

# ICP Self Reflection

## 1. Adaptations of space and materials/equipment

This looks at how adults intentionally arrange and organize space and materials to meet individual needs and support independence and peer interaction.

Accessible: “available at an area where a child can get it independently (e.g on shelves where children can reach; located within view of children, labeled so that children know what they are etc.)”

<b>Access</b>	<p><i>Most children are able to access areas of the classroom independently</i></p> <ul style="list-style-type: none"> <li>▪ Pathways are clear</li> <li>▪ Children can access learning centers (no barriers present to access an area)</li> <li>▪ Equipment used as needed to increase access (e.g. ramp, walker)</li> </ul> <p><i>Children can independently access classroom materials and adults use strategies to support children having difficulty using classroom materials</i></p> <ul style="list-style-type: none"> <li>▪ Materials are set out on low, open shelves for independent access by children</li> <li>▪ Intentional placement of materials for children who might have difficulty accessing materials</li> <li>▪ Strategies are used to increase use of materials and help children when needed (e.g. hand-over hand, models how to use material, helps stabilize paper or materials)</li> <li>▪ Assistive technology is used and material adaptations are made in order to help children use materials while also encouraging independence.</li> <li>▪ Many areas and equipment are labeled with picture symbols, visual instructions and signs.</li> </ul>
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**Questions to Consider:**

Are interest areas accessible to all children?

Do most children use many materials independently?

Are children helped to get materials and/or use materials as needed?

What environmental supports special equipment, and/or materials modifications are used to increase access?

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

## 2. Adult involvement in peer interactions

This looks at opportunities for social play and strategies used to encourage sustained social interactions with peers, including joint problem solving.

<b>Scaffolding Strategies</b>	<i>Modeling or prompting</i> of initiating social interaction and/or modeling or prompting response to peers' initiations
	<i>Environmental arrangements</i> used to increase social interaction opportunities
	<i>Peer support</i> , adult utilizes peers to encourage social interaction
	Adult provides <i>prompts to encourage problem solving</i> and building on each other's ideas. Adult assists children in <i>working collaboratively</i> and achieving a common goal.
	Providing a <i>variety of social activities</i> throughout the day
	<i>Encouraging, acknowledging or responding</i> to children's peer interactions
	<i>Offering ideas and suggestions</i> to continue and sustain play with peers
	<i>Visual supports</i>
<p><b>Questions to Consider:</b>            What types of strategies are being implemented to help initiate and sustain social interactions?            How does staff support children showing difficulty in engaging and sustaining peer interactions?            How does staff encourage peer interactions during large and small group and free play?            How do adults facilitate problem solving between children?</p>	
<b>Strengths</b>	<b>Priorities for Professional Learning</b>

### 3. Adult guidance of children’s free choice activities and play

This looks at strategies used by adults to sustain and extend children’s play.

<b>Adult Availability and Enjoyment</b>	<i>Adults show enjoyment and are available to children during play routines and activities</i> <ul style="list-style-type: none"> <li>▪ Smiles</li> <li>▪ Warm comments</li> <li>▪ Engaging gestures</li> </ul>
<b>Choices</b>	<i>Children are provided multiple opportunities to make choices during routines and learning activities.</i> <ul style="list-style-type: none"> <li>▪ Decide who to sit by at meal time, small group</li> <li>▪ Choose who to play with and what center to play in</li> <li>▪ Snack as an option or two different types of snack to choose from</li> <li>▪ Supports used as needed to help child become engaged</li> </ul>
<b>Scaffolding and Individualizing</b>	<i>Adults challenge children and help them stay engaged through using scaffolding and individualized support</i> <ul style="list-style-type: none"> <li>▪ Recognizes and helps children who need assistance joining play</li> <li>▪ Verbal and non-verbal prompting</li> <li>▪ Modeling how to use materials</li> <li>▪ Commenting/asking question</li> <li>▪ Involving other peers</li> <li>▪ Using assistive technology</li> <li>▪ Extending children’s thinking through posing problems and challenging existing knowledge</li> <li>▪ Scaffolding strategies used are individualized and appropriate for each child’s developmental level</li> <li>▪ Providing children time to respond (purposely wait)</li> <li>▪ Withholding toys briefly as a way to encourage children to communicate their requests about play</li> <li>▪ Adjusting level of assistance to support children’s play</li> </ul>
<b>Questions to Consider:</b> What opportunities are children given to make choices during daily routines and activities? What scaffolding strategies do adults use to guide and sustain children’s play? How consistently are scaffolding strategies used to extend engagement for each child in play and activities?	
<b>Strengths</b>	<b>Priorities for Professional Learning</b>

#### 4. Conflict Resolution

This looks at the ways adults provide support and facilitate peer conflicts.

<b>Prevention and Expectations</b>	<p><i>Adults set up a learning environment with clear rules and clear expectations that are consistently applied and communicated</i></p> <ul style="list-style-type: none"> <li>▪ Intervene as needed to prevent harmful or injurious behaviors</li> <li>▪ Support children in learning appropriate skills to resolve peer conflicts</li> </ul>
<b>Positive Guidance</b>	<p><i>Adults use positive guidance techniques to facilitate conflict resolution and individualize the approach to meet the developmental level of each child</i></p> <ul style="list-style-type: none"> <li>▪ Acknowledging children’s feelings and perspectives; use of behavior reflections</li> <li>▪ Active listening; adult makes eye contact and is at child’s level</li> <li>▪ Individualized supports are provided as needed for children to express feelings and emotions (help identify emotions verbally, use of picture cards, sign language)</li> <li>▪ Encouraging child to explain incident and take an active role in generating solutions to peer conflicts</li> <li>▪ Helping children learn new skills or alternatives rather than focusing on the negative</li> </ul>
<p><b>Questions to Consider:</b>          How are rules and behavior expectations communicated to children?          What strategies do adults use to facilitate conflict resolution between peers?          Do adults encourage children to take an active role in negotiating differences with peers and still provide individual supports?</p> <p><i>* This item is scored only if an adult has to intervene to support children’s peer interactions. Minor peer conflicts that do not require adult intervention are not rated*</i></p>	

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

## 5. Membership

This looks at how children are included in the classroom community and supported in developing a sense of belonging. Respecting and celebrating differences and individuality as well as opportunities for making choices and communicating them are a focus in this item.

<p><b>Sense of Belonging</b></p>	<p><i>Children are provided opportunities to take on social roles and responsibilities in the classroom.</i></p> <ul style="list-style-type: none"> <li>▪ Setting table during meal time</li> <li>▪ Cleaning up</li> <li>▪ Being in charge of a task (i.e turning off lights, collecting books)</li> <li>▪ Making decision for group activity (i.e choosing book or song to sing)</li> <li>▪ Voting on activities</li> </ul> <p><i>Children are represented in the classroom materials and displays. Individual differences are accepted and celebrated.</i></p> <ul style="list-style-type: none"> <li>▪ Differences are portrayed positively</li> <li>▪ Children with and without disabilities are represented in classroom displays</li> <li>▪ Differences and individuality are embedded throughout activities <i>and materials</i></li> <li>▪ Adults support children's understanding of differences</li> <li>▪ Adults acknowledge children's strengths and individuality through social interaction, feedback and instructional support.</li> </ul> <p><i>Adults actively respond and intervene to stop bullying or persistent teasing between children.</i></p>
<p><b>Questions to Consider:</b>          How are children and families represented in classroom materials, displays, and activities?          How do adults facilitate a classroom community of trust, empathy, respect and understanding of individual differences?</p>	
<p><b>Strengths</b></p>	<p><b>Priorities for Professional Learning</b></p>

## 6. Relationship between Adults and Children

This looks at how adults' foster positive relationships with children and the adults' level of responsiveness to children's interests and/or emotional needs.

<b>Interactions</b>	<p><i>Child-Adult interactions are positive and reciprocal</i></p> <ul style="list-style-type: none"> <li>▪ Adult and children share a warm, happy affect</li> <li>▪ Maintains a sensitive, non-threatening tone during challenging interactions with individual children</li> <li>▪ Listens to children and elaborates on child's question or comment to encourage sustained, reciprocal interactions</li> </ul>
<b>Responsiveness</b>	<p><i>Adults consistently respond to children's requests, comments, feelings and/or concerns</i></p> <ul style="list-style-type: none"> <li>▪ Shows interests in each child and his/her individual experiences</li> <li>▪ Talks to children about specific interests or concerns</li> <li>▪ Acknowledges and validates child's feelings when child is upset</li> <li>▪ Individualized strategies (visual and supportive materials, environmental arrangements) are intentional and used as needed. For example, adult recognizes child has been having difficulty at drop off time and develops an individualized routine to support child during the transition. Adult recognizes child is upset and wants to go home, so adult acknowledges child's emotions and talks through the picture schedule to show child what activities are going to happen before going home.</li> </ul>
<p><b>Questions to Consider:</b>          How do adults respond to children's emotional needs and concerns?          What do the child/adult relationships look like?</p>	

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

## 7. Support for Communication

This looks at the opportunities provided for children to sustain conversations with peers and participate in activities by using language scaffolding techniques and alternative communicate systems as needed.

<b>Responsiveness</b>	<p><i>Adult provides support to facilitate conversations between children and respond to initiations of communication</i></p> <ul style="list-style-type: none"> <li>▪ Responds to non-verbal modes of communication (child pointing, shaking head, etc...)</li> <li>▪ Uses social stories</li> <li>▪ Clarifies what another child is communicating</li> </ul>
<b>Alternative Communication</b>	<p><i>Adults use alternative communication strategies to encourage participation in activities with peers</i></p> <ul style="list-style-type: none"> <li>▪ Adjusts communication as needed to meet developmental level of child</li> <li>▪ Picture schedules</li> <li>▪ Communication devices</li> <li>▪ Intentionally emphasizes non-verbal communication strategies to support comprehension</li> <li>▪ Sign language</li> </ul>
<b>Scaffolding</b>	<p><i>Adults consistently use scaffolding techniques in a variety of contexts to encourage oral language development</i></p> <ul style="list-style-type: none"> <li>▪ Repetition, adult emphasizes a word by repeating it</li> <li>▪ Response prompting, use of verbal or non-verbal prompt to help child come up with a word or complete a sentence</li> <li>▪ Modeling, use of sentence, pace, tone</li> <li>▪ Descriptive commenting, comments on what the child appears to be attending to</li> <li>▪ Expanding, elaborates on what the child says</li> <li>▪ Open-ended questions, requires more than a one word response</li> </ul>
<p><b>Questions to Consider:</b> How do adults respond to communication, support oral language development and support children in successful communication within a variety of contexts?</p>	

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

## 8. Adaptations of Group Activities

This looks at how individual learning and behavior needs are planned for and incorporated into group plans and activities.

<b>Adaptations</b>	<p><i>Adults use individualized curriculum modifications and strategies to increase participation and engagement in group activities. These might include adaptations in materials, physical space, equipment, objectives, structure, grouping, and instructional support.</i></p> <ul style="list-style-type: none"> <li>▪ Strategies are embedded and consistently used</li> <li>▪ Active engagement in group activities is encouraged and supported while also individualizing strategies</li> <li>▪ All children (with and without disabilities) are active during most group activities</li> </ul>
<b>Planning &amp; Monitoring</b>	<p><i>Adults plan for embedded strategies of group activities</i>  <i>Adults monitor children's participation and adjust instructional and behavioral supports in the moment</i></p>
<p><b>Questions to Consider:</b>          Are adaptations needed for children to participate and actively engage in-group activities? If so, what types of strategies are used and how are those indicated on planning forms?</p>	

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

### 9. Transition Between Activities

This looks at the effectiveness of the transition strategies at the group and individual level.

<p><b>Prompts and Strategies: Classroom</b></p>	<p><i>Adults use strategies for the entire group to ease transitions throughout the day</i></p> <ul style="list-style-type: none"> <li>▪ Picture schedule posted at eye level for child reference</li> <li>▪ Examples might include: switching off lights, visual timer to prepare for change in routine/activity, announcing upcoming activities, singing cleanup song</li> <li>▪ Adults are flexible; extra time is given, if needed</li> <li>▪ Adults work together to ease transitions; one teacher helping children clean up while other teacher is preparing for what's next, but are flexible in their roles based upon needs of children</li> <li>▪ Strategies are used for routines throughout the entire day</li> </ul>
<p><b>Prompts and Strategies: Individual</b></p>	<p><i>Adults tailor strategies for individual children who need support during transition times throughout the day</i></p> <ul style="list-style-type: none"> <li>▪ Uses picture schedule to show child what is next</li> <li>▪ Individual reminder</li> <li>▪ First/Then statements (“First wash hands, then eat”)</li> <li>▪ Transitional toys</li> <li>▪ Individualized prompts used consistently throughout the day</li> <li>▪ Monitor and adjust as needed to prevent frustration and support children</li> </ul>
<p><b>Questions to Consider:</b>          Are all children experiencing smooth transitions the majority of the time?          What strategies are consistently used with the group? Individual children?</p>	
<p><b>Strengths</b></p>	<p><b>Priorities for Professional Learning</b></p>

## 10. Feedback

This looks at how adults acknowledge and recognize children's efforts and progress in learning.

<b>Positive Feedback</b>	<i>Adults frequently provide feedback to children in supportive and encouraging ways</i> <ul style="list-style-type: none"><li>▪ Positive feedback provided to encourage positive behavior.</li><li>▪ Process oriented feedback is provided and is specific.</li><li>▪ Feedback is provided consistently to children about their work and their efforts.<ul style="list-style-type: none"><li>○ Intentionally create opportunities for children to reflect on their own learning and work</li></ul></li><li>▪ Feedback is appropriate and adjusted to meet the developmental level of each child (could be verbal or non-verbal)</li><li>▪ Individualized and supportive strategies used to correct or redirect as needed</li><li>▪ Constructive comments provided on children's learning experiences</li></ul>
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### Questions to Consider:

What types of strategies are used to provide feedback to individual children on their work and efforts?

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

### 11. Family-Professional Partnerships

This looks at the quality of two-way communication and reciprocal relationships between program and families.

<b>Written Policies</b>	<p><i>Program has a variety of written policies that are shared with families</i></p> <ul style="list-style-type: none"> <li>▪ Written inclusion policy is shared with families</li> <li>▪ Written policies exists to support communication between families and program</li> </ul>
<b>Communication Systems</b>	<p><i>Systems are in place for the following:</i></p> <ul style="list-style-type: none"> <li>▪ Identifying and sharing of family concerns, priorities and resources</li> <li>▪ Exchanging information and discussing child's progress               <ul style="list-style-type: none"> <li>○ Strategies for encouraging families participation and feedback on quality</li> </ul> </li> <li>▪ Consistent bi-directional communication</li> <li>▪ Sharing ongoing assessment information with family</li> <li>▪ Staff to participate in meetings with families and service providers</li> <li>▪ Opportunities for all families to connect with each other</li> </ul>

**Questions to Consider:**

What types of written policies or guidelines are there for communicating with families?

Do families receive an inclusion policy?

How is day-to-day information communicated to families?

How do we share progress with a family that is parent friendly and sensitive to cultural and linguistic diversity of families?

How do families provide feedback on the quality of a wide range of aspects of the program and how do we use that for quality improvement?

<b>Strengths</b>	<b>Priorities for Professional Learning</b>

## 12. Monitoring Children's Learning

This looks at the quality of progress monitoring towards individual goals and how information is used.

<b>Screening</b>	<i>Program has a developmental screen tool that has research support and is developmentally appropriate.</i>
<b>Progress Monitoring</b>	<p><i>A system is in place to monitor children's progress towards individual goals</i></p> <ul style="list-style-type: none"> <li>▪ Multiple methods are used to monitor children's progress (i.e., observation, notes, standardized formative assessments, developmental indicators, ABC behavior charts)</li> <li>▪ Some progress information collected at least weekly</li> <li>▪ On-going progress monitoring includes collecting information on how children approach tasks and what level of adult scaffolding is needed for engaging in activities and learning new skills</li> </ul>
<b>Instruction</b>	<p><i>Staff uses progress-monitoring information to inform instruction, track IEP goals, and develop individualized plans.</i></p> <ul style="list-style-type: none"> <li>• Team meetings that include teachers and support staff take place at least once a month.</li> <li>▪ Classroom staff have access to IEP and use goals to guide instruction</li> <li>▪ Classroom staff have access to assessments, intervention plans and progress reports from related service staff and use in their own planning</li> <li>▪ Individualized plans are developed based on individualized needs and address how specialized instruction will be embedded into classroom activities and routines</li> <li>▪ Progress-monitoring information is synthesized and analyzed at least 3 times per year. Progress is documented and goals and strategies are adjusted as needed to meet the development level of each child. Documentation includes adult responsible for implementing action plan/interventions.</li> </ul>
<p><b>Questions to Consider:</b>          How do you monitor children's progress on various developmental skills?          How is the child's IEP information used?          How is progress-monitoring information used?          How are we sharing progress monitoring information across providers (including related services) and staff?</p>	

<b>Strengths</b>	<b>Priorities for Professional Learning</b>