



Santa Clara County  Office of Education

Utilizing the Inclusive Classroom Profile (ICP) to Determine Quality

2018 Child Health, Education and Care Summit

April 10, 2018



INCLUSION COLLABORATIVE

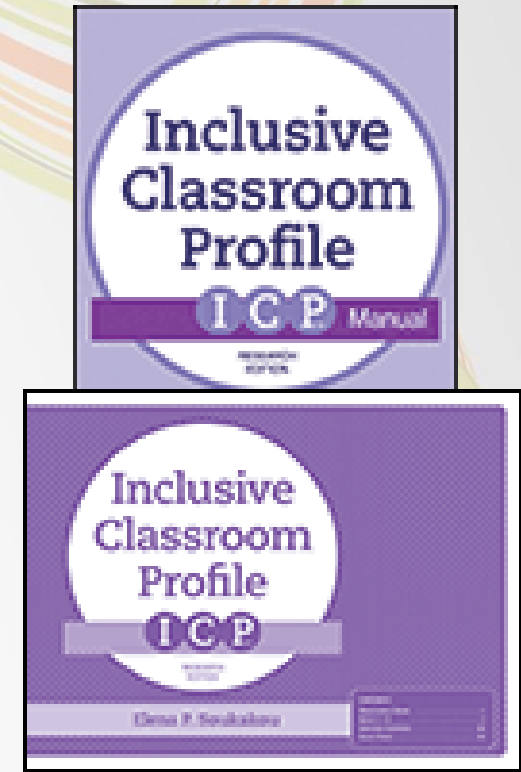
Presented by:

Kathy Wahl

Director, Inclusion Collaborative

Kathy_Wahl@sccoe.org

408-453-6554



Santa Clara County
Office of Education

Inclusion Collaborative



INCLUSION COLLABORATIVE

Outcomes for Today

- Understand services provided by the Inclusion Collaborative
- Learn about:
 - Overview of the Inclusive Classroom Profile (ICP)
 - 12 research based indicators that define quality inclusion
 - Administration of the ICP
 - How to develop an ICP Action Plan
 - ICP Pilot Projects in Santa Clara County
 - Resources for further information



Inclusion Collaborative



Mission:

The Inclusion Collaborative of SCCOE builds a culture that values all children by strengthening, sustaining, and ensuring inclusive practices.

Vision:

Our community embraces diversity and supports lifelong quality inclusion for everyone.



Inclusion Collaborative Services

- Coaching
- Technical Assistance
 - Site Meetings
 - Resource Materials
- Professional Development
 - Countywide (Make & Takes, Teaching Pyramid, etc.)
 - Annual Inclusion Collaborative State Conference
 - Available for districts & organizations for on-site training



Inclusion Collaborative Services

The screenshot shows the Santa Clara County Office of Education website. The header includes the logo and the text "Santa Clara County Office of Education" and "A Champion for Children, Schools and Community". A search bar is visible on the right. The left sidebar contains a navigation menu with items such as "County Board of Education", "Superintendent", "SCCOE Branches", "Business Services", "Educational Services", "Human Resources", "Student Services", "Technology Services", "Resources for Teachers", "Resources for Families", "Resources for Administrators", "Public Schools Directory", "Job Opportunities", "Credentialing Programs", "SCCOE Intranet", and "Contact Us". The main content area is titled "Inclusion Collaborative" and features a description of the organization's mission, a logo, and several call-to-action buttons: "Sign up for our mailing list", "Upcoming Trainings", "Inclusion Collaborative Monthly Meeting Schedule - JOIN US", and "Inclusion Collaborative Spring 2017 Newsletter - CLICK HERE!". Below this, there is a section for "IC SERVICES" with three items: "Inclusion Collaborative State Conference" (with a "SAVE THE DATE" graphic for October 25-27, 2017), "Inclusion Collaborative Resources and Previous Trainings", and "Inclusion Supports".

Website

www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow Inclusion Collaborative on:



Inclusion Collaborative Services



For: ✓ Parents
✓ Educators

(408) 453-6651
inclusionwarmline@sccoe.org

FREE support, information and referrals for including children of all ages with disabilities and other needs in your community

- Positive behavior support for parents and professionals
- Referrals to local resources, agencies, and services
- Developmental Screening for ages one month to 5-½ years
- Answers to questions regarding inclusive practices
- Parent and educator resources (such as visual supports, social stories)
- Resources for transitions between programs (such as elementary to middle school)
- Technical assistance and support to increase inclusive services
- Referrals to inclusive community activities



Find us on  Facebook and  Pinterest.
Sign up for our mailing list on our website!
Offered in English and Spanish.

www.inclusioncollaborative.org

Supported by:   Santa Clara County Office of Education  Warmenhoven Institute for Inclusion



Person First Terminology...

- is the model for respectfully referring to a person with a disability by placing the person ahead of his/her label or disability.
- by placing the person ahead of his/her label or disability shows that each person has value.
- is the first step towards changing negative perceptions and attitudes about people with disabilities.
- Please join the Inclusion Collaborative in starting a wave of respectful language for people with disabilities here in our community and beyond. **Pledge today!**



How Do We Know....

If We Are Practicing High Quality Inclusion?



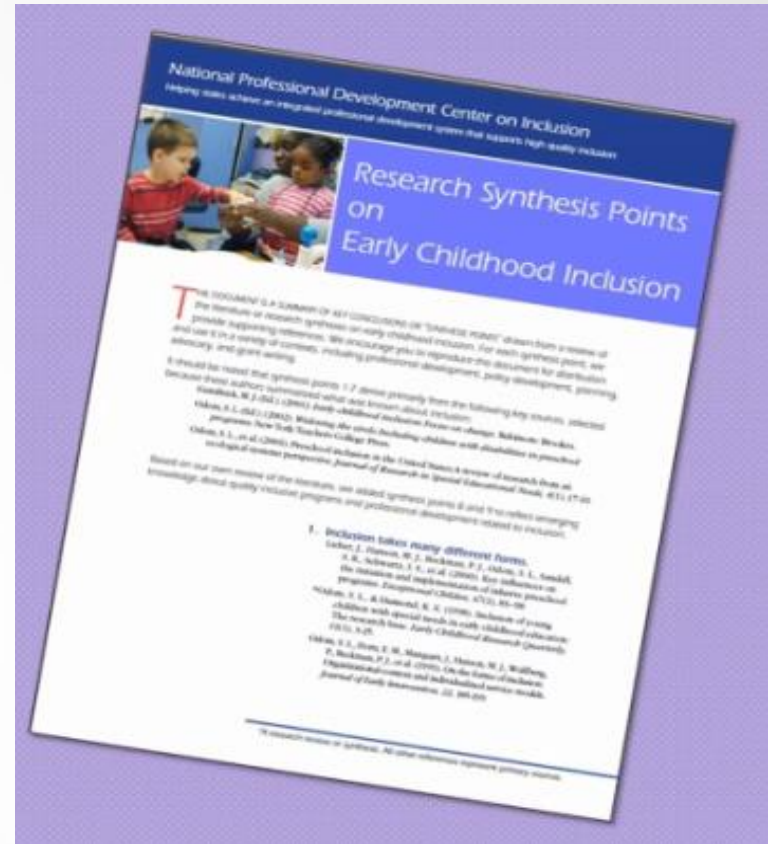
Background of ICP

National Professional Development Center on Inclusion



UNC

FPG CHILD DEVELOPMENT INSTITUTE



http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf



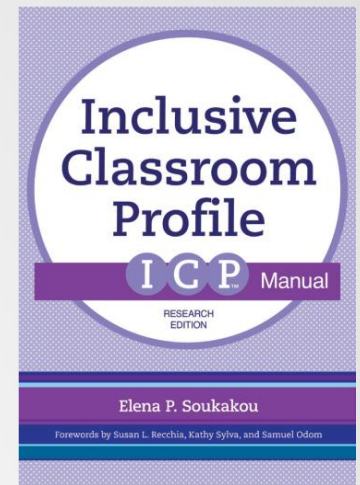
Santa Clara County
Office of Education

Inclusive Classroom Profile (ICP)

Reliable Instrument to Rate
Inclusive Settings for Preschoolers



What is the ICP?



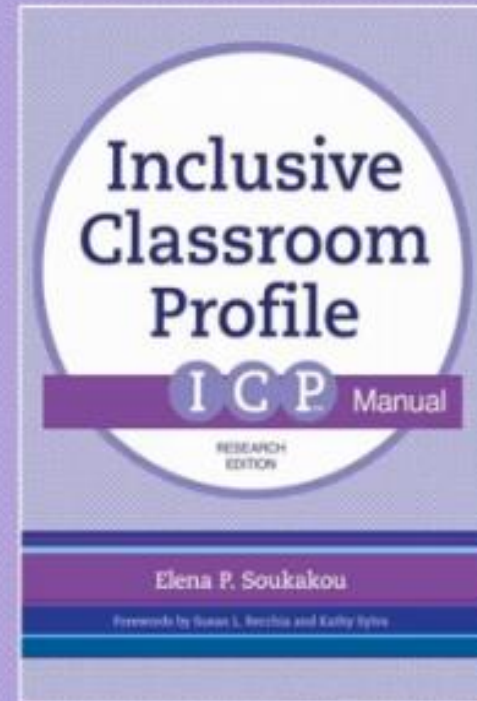
- Authored by Elena Soukakou (2012)
- Structured observation rating scale designed to assess the quality of daily classroom practice that support developmental needs of children with disabilities in early childhood settings.
- Designed to be used in preschool classrooms that have at least 1 child with a disability

“Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality.”



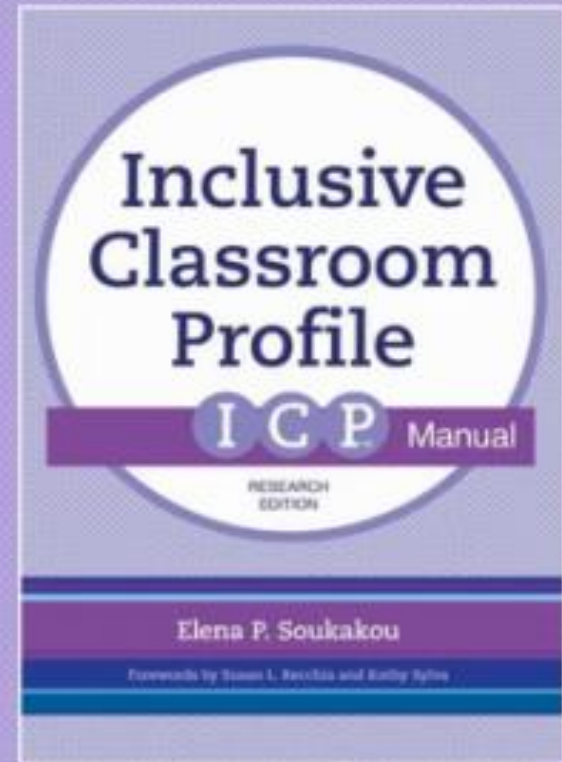
Inclusive Classroom Profile

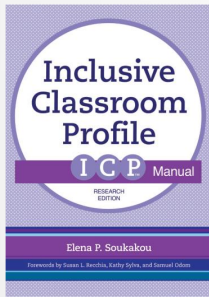
- Designed to complement existing classroom quality measures & standards
- Focus on classroom level practices that support the individual needs of children with disabilities



Inclusive Classroom Profile

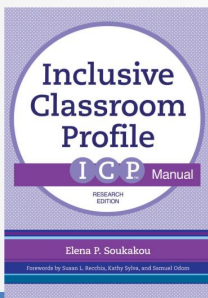
“Inclusive Practices support children’s individualized needs while promoting active participation in the group through adjustments and inclusive adaptations that might differ from child to child”





ICP Ratings

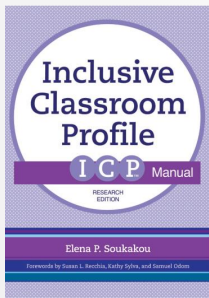
- 1-7 point Rating Scale
- Ratings indicate the extent to which **adults** *adapt the classroom's environment, activities and instructional support in ways that encourage access and active participation in the group, through adjustments that might differ from child to child.*



Crosswalk of Rating Tools

ICP	TPOT Key Practices	CLASS
Adaptations of space and materials/equipment		
Adult involvement in peer interactions	Teaching Friendship Skills	
Adults' guidance of children's play	Promoting Children's Engagement, Teaching Friendship Skills	
Conflict resolution	Teaching Behavior Expectations	Behavior Management
Membership	Teaching Social Skills and Emotional Competencies, Teaching Friendship Skills	
Relationships between adults and children	Teachers Engage in Supportive Conversations with Children	Positive Climate, Negative Climate, Teacher Sensitivity
Support for communication	Teachers Engage in Supportive Conversations with Children	Language Modeling
Adaptation of group activities	Promoting Children's Engagement	Instructional Learning Formats
Transitions between activities	Transitions Between Activities Are Appropriate	Productivity
Feedback	Teachers Engage in Supportive Conversations with Children, Providing Directions	Quality of Feedback
Family-professional partnerships	Connecting with Families	
Monitoring children's learning		





How can the ICP be used?

- As a research instrument to measure and compare quality across various types of programs, as well as to investigate the relationship between classroom quality and children's developmental progress.
- As a classroom evaluation tool to assess the quality of inclusive classroom practices in early childhood programs.
- As a quality improvement tool to inform models of professional development that can support those involved in meeting the individualized needs of children with disabilities in inclusive settings.



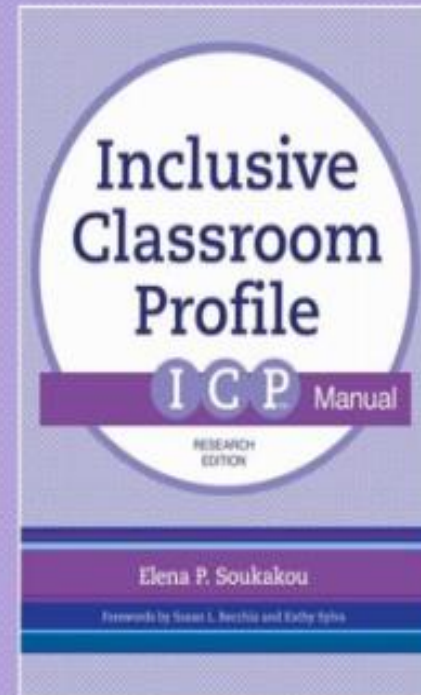
Who is Being Observed?

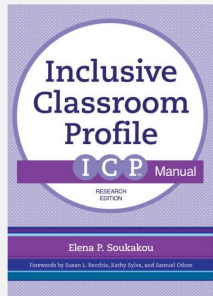
- Children with identified special education needs in the context of classroom activities and social interactions with adults and peers
- Teachers, co-teachers, specialists



Who Can Use the ICP?

- Teachers
- Program Administrators
- Researchers
- Professional Development Providers
- Early Childhood Specialists
- State Assessors





ICP Item Measures

12 Areas of Inclusive Practice

1. Adaptations of space and materials/equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's activities and 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



1. Adaptations of space and materials/equipment



- Can children reach materials (access)
- Adults organize environmental setup promote ease of use
- Adults help children to use materials in creative and purposeful ways



2. Adult involvement in peer interactions

- Adults notice and support peer interactions
- Adults help children initiate and sustain relationships



3. Adult guidance of children's play

- Children are given choices within their play
- Adults encourage and scaffold individual play and social activities



4. Conflict Resolution



- Adults respond to conflict between children with disabilities and their classmates



5. Membership

- Promotes social climate that nurtures individual difference
- Provides children with disabilities the opportunity for social responsibilities and choices



6. Adult-child social interactions

- Focuses on nature and frequency of interactions between adults and the children with disabilities



7. Support for communication



- Adult support for child communication
- Strategies to facilitate language skills and communication with others



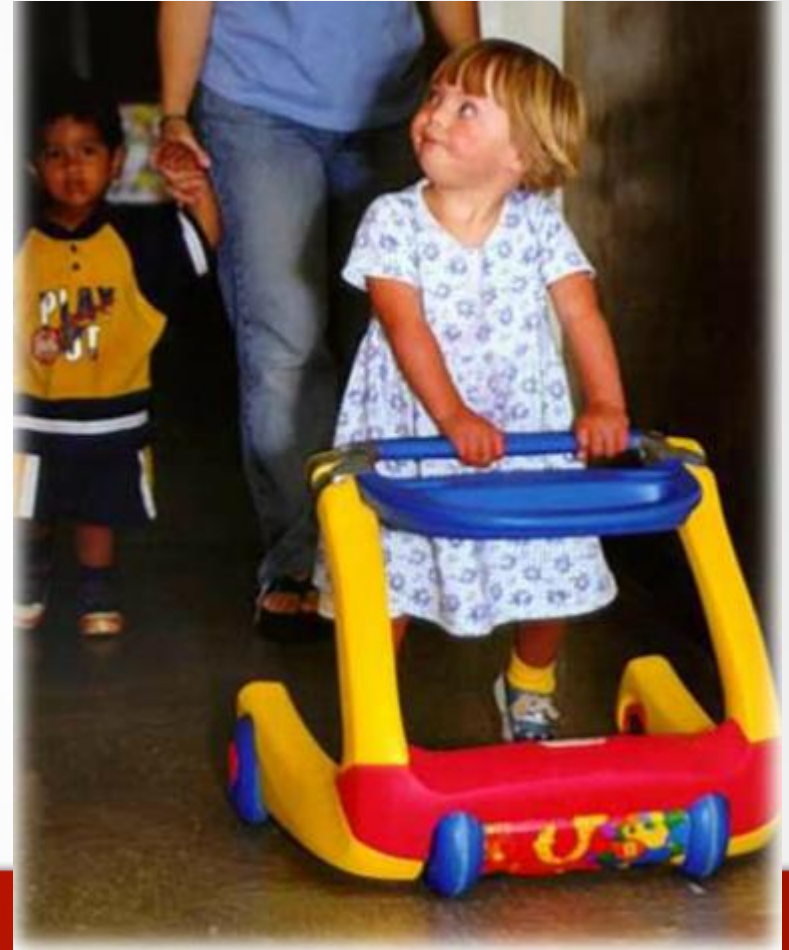
8. Adaptation of group activities

- Encourage engagement and participation of children with disabilities within group activities



9. Transitions between activities

- Nature, pace and individualized supports for children with disabilities when transitioning between activities



10. Feedback

- Adults support positive behavior
- Acknowledge efforts and accomplishment
- Offer feedback to promote learning specific skills



11. Family- Professional partnerships

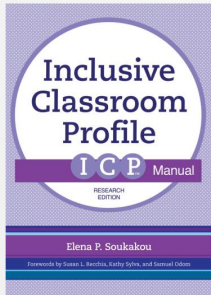
- Policies and practices for communicating with families of children with disabilities



12. Monitoring children's learning

- Procedures and tools for monitoring children's progress



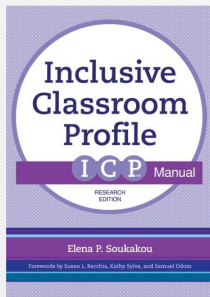


12

OUT OF THIS WORLD

PRACTICES FOR INCLUSIVE CLASSROOMS

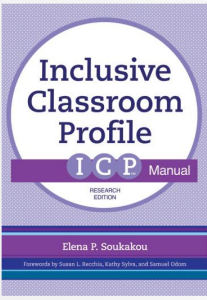




What do Indicators Measure

- Was the practice implemented?
- How **well** was the practice being implemented?
- **Frequency**: How often is it implemented?
- **Context**: Where was the practice embedded?
- **Intensity**: What level of scaffolding?
- **Individualization**: Was each child supported as needed?
- **Consistency**: Was the practice implemented consistently throughout the day?

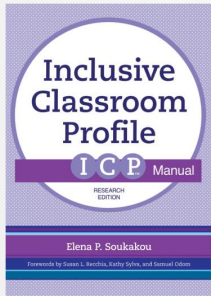




Criteria for Rating Indicators

- Define terms (e.g. several, group time)
- Present instructions for rating indicators
- List examples of practices that ‘count’
- Provide guidelines for special cases





Administration of ICP

Includes the following:

- Observation (O)
- Interview (I)
- Document Review (DR)



Plan for approximately 3 hours total time.
Teacher review is approximately 20 mins.





INCLUSION
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2016 ICP Pilot Design

- Self-Review Only (SR)
- Self-Review and Observation (SR + O)
- Observation (O)
- 12 classroom sites



2016 ICP Pilot Design & Timeline

Background:

- June 2015- ½ day Inclusive Classroom Profile Overview provided in Santa Clara County, in collaboration with the University of North Carolina at Chapel Hill & Frank Porter Graham Child Development Institute
- June 2015 – 3 ICP Reliable Raters Trained in Santa Clara County
- January 2016 – ICP General Overview & ICP Pilot Project Meeting
- January/February 2016 – Initial ICP Observation and Self-Review
- February 2016 – ICP Professional Learning Community
- February, March, April 2016 – ICP Support from Staff/Internal Coaches
- April/May 2016 – Final ICP Observation and Self-Review
- May 2016 – Final ICP Professional Learning Community
- June 2016 – Final Recommendations



ICP Pilot Classrooms

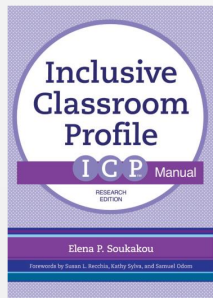
- 
- Anne Darling-O
 - De Anza-O
 - Galarza-O
 - Lyndale-O
 - Mandala Ch...-O
 - House-O
 - Miny's Day Care-SR
 - Mountain View
man-SR + O
 - Parkway (2 classes)
O, SR + O
 - Santa Clara Unified
(2 classes) SR and O

SR = Self Review

O = Observation

SR + O = Self Review & Observation

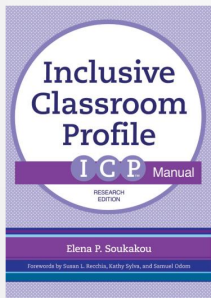




ICP Pilot Findings

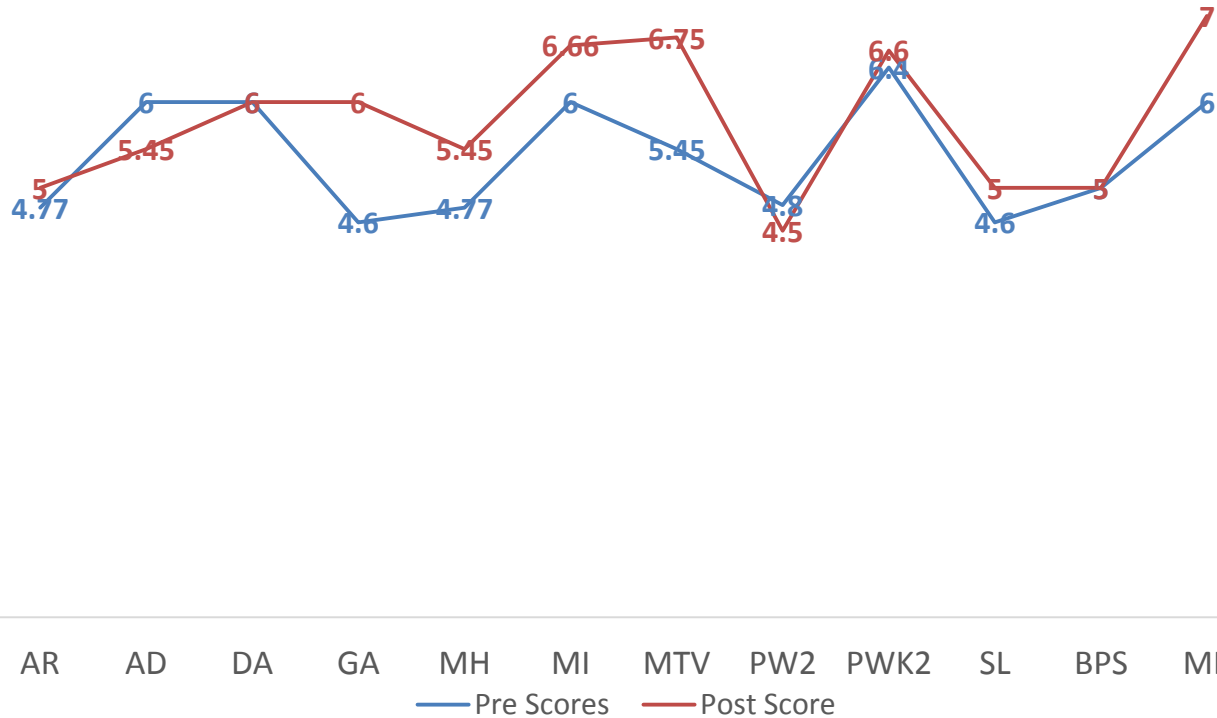
Site	Pre Scores	Post Scores	Change Found
AR	4.77	5.0	+0.23
AD	6.0	5.45	-0.55
DA	6.0	6.0	NONE
GA	4.6	6.0	+1.4
MH	4.77	5.45	-0.68
MI	6.0	6.66	+0.66
MTV	5.45	6.75	+1.3
PW2	4.8	4.5	-0.30
PWK2	6.4	6.6	-0.20
SL	4.6	5.0	+0.40
BPS	5.0	5.0	NONE
MK	6.0	7.0	+1.0

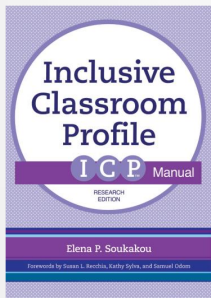




ICP 2016 Pilot Findings

ICP PILOT FINDINGS
PRE & POST SCORES





ICP 2016 Pilot Findings

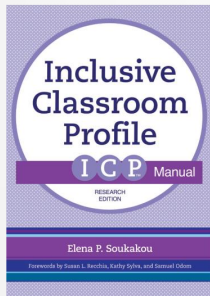
Overall Benefits:

- Inclusion Policy Statement added after ICP Rating
- ICP Scores increased (pre to post)
- Self Rating ICP scores were reported higher
- ICP Scores increased with training in Teaching Pyramid/CSEFEL

Factors negatively impacting ICP Scores:

- Substitute staff
- “Pull Out” Services





ICP 2016 Pilot Findings

Additional Benefits:

- All children benefit
- Improved collaboration between teachers
- Increased awareness of inclusive practices



Action Plan for Inclusive Classroom Profile



Action Plan for Inclusive Classroom Profile

Team Members: _____

Rater: _____ Coach: _____ Team Lead: _____

Priority Indicators: _____

ACTION STEPS

Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
				Resources Available	Resources Needed (financial, human, and other)	
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?			What individuals might resist? How?

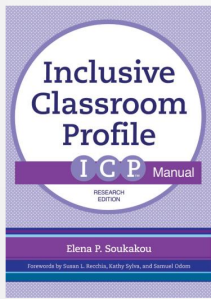


Action Plan Example

Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
				Resources Available	Resources Needed (financial, human, and other)	
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, and other)	What individuals might resist? How?
2	Step 1: Continue PDAs and set up playdoh and paint activities for Santiago with another child By <u>3/14/16</u>	Classroom Assistant	Start 3/14/16	Materials	Time, classroom assist	Other children may not want to participate with Santiago
4	Step 2: conflict resolutions – post feelings visuals throughout the learning environment By <u>3/21/16</u>	Teacher & Rater	Post by 3/21/16	Feelings pix from IC	Mail, time to implement, communicate with all staff	None noted
5	Step 3: books available portraying differences, books with puppets By <u>3/31/16</u>	Teacher & Rater	Available 3/31/16	SJ Public Library & SCCOE Library Media Services	Time & Transportation	Getting to the library
8	Step 4: work on adapting group activities for <i>Child</i> to participate in – give him a job, set up a schedule By <u>3/31/16</u>	Teacher & Rater	Start 3/11 Print color pictures for teacher	Pictures Time camera	Time Materials pictures	<i>Child</i> , other children

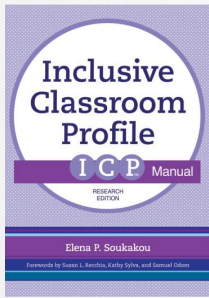


2016 ICP Pilot Recommendations



- Create a crosswalk that will complement global rating tools i.e.: ECERS, DRDP, Teaching Pyramid, GLAD, CLASS etc.
- Train programs, coaches and raters on ICP and crosswalk
- ICP overview training for all QRIS participants
- Create video examples of exemplars of good practices
- Create on-going PLC's
- Incorporate ICP rating into QRIS Rating System





Next Steps 2017-18

- November 13-17, 2017 – Reliability Training in San Jose
 - (Half day Overview – 6 Reliable Raters to be trained)
- Conduct ICP rating in Tier 4 or 5 QRIS sites
- Sites rated with ICP to gain an ‘Inclusion Endorsement’
- Identify these sites on First 5 Website- share with LEAs
- Incorporate ICP data into iPinwheel database
- Evaluation of findings



2018 ICP Pilot Project



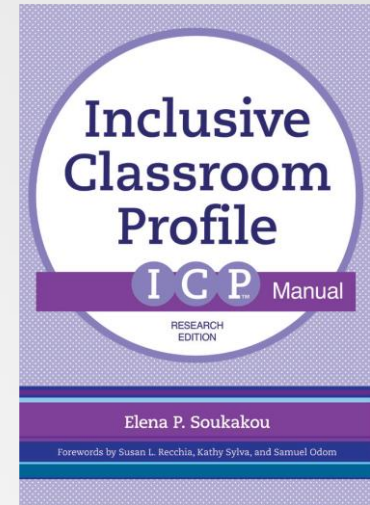
INCLUSION
COLLABORATIVE

In Partnership with:



Franklin-McKinley
School District

PREPARING ALL CHILDREN AS GLOBAL LEARNERS

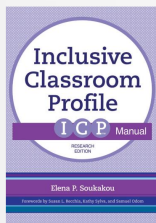


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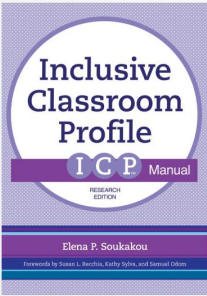
2018 Pilot Project

- 18 Quality Matters Rated Sites Selected (with a current QRIS Score of 4 or 5)
- 6 Reliable Raters –assigned to 3 sites each
- Feb. 2018: Pre ICP Rating completed each site - with ICP Action Plan
- March & April 2018 – Monthly ICP Trainings at F5
- May 2018: Post ICP Rating Completed
- Sites scoring 5 on ICP: receive “Inclusion Endorsement” from Quality Matters
- May 2018: Final ICP Meeting & Follow up



“Inclusion Endorsement” by June 2018

- Recommendations for sites to receive “Inclusion Endorsement” to First 5 Quality Matters – post results on website
- Final recommendations for ICP use with the Quality Matters in Santa Clara County by June 30th 2018

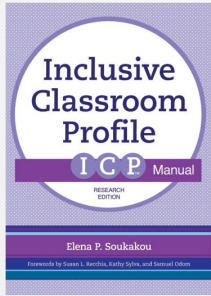


2018 ICP Reliable Raters



- Allison Anderson (ARUSD)
- Cathy Andrade (First 5)
- Elley Ho (Inclusion Collaborative)
- Marcela Ibarra (SCCOE Head Start)
- Kate O'Malley (Inclusion Collaborative)
- Christy Yom (FMSD)





2018 ICP Pilot Project QRIS Participating Sites

Alum Rock Union SD

- Hubbard Head Start (with Kidango)
- Lyndale Head Start (with SCCOE Head Start)
- Meyer Head Start (with Kidango)

Campbell Union School District

- Blackford CDC
- Lynhaven CDC
- Rosemary CDC

California Young World

- Fairwood CDC

Franklin McKinley School District

- Educare (with SCCOE Head Start)
- McKinley (with SCCOE Head Start)
- Wool Creek (with SCCOE Head Start)

Milpitas Unified School District

- Sunnyhills CDC

Mountain View Whisman School District

- Castro CDC
- Therakauf CDC

San Jose Unified School District

- Almaden CDC

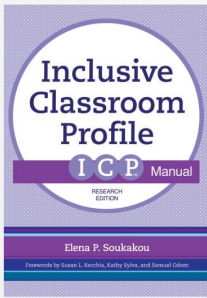
SCCOE Head Start

- Anne Darling (with SCCOE SPED)
- Chandler Tripp (with SCCOE SPED)
- Rouleau Head Start

Sunnyvale Elementary School District

- Lakewood CDC

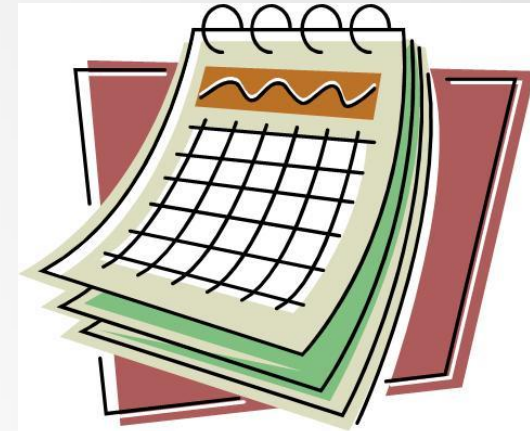




Save these dates!

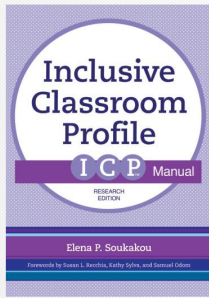
ICP Training/Meetings:

- March 22, 2018 3:00-5:00 pm
- April 24, 2018 3:00-5:00 pm
- May 29, 2018 3:00-5:00 pm



Held at: First 5 Santa Clara County
4000 Moorpark Ave., San Jose

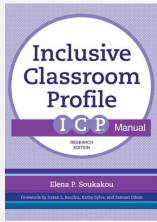




Preliminary 2018 ICP Pre-Ratings

Site	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Total	#of Items	Average
Hubbard	7	6	6	n/a	7	7	6	7	7	7	6	5	71	11	6.45
Castro	7	6	7	4	6	5	4	7	6	5	7	7	71	12	5.92
Theuerkauf	7	6	4	n/a	6	6	4	6	7	5	7	7	65	11	5.9
Almaden	7	7	7	n/a	6	7	4	7	7	4	1	7	64	11	5.8
Wool Creek	7	6	6	n/a	4	4	6	7	7	5	4	7	63	11	5.73
Lyndale	6	4	4	n/a	7	4	4	7	7	5	4	2	61	11	5.54
Meyer	6	4	4	n/a	7	6	4	5	4	6	7	6	59	11	5.36
Educare	7	5	4	n/a	2	4	6	7	7	5	4	7	58	11	5.3
Chandler T.	7	4	6	5	7	4	4	6	7	4	4	4	62	12	5.17
Rosemary	7	4	5	6	6	3	3	5	7	4	1	7	58	12	4.83
CYW	7	4	4	5	2	3	2	4	6	4	7	4	52	12	4.66
Blackford	7	6	3	n/a	5	4	5	6	5	5	1	4	51	11	4.63
Mckinley	7	3	4	4	2	4	4	5	7	4	4	7	55	12	4.6
Lakewood	7	5	6	n/a	5	4	4	6	2	4	4	2	49	11	4.45
Sunnyhills	7	5	5	n/a	2	4	4	5	2	3	6	1	44	11	4
Ann Darling	4	4	5	n/a	4	4	3	4	5	4	4	2	43	11	3.9
Rouleau	4	3	4	n/a	4	4	3	4	4	2	4	3	39	11	3.54
Lynhaven	6	4	4	2	2	3	2	1	2	3	1	4	34	12	2.83



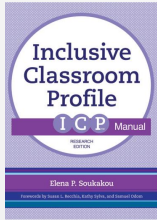


Discussion of Action Plans Pre-Rating Information

ICP Items rated highest:

1. Adaptations of space, materials, equipment
8. Adaptation of group activities
9. Transition between activities
12. Monitoring children's learning





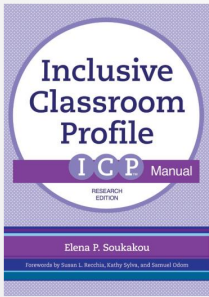
Discussion of Action Plans Pre-Rating Information

ICP Items rated lowest:

2. Adult involvement in peer interactions
3. Adults' guidance of children's activities and play
5. Membership
11. Family-professional partnerships



Discussion with teams





Top Items selected to be included in ICP Action Plan

- * Membership
- * Support for Communication
- * Feedback

Action Plan for Inclusive Classroom Profile

Team Members: _____

Rater: _____ Coach: _____ Team Lead: _____

Priority Indicators: _____

ACTION STEPS

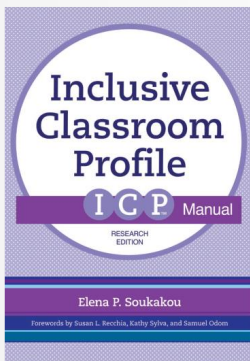
Target Indicator	Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance
				Resources Available	Resources Needed (financial, human, and other)	
Indicator identified	What needs to be done, by what date?	Who will take actions?	By what date will the action be done?			What individuals might resist? How?



Example of Training Support

ICP Practices in Action: Communication

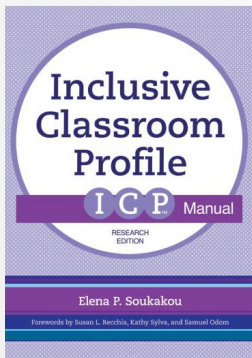




Next Steps?

- April 2018 – Monthly ICP Trainings at F5
- May 2018: Post ICP Rating Completed
- May 2018: Final ICP Meeting & Follow up
- June 2018: Sites scoring 5 on ICP receive “Inclusion Endorsement” from Quality Matters, Santa Clara County
- June 2018: Final Recommendations to First 5 Santa Clara County





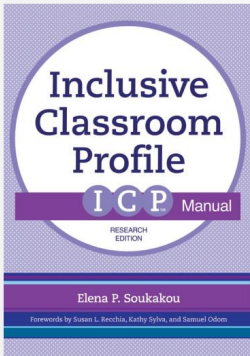
Resources

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education: 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>

Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early childhood environment rating scale (ECERS-3)*. Third Edition. Teachers College Press.

DEC/NAEYC. (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)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved 6/15/09 from [http://community.fpg.unc.edu/resources/articles/Early Childhood Inclusion](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)





ICP Training Program

- **Training options include:**

- Half-day Overview Training on basic administration and scoring
- 5-Day Reliability Training which includes the Overview and 4 full-day classroom observations and debriefing sessions lead by an ICP certified trainer

Trainings are conducted at the Frank Porter Graham Child Development Institute at the University of North Carolina. For more information go to:

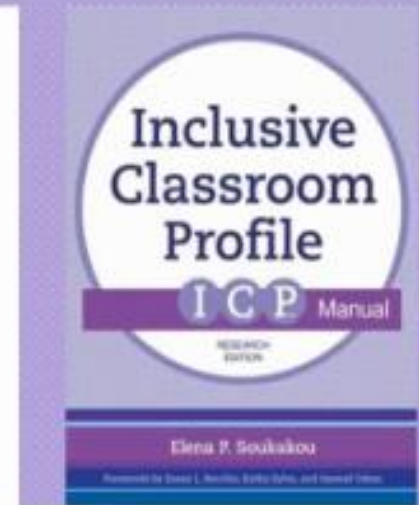
<http://pdc.fpg.unc.edu/using-inclusive-classroom-profile-proficiency>



ICP Materials

- **Manual**
 - Guides users on understanding, implementing, and scoring the ICP
- **Forms**
 - Package of 5 32-page forms
- **Set**
 - Includes the ICP Manual and one package of forms

To order, visit
brookespublishing.com/icp



Reflections

How will you use this information?



Before You Leave!



First

Clean up, clean up! Everybody do your share...



Then

Please complete and submit an evaluation, you will then be given your certificate.



Thank you!

We hope to see you
at another training!



INCLUSION COLLABORATIVE

