

This Facilitator's Guide is intended to support the district inclusion leadership team's self-assessment process. Use the guiding questions from this document to help the team reflect on each item in the Self-Assessment Tool.

	Guiding Questions
Access to Services	
1. Districts receive child find referrals from various stakeholders:	<p><i>For each stakeholder below (a-h), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>How often does the district receive a referral from this stakeholder?</i> • <i>How many referrals are typically received annually?</i> • <i>What is the process for referrals from this stakeholder?</i>
a. State Funded PreK	
b. Title 1 PreK	
c. Early Head Start	
d. Head Start	
e. BabyNet	
f. Child Care	
g. Parents	
h. Pediatricians	
2. General education early childhood programs know that families should contact the district's preschool special education program with concerns about their child's development.	<ul style="list-style-type: none"> • <i>If a parent expresses concern about their child's development, what does the program do?</i>
3. Child find activities:	
a. General education early childhood providers who know the child well are included in the	<p><i>This can look vastly different from district to district and program to program. For example, some general education early childhood providers may be asked to join team meetings to discuss factors affecting the child's eligibility, while others may be required to provide a written report on the child's progress in lieu of attendance.</i></p>

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eligibility determination process.	<ul style="list-style-type: none"> • <i>For your district, how are these teachers included in this process?</i> • <i>How often does this happen and is this protocol standard/consistent?</i>
b. Parents are included in the eligibility determination process.	<ul style="list-style-type: none"> • <i>What does the initial outreach to parents look like?</i> • <i>How does your district explain this process to families and review potential options and outcomes?</i> • <i>How are parents updated during this process? Is communication with families timely and ongoing?</i> • <i>Are families included in assessment gathering?</i>
c. District has intake procedures	<ul style="list-style-type: none"> • <i>What does the district intake procedure look like?</i> • <i>Is it standard and consistent?</i>
4. District has an agreement with the local Head Start Grantee(s) to provide special education supports and services to children placed in Head Start classrooms.	<ul style="list-style-type: none"> • <i>Does your district have a Memorandum of Understanding/Agreement (MOU) with Head Start in place?</i> • <i>How long have they had this MOU?</i> • <i>Is your district aware of the current data on special education services in their local Head Start classrooms?</i>
5. District is aware of the general education early childhood programs within the district attendance zone.	<ul style="list-style-type: none"> • <i>Who has this information?</i> • <i>How does the district collaborate with these programs?</i>
6. District is prepared to provide itinerant supports and services to eligible children within general education early childhood programs in the community.	<ul style="list-style-type: none"> • <i>What is the existing structure/service delivery model for your district's itinerant services?</i>
7. A continuum of placements is available for each child based on the individual needs and placement in the general education early childhood program is the first placement considered for all children.	<ul style="list-style-type: none"> • <i>What placements are available in your district?</i> • <i>Where are children going most often?</i> • <i>Where are they going least often?</i> • <i>Are children with disabilities being "turned away" from some programs? Why?</i> • <i>Where are related services provided?</i>
8. If a full-day program is available for preschool students without IEPs, the same option exists for students with IEPs.	<ul style="list-style-type: none"> • <i>What programs does your district offer for preschool students?</i> • <i>Are your programs full-day or half-day?</i> • <i>Do students with IEPs have access to full-day programs?</i> <ul style="list-style-type: none"> ○ <i>If not, why?</i>
Collaboration	
1. General education early childhood providers are part of:	
a. The development of the IEP	<ul style="list-style-type: none"> • <i>How are general education early childhood teachers involved in:</i> <ul style="list-style-type: none"> ○ <i>Data collection?</i> ○ <i>Goal setting?</i>

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	<ul style="list-style-type: none"> • <i>How do they participate in the IEP meeting?</i>
b. The implementation of the IEP	<ul style="list-style-type: none"> • <i>Do general education early childhood teachers have access to the IEP?</i> <ul style="list-style-type: none"> ○ <i>What does "access" look like? (For example, are they provided with a copy, do they need to sign for a copy to borrow, or are they given a summary of the IEP)?</i> • <i>How are general education early childhood teachers using the IEP in the classroom?</i> • <i>Is the IEP driving instruction/activities? Are general education early childhood teachers incorporating goals into daily curriculum/activities?</i> • <i>Are services and supports provided in natural and inclusive environments during daily routines and activities?</i>
c. Monitoring of the IEP	<ul style="list-style-type: none"> • <i>How are general education early childhood teachers involved in tracking progress towards goals and objectives?</i> • <i>How are general education early childhood teachers updated on progress in other areas?</i> • <i>Is there systematic, ongoing assessment?</i>
2. Families are a part of:	
a. The development of the IEP	<ul style="list-style-type: none"> • <i>How are families supported in knowing and understanding their rights?</i> • <i>Is there a process used to invite families to IEP meetings and support attendance?</i> • <i>How are families part of data collection and goal setting?</i>
b. The implementation of the IEP	<ul style="list-style-type: none"> • <i>Are parents informed about how the IEP is being incorporated and used in the classroom?</i> • <i>How can parents provide input?</i> • <i>Are families engaged in opportunities that support and strengthen their knowledge and skills?</i>
c. Monitoring of the IEP	<ul style="list-style-type: none"> • <i>How are parents updated on progress towards goals and objectives?</i> • <i>When/how often are they updated on progress?</i> • <i>Is this information delivered in a way that the family can understand and use to make informed choices and decisions?</i> • <i>Are families informed about leadership and advocacy skill-building opportunities?</i>
3. Districts, general education early childhood programs and parents have a process to resolve issues related to:	<p><i>For each topic below (a-d), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>How often do issues arise in this area?</i> • <i>Are there typical reasons/factors that contribute to this issue?</i> • <i>What is the process to resolve this particular issue?</i> • <i>How do the stakeholders communicate and collaborate to support resolution?</i>
a. Funding	
b. Transportation	
c. Staffing	
d. Equipment and material	

	Guiding Questions
4. Early childhood special education staff, general education early childhood staff, and families agree up on communication strategies for sharing relevant information about the child's day (e.g. mail, email, telephone, communication book/log).	<ul style="list-style-type: none"> • <i>What are these agreed-upon communication strategies?</i> • <i>Are these strategies consistent and on-going?</i> • <i>Does communication include comments on strengths, expectations, and successes (not just challenges/concerns)?</i>
5. Early childhood special education staff and general education early childhood staff share information with each other and families in order to promote consistency and reinforcement of learning (e.g. curriculum, daily activities, special events).	<ul style="list-style-type: none"> • <i>What types of information is shared among staff and families in order to promote consistency and reinforcement of learning? Why?</i> • <i>How is this information shared?</i> • <i>How often is this information shared?</i>
6. Meetings are attended by:	<p><i>For each stakeholder below (a-c), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>What types of meetings do they attend?</i> • <i>What is the process for inviting these individuals?</i> • <i>How often are they in attendance?</i> • <i>What are the typical reasons for nonattendance?</i>
a. Families	
b. Early childhood special education staff	
d. General education early childhood staff who know the child well	
7. Early childhood special education staff, general education early childhood staff, and families have a process to make daily transitions run smoothly, including:	<p><i>For each daily transition topic below (a-d), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>What does this process look like?</i> • <i>Is the procedure standard and followed consistently?</i> • <i>How successful/helpful is this process?</i>
a. Coordinating transportation	
b. Communicating across programs	
c. Establishing a routine	
d. Addressing scheduling issues	

	Guiding Questions
Meaningful Participation	
1. Programs supporting children with disabilities use state early learning standards and/or program standards to guide teaching decisions.	<ul style="list-style-type: none"> • <i>Is your district following state early learning standards?</i> • <i>What do you use to guide your teaching decisions?</i> • <i>Does the daily schedule have a balance of structured activities, hands-on learning, and outdoor time?</i> • <i>Are schedules posted, with opportunities for large group, small group, and individual time choice time?</i>
2. The early childhood curriculum used for children without IEPs is the same curriculum used for those with IEPs.	<ul style="list-style-type: none"> • <i>What curriculum does your district use for preschool?</i> • <i>Do you use the same curriculum for all preschool programs/classes?</i> <ul style="list-style-type: none"> ○ <i>If not, why?</i>
3. Early childhood special education staff, general education early childhood staff, and families have a process to:	<p><i>For each topic below (a-c), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>What does this process look like?</i> • <i>Is the procedure standard and followed consistently?</i> • <i>How successful/helpful is this process?</i>
a. Create shared goals and objectives for the child to be implemented across programs	
b. Develop modifications to implement the IEP across programs	
c. Identify and provide needed resources and services according to the IEP	
4. Early childhood special education and general education early childhood program administrators support:	<p><i>For each topic below (a-b), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>What does this process look like?</i> • <i>Is the procedure standard and followed consistently?</i> • <i>How successful/helpful is this process?</i>
a. Sharing of effective practices and helpful tips with each other	
b. Engaging in joint goal setting and planning for all programs	
Supports for Inclusion	
Administrative Supports	
1. Programs have written policies that articulate their values related to supporting	<ul style="list-style-type: none"> • <i>Does your district have a written policy that is visible to all?</i> • <i>Does this document reflect the value of all children and involvement of families?</i> • <i>Are you “talking the talk” or “walking the walk”?</i>

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all children, regardless of ability.	<ul style="list-style-type: none"> • <i>Is the atmosphere welcoming and accepting of children with disabilities and their families?</i> • <i>Do administrators and staff have an inclusive attitude and spirit?</i> <ul style="list-style-type: none"> ○ <i>Is people-first language used (for example: “Grant has Autism” not “Grant’s Autistic”; “Tia receives special education services” not “She is special ed”)?</i> ○ <i>Are you advocating for inclusion by educating all parents about the benefits of inclusion (for those with and without disabilities)?</i> ○ <i>Do teachers include children in conversations, answer questions as they come up, and give simple and direct responses?</i> ○ <i>Do teachers have tools and strategies for addressing issues of disability and inclusion?</i> • <i>Have leaders created a culture and climate in which staff feel a sense of belonging and want to support the organization’s mission and goals?</i>
2. State policies, guidelines, and resources related to inclusion are shared with staff.	<ul style="list-style-type: none"> • <i>What are district leaders doing with this information?</i> • <i>How is this information shared with staff?</i> • <i>When is it shared?</i> • <i>Do leaders promote adherence to and model the guidelines (for example: DEC Position Statements, Recommended Practices)?</i>
3. Time is built into personnel work schedules for both general education early childhood program staff and early childhood special education staff for:	<p><i>For each of the items below (a-e), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>How often is time built into general education early childhood staff’s schedules?</i> <ul style="list-style-type: none"> ○ <i>How many times per week/month/quarter?</i> ○ <i>How long is each session?</i> • <i>How often is time built into early childhood special education staff’s schedules?</i> <ul style="list-style-type: none"> ○ <i>How many times per week/month/quarter?</i> ○ <i>How long is each session?</i> • <i>How often is this actually happening (for example: is this time used for other tasks?)?</i> • <i>What is accomplished during this time?</i> • <i>What kind of follow-up occurs afterward?</i>
a. Training specific to supporting young children with disabilities	
b. IEP development and monitoring to include IEP meetings	
c. Joint planning	
d. Formal and informal communication	
e. Joint professional development	

	Guiding Questions
Professional Development	
1. Staff are given the opportunity to self-identify professional development needs:	<p><i>For each program below (a-e), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>When and how often are staff in these programs given this opportunity?</i> • <i>How is this information used?</i> • <i>What opportunities/outcomes are the result?</i> • <i>What does professional development for district and school leaders/administrators look like?</i>
a. Early Childhood Special Education	
b. State Funded PreK	
c. Title 1 PreK	
d. Head Start	
e. Child Care	
2. General education early childhood program staff and early childhood special education staff participate in shared professional learning opportunities to ensure they are prepared to support young children with disabilities in inclusive programs. These professional learning opportunities include:	<p><i>For each of the topics below (a-f), reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>Is there a published schedule of these topics that is made available throughout the year?</i> • <i>When does this professional learning opportunity occur?</i> • <i>What format does it take place in (for example: online modules, large group trainings, 1:1 coaching, etc.)?</i> • <i>What type of follow-up occurs after?</i> • <i>What is the outcome/effect of providing staff with these opportunities?</i>
a. Understanding IDEA guidelines related to educating young children with disabilities	
b. Understanding ADA guidelines related to educating young children with disabilities	
c. Understanding Head Start guidelines related to educating young children with disabilities	

	Guiding Questions
d. Evidence-based practices related to positive behavior intervention and supports	
e. Evidence-based practices to support learning and individualized instruction	
f. Evidenced-based practices to make adaptations and modifications to support the meaningful participation of all children.	
3. General education early childhood staff and early childhood special education staff have access to professional development in many forms:	<p><i>For each of the forms of professional development below, reflect on the following questions:</i></p> <ul style="list-style-type: none"> • <i>How often do general education early childhood staff have access to this?</i> • <i>How often do early childhood special education staff have access to this?</i> • <i>How are staff informed about these opportunities?</i>
a. Face-to-face training	
b. Online learning	
c. Coaching	