

Placement Option Visiting Notes

Date:

Program's Name:

Location of the Program:

Phone Number of the Program:

Names of People Met Today:

Names of Person(s) Visited Today:

BASIC QUESTION DURING TODAY'S VISIT:

- ◆ Does this program fit with my child and my family?
- ◆ Will this program be able to or be willing to make necessary changes to welcome my child and my family?

OVERALL IMPRESSIONS AND COMMENTS:

PART I: OBSERVATION

POINTS TO OBSERVE: Teacher/Child Ratio

- Is it no higher than 1: 3-4 for infants/toddlers, 1:5-7 for 2-3 year children, and 1: 8-10 for 4-5 year children (Based on National Association for the Education of Young Children: NAEYC recommendation)?

POINTS TO OBSERVE: Kinds of Activities / Materials

- What activities/materials I saw do I think my child would like? Why do I think so?
- What activities/materials I saw do I think my child would not like? Why do I think so?
- What adaptations or little changes do I think would help my child to fully enjoy activities/materials that I saw today?
- Are there any similar activities/materials in the class to those my child has experiences to play with before?
- What activities/materials does my child like to play at home other than those I saw today?
- Are there any activities/materials that I would recommend to teachers in order to draw my child's interests and participation?

POINTS TO OBSERVE: Balance of Activities

How would I describe the balance of the following aspects of classroom activities?

Is it well-balanced? Or is it not?

I may have to ask staff about activities they do on different days since some programs make a balance on weekly basis or even a monthly basis.

- ◆ Large group activities vs. Small group activities
- ◆ Group activities vs. Individual activities
- ◆ Teacher-directed activities vs. Child-directed activities
- ◆ Set-up play vs. Free choice play
- ◆ Active activities vs. Quiet activities
- ◆ Gross motor activities vs. Fine motor activities
- ◆ Activities on a desk&chair vs. Activities on a floor vs. Outside activities
- ◆ Activities use different sensory mode such as...
 - Auditory information
 - Visual information
 - Kinesthetic information

POINTS TO OBSERVE: Adult Interactions with Children

- Is an adult respectful to the children?
- Is an adult making warm and safe atmosphere in the classroom?
- Is an adult ready and willing to help children when needed?
- Does an adult try to promote children's participation and meaningful engagement in activities whenever natural opportunity occurs?
- Does an adult try to promote and support positive interactions between children?
- Does an adult acknowledge and provide positive feedback for children whenever possible?
- What kinds of rules and expectations does an adult seem to have toward children? Does that seem to be developmentally appropriate to me? Are those similar to or different from the rules and expectations that my family has for my child?
- How does he or she convey such rules and expectations to children? Is it easy and clear to understand for children?
- How does an adult support and redirect children to more appropriate behaviors when needed?

POINTS TO OBSERVE: Routines (ex. Circle Time, Snack/Meal Time, Bathroom, and Nap Time)

Let's look at the following aspects of the routine:

- Sequence of the event
 - Timing of the event in a day
 - Procedure children need to follow
 - Rules children need to follow
 - Adult support strategies
 - Environmental settings
 - Used materials
 - Used terms
- Are there any similarities in those aspects of the routine between my home and the observed program that I think would help my child adjust well in the program?
 - Are there any differences in those aspects of the routine between my home and the observed program that I think important enough to affect my child's performance during those routines?
 - Are there any routines for my child at home other than those I saw today? (ex. The time for medicine)

POINTS TO OBSERVE: Space

Let's look around the following areas of the observed program:

- ◆ Classrooms
 - ◆ Playground
 - ◆ Gym
 - ◆ Bathroom
 - ◆ Entrance
 - ◆ Stairs
 - ◆ Routes through which your child may move from place to place
 - ◆ Any other areas that your child might go
- How much would I describe those areas as overall with such terms as welcoming, attractive, comfortable, pleasant, bright, warm, clean, safe, and well-organized?
 - Are there any areas that I feel should be changed or arranged differently so that my child will have better access to place, to materials, or to friends? How would I change it?
 - Are there any areas that I feel should be organized or arranged differently so that my child will be able to understand the situation better and to focus on what he or she needs to do better and easier? How would I change it?
 - Are there any areas that I feel danger for my child to go? How would you change it ?

POINTS TO OBSERVE: Others

- Do I have anything that you would like to ask staff?

PART II- INTERVIEW

POINTS TO INTERVIEW: Program Values, Beliefs, Goals, and Policies

- Do they have a written program statement?
- Let's focus on the following aspects. Are they similar to or different from mine? Do we share the same basic view about the following things? Or my standing points are significantly different from them?
 - ◆ The beliefs of child's development
 - ◆ The value of child's education and adults' role
 - ◆ The goals of education
 - ◆ The view toward a child with special needs
 - ◆ The view and policies about inclusion
 - ◆ The view and policies about family's involvement and participation in the program

POINTS TO INTERVIEW: Inclusion Experience of the Program

- Do they have experiences to welcome a child with special needs before? If they do, ask about the following if appropriate:
 - ◆ How would they describe their inclusion experience as overall?
 - ◆ Things they did to welcome the child such as changes made.
 - ◆ Things they did good
 - ◆ Things they did not good
 - ◆ Things they learned
 - ◆ Things that were difficult

POINTS TO INTERVIEW: Home-School or Home-Center Communication

Ask how they keep communication with families of the children in the program such as:

- ◆ Parent-Teacher conference
- ◆ Newsletter
- ◆ Individual child notebook
- ◆ Phone call
- ◆ Home visits
- ◆ Parents' nights
- ◆ Family events
- ◆ Computer-based communication such as e-mail

POINTS TO INTERVIEW: Staff Development and Staff Support

Does this program have ongoing staff development and support system for teachers and other staff such as regular staff meetings, classroom staff meetings, in-service seminars, and opportunities to evaluate the quality of their teachings and the program as overall?

POINTS TO INTERVIEW: Administrator's Willingness to Welcome a Child with Special Needs

- Does he or she take time to talk with me?
- Is he or she willing to listen to me and to talk with me?
- Share some of my observation along with my concerns and ideas. Does he or she seem to listen to me sincerely? Does he or she seem to open to my ideas rather than instantly give me reasons of why "we can't do it"?
- Is he or she willing to provide program staff with needed support for them to be able to fully meet with the needs my child has?