

THE INCLUSIVE CLASSROOM PROFILE (ICP): APPLYING PRACTICES IN EARLY CHILDHOOD PROGRAMS
AWWA INCLUSION EXPERTS SERIES, 5TH EDITION
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What does quality inclusion look like for young children?

Video demonstrations featured in this presentation:

Rolling with Friends

<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-12/>

Singing a song with a friend

<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-11/>

You can find more examples of video demonstrations in Connect Modules and RPMs (see links below)

What do we know about inclusion?

Research Synthesis Points on **Practices** That Support Inclusion

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf

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)

http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Definition of Early Childhood Inclusion

*Early childhood inclusion embodies the values, policies, and **practices** that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.*

What do we know about inclusive **practices** that support inclusion for young children?

Soukakou, E.P. (2016). *Inclusive Classroom Profile (ICP)*. Baltimore: Paul Brookes.

Practices (from the ICP)

1. Adaptations of Space, Materials, and Equipment
2. Adult Involvement in Peer Interactions
3. Adults' Guidance of Children's Free-Choice Activities and Play
4. Conflict Resolution
5. Membership
6. Relationships Between Adults and Children
7. Support for Communication
8. Adaptations of Group Activities
9. Transitions Between Activities
10. Feedback
11. Family-Professional Partnerships
12. Monitoring Children's Learning

How can I find more about the training programs on the ICP measure and practices?

For information about training opportunities on the ICP tool and practices please contact **Ms. Carolyn Burke** at Brookes Publishing House: cburke@brookespublishing.com

Selected research on the ICP measure and practices

Lundqvist J. & Larsdotter Bodin U. (2018). Inclusive Classroom Profile (ICP): A cultural validation and investigation of its perceived usefulness in the context of the Swedish preschool, *International Journal of Inclusive Education*.

Lundqvist J., Allodi Westling M. & Siljehag E. (2016). Characteristics of Swedish preschools that provide education and care to children with special educational needs, *European Journal of Special Needs Education*, 31:1, 124-139.

West, T.A., Soukakou E.P., & Winton, P.J. (In Press). Inclusive Classroom Profile Training Program: Participant Reliability and Perspectives on Usability and Application. *Young Exceptional Children*.

Catlett C. & Soukakou E.P. (2019). Assessing opportunities to support each child: 12 key practices for quality inclusion. *Young Children*, 74(3), 34-43.

Soukakou E.P., Evangelou M. & Holbrooke B. (2018). Inclusive Classroom Profile: a pilot study of its use as a professional development tool. *International Journal of Special Education*, 22 (10), 1124-1135.

Soukakou, E.P. (2016). *The Inclusive Classroom Profile (ICP™) Manual, Research Edition*. Baltimore, MD: Brookes Publishing Co.

Soukakou, E. P., Winton, P. J., West, T. A., Sideris, J. H., & Rucker, L. M. (2015). Measuring the quality of inclusive practices: Findings from the Inclusive Classroom Profile pilot. *Journal of Early Intervention*, 36, 223-240.

Selected resources on implementation science and professional development

Active implementation hub (AI hub): The Active Implementation Hub is a free, online learning environment for use by any stakeholder — practitioners, educators, coaches, trainers, purveyors — involved in active implementation and scaling up of programs and innovations. You can learn more about the formula for success used in the presentation on this site.

<https://nirn.fpg.unc.edu/ai-hub>

What do we mean by professional development in the early childhood field?

https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

Definition of professional development

“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....

CONNECT modules

Connect modules are developed by researchers at FPG Child Development Institute, University of Kentucky, and University of Kansas for early childhood faculty and professional development providers to use with their learners. There are seven free modules, each focusing on a discrete evidence-based practice. Included in the modules are suggestions for activities, handouts, research summaries, video, and audio clips. The videos and the observation form and child activity matrix used in the presentation are from Connect Module 1. <https://connectmodules.decsped.org/connect-modules/>

Recommended Practices Modules (RPMs)

RPMS are free, online modules developed for early care and education, early intervention, and early childhood special education faculty and professional development providers to use within their coursework and trainings. These modules are designed to support the implementation of the Division of Early Childhood Recommended Practices, and include video and audio clips, short lessons with quizzes and knowledge checks, instructor support materials, as well as short simulations. <https://rpm.fpg.unc.edu/welcome>

STEM Innovation for Inclusion in Early Education (STEMIE)

STEMIE is led by FPG Child Development Institute, in partnership with University of Denver, and Public Health Management. The center is developing the knowledge base on inclusive STEM (science, technology, engineering, and mathematics) learning opportunities for young children with disabilities (0-5), and implementing high-quality technical assistance and professional development to increase engagement for young children with disabilities. Currently, you can find free resources including blog posts debunking myths and misconceptions, tipsheets on storybook conversations, and videos. The excerpt of the documentary shown as part of the presentation was developed by STEMIE. <https://stemie.fpg.unc.edu>