Inclusive Classroom Profile (ICP)

Reliable Instrument to Rate Inclusive Settings for Preschoolers (and Toddlers)
Presenters

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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
Inclusive Classroom Profile

- Focus on classroom level practices that support the individual needs of children with disabilities.

- Designed to compliment existing classroom quality measures and standards.
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.”
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
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
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.
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?
ICP Ratings

• 1-7 point Rating Scale (inadequate to excellent) across 7 indicators

• 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.**
Understanding the structure of the ICP
Important Definitions

Several = 2 or more

Many = more than 2

Some = any

Majority - most

Pay attention to “and/or”
Scoring Practice

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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
Add video for peer support water play
3. Adult guidance of children’s play

• Children are given choices within their play

• Adults encourage and scaffold individual play and social activities

• Adult facilitation of problem solving
Add video for supporting child’s play
Activity

In small groups, review the three scenarios on the handout and assign the ICP item number that correlates to the information in the scenario.
4. Conflict Resolution

- Adults provide strategies to prevent and mediate peer conflict
- Adults promote alternative, positive behaviors and functional solutions
5. Membership

• Adults promote social climate that nurtures individual differences

• Adults provide children with disabilities the opportunity for social responsibilities and choices
6. Adult-child social interactions

• Adults engage in positive, reciprocal, and sustained social interactions

• Adults respond to children’s interests and emotional needs
7. Support for communication

- Adults respond to children’s initiated communication
- Adults use strategies to encourage and facilitate oral language development
Add video for Visual support for social emotional learning
8. Adaptation of group activities

• Opportunities for children to participate with their peers in planned whole-group and small-group activities

• Adults use embedded strategies and adaptations to support children’s active engagement
Add video for adapting group activities
9. Transitions between activities

• Classroom provisions for promoting smooth transitions between activities

• Individualized support for children experiencing difficulty making transitions
10. Feedback

• Adults support positive behavior

• Adults acknowledge effort and accomplishment

• Adults use different types of feedback
11. Family- Professional partnerships

• Policies and procedures for communicating with families of children with disabilities

• Procedures for sharing and exchanging information on children’s progress
12. Monitoring children’s learning

- Assessment system and methods for monitoring children’s progress
- Use of progress monitoring data to adjust interventions and instructions
Check for understanding

Review the scenarios on Handout #2 and assign the correlating ICP item number.
## Crosswalk of Rating Tools

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History of ICP Use in PA

- Early Intervention Technical Assistance and PA Keys staff trained to reliability
- EITA piloting use in 17 classrooms
- PA Key exploring use of the ICP
Inclusive Practices Grants

• Structure of the grants

• Use of ICP
  • Measure outcome
  • Develop action plan for quality improvement
PA Key-Keystone STARS

• ICP as a program observation instrument in a QRIS system

• ICP as a program observation instrument to help reduce suspension and expulsion in early childhood classrooms
Next Steps

Work with the author and Brookes Publishing to:
• Develop professional development opportunities for providers
• Create PDII for state anchors
• Collaborate with other states using ICP as part of QRIS to learn more
• Develop a pilot for use in QRIS which will include pre- and post-assessments, access to resources to support ICP implementation, and learning communities where providers can share ideas and strategies for effective ICP implementation

Continue the EITA/PA Key collaboration
Questions?
Thoughts?
Comments?
Thank you for joining us today.