

# Facilitating the Inclusion of Young Children with Severe Disabilities into Community Early Childhood Programs

## A Checklist for Planning the Preparation of Personnel

Name

(Person being trained)

Community Preschool Site

This checklist is written to provide a guideline for planning the preparation of personnel who will be involved in facilitating the inclusion of children with severe disabilities in inclusive early childhood programs.

Directions: Indicate the date ( \_\_ / \_\_ / \_\_ ) training for each major component is initiated and completed.

Check  the subcomponents introduced, accomplished and/or demonstrated.

### I. Initial Activities: (For new staff persons or persons from a special education program who will be working in mainstream program)

\_\_ / \_\_ / \_\_  
initiated

- Turn in health forms as required
- Familiarize self with job role and responsibilities
- Familiarize self with program and classroom(s) schedules, tornado, and fire drill procedures
- Familiarize self with absenteeism procedures
- Familiarize self with school calendar
- Familiarize self with policy and procedural manuals and parent materials
- Attend new employee orientation and tour building at main-stream site

\_\_ / \_\_ / \_\_  
completed

### II. Topics for Initial Training and Suggested Training Activities

\_\_ / \_\_ / \_\_  
initiated

- A. Children with Severe and Multiple Disabilities**
  - Participate in instructional session that provides an overview of child characteristics, needs and issues relative to:
    - Multiple disability areas
    - Range of medical and health care needs
    - Communication, cognitive, social-behavioral and developmental characteristics and needs with special emphasis on:
      - risk for the development of "learned helplessness"
      - need for functional, age appropriate and integrated programming
      - importance of acknowledging preferences and offering choices

- ✓ responding to nonsymbolic communication
- ✓ importance of partial participation
- ✓ role of adaptive equipment devices
- ✓ importance of positioning and handling procedures
- ✓ importance of good instructional procedures
- ✓ importance of family involvement

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completed

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initiated

**B. First Aid and Infection Control**

- \_\_\_ Enroll in and complete Red Cross First Aid course
- \_\_\_ View Epilepsy Society informational tape on seizures
- \_\_\_ Enroll in and complete CPR training
- \_\_\_ View Infection Control in Child Care Settings (LMD, 1989) (review manual and complete self-test)
- \_\_\_ Familiarize self with policies for first aid and infection control in the mainstream setting
- \_\_\_ Determine if individual health accommodations are needed for children participating in program

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initiated

**C. Positioning and Handling**

- \_\_\_ Attend presentation by motor therapist presenting overview, practice, and question/answer session in positioning and handling children with motor problems
  - \_\_\_ View Positioning for Infants and Young Children with Motor Problems (LMD, 1990)
  - \_\_\_ View Feeding Infants and Young Children with Special Needs (LMD, 1990)
- Demonstrate understanding of the principles of:
- \_\_\_ functional positioning for participation least intrusive
  - \_\_\_ most natural to setting (similar position to other children and least obtrusive to setting, both physically and procedurally)
  - \_\_\_ Practice using procedures and equipment specific to child
  - \_\_\_ Obtain photos/videos of child in appropriate positions using various equipment

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completed

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\_\_/\_\_/\_\_  
initiated

**D. Integration Rationale and Philosophy**

- \_\_\_ Read and discuss value statements of the community and school district programs concerning inclusion
- \_\_\_ List and discuss benefits of inclusion for children with and without disabilities
- \_\_\_ View videotape: Circle of Inclusion (LMD, 1993) or other inclusion focused videotape
- \_\_\_ Read selected materials concerning rationale for inclusion
- \_\_\_ Participate in discussion about concepts presented in videotape and readings related to integration

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completed

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initiated

**E. Individual Education Plans**

- \_\_\_ Read and discuss selected materials on IEP/IFSP's
- \_\_\_ Read confidentiality requirements for permission, signature, and discussion of information
- \_\_\_ Read IEP/IFSP for target child
- \_\_\_ Observe or watch videotape of child in current setting
- \_\_\_ Participate in training session on IEP/IFSP's and integrating objectives into mainstream settings.

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completed

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initiated

**E. Basic Instructional Procedures**

- \_\_\_ Participate in training sessions which provide an introduction to basic instructional procedures useful to persons directly facilitating a child with a disability in a mainstream setting
  - \_\_\_ *Systematic Instruction*, focus on task analysis skills and prompting procedures
  - \_\_\_ *Partial Participation*, focus on approaches such as peer assistance; adapting materials, sequence, and rules; using adaptive devices; adapting environments; and, altering attitudes
  - \_\_\_ *ICS*, focus on matrix as a strategy for considering activities and materials for practicing critical skills
- \_\_\_ Observe and discuss incidental teaching opportunities in preschool classrooms

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completed

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initiated

**G. Community Program Philosophy and Method**

- \_\_\_ Participate in training session on "Introduction to Participating Program"
- \_\_\_ Attend panel discussion by key staff or others who represent participating program method/philosophy
- \_\_\_ View selected videotapes which depict program method/philosophy
- \_\_\_ Read selected materials which depict program method/philosophy

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completed

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initiated

**H. Community Program Classroom Procedures**

- \_\_\_ Participate in guided observation of integration with children in mainstream site
- \_\_\_ Observe classroom independently, minimum of two one-hour observations
- \_\_\_ Fill out observation record noting classroom procedures
- \_\_\_ Become familiar with bathroom areas and routines and diapering areas and routines
- \_\_\_ Meet individually with classroom teacher and review classroom procedures and expectations

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completed

**III. Classroom-Based Skills**

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initiated

**A. Techniques to use when interacting with the child with a disability in order to facilitate the child's full inclusion and interactions with typically developing peers**

- \_\_\_ Participate in training sessions presenting and discussing techniques specific to facilitating the integration of preschoolers in the preschool classroom
  - \_\_\_ View videotapes The Process of Instruction (LMD, 1993)
  - \_\_\_ Read The Process of Instruction (LMD, 1993) manual and participate in discussion questions and activities
  - \_\_\_ Read and discuss selected materials concerning techniques for facilitating inclusion
  - \_\_\_ Attend feedback sessions for individual discussion of application of procedures based on observation of trainee's use of the techniques in the classroom setting
- Techniques to be introduced and demonstrated include:**
- \_\_\_ 1. Introducing the child in the preschool classroom
  - \_\_\_ 2. Providing intensive instruction within a group setting

- \_\_\_ 3. Choosing materials and settings in which to work
- \_\_\_ 4. Including the child with a disability in on-going conversations
- \_\_\_ 5. Positioning, handling, and moving the child with a disability in the setting
- \_\_\_ 6. Adapting materials in various settings to meet individual needs of the child
- \_\_\_ 7. Monitoring the respectful use of materials and settings
- \_\_\_ 8. Using toileting, snack time, and routine physical care to facilitate interaction
- \_\_\_ 9. Helping the child with a disability help others
- \_\_\_ 10. Identifying when the child with a disability does and does not need a facilitator; fading from the interaction

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initiated

**B. Techniques to use when interacting with the typically developing children to facilitate acceptance, understanding, and inclusion of children with disabilities**

- \_\_\_ Participate in inservice sessions presenting and discussing techniques specific to facilitating the integration of preschoolers in the preschool classroom
- \_\_\_ View video tapes The Process of Communication (LMD, 1993)
- \_\_\_ Read The Process of Communication (LMD, 1993) manual and participate in discussion questions and activities
- \_\_\_ Attend feedback sessions for individual discussion of application of procedures based on observation of the trainees application of the techniques in the classroom setting

**Techniques to be introduced and demonstrated include:**

- \_\_\_ 1. Fostering respect for individual differences and the dignity of children with disabilities
- \_\_\_ 2. Answering questions about the child with a disability
- \_\_\_ 3. Facilitating children working with a child with a disability (peer tutoring procedures)
- \_\_\_ 4. Facilitating children working with a child with pre-verbal skills
- \_\_\_ 5. Facilitating children working with a child with multiple disabilities
- \_\_\_ 6. Inviting a child without a disability to work with a child with a disability
- \_\_\_ 7. Working with other children in a group
- \_\_\_ 8. Being a backup for the child with disability and not the focus of attention
- \_\_\_ 9. Using helpers in accomplishing routine activities

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initiated

- C. Strategies for Practicing and Monitoring IEP Objectives**
- \_\_\_ Use a matrix to plan opportunities to integrate objectives into activities and match skill to materials and activities in setting
  - \_\_\_ Develop plan/schedule for probing/monitoring performance in setting and assign responsibilities
  - \_\_\_ Develop data collection form or use matrix as data sheet
  - \_\_\_ Review progress in staff and parent meetings

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completed

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**IV. Skills to Enhance a Facilitator's Role in a Community Preschool Classroom**

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initiated

- \_\_\_ Exchange roles with lead teacher so she/he can work individually with the child with a disability
- \_\_\_ Act responsively as a support person in the classroom for general tasks and situations
- \_\_\_ Adapt to program and lead teacher's philosophy
- \_\_\_ View videotape of self using strategies with child periodically

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completed

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**V. Skills to Enhance Preschool Teacher's Role in this Model**

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initiated

- \_\_\_ Exchange roles with facilitator to work individually with child with a disability based on amount of time spent individually with other children
- \_\_\_ Discuss classroom procedures and establish schedules with consulting staff
- \_\_\_ Allow time for training, supervision, discussion, or feedback as applicable for adults coming into the classroom
- \_\_\_ View videotape of self working with child and using strategies periodically

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completed

**VI. Skills to Enhance Consulting Staff's Roles in Community Preschool Classroom**

\_\_ / \_\_ / \_\_  
initiated

- \_\_\_\_\_ Discuss classroom procedures and establish schedules with classroom teacher
- \_\_\_\_\_ Allow time for training, supervision, discussion, or feedback as applicable for adults working with the child
- \_\_\_\_\_ View videotape of self working with child and using strategies periodically

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completed

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Adapted from: Thompson, B., Wicham, 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.

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