



Inclusion Planning Checklist: Center-Based Early Care and Education Programs

This checklist is a tool for providing collaborative services when including infants, toddlers, or preschoolers with disabilities and their families in center-based early care and education programs, such as Early Head Start, Head Start, child care, and family child care. The checklist provides suggestions for activities that create responsive and effective inclusive environments. The checklist is divided into four sections: 1) Build Relationships, 2) Gather and Share Information and Resources, 3) Develop and Implement Plans, and 4) Review and Evaluate Services.

Instructions:

Each team member should complete the checklist, identifying his or her role in successfully implementing each of the activities. Team members should then consider what they need from each of the other team members to meet their responsibilities. Team members can then discuss the roles and responsibilities of each member in implementing the activities for successful inclusion.

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Task #1 Build Relationships	My Role:	What I Need from Others:
<p>a. Whenever possible, arrange to meet with all team members before the child's first visit. Get pictures of providers and exchange telephone numbers, email addresses, and other contact information.</p> <p>b. Ensure that family members feel comfortable about leaving their child in your care by establishing a trusting relationship with the family.</p> <p>c. As a team, discuss your philosophies about disability, intervention, and inclusion.</p> <p>d. Determine what the family most wants for their child from the program, such as:</p> <ul style="list-style-type: none">• Child care• Chances for their child to play and learn with other children• Therapy to be delivered at the center• Respite care• Other: _____	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>

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Task #2 Gather and Share Information and Resources	My Role:	What I Need from Others:
<p>a. Develop a system for ongoing communication between family members and service providers.</p> <p>b. Ensure that all team members know who the main contact person is, such as the service coordinator or the special education coordinator.</p> <p>c. Make available to all team members appropriate medical and developmental information.</p> <p>d. Ensure that all staff and family members are aware of the strategies that are necessary for supporting the child in all his/her environments, including outdoor settings.</p> <p>e. Openly address any insecurity that the staff may have about working with the child, and make sure that all questions from family members and staff are clearly answered on an ongoing basis.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>

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Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>a. Work together on the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) to develop a plan that addresses the individualized needs of the child within the context of the family, to clarify what services are to be provided and by whom, and to define when and where those services will be delivered.</p> <p>b. Identify who needs to be involved in developing the IFSP or IEP and what specific role each individual might play. An example of a team might include:</p> <ul style="list-style-type: none">• The family• Early care and education staff:<ul style="list-style-type: none">• Home visitor• Child care provider/family child care provider• Teachers• EHS/HS Disabilities Coordinator• EHS/HS Education Coordinator• Administrator/director• Nutritionist• Cooks• Other: _____	<p>a.</p> <p>b.</p>	<p>a.</p> <p>b.</p>

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Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<ul style="list-style-type: none">• Specialists:<ul style="list-style-type: none">• Part C service provider• Public health nurse• Occupational therapist• Physical therapist• Speech and language pathologist• Health care providers, including family doctors and medical specialists• School special education staff• Others: _____• Others:<ul style="list-style-type: none">• Sunday school teachers• Extended family members• Friends <p>c. Determine how the IFSP/IEP and any other plans for the child and family can be implemented as a single, integrated plan. Identify common goals and strategies.</p> <p>d. Determine what staff training, if any, is needed. Provide needed training.</p>	<p>c.</p> <p>d.</p>	<p>c.</p> <p>d.</p>

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Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>e. Agree to each team member's role, determine strategies to prepare all members for their responsibilities, and support them in their roles.</p> <p>f. Meet as a group before and after the IFSP/IEP meeting so that everyone understands the child's outcomes/ goals, why those outcomes/goals were selected, and what each person's role is in working towards the outcomes/goals.</p> <p>g. Ensure that staff have opportunities to be supervised while practicing new skills.</p> <p>h. Ensure that there is a system in place for including all staff in the flow of information among all members of the early care and education team.</p> <p>i. Determine when the next IFSP/IEP meeting will be held.</p>	<p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p>	<p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p>

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Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>j. Consider any accommodations and adaptations that might be necessary. For example, a staff member may need to obtain a locked cabinet for medicine or an adapted chair or dish. Do what is necessary to make the needed accommodations and adaptations.</p> <p>k. Make sure that the responsibilities among staff members are coordinated so that all children receive the appropriate level of attention. (In most cases, hiring extra staff is not necessary, but rethinking staff responsibilities and schedules is helpful and sometimes the only adjustment a program needs to make to become more inclusive.)</p> <p>l. Make sure that staff members understand the child's IFSP/IEP outcomes/goals, the rationale behind them, and each staff member's role in working towards those outcomes/goals.</p>	<p>j.</p> <p>k.</p> <p>l.</p>	<p>j.</p> <p>k.</p> <p>l.</p>

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Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>m. Consider how the child's IFSP outcomes or IEP goals will be incorporated into daily routines and activities.</p> <p>n. Make sure that the center staff members feel supported and prepared, and that their roles with the child, family, and other providers are made clear to all parties.</p> <p>o. Make sure that the appropriate staff members participate in the IFSP/IEP meeting at the family's invitation.</p>	<p>m.</p> <p>n.</p> <p>o.</p>	<p>m.</p> <p>n.</p> <p>o.</p>

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Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
<p>a. Maintain communication with the family and service providers, making adjustments to the plan, as needed.</p> <p>b. Engage in ongoing dialogue with the family and the service providers to ensure that the child's and family's changing needs are appropriately addressed.</p> <p>c. Develop a system to monitor how outcomes/goals are addressed throughout the day and how progress is recorded.</p>	<p>a.</p> <p>b.</p> <p>c.</p>	<p>a.</p> <p>b.</p> <p>c.</p>

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Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
<p>d. As a team, evaluate the following:</p> <ul style="list-style-type: none">• Adaptations and accommodations for the child• Staff training and support• The flow of information among all parties• How interagency agreements affect day-to-day practice• Staffing patterns and schedules• The implementation of and progress toward IFSP outcomes or IEP goals• Staff participation in IFSP/IEP meetings and the revisions made based on child evaluation results. <p>e. Develop plans to sustain services and supports when there are program or staffing changes and/or as the child or family experiences changes.</p>	<p>d.</p> <p>e.</p>	<p>d.</p> <p>e.</p>

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