

Initiating Inclusive Early Childhood Programs for Young Children with Severe Disabilities

A Checklist for Planning Start Up Activities

Directions: Indicate the date (__ / __ / __) on which each major component is initiated and completed.

Check the subcomponents considered, selected or implemented.

Note: Major and subcomponents are not listed sequentially and many will need to be considered at the same time.

Start	Complete	Person Responsible
<h3>Enlist Support and Collaborative Planning</h3> <p>Identify Stakeholders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Families of children with and without identified needs <input type="checkbox"/> Administrative staff of district or agency <input type="checkbox"/> Special education/early intervention staff <input type="checkbox"/> Community early education and child care administrators <input type="checkbox"/> Community early education and child care teaching staff <input type="checkbox"/> Community service providers (physicians, SRS) <input type="checkbox"/> Key state program regulatory and licensing agencies <input type="checkbox"/> Local advocacy organizations (ARC) <input type="checkbox"/> Community funding sources (service organizations) <input type="checkbox"/> Community professional organizations (chapters of AEYC, DEC, Child care) Community planning organizations (ICC's, local planning councils, Chamber of Commerce) <p>Develop Public Awareness/Relations Campaign</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan community preschool and school district based parent programs to share information with those most directly affected first. <input type="checkbox"/> Plan community-based parent programs to share information with the community at large. 		

Start	Complete	Person Responsible
<h3>Determine Program Logistics and Make Necessary Arrangements</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Obtain parental permission for placement <input type="checkbox"/> Select anticipated times/dates and specific settings <ul style="list-style-type: none"> <input type="checkbox"/> for staff training <input type="checkbox"/> for parent orientation activities <input type="checkbox"/> for child orientation and placement <input type="checkbox"/> Make transportation arrangements <input type="checkbox"/> Designate responsibilities for staff toward specific children, parents, and other program duties <input type="checkbox"/> Interview and hire staff if needed <input type="checkbox"/> Select and schedule volunteer support if needed <input type="checkbox"/> Determine approach to introducing the child with a disability to the typical children and their parents 		

Start	Complete	Person Responsible	Identify and Secure Funding Source
			<ul style="list-style-type: none"> ___ IDEA, Part H ___ ESEA Chapter I, Part A, B or D funds ___ Head Start Programs ___ School district - general fund ___ Services for Children who are deaf/blind ___ State Special Education Fund ___ General Education Fund ___ Child and Family Welfare Programs ___ Social Security Income Programs ___ Medicaid funds ___ Private insurance payments ___ Payment by families of children served ___ Funds from disability related organizations (ARC) ___ Scholarships from community programs (themselves) ___ Scholarships from community agencies (service agencies, churches) ___ Donations from private individuals ___ In-kind support and contributions (Barter Approaches) <ul style="list-style-type: none"> ___ slots in exchange for paraprofessional assistance, staff ___ slots in exchange for staff development/training ___ slots in exchange for materials, supplies ___ Lease/rental agreements <ul style="list-style-type: none"> ___ payment for space, utilities, ___ Grant funding <ul style="list-style-type: none"> ___ Federal ___ State ___ Community ___ Private Foundations ___ Other

Start	Complete	Person Responsible	Select an Appropriate Community Program
			<ul style="list-style-type: none"> ___ Staff is interested and willing to participate in program ___ Philosophy of program is compatible with mainstreaming (Guralnick, 1976) ___ Teacher is willing to modify and adapt approach (Guralnick, 1982) ___ Involved staff is willing to commit time for communication and collaboration (Hutinger, 1981) ___ Facility is accessible or can be made accessible ___ Program is financially stable and has reasonable staff retention ___ Program holds a good reputation in community ___ Program can meet licensing standards for serving children with disabilities - with adaptations to facility or program which are feasible ___ Children with disabilities will be able to use common entry, routes, and areas* ___ Environment is orderly and consistent with predictable settings and events* ___ Program offers a rich multisensory learning environment* ___ Special resources are available to <u>all</u> children in program* ___ Staff acknowledges child preference and choice ___ Setting is manipulable by child* ___ Staff value personal territory and self expression* ___ Setting offers retreat areas and places for informal socialization* ___ Setting offers a variety of teaching areas and opportunity for simultaneous activities* ___ Staff publicly displays information about child programs and activities* ___ Utilizes mixed-age groups ___ Encourages and plans for staff development activities ___ Staff receptive to parent communication, observations, suggestions ___ Other: <p>(*adapted from Cohen, Beer, Kidera, & Golden, 1979)</p>

Start	Complete	Person Responsible	<h3>Identify and Plan How Children's Placements are to be Supported in the Community Setting</h3>
			<ul style="list-style-type: none"> ___ Inservice training provided for special education and related service staff <ul style="list-style-type: none"> ___ Goals and rationale for community ___ Community early education program's philosophy and approach ___ Integration facilitation procedures (see training checklist) ___ Consultation and technical assistance strategies ___ Inservice training provided for community staff, project staff, and/or volunteer staff <ul style="list-style-type: none"> ___ Goals and rationale for community ___ Children with severe disabilities ___ Community early education program's philosophy and approach (for project staff and volunteer staff) ___ Integration facilitation procedures (see training checklist) ___ Information specific to needs and procedures of child or children to be placed in setting ___ Participation in IEP process ___ Ongoing consultation provided for community staff ___ Additional staff person in setting when child with disability is present <ul style="list-style-type: none"> ___ Paraprofessional from special education program ___ Teacher assistant employed by community program ___ Facilitator employed specifically for community program ___ Volunteer/student assistant ___ Multidisciplinary services provided for children <ul style="list-style-type: none"> ___ Direct services in community site ___ Consultation to community staff ___ Other:

Start	Complete	Person Responsible	<h3>Assess and Plan Child Accommodation Needs</h3>
			<ul style="list-style-type: none"> ___ Snack/lunch: assistance with eating, adapted eating utensils, special food preparation, or dietary considerations ___ Toileting equipment assistance/procedures and programs ___ Adaptations to instructional or play materials ___ Prosthetic aids to facilitate participation (e.g., communication devices, hand splints) ___ Probable positioning needs per activity and positioning equipment and or strategies that can be reasonably employed ___ Wheelchair routes ___ Adapted playground equipment or needed adaptations to present equipment ___ Altered schedules to match child stamina and provisions for rest/nap ___ Availability of and storage for equipment for special health care needs or concerns (e.g., ventilation, suctioning, catheterization, tube feeding) ___ Procedural considerations for conditions which require emergency procedures or routine precautions (e.g., seizures, excessive drooling, and mouthing of materials as well as tornado or fire drills) ___ Plan for implementing child's IEP/IFSP objectives ___ Other:

Start	Complete	Person Responsible	Orient Families to Inclusion Program
			<ul style="list-style-type: none"> ___ Conduct individual meeting/staffing/conference to present program rationale and procedures ___ Provide handbook about program goals and procedures ___ Conduct group meeting of parents to discuss program ___ Provide tour of community facility ___ Schedule individual parent meeting with community staff ___ Schedule observations in community program ___ Solicit observations for child participation strategies and needs ___ Introduce designated staff person(s) responsible for ongoing communication as well as other contact needs relative to the program ___ Clarify schedule, routines, and procedures ___ Consolidate paperwork if split program model is implemented ___ Encourage participation in all community parent program activities and meetings

Start	Complete	Person Responsible	Plan Ongoing Program Coordination Strategies
			<ul style="list-style-type: none"> ___ Schedule observations of children by ECSE and community staff ___ Set up times and places for ongoing meetings of ECSE and community staff ___ Set up routine parent communication and inclusion strategies ___ Set up system of child records for community program

Start	Complete	Person Responsible

Match Funds to Program Expenses

- ___ Child tuition and fees
- ___ Transportation
- ___ Additional staff
- ___ Facility accessibility and licensing adaptations
- ___ Needed equipment and materials

Start	Complete	Person Responsible

Develop and Implement Transition Process and Procedures

Start	Complete	Person Responsible

Establish and Incorporate Child Progress and Program Evaluation Procedures

Thompson, B., Wickham, D., Wegner, J., Ault, M., Shanks, P., & Reinertson, B. (1993). Handbook for the inclusion of young children with severe disabilities. (pp. 209-213). Lawrence, KS: Learner Managed Designs.