Utilizing the Inclusive Classroom Profile (ICP) to Determine Quality
2018 Child Health, Education and Care Summit
April 10, 2018
INCLUSION COLLABORATIVE

Presented by:

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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
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

Website

www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow Inclusion Collaborative on:
Inclusion Collaborative Services

WarmLine

(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 5-15 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

www.inclusioncollaborative.org

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

Santa Clara County Office of Education
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

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 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

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

Provide opportunities for children to participate in activities with their peers

Provide support for promoting independent access

Use scaffolding strategies for supporting children's active engagement

Prevent and mediate peer conflict through provisions and strategies

Provide opportunities for equal roles and responsibilities in the classroom

Be responsive to children's emotional needs

Provide opportunities for whole-group and small-group activities

Have visual supports to facilitate transitions

Adults use verbal and nonverbal feedback

Have opportunities for families to provide feedback on the quality of the program

Use strategies for encouraging and facilitating oral language development

Use progress monitoring data to adjust interventions and instruction
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.
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 Children's House-O
- Miny's Day Care-SR
- Mountain View
- Parkman-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

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<tr>
<th>Site</th>
<th>Pre Scores</th>
<th>Post Scores</th>
<th>Change Found</th>
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<td>+1.0</td>
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ICP 2016 Pilot Findings

ICP PILOT FINDINGS
PRE & POST SCORES

AR  AD  DA  GA  MH  MI  MTV  PW2  PWK2  SL  BPS  MK

- Pre Scores
- 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

**Team Members:**

**Rater:** __________________________ **Coach:** __________________________ **Team Lead:** __________________________

**Priority Indicators:**

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**ACTION STEPS**

<table>
<thead>
<tr>
<th>Target Indicator</th>
<th>Action Steps</th>
<th>By Whom</th>
<th>By When</th>
<th>Resources and Support Available/Needed</th>
<th>Potential Barriers or Resistance</th>
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</thead>
<tbody>
<tr>
<td>Indicator identified</td>
<td>What needs to be done, by what date?</td>
<td>Who will take actions?</td>
<td>By what date will the action be done?</td>
<td>Resources Available</td>
<td>Resources Needed (financial, human, and other)</td>
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# Action Plan Example

<table>
<thead>
<tr>
<th>Target Indicator</th>
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<td>By what date will the action be done?</td>
<td>Resources Available</td>
<td>Resources Needed (financial, human, and other)</td>
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<tr>
<td>2</td>
<td>Step 1: Continue PDAs and set up playdoh and paint activities for Santiago with another child By __ 3/14/16 __________</td>
<td>Classroom Assistant</td>
<td>Start 3/14/16</td>
<td>Materials</td>
<td>Time, classroom assist</td>
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<td>Step 2: Conflict resolutions – post feelings visuals throughout the learning environment By __ 3/21/16 __________</td>
<td>Teacher &amp; Rater</td>
<td>Post by 3/21/16</td>
<td>Feelings pix from IC</td>
<td>Mail, time to implement, communicate with all staff</td>
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<tr>
<td>5</td>
<td>Step 3: Books available portraying differences, books with puppets By __ 3/31/16 __________</td>
<td>Teacher &amp; Rater</td>
<td>Available 3/31/16</td>
<td>SJ Public Library &amp; SCCOE Library Media Services</td>
<td>Time &amp; Transportation</td>
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<tr>
<td>8</td>
<td>Step 4: Work on adapting group activities for Child to participate in – give him a job, set up a schedule By __ 3/31/16 __________</td>
<td>Teacher &amp; Rater</td>
<td>Start 3/11</td>
<td>Pictures</td>
<td>Time</td>
</tr>
</tbody>
</table>
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

In Partnership with:

Inclusion Collaborative

First 5 Santa Clara County

Franklin-McKinley School District

Alum Rock Union School District

HeadStart

Santa Clara County Office of Education
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

Thank you
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

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<tr>
<th>Site</th>
<th>Item 1</th>
<th>Item 2</th>
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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
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


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!