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 mainstream 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


**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

**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
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

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.

F. 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

___ / ___ / ___ initiated
___ / ___ / ___ completed
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

Completed: ___ / __ / __

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

Completed: ___ / __ / __

### III. Classroom-Based Skills

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

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
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

____ /__ /__ initiated

____ /__ /__ completed

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

____ /__ /__ 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

____ /__ /__ completed

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

____ /__ /__ 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

____ /__ /__ 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

___/___/___ completed