor play, child's transition from pull-out intervention to work in the classroom). (0) NA permitted <input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA</p>	<p>7.1 Adults consistently support each child who has difficulty making the transition between activities throughout the day. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>7.2 Adults monitor children's responses to transitions and adjust the type, level of intensity, and duration of support in ways that help prevent children's frustration and support children throughout the day (e.g., adult provides more frequent reminders for child after he or she experienced difficulty during first transition time, adult increases level of support by using a picture schedule with a child to help child prepare for upcoming activity). (0) <input type="radio"/> YES <input type="radio"/> NO</p>			

Criteria for Rating Indicators

Item 9 assesses the quality of provisions and strategies

3.1 Programs may use different strategies depending on not include strategies with the whole group (e.g., using tr the beginning and end of transitions). Score YES if at lea to facilitate smooth transitions, such as adults gently app reminding them it is time to prepare for an upcoming act the strategy was observed with some but not all of the ch (e.g., teacher gently reminded some children about upco children under observation). Yet, if you observe at least o making a transition (e.g., child seems confused and frust no efforts were observed to support his or her transition, indicator.

3.2 You can give credit if children were able to make th without needing extra time.

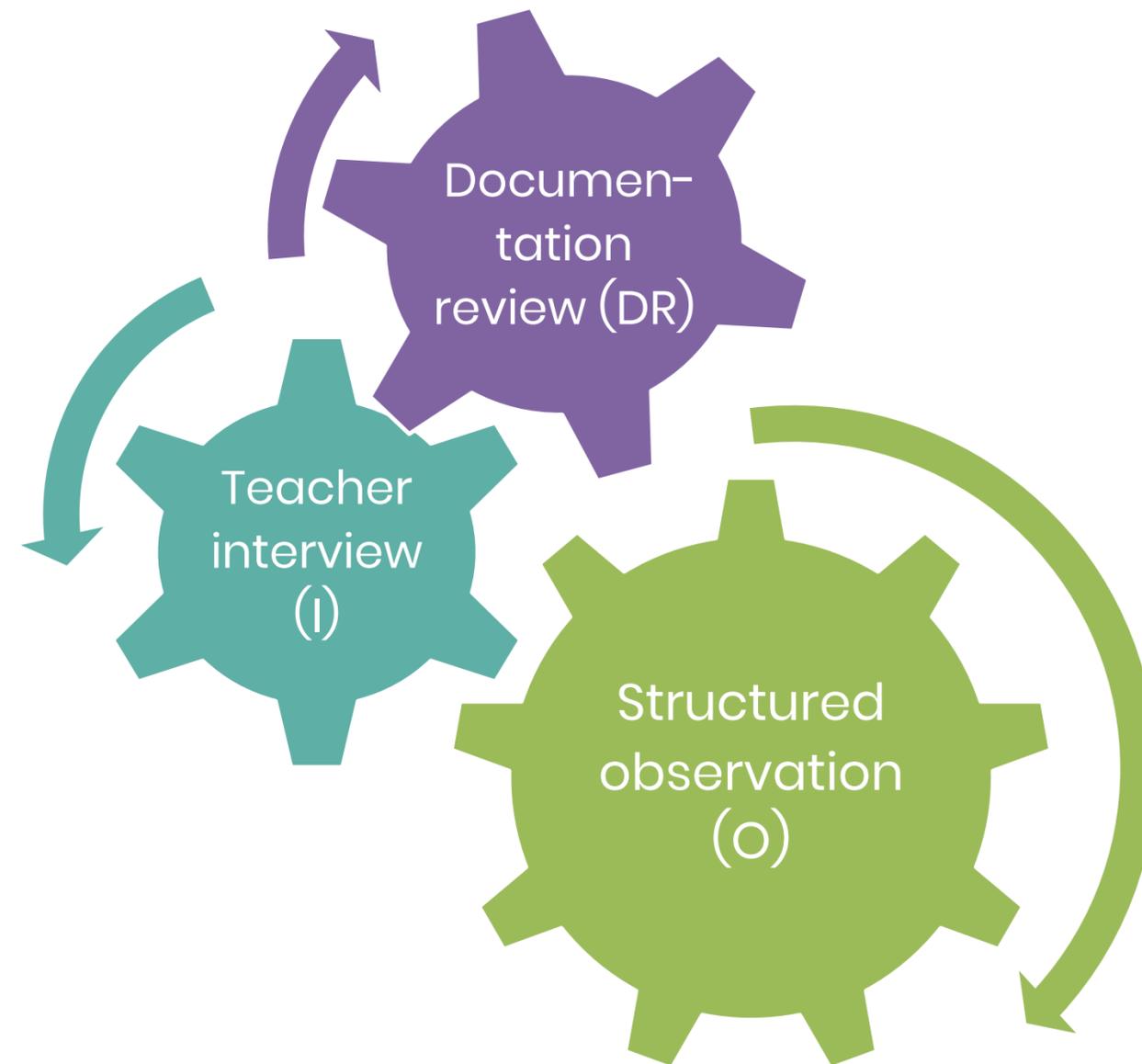
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Example

Criteria for rating indicators

An ICP assessment includes information gathered from:



ICP Items

1. Adaptation of space , materials, and equipment

2. Adult involvement in peer interactions

3. Adult guidance of children's free-choice activities & play

4. Conflict resolution

5. Membership

6. Relationships between adults and children

7. Support for communication

8. Adaptation of group activities

9. Transitions between activities

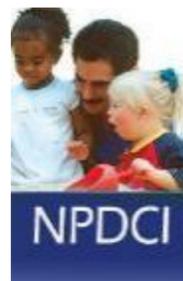
10. Feedback

11. Family-professional partnerships

12. Monitoring children's learning

Research

- 1st Validation study in the UK showed promising results on reliability & validity (Soukakou, 2012)
- 2nd Validation study in the US assessing reliability, validity, and acceptability of the ICP (Soukakou et.al., 2015)
- 3rd Pilot study of the ICP to support quality improvement (Soukakou, Evangelou, & Holbrooke, 2018).
- 4th Pilot study on the usability of the ICP by current users and of the impact of the ICP Training Program (West, Soukakou & Winton, In press).



NC Department of
Instruction,
Exceptional Children

A closer look at the ICP practices

2. Adult involvement in peer interactions

- Classroom areas create opportunities for peer interaction
- Adults initiate social activities and games
- Scaffolding strategies used to support children in initiating and sustaining social interactions and friendships with peers



2. Adult involvement in peer interactions: Video

What strategies was the teacher using to support peer interaction?

2. Adult involvement in peer interactions: Video



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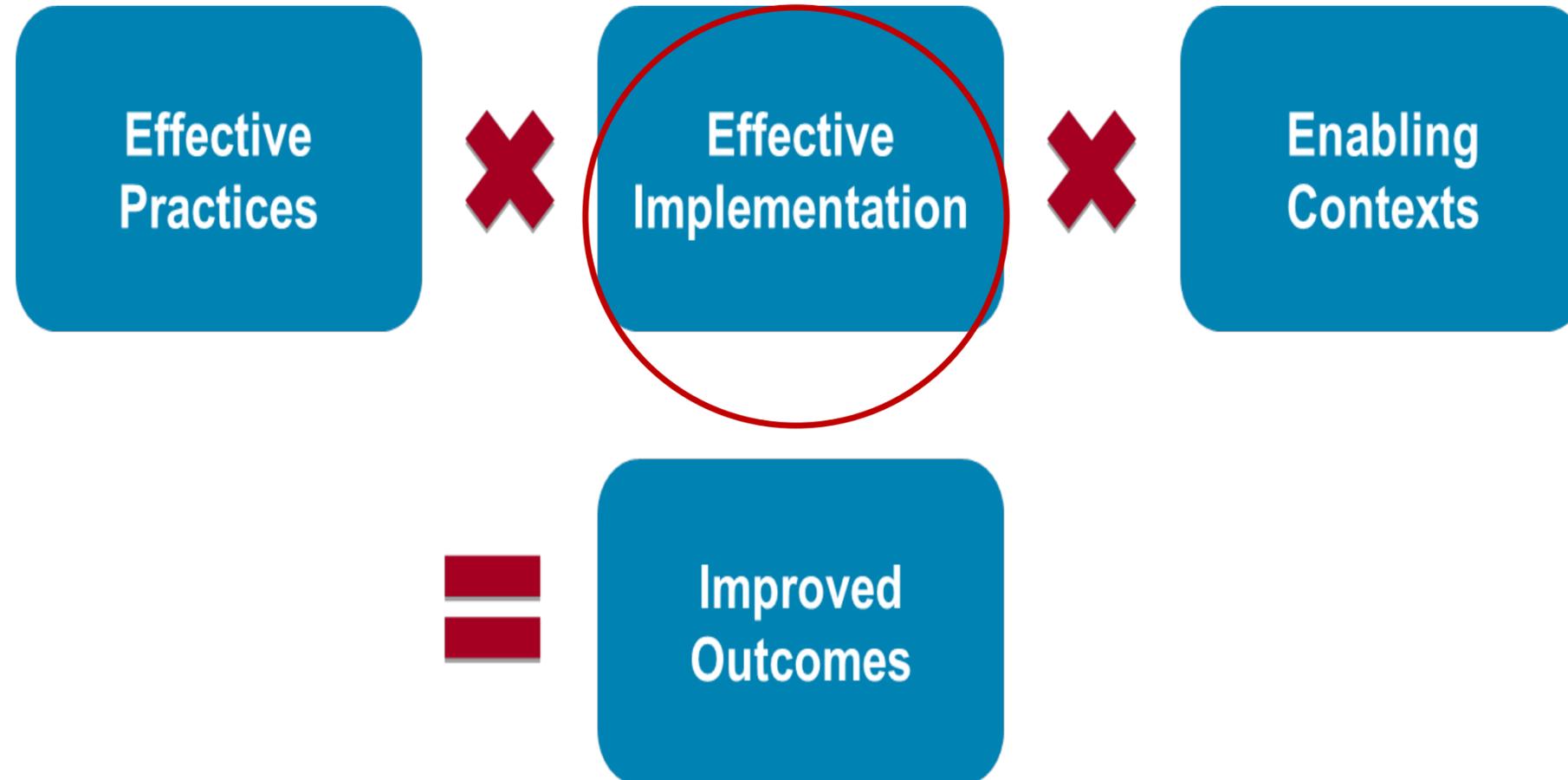
2. Adult involvement in peer interactions: Discussion

-
- What strategies was the teacher using to support peer interaction?
 - How is this strategy supporting the student with a disability?
 - The peer?
 - The Teacher?
 - Everyone in the classroom?

2. Adult Involvement in Peer Interactions (0)

1 Inadequate	2	3 Minimal	4	5 Good	6	7 Excellent
<p>1.1 Children are excluded from participating in most activities and routines with their peers. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>1.2 Adults consistently control and restrict the initiation and development of spontaneous social interactions among peers (e.g., adults interrupt children's conversations, discourage spontaneous social exchanges between peers). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>1.3 No attempt to encourage, acknowledge, or respond to children's peer interactions are made (e.g., adults constantly ignore children's efforts to interact with their peers). (0) <input type="radio"/> YES <input type="radio"/> NO</p>		<p>3.1 Children are allowed to participate in many classroom activities and routines with their peers. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>3.2 The classroom environment is set up with areas, toys, and props that promote social activities, play, and interactions (e.g., pretend play corner, social toys). (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>3.3 Adults make available or facilitate some social activities and play to promote peer interactions.</p> <p>3.4 Some efforts to encourage and support children's peer interactions are made (e.g., adult verbally encourages isolated child to join his or her peers on the playground, adult comments on two children reading a book together, adults suggest activities to children that they can do together). (0) <input type="radio"/> YES <input type="radio"/> NO</p>		<p>5.1 Adults actively support peer interactions using specific scaffolding strategies, such as modeling & prompting, environmental arrangements and peer support. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>5.2 Adults strike a balance between getting involved in peer interactions and allowing the development of natural, spontaneous interactions among children (e.g., adults avoid interrupting children's conversations, adults let children play on their own while being available to facilitate social engagements as needed). (0) <input type="radio"/> YES <input type="radio"/> NO</p>		<p>7.1 Adults consistently encourage and support children's social engagements through scaffolding strategies that aim to help children engage in many sustained interactions with their peers. (0) <input type="radio"/> YES <input type="radio"/> NO</p> <p>7.2 Adults actively facilitate cooperative play, work, and/or problem solving between children and their peers, when developmentally appropriate (e.g., adult joins children's block building and helps children work together to generate hypotheses, solve problems, and make decisions). (0) <input type="radio"/> YES <input type="radio"/> NO</p>

What Does it Take To Achieve Desired Outcomes?



Source:

What does implementation take?

01 It takes time

02 It takes a village

03 It takes support

04 It takes communication

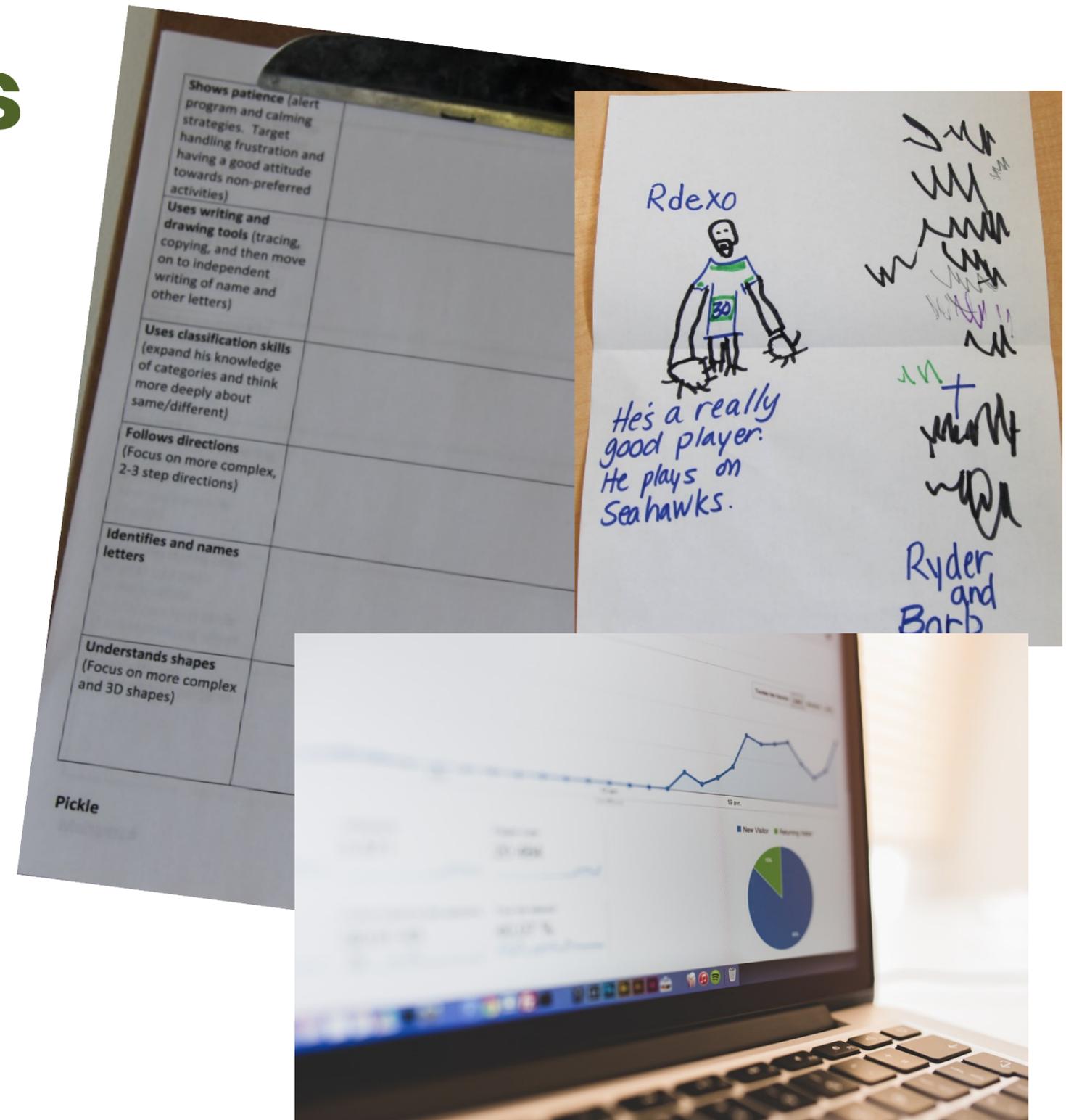
Definition of professional development

“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....”



Guiding Questions for Teachers/Practitioners

- How will you know you implemented the practices and strategies as intended?
- How will you know if the change has resulted in an improvement in child / family outcomes?
- How will you know what worked and what didn't work? How can you make improvements?



Child: Luke Date: _____

Learning Goals

1. Luke will communicate using gestures, signs, visual cues, vocalizations or his SpringBoard (voice output device) to comment and express his wants and needs
2. Luke will participate in learning activities with peers.

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2
Morning	<p>Use SpringBoard to encourage "put on" or "take off" + clothing item sentence pattern</p> <p>Notes: <i>I always forget to take the device to his bedroom in the morning, so this usually doesn't happen.</i></p>	<p>Encourage Luke to use his words to greet parents "Hiieee" "MaMa" "DaDa"</p> <p>Notes: <i>Yes, we do this several times throughout the day.</i></p>
Free Play	<p>Use SpringBoard to model conversation during pretend play, particularly building structures with blocks</p> <p>Notes: <i>We do this once a day for 5 to 30 minutes.</i></p> <p>Use SpringBoard to teach concept of "how many" when playing with marble run and bowling</p> <p>Notes: <i>We do this once a week for 5 to 30 minutes. Luke gets frustrated easily on this one.</i></p>	<p>Set up play dates with Aidan to provide opportunities for peer interaction</p> <p>Use Wheels on Bus and If You're Happy song boards to help Luke initiate "singing" with peer</p> <p>Use play dates as opportunity to practice turn-taking (use Springboard "my turn" "your turn")</p> <p>Notes: <i>I haven't done much of this. I usually end up hanging out with the other mom more than focusing on Luke.</i></p>
Mealtimes	<p>Use SpringBoard to encourage 3+ word sentences "I want eat (more)" + food item "please"</p> <p>Use SpringBoard to teach "don't" – Luke often likes his food cold so encourage him to say "Don't microwave" + food item "please"</p> <p>Notes: <i>We do these sentence patterns at least 3 times a day.</i></p>	<p>Add pictures of all of Luke peers to Springboard. Use mealtime as a good opportunity to talk about friends at school, neighbors, etc.</p> <p>Notes: <i>We talk about friends and people at least once a day at a mealtime. This is a great time to encourage conversations.</i></p>

How will teachers/practitioners know they implemented the practices and strategies as intended?

Source: CONNECT Module 1

Sample Observation Form

How will teachers know if the change has resulted in an improvement in child / family outcomes?

How will teachers know what worked and what didn't work? How can they make improvements?

Handout 1.14

Observation Form

Child: Luke Date: _____

Goal

Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

Objective	1 initiate	2 acknowledge	3 reciprocate	4 2 words	5 comment
Mealtime	I	𐄂 II		II	II
Free Play					
Circle		III			
Playground					
Notes Today I observed and tallied during Breakfast and Circle Time. Luke was in his usual good mood.	Luke is still getting used to the classroom environment and the new adults and struggles to initiate.	Luke will generally acknowledge adult interaction but rarely with a peer.	Luke did use two reciprocal turns during breakfast several times.	Luke was able to request milk on his device "I want more milk please."	Luke struggled to remain engaged in Circle Time today. I will observe another day.

Source: CONNECT Module 1

How is the ICP designed to be used?

A. As a research tool

B. As a classroom/program quality assessment tool

C. To inform professional development



QUESTIONS? COMMENTS?

For information about training opportunities on the ICP tool and practices please contact **Ms. Carolyn Burke** at Brookes Publishing House:
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