

Preschool Inclusion Self-Checklist

In addition to the three defining features of inclusion (access, participation, and supports) outlined in the Division for Early Childhood/National Association for the Education of Young Children joint position statement on inclusion, research has identified several effective components of quality inclusion. This self-assessment uses these empirically supported qualities of effective preschool inclusive programs. The preschool inclusion team can use this tool to track changes over time. Use a new column for each date of administration, and score how you think your program is doing in terms of its consistent, quality implementation of the inclusion component. If your program is just starting to implement preschool inclusion, expect low scores—that is okay! By completing this evaluation, you are on the road to improvement. Your scores should help you identify your specific strengths and needs, which can be used to plan your next steps. By completing this self-assessment regularly, you will be able to track your program’s progress and make necessary adjustments to your plan. Good luck, and remember to enjoy the exciting and rewarding adventure you are about to embark on!

Use this key to score your program:

1	2	3
Not Implemented	Sometimes/Occasionally Implemented	Fully/Consistently Implemented

Item		Date:			
Interactions	1. Teachers/staff provide intentional, sufficient, and supported interactions between peers with and without disabilities. 2. There are a sufficient number of peer models. 3. Teachers/staff provide necessary supports to individual children.				
Specialized Supports	4. Teachers/staff make individual adaptations to all daily activities and routines when necessary for individual children. 5. Teachers/staff provide a sufficient number of embedded instructional trials to children to address the complete learning cycle (acquisition, fluency, generalization, and maintenance).				
Families	6. Teachers/staff provide intentional encouragement of family involvement, engagement, and participation in the assessment, intervention, and evaluation processes for children.				
Inclusive Services	7. Relevant individuals involved in each child’s service delivery system (including families) are included as members of the child’s collaborative team when developing and discussing goals and instructional plans.				
Sociological Outcomes	8. Each child’s goals include those that relate to sociological outcomes such as the development of friendships, independent participation, and social acceptance.				
Professional Development	9. Teachers/staff receive administrative supports associated with high-quality implementation (i.e., technical assistance, policies to support evidence-based practice and data-based decision making, coaching, and other supports such as release time for professional development and collaboration).				
Program Evaluation	10. Staff use an evaluation process that measures the implementation fidelity of interventions to ensure that practitioners are using evidence-based practices. 11. Professional development systems are informed by program-evaluation data (that include input by consumers and staff).				