



Santa Clara County
Office of Education



INCLUSION COLLABORATIVE

INCLUSION READINESS REPORT

SANTA CLARA COUNTY RACE TO THE TOP
EARLY LEARNING CHALLENGE GRANT

JUNE 2013



Inclusion Readiness Report

Santa Clara County Race to the Top Early Learning Challenge Grant

Table of Contents

Background	2
Objective and Purpose	2
On-Line Survey Results and Summary	2
Results and Summary of Phone Interview with CSP Staff.....	4
Results and Summary of Phone Interview with CSP Coaches.....	6
Results and Summary of On-Site Visits	7
Results and Recommendations of On-Site Visits	8
Overall Recommendations.....	9
Appendix	12
Attachments	
1. Preschool Inclusion Readiness Survey.....	13
2. Inclusion Readiness Staff Phone Survey.....	17
3. Inclusion Readiness Coach Phone Survey	18
4. On-Site.....	19
5. Inclusion Readiness Training and Support Budget Proposal.....	21

Inclusion Readiness Report

Santa Clara County Race to the Top Early Learning Challenge Grant

Back Ground

The [Inclusion Collaborative](#)* was jointly created in 2004 by FIRST 5 Santa Clara County, the Local Early Education Planning Council and the Santa Clara County Office of Education (SCCOE) in response to the many barriers that prevent children with disabilities from being included in high-quality learning environments. Although inclusion has been a topic of discussion in this county for many years, programs often are reluctant to include children with disabilities due to the staff not feeling able to meet the needs of all children. The Inclusion Collaborative (IC) supports community programs and districts to create and implement inclusion models and feel competent to do so through professional development and on-site coaching.

Objective and Purpose

The Inclusion Collaborative is uniquely positioned to conduct a survey for Child Signature Program Sites (CSPS) and provide recommendations on inclusion readiness training needs and protocols as a part of the Santa Clara County's Race to the Top (RTT) Initiative. West Ed E3 Institute is the lead in collaboration with FIRST 5 Santa Clara County in launching RTT in Santa Clara County. As a part of RTT all CSP sites should be open and available to serve *all* children in their geographic areas including children with disabilities. Programs may not feel as though they have the skills to support *all* children including those with disabilities. Through this survey, interview and on-site visitation process, information will be available to determine the needs of RTT/CSPS sites to have them be more successful in supporting *all* children, including those with learning differences.

On-Line Survey Results and Summary

A survey monkey was created and sent to the list of CSPS provided by E-3 Institute. The list included site supervisors, teachers, directors and managers. A total of 22 individuals from 15 sites responded. (See Appendix: Attachment 1 for a copy of the Inclusion Readiness on-line survey questions)

Needs identified...	YES	NO
1. Can the program be flexible in responding to parent preferences in feeding, scheduling, and other care routines?	71.4%	28.6%
2. Do classroom posters (currently displayed in the room) show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?	68.2%	31.8%
3. Do classroom toys such as dolls and figures show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?	63.6%	36.4%
4. Can adults with and without corrected vision read labels from across the room?	66.7%	33.3%
5. Is a visual choice board available for use for children with limited language?	45.5%	54.5%
6. Can the program provide toys and materials that may fall outside the typical age/developmental range of the children enrolled?	60.0%	40.0%
7. Does the program provide an alternate play area when children do not have access to outdoor play?	63.6%	36.4%
8. Are there railings on all stairways?	71.4%	28.6%
9. Are there hand railings next to toilets?	63.6%	36.4%
10. Are there step stools in front of sinks?	70.0%	30.0%
11. Do step stools and climbing toys have nonslip bottoms?	73.7%	26.3%
Programs Identified these topics as compliant and not needing additional supports.		
12. Are parent/teacher conferences held twice a year or more?	100%	0%
13. Do teachers model appropriate behavior?	100%	0%
14. Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors?	100%	0%
15. Do teachers teach the child appropriate ways to express their needs and feelings?	100%	0%
16. Do teachers use developmental observations to collect information?	100%	0%
17. Do teachers use the information to plan the curriculum?	100%	0%
18. Do classrooms have an up-to-date computer station and appropriate programs?	100%	0%
19. Are students using computer stations with appropriate programs consistently (there is a day and time set out for its use)?	100%	0%
20. Do teachers make adaptations to activities/materials so all children can have access to the general curriculum?	100%	0%
21. Do teachers plan for and support peer interaction?	100%	0%
22. Does the classroom have a designated area for children to use dramatic play?	100%	0%
23. Do classrooms have permanent and movable pieces of furniture?	100%	0%
24. Do teachers encourage children to "use their words," then model appropriate language?	100%	0%
25. Do teachers encourage children to use language to ask for materials and join in activities?	100%	0%
26. Do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?	100%	0%
27. Does the daily schedule provide a predictable mix of active and quiet activities?	100%	0%

Results and Summary of Phone Interview with CSP Staff

Phone calls were made to all of those who responded to the survey. All programs surveyed shared that they have none to one child with disabilities attending their programs. A child with a disability for the purpose of this survey is a child who has an Individualized Education Plan (IEP). When interviewed, programs had 0-1 children with an IEP in their program for the past year. No programs had more than one child. Of the children with an IEP, most programs have children who have eligibility under Speech and Language Impairment.

The only program who had more than one child with an IEP and other eligibility is Parkway, who is one of the programs the IC has helped to create an inclusion program over the past several years. SCCOE State Preschool at Parkway currently serves children with Orthopedic Impairments utilizing an itinerant teaching model with supports. This *itinerant inclusion model* has the special education teacher rotating into the 3 classrooms where the children with IEPs are included. Each classroom has 3-4 children with IEPs and a special education instructional assistant to support all of the children, with a focus on the children with an IEP. The teacher has a rotating schedule where she goes into each classroom to ensure access to the general education curriculum with adaptations as needed, IEP goals are embedded into the daily routine, and support the children and staff.

One program mentioned that they have in the past had a child with Down Syndrome and one mentioned a child with high functioning autism. Most programs felt that they would need additional supports and training if they had a child with a more significant disability in their programs. The following is a summary of the results of the phone interviews:

QUESTION	ANSWER
Possible training topics: Setting up the environment to support children with disabilities?	<ul style="list-style-type: none"> • Need help and more information regarding : Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language Impairment (SLI), Learning Disabilities (LD) & Autism • At the beginning of the year when there are new children—step back and observe what is developmentally appropriate • Support and help with coaches to make sure environment is working and appropriate for all children • Would like to attend training to get more ideas • How to make and use adaptations for children of varying needs
Possible training topics: What specific disabilities would your program be most	<ul style="list-style-type: none"> • Sensory needs • Autism

QUESTION	ANSWER
<p>interested in learning?</p> <p><i>Continued.....</i></p> <p>Possible training topics: What specific disabilities would your program be most interested in learning?</p>	<ul style="list-style-type: none"> • ADHD • SLI • Language delay • Behavior • Intellectual disability • Down Syndrome • Cerebral Palsy • Using technology in the classroom to support children (i.e. use of iPads, applications, computers, video etc.) • How to make and use adaptations for children of varying needs • Collaboration with those who have children with IEPs • Talking with parents when teacher has a concern that a child may have a disability • Provide training for parents regarding consistent practices of behavior strategies to use at home in alignment with strategies used in the classrooms
<p>Possible training topics: Understanding and using the Desired Results Developmental Profile (DRDP) ACCESS?</p>	<ul style="list-style-type: none"> • DRDP online • Yes, training on IEPs how to read them and how to understand them to understand their language • DRDP ACCESS-analyze and differentiate instruction based on the tools, early learning foundations, how to use them and linkages to DRDP 2010 and Access • Would be great to learn more and do around observations—and infusing goals into daily routines • Do not use the DRDP Access but would like to have more information and training on it
<p>When would you prefer these trainings to occur?</p>	<ul style="list-style-type: none"> • Mondays 10% • Tuesdays 19% • Wednesday 29% • Thursday 19% • Saturday 14%
<p>Time of day</p>	<p>AM/PM session i.e. 9:00-12:00 and 1:00-4:00</p> <p>More than one session on the same topic</p> <p>If after work 4:30-7:30 / 6:30 to 9:30 or Saturday</p> <p>AM ½ day</p>

Results and Summary of Phone Interview with CSP Coaches

Phone calls were made to both CSP Coaches. Both CSP Coaches were interviewed. Although coaches were not sure of how many children had IEPs at the sites they provide coaching, they concurred that the number of children with IEPs at CSP sites were few to none. Of the children with an IEP known to the coaches, most programs have children who have eligibility under Speech and Language Impairment. Coaches concurred with teaching staff that behavior is the number one concern for all programs. It is important that whatever training is provided for the teachers that the coaches attend with the teachers so they can reinforce these strategies in the classrooms. Other topics that were of importance to the coaches were: understanding different disabilities, strategies, adaptations and modifications that would support the needs of all children. Universal Design for Learning (UDL), what is it and how can it be implemented in the CSP classrooms. Since most teachers are not familiar with an IEP, having information and knowledge of understanding it, how to infuse into daily routines and coordinate/collaborate with special education staff was also discussed.

Questions	Answers
How many children with IEPs does each site serve?	<ul style="list-style-type: none"> Some sites have one child with a disability; other sites do not have any children with disabilities. Not sure who will be enrolled this coming year.
What types of disabilities do these children currently have?	<ul style="list-style-type: none"> The most common disability is speech and language impairment. Few children have more severe disabilities (occasionally a child with high functioning autism may be in a classroom). (Autism, speech, PDD, learning disabilities)
What topics would be most helpful for your teams regarding supporting children with disabilities?	<ul style="list-style-type: none"> Behavior...all classrooms can use this support and information.....it is critical. It would be important to have support for the coach as well to discuss and consult with the IC staff when there are challenges that are in the classroom that strategies tried are not working. Coaches would have a relationship with the staff.
Are they currently collaborating with special education for those children with an IEP?	<ul style="list-style-type: none"> Not all programs know the special ed. staff or who the teacher is who is responsible for the IEP. It would be good for teachers to understand the IEP and strategies to effectively collaborate with the special ed staff (teachers, therapists etc.)...
Do they understand how to read an IEP?	<ul style="list-style-type: none"> Most teachers do not know how to read an IEP or use it in the classroom, would be good to have it in the classroom and understand how to infuse into the daily routine.

Questions	Answers
What specific disabilities would the programs you work with be most interested in learning about?	<ul style="list-style-type: none"> Autism, speech and language impairment, Attention Deficit Hyperactivity Disorder (ADHD) and sensory issues and needs. Adaptations and modification that can be easily made for all children. The concept of Universal Design for Learning, how to implement in the classrooms and consider for all children
Do staff understand and use the DRDP ACCESS?	<ul style="list-style-type: none"> Staff is familiar with the DRDP but not the Access. It would be valuable to have a good understanding of the DRDP access and how you may use this information in the daily routine and collaborate with special education staff.
Using the ASQ-ASQ SE, Referrals to Community Services/Special Ed	<ul style="list-style-type: none"> How to use the information from the ASQ/ASQ SE.....when and how to make a referral, community resources
Days and Times for training	<ul style="list-style-type: none"> Specific days and times would be based on staff and site needs see responses from the phone interviews with CSP staff.
Other suggestions....	<ul style="list-style-type: none"> Resources for coaches when needed. Coaches to attend the trainings with the staff so they can support these strategies and information in the classroom. How to make and use adaptations for children of varying needs

Results and Summary of On-Site Visits

The purpose of on-site visits is to determine the level of accuracy for the surveys and to discuss any unidentified needs that could be addressed and supported by the Inclusion Collaborative. The following information was gathered. Three programs were visited to inform the work and clarify the needs of the staff. On-site visits included a range of programs: private, state preschool and home childcare programs were visited. These programs were selected via recommendations from the CSP Coaches.

Specific attention was made to determine if the topics/questions that were answered at 100% level from the on-line survey are indeed accurate and being practiced consistently in the classrooms and programs. Not all questions and areas for the on-site template were able to be answered during the hour long on-site visits. Additional time would be needed to answer all questions. The following Observations and Questions were gathered from the three on-site visits. A summary of these visits follow.

Results and Recommendations of On-Site Visits

Checklist/Observation	Observation and Recommendation	Area of need
1. Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors?	No behaviors were observed during the observation. It was discussed with the director(s) that behavior is always a need. Coaches work on this area as well, but continue to see it as an area of need.	Yes
2. Do teachers teach the child appropriate ways to express their needs and feelings?	Teachers encourage children to talk about their needs. Programs were not observed to have visual supports or other ways for children to express their needs or feelings (i.e. pictures, labels etc....)	Yes
3. Do teachers make adaptations to activities/materials so all children can have access to the general curriculum?	No adaptations were observed. When discussed with the director it was determined that the type of adaptations that are thought are mostly environmental i.e. using a chair rather than sitting on the carpet, etc., rather than actually modifying the materials that a child uses so they can fully participate in the curriculum and activities	Yes
4. Do teachers encourage children to “use their words,” then model appropriate language?	Teachers appeared to do this consistently, however some children may not have the words to use. Teachers need alternative methods to use to support children who do not have the words to express their needs.	Yes
5. Do teachers encourage children to use language to ask for materials and join in activities?	Teachers need alternative methods to use to support children who do not have the words to express their needs.	Yes
6. Do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?	No specific cues were observed prior to transitions or to describe the steps to follow for activities or routines.	Yes
7. Does the daily schedule provide a predictable mix of active and quiet activities?	Although all teachers had daily schedule posted, only the adults were able to view it or read it. There were no visual schedules posted for the children to understand and know what activities were going to happen next. Most classrooms had a mix of activities both active and quiet.	Yes

Overall Recommendations

Based on the survey and information gather from CSP/RTT sites, through: on-line surveys, phone interviews, and on-site visits the following are the overall recommendations for CSP/RTT Inclusion Readiness: Interviews and information gathered reflects programs to prefer to have trainings offered both in the AM and PM during the week days between the hours of 9:00-12:00 and 1:00-4:00 in order that classrooms are covered and staff can attend. Other options discussed are to do short trainings on site for 1-2 hours during nap time. Either scenario will allow most staff to attend the trainings on different days and times with on-site coverage for staff. The most consistent day selected for trainings across all programs is Wednesday. Repeating the trainings so that one person can cover the teachers at the site for both morning and afternoon, allowing more staff to attend the training since all staff cannot leave the classroom at the same time. If there are other IC trainings not specifically offered just for CSP/RTT staff, and CSP staff would like to attend E-3 could pay registration for these trainings. It will also be important for CSP sites to budget for substitutes to cover for the trainings and possibly stipends for teachers to attend on weekends or after program hours. It is suggested that a portion of funding for CSP sites be allocated to support substitutes for release time, stipends and trainings.

The following includes topic and suggested implementation of these trainings:

Recommended Topic	Recommended Training	Implementation Recommendation
1. Creating a Space Where All Children Feel Welcomed-Inclusion 101	Overview of inclusion –what is it and why do it...and person first terminology.	All programs should attend this workshop. Two- three hour sessions Can attend either
2. Understanding and Infusing IEP’s into the Daily Routine	<ul style="list-style-type: none"> • IEP training <ul style="list-style-type: none"> • reading IEP’s • understanding goals • incorporating goals into lesson plans and daily activities • Collaborating with special educator 	All programs should attend this workshop. Two three hour sessions Can attend either
3. Desired Results Developmental Profile (DRDP) Access	Understanding the DRDP Access for children with IEPs and using the information to inform curriculum development especially incorporating goals into daily activities and lesson plans	All programs should attend this workshop. Two three hour sessions Can attend either

Recommended Topic	Recommended Training	Implementation Recommendation
4. Understanding and Meeting the Needs of All Children	ADHD Speech and Language Impairment Autism Sensory Needs <ul style="list-style-type: none"> • Universal Design for Learning • characteristics • implications for classroom • peer interaction considerations • variety of adaptations 	All programs should attend this workshop. Programs in attendance with receive an Adaptation Bin. Two three hour sessions Can attend either
5. Art, Writing and cutting adaptations	Discuss modifications for writing & cutting activities	All programs should attend this workshop-will need to have attended as a pre-requisite <i>Understanding and Meeting the Needs of All Children</i> in order to attend this session. Two three hour sessions Can attend either
6. CA Teaching Pyramid-CA Collaborative for Social Emotional Foundations for Early Learning	IC offers this training currently 2 times a year. Teams from CSP sites will sign up based on their availability-Training in the fall will be on weekdays, training in the spring will be on weekends	Programs not able to attend the training through West Ed San Marcos will attend the 4 day training through IC, E-3/RTT can pay for registration fees, release time, stipend for teaching staff to attend on weekends and/or substitutes depending on the needs of the program. IC will provide on-site coaching for these teams. Depending on how many teams sign up, this will also be a part of the 125 hours allocated for on-site support. Each program will receive on-site coaching to support the implementation of CA-CSEFEL Strategies. Must attend all 4 sessions
7. Using the Environment and Visual Supports to Manage Behaviors	Dynamic visual schedule classroom directions flipchart save transition visual <ul style="list-style-type: none"> • footprints on floor, lining up, mini schedule turn taking visual for computer	All programs should attend this workshop. Two three hour sessions Can attend either

Recommended Topic	Recommended Training	Implementation Recommendation
8. Specific on-site support for programs who are including children with disabilities	Provide on-site support as needed/requested for these sites	125 hours allocated for the year to support programs as needed included in these hours are consultation time with coaches
9. Consultation with on-site coaches	Provide consultation with CSP coaches to support children as appropriate	125 hours allocated for the year to support programs as needed included in these hours are consultation time with coaches
10. Complete a pre-post observation using the <i>Inclusive Classroom Profile</i> (suggest to include this in the RTT Matrix level 5)	At the beginning of the year complete the Inclusive Classroom Profile At the end of the year complete the Inclusive Classroom Profile for those programs who have attended a minimum of 4 trainings during the year	May start with pilot classes Programs can self –identify those who wish to be a part of the pilot. Pilot program(s) must attend all trainings and will have on-site coaching to support their needs. A pre observation and rating will be completed by November with a post observation completed by May
11. CSP programs will be given the IC Training Calendar	IC Training Calendar-see various trainings that may be appropriate for staff to attend.	E-3 will encourage staff to attend training. CSP/RTT coaches will identify training that may be of assistance to CSP sites. E-3 will pay for any CSP programs/provide stipends to those staff who wish to participate in identified trainings after work or on weekends.
12. Positive Supports for Families and Make and Take	IC provides this training as a part of our training calendar	E-3 will provide scholarships for parents at CSP sites who wish to attend this two session training. Fees are \$25.00 per person/per session subsidized by the Warmenhoven Institute for Inclusion

Appendix

Attachment 1

Preschool Inclusion Readiness Survey

1. Name:
Job Title:
Site:
City/Town:
Email Address:
Phone Number:
2. When is the best time to contact you?
3. Home-school Communication:
 - a) Does the program have a system for frequent, ongoing, two-way communications with families (weekly, preferably daily)?
 - b) Are parent/teacher conferences held twice a year or more?
 - c) Can the program be flexible in responding to parent preferences in feeding, scheduling, and other care routines?
4. Supporting Positive Behavior:
 - a) Do teachers explain to children and reinforce behavioral expectations?
 - b) Do teachers model appropriate behavior?
 - c) Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors?
 - d) Do teachers remind children what to do before transitions or at times of the day that typically can be chaotic?
 - e) Do teachers notice and comment on positive behavior?
 - f) Do teachers look for the reasons for a child's behavior?
 - g) Do teachers teach the child appropriate ways to express their needs and feelings?
 - h) Do teachers embed teaching friendship skills throughout the day?
5. Assessment and Curriculum:
 - a) Do teachers use developmental observations to collect information?
 - b) Do teachers use the information to plan the curriculum?
 - c) Do classroom books show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?

- d) Do classroom posters (currently displayed in the room) show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?
- e) Do classroom toys such as dolls and figures show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?
- f) Do classrooms have an up-to-date computer station and appropriate programs?

6. Supporting Social Skills:

- a) Does the program use a social skills curriculum that emphasizes kindness, empathy, and play skills?
- b) Do teachers plan for and support peer interaction?
- c) Do classrooms have multiples of high-interest toys, such as telephones and firefighter helmets, to minimize disagreements?
- d) Does the classroom have a designated area for children to use dramatic play?

7. Please respond to each item:

- a) Could a child who uses mobility equipment, such as a wheelchair or walker, enter the building?
- b) Are all areas of the classroom accessible to all children?
- c) Are there railings on all stairways?
- d) Are there hand railings next to toilets?
- e) Are there step stools in front of sinks?
- f) Do step stools and climbing toys have nonslip bottoms?
- g) Are all areas of classrooms, hallways, and outdoors large enough so a child who uses mobility equipment can turn around?
- h) Are flooring surfaces smooth, with few changes in surface levels?
- i) If the floor is uncarpeted, is your subfloor resilient?
- j) Do classrooms have permanent and movable pieces of furniture?
- k) Are tables and chairs stable?
- l) Do classrooms include a variety of seating options?

8. Please respond to each item:

- a) Is lighting evenly distributed throughout the classrooms?
- b) Does the room ever seem too noisy or is it difficult to hear what children and adults are saying, even when sitting side by side?
- c) Can adults with and without corrected vision read labels from across the room?

- d) Are classroom areas clutter free, with clear pathways between them, even when children are playing with materials on the floor?
- e) Does the learning environment address all sensory modalities --visual, auditory, kinesthetic?

9. Please respond to each item:

- a) Are there visual schedules used in the classroom?
- b) Is a visual choice board available for use for children with limited language?
- c) Do teachers supplement spoken words with eye contact and gestures?
- d) Do teachers modify their language to reflect the developmental levels of the children they are speaking to?
- e) Do teachers frequently check to make sure children understand what was said?
- f) Do teachers encourage children to "use their words," then model appropriate language?
- g) Does the classroom library include a variety and range of books suitable for different ages and developmental levels?
- h) Do teachers read books with children one-on-one in addition to reading aloud to a group?
- i) Do teachers encourage children to use language to ask for materials and join in activities?
- j) Do adults have frequent conversations with children on topics of interest to the children?

10. Please respond to each item:

- a) Can the program provide toys and materials that may fall outside the typical age/developmental range of the children enrolled?
- b) Does the daily schedule allow for flexibility to accommodate varied attention levels?
- c) Do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?
- d) Do teachers individualize teaching and use opportunities for repetition for children who may need more time or experiences to learn?
- e) Do teachers have enough materials and activity centers to keep up with children with different attention spans?

11. Please respond to each item:

- a) Does the room have a quiet area with soothing materials and activities for children who become over stimulated or fatigued?
- b) Does the program offer indoor gross motor activities daily?

- c) Does the daily schedule provide a predictable mix of active and quiet activities?
- d) Do teachers provide a wide range of appealing and interesting sensory materials, such as sand and water play, and frequently expand/change those materials if necessary?
- e) Can children choose whether and how to use materials?
- f) Can children choose which foods to eat and how much to eat?
- g) Does the classroom offer too much visual stimulation?

12. Please respond to each item:

- a) Can children playing in different areas of the playground, maintain eye contact and interact with each other?
- b) Does the program provide a variety of outdoor play activities (for example, painting, planting a garden, playing with puppets)?
- c) Are all areas of outdoor play accessible to all children?
- d) Are outdoor surfaces even enough so all children can move safely?
- e) Do wheeled toys allow for a variety of motor skill development?
- f) Does the program provide an alternate play area when children do not have access to outdoor play?

13. Are there specific topics you would like to have training on related to supporting children with disabilities in your classrooms?

Attachment 2
Inclusion Readiness Phone Survey
Race to the Top Professional Development Staff Phone Interview
Introduce self and purpose of the phone interview

Site	RTT Site ID #	Name	Email Contact	Phone
Date(s) of Contact				
Disposition				
1. Question	How many classes are CSP? How many children with IEPs do you currently serve?			
Answer				
2. Question	What types of disabilities do these children currently have?			
Answer				
3. Question	Do you feel you meet the needs of children with disabilities in your program currently?—Why or Why not? What would help you to meet their needs?			
Answer				
4. Question	What topics would be most helpful for your team regarding supporting children with disabilities?			
Answer				
5. Question	Possible topics: Supporting children with behavior challenges?			
Answer				
6. Question	Setting up the environment to support children with disabilities?			
Answer				
7. Question	Learning about disability specific characteristics, implications for learning and strategies for specific disabilities?			
Answer				
8. Question	What specific disabilities would your program be most interested in learning?			
Answer				
9. Question	Understanding and using the DRDP ACCESS?			
Answer				
Question	Other topics—Using the ASQ-ASQ SE, Referrals to Community Services/Special Ed,			
10. Answer				
Question	When would you prefer these trainings to occur?			
Answer	Monday Tuesday Wednesday Thursday Friday Saturday			
	Time of Day			
Visit	When would be a good time to visit? Date/ time...			

Attachment 3
Inclusion Readiness Phone Survey
Race to the Top Professional Development *Coaches* Phone Interview
Introduce self and purpose of the phone interview

Sites You support	RTT Site ID #	Name	Email Contact	Phone
Date(s) of Contact				
Disposition				
1. Question	What sites do you coach?			
Answer				
2. Question	How many children with IEPs do each site serve? What types of disabilities do these children currently have?			
Answer				
3. Question	How do you feel the staff meets the needs of the children with disabilities in their program?			
Answer				
4. Question	What topics would be most helpful for your teams regarding supporting children with disabilities? Are they currently collaborating with special education for those children with an IEP? Do they understand how to read an IEP?			
Answer				
5. Question	Possible topics: Supporting children with behavior challenges?			
Answer				
6. Question	Setting up the environment to support children with disabilities?			
Answer				
7. Question	Learning about disability specific characteristics, implications for learning and strategies for specific disabilities?			
Answer				
8. Question	What specific disabilities would your program be most interested in learning?			
Answer				
9. Question	Understanding and using the DRDP ACCESS? Collaboration with special ed?			
Answer				
Question	Other topics—Using the ASQ-ASQ SE, Referrals to Community Services/Special Ed,			
10. Answer				
Question	When do you think they would prefer to have trainings?			
Answer	Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday Friday <input checked="" type="checkbox"/> Saturday			
	Time of Day			
When do sites close?	What sites would you suggest I visit and why?			

Attachment 4

Site: _____

Room: _____

Inclusion Readiness Checklist and On-Site Visit Observation

Rating	5	4	3	2	1
	Always	Most	Sometimes	Rarely	Never
Questions					
1. Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors?					
2. Do teachers teach the child appropriate ways to express their needs and feelings?					
3. Do teachers make adaptations to activities/materials so all children can have access to the general curriculum?					
4. Do teachers encourage children to “use their words,” then model appropriate language?					
5. Do teachers encourage children to use language to ask for materials and join in activities?					
6. Do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?					
7. Does the daily schedule provide a predictable mix of active and quiet activities?					
8. Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors?					
9. Do teachers teach the child appropriate ways to express their needs and feelings?					

Inclusion Readiness Checklist and On-Site Visit Observation continued...

1. How often do you have parent/teacher conferences?
2. How do teachers explain to children and reinforce behavioral expectations?
3. How do teachers model appropriate behavior?
4. How do teachers plan for and support peer interaction?
5. How do teachers encourage children to use their words, then model appropriate language?
6. How do teachers encourage children to use language to ask for materials and join in activities?
7. How do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?
8. How do teachers teach the child appropriate ways to express their needs and feelings?
9. Are all teachers familiar with making adaptations and modifications for children in their classroom, if so share some examples?
10. Are all parts of the program accessible to *all* children?

Inclusion Readiness Training and Support Budget Proposal

	Estimated Time	Estimated Costs	In-Kind
I. Personnel to support project and scope of work			
Early Learning Services Support Specialist: Create evaluation surveys, prepare on-line registrations, reminders, secure training space, preparation of materials for trainings, field calls regarding trainings and follow up	42 hours	\$ 1,650	\$ 589
On-site coaching as requested, observations and supports for a total of 125 hours at identified CSP sites. Will do pre and post observations at 2 pilot sites using the Inclusion Classroom Profile rating scale	125 hours	10,134	1,621
Inclusion Collaborative Staff: create, prepare, set up deliver and take down up to 12 workshops during 2013-14 school year see recommendations for specific information (does not include the costs for regular trainings provided by the IC)	120 hours	9,728	2,027
TOTAL PERSONNEL		21,512	4,237
II. Non-personnel			
Office space, copier, phone, fax, computer			3600
Meeting Rooms			6500
Program supplies (reference books, resource materials, to support the project.)		250	250
Materials and supplies for trainings, includes adaptation bins for each CSP Classroom/Site, Person First Materials and workshop materials		7,250	1,200
Printing		2,400	
Graphic Design			300
Travel		250	150
TOTAL NON-PERSONNEL		10,150	\$12,000
Total personnel + non-personnel		31,662	16,237
Indirect costs @ 10.41%		3,296	1,690
TOTAL EXPENSES		\$34,958	\$17,928

County Board of Education

Leon F. Beauchman • Michael Chang • Joseph Di Salvo • Darcie Green
Julia Hover-Smoot • Grace H. Mah • Anna Song

County Superintendent of Schools

Xavier De La Torre, Ed.D.

Santa Clara County  Office of Education

1290 Ridder Park Drive
San Jose, CA 95131-2304
www.sccoe.org