Utilizing the Inclusive Classroom Profile (ICP) to Determine Quality

2018 Inclusion Collaborative State Conference
Oct 26, 2018
Outcomes for Today

• Learn about the Inclusion Collaborative
• Learn about:
  – Overview of the Inclusive Classroom Profile (ICP)
  – Santa Clara County ICP Activities
  – Identify your next steps!
Welcoming All Children
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

For Parents Educators

Warm Line

(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 3½ 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

Inclusion Collaborative
How do we know ...

If We Are Practicing High Quality Inclusion?
“Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality.”
Inclusive Classroom Profile (ICP)

Reliable Instrument to Rate Inclusive Settings for Preschoolers
Background of ICP

National Professional Development Center on Inclusion

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
How is the ICP designed to be USED?

• As a research tool
• For program evaluation
• To support continuous quality improvement

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.
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
Understanding the structure of the ICP

- 12 Items
- Indicators
- Examples
- Criteria for rating indicators
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.
What Do the ICP Items Measure?

• Instructional strategies supporting individualized learning and engagement in activities and routines
• Procedures for monitoring children’s learning and progress
• Environmental adaptations to support access and participation in activities and routines
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?
Who Can Use the ICP?

- Teachers
- Program Administrators
- Researchers
- Professional Development Providers
- Early Childhood Specialists
- State Assessors
THE ICP ITEMS
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 differences
- 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
Administration of ICP

Includes the following:

- Observation (O)
- Interview (I)
- Document Review (DR)
- Approximately 3 hours required
- 20 minutes needed for teacher review
In Partnership with First 5 Santa Clara County:

• Pilot Project 2016
  * 3 Reliable Raters Trained in SCC
  * 12 classrooms ICP Rated (Pre/Post with PLCs)

• Pilot Project 2018
  * 6 Reliable Raters Trained in SCC
  * 18 classrooms ICP Rated (Pre/Post with PLCs)
  * 17 of 18 QRIS sites *Inclusion Endorsed*
2016 ICP Pilot Project

In Partnership with:

Inclusion Collaborative

Santa Clara County Office of Education
2016 ICP Pilot Design

- Self-Review Only (SR)
- Self-Review and Observation (SR + O)
- Observation (O)
- 12 classroom sites
2016 ICP Pilot Timeline

• June 2015- Reliability Training in San Jose – (Half Day Overview and 3 Reliable Raters trained)
• January 2016 – ICP Pilot Project Overview
• January 2016 – Initial ICP Observation/ 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 2016 Pilot Findings

ICP PILOT FINDINGS
PRE & POST SCORES

AR  AD  DA  GA  MH  MI  MTV  PW2  PWK2  SL  BPS  MK
Pre Scores  Post Score

5.45  6  6  5.45  6  6.66  6.75  6.6  6  4.6  5  6
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 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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<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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2016 ICP Pilot Recommendations

• Create crosswalk of complimentary 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
2018 ICP Pilot Project

In Partnership with:
2018 Pilot Timeline

- November 13-17, 2017 – Reliability Training in San Jose - (Half day Overview – 6 Reliable Raters trained)
- 18 QRIS Sites Selected (with a current QRIS Score of 4 or 5)
- 6 Reliable Raters – assigned 3 sites each
- March & April 2018 – Monthly ICP Trainings at First 5
- May 2018: Post ICP Rating Completed
- Sites scoring 5 on Post ICP Rating: receive “Inclusion Endorsement” from ‘Quality Matters’
- May 2018: Final ICP Meeting & Follow up
• Recommendations for sites to receive “Inclusion Endorsement” with First 5 Quality Matters – post results on website

• Recommendations to incorporate ICP into the Quality Matters in Santa Clara County
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 Reliable Raters
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

Inclusion Collaborative
ICP PLC Trainings Components

- Three monthly after school meetings
- Teams consisted of:
  - program administrator
  - general ed. & special ed. teachers and assistants
- Teams sat together with their Reliable Rater
- Reviewed, discuss and updated next steps for ICP Action Plan
- Video clips utilized to demonstrate specific items with team discussion after
- Teams received positive feedback from video depicting exemplar ICP Items
Top Items selected to be included in ICP Action Plan

* Membership
* Support for Communication
* Feedback
Example of Training Support
ICP Practices in Action: Communication
Example of Training Support
ICP Practices in Action - Adults Guidance of Play
Example of Training Support
ICP Practices in Action - Conflict Resolution
ICP Practices in Action
What do you see?
2018 ICP Pre & Post Rating Comparison by Item
On average, sites increased overall scores by 1.21 points.
Inclusion Endorsement

17/18 sites Rated 5 or higher on ICP Post Rating, receiving “Inclusion Endorsement”*

*Sites who attended all 3 ICP PLC Trainings received “Inclusion Endorsement”
### Santa Clara County Quality Matters Sites

**Inclusion Endorsed**

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<tr>
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Next Steps

• 2019 Pilot Project – 18 QRIS sites, training to support Inclusion Endorsement

• Add Inclusion Endorsement as an additional QRIS rating in Santa Clara County

• Reliable Rater TOT to Santa Clara County to increase number of ICP Reliable Raters
Reflections

How will you use this information?
Thank you!

We hope to see you at another training!