

Measuring Inclusion Quality in Early Childhood Centres -- Why and How

SpecialLink Symposium

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Today's Agenda

- Introduction to the day's work
- A virtuous cycle that supports effective inclusion
- Reasons to measure inclusion quality
- Development and use of the inclusion scales and training materials — and research issues
- Overview of the 11 practices and 6 principles
- Explanation of terms
- Assigned ratings
- Scrambled items and sample vignette
- Viewing and scoring of 3 video segments
- Scoring the complete *Scales*
- Questions and discussion



SpecialLink points out....

- Unlike other children in Canada of minority status, children with disabilities can be excluded from enrolment in child care centres.
- Many reasons— additional costs for extra supports, lack of staff training, physical inaccessibility, etc.
- When children are deprived of critical social and developmental experiences, their parents are often forced out of the workforce and onto unemployment and welfare programs and we all lose.



SpecialLink points out....

- 10% of Canadian children need extra support to be included in child care, because of their disabilities.
- 10% of families face a double disadvantage because of their child's disability — the additional challenges of parenting a child with a disability plus unemployment because of the lack of child care — enlarging Canada's shameful disability ghetto.



Why do we measure inclusion?



Key Points

*From a presentation by Lero and Irwin
to the 2005 Canadian
Social Welfare Conference*

- **Strong agreement on importance & value of including children with disabilities in high quality ELCC**
- **Governments are making commitments to major improvements & expansions in ELCC services & to being accountable for demonstrating positive changes.**
- **Evaluation of real progress requires change in a number of policies & practices.**
- **What will be measured? How? by whom?**



Inclusion of Children with Special Needs in Child Care

- **“Historically many inclusive child care centres have developed on an individual basis...”**
- **All provinces have made some provision for the inclusion of children with special needs, with some doing more than others.**
- **Children’s access to high quality inclusive care is affected by policies that affect ELCC generally and inclusion specifically.**
- **Both access and inclusion quality are important issues.**

*From a presentation by Lero and Irwin to the
2005 Canadian Social Welfare Conference*



*From a presentation by Irwin
and Lero to the 2005
Canadian Social Welfare
Conference*

ECCE Developments in 21st C

- **2003 Multilateral Framework on Early Learning and Child Care**
- **2004-2005 “Foundations” approach**
- **QUAD PRINCIPLES**
 - Quality
 - **Universally Inclusive**
 - Accessible
 - Development
- **Bilateral Agreements signed between Liberal government and all 10 provinces in 2005**



ECCE Developments in 21st C

- **Accountability, Knowledge Framework**
- **Conservative government elected in 2006 gave notice to cancel the agreements March 31, 2007**
- **Within the new government's plans for children, no specifics with respect to children with disabilities or inclusion**
- **Many provinces move forward on the inclusion issue despite lack of federal involvement.**



Evaluation of Progress in Achieving the Goal of Being Universally Inclusive requires

- Clearly stated measurable objectives, targets and timetables
- Improvements in multiple dimensions that contribute to this goal
- Identification of meaningful indicators and plans for systematic data collection
- Commitment to using the data to identify aspects that require continuing attention.

*From a presentation by Drs. Lero and Irwin to the 2005
Canadian Social Welfare Conference*



Suggested Indicators - 1

Prima Facie Evidence

- The number of children with special needs in child care programs
- Evidence of children with a range of needs and levels included
- Number of centres accepting children
- Reduced incidence of children with SN being turned down
- Higher retention ... No Expulsion

*From a presentation by Lero and Irwin to the 2005
Canadian Social Welfare Conference*



Suggested Indicators – 2

Change in Provincial Policies & Practices

- Education / training requirements for director & staff related to inclusion
- Policies that affect availability & access for children & parents
- Policies that ensure all programs are physically accessible with design features appropriate for care
- Resources to provide additional trained staff beyond ratio as needed
- Resources allocated for in-service training and on-going support to centre staff and regulated home child care providers
- Monitoring of adequacy of resources, including caseloads of resource consultants, responsiveness

Lero and Irwin (2005)



Suggested Indicators – 3

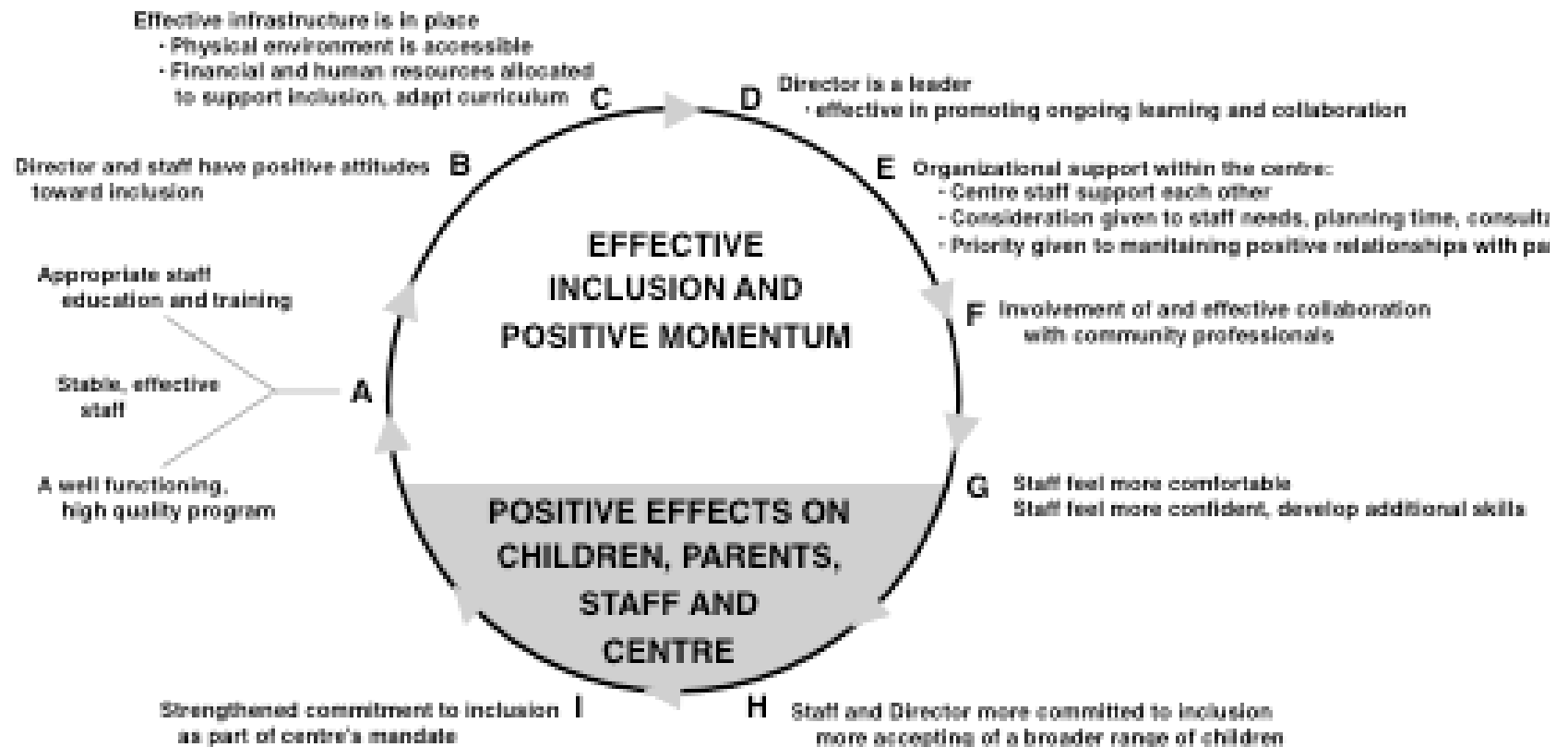
Direct Measures of Inclusion Quality in ELCC Programs

- SpecialLink Early Childhood Inclusion Principles Scale
- SpecialLink Early Childhood Inclusion Practices Scale
- Ongoing research to track emerging concerns & address accountability issues

Lero and Irwin (2005)



A Virtuous Cycle That Supports Effective Inclusion



Policy goals and centre resources that promote quality child care services and effective inclusion

So what do we mean by an inclusive program?



- A range of children with special needs are meaningfully included in ALL aspects of the childcare day
- All your staff feel equally comfortable in working with children with special needs
- You make the best use of available funding and multi-disciplinary consultants to support these children and your staff
- Parents are key partners in all decisions being made about their children
- **YOU** act as an advocate for the entitlement of children with special needs for high quality childcare services



What is the point of evaluation?

- Self Assessment = personal growth & development
- Staff Development = gets all the staff rowing in the same direction
- Develop your wish list
- Focus fundraising efforts
- Identify further training needs
- Talk about inclusion & quality to your parents, board of directors, other funders, community, government
- Meet accountability standards



Subscales and Scoring



- Seven is the magic number
- 3 meets basic licensing standards
- It must be visible for you to score it
- Confirm what you saw through inter-rater reliability



The Quality Continuum

1 = Inadequate→

Doesn't even meet
custodial care

3 = Minimal→

Basic health and
safety, & to a small degree, basic
development needs

5 = Good→

Basic dimensions of
developmental care

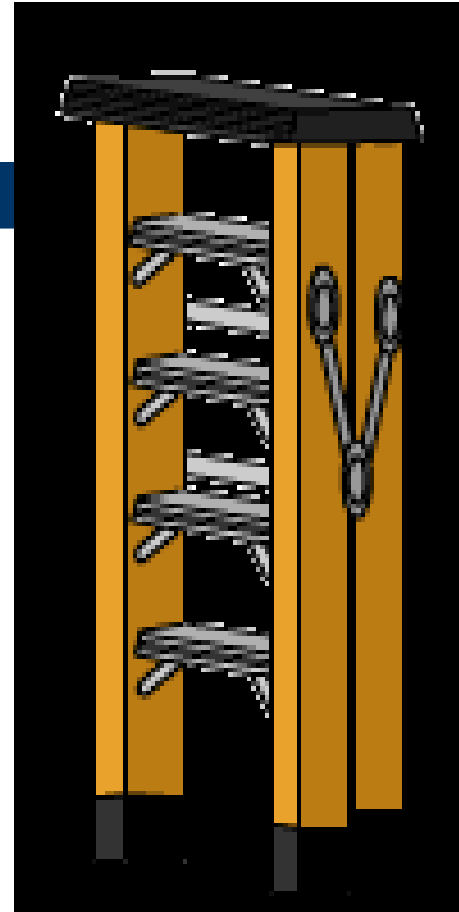
7 = Excellent→

High quality, personalized care

Note: 5 and 7 require positive interaction, planning and
personalized care as well as good materials



Assigned Ratings



Assigned Ratings

- A rating of 1 must be given if any indicator under 1 is scored Yes.
- A rating of 2 is given when all indicators under 1 are scored No and at least half of the indicators under 3 are scored Yes.
- A rating of 3 is given when all indicators under 1 are scored No and all indicators under three are scored Yes.
- A rating of 4 is given when all indicators under 3 are met and at least half of the indicators under 5 are scored Yes.



Assigned Ratings

- A rating of 6 is given when all indicators under 5 are met and at least half of the indicators under 7 are scored Yes.
- A rating of 7 is given when all indicators under 7 are scored Yes.
- A score of N/A (Not Applicable) may only be given for indicators for entire items when “N/A permitted” is shown on the scale and on the Score Sheet. Indicators that are scored N/A are not counted when determining the rating for an item, and items scored N/A are not counted when calculating subscale and total scale scores.



Assigned Ratings

- To calculate average subscale scores, sum the scores for each item in the subscale and divide by the number of items scored.
- The total mean scale score is the sum of all item scores for the entire scale divided by the number of items scored.



SpecialLink's Early Childhood Inclusion Quality Scales



- Help assess inclusion quality in early childhood centres.
- Used together, they provide a picture of sustainable and evolving inclusion quality.



Inclusion Principles

- Zero Reject
- Naturally Occurring Proportions
- Same Days / Hours of Attendance Available to All Children
- Full Participation
- Maximum feasible parent participation at parent's comfort level
- Leadership, Proactive Strategies and Advocacy for High Quality Inclusive ELCC



Inclusion Practices

- **Physical Environment and SN**
- **Equipment and Materials**
- **Director's Role as an Inclusion Leader**
- **Staff support within the centre**
- **Provisions for staff training**
- **Therapies, collaboration**
- **IPPs**
- **Parents of Children with Special Needs**
- **Involvement of Typical Children**
- **Board of Directors or similar units**
- **Preparation for the transition to school**



Practice 1: Physical Environment and Special Needs.

Score: 1 2 3 4 5 6 7

Inadequate 1	Minimal 3	Good 5	Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N No modifications for children with special needs.</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N Building entrance and/or classroom entrance not accessible.</p> <p>1.3 <input type="checkbox"/>Y <input type="checkbox"/>N Classroom is too noisy and/or too bright or too dim.</p> <p>1.4 <input type="checkbox"/>Y <input type="checkbox"/>N Playground entrance not accessible.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Minor modifications (e.g., placement of furniture).</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N Some classroom areas are accessible.</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N Some efforts made to soften noise & light.</p> <p>3.4 <input type="checkbox"/>Y <input type="checkbox"/>N Some playground areas are accessible.</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Major permanent modifications (e.g., ramps; step-up changing table).</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Many classroom areas are accessible.</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N Many efforts made to ensure that noise & light levels are appropriate.</p> <p>5.4 <input type="checkbox"/>Y <input type="checkbox"/>N Many playground areas are accessible.</p>	<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Universal design principles are evident throughout.*</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N All classroom areas are accessible, as are washroom, coatroom and hallways.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N Sound and light are at appropriate levels.</p> <p>7.4 <input type="checkbox"/>Y <input type="checkbox"/>N All playground areas are accessible.</p>

*"Some" means at least 3 interest areas are accessible; "Some efforts" means at least 3 examples are evident. "Many" means at least 5 interest areas are accessible; "Many efforts" means at least 5 examples are evident.



7. Individual Program Plans (IPPs).

(a) _____	(b) _____	(c) _____	(d) _____
<ul style="list-style-type: none"> • Children with special needs are present and some¹ have IPPs. • IPPs may be carried out in one-to-one pull-out sessions and/or within regular routines and activities. • IPP goals of the children with special needs are known by at least the one-to-one workers and/or the RT. • IPPs are developed by therapist or consultant/RT, or by team. 	<ul style="list-style-type: none"> • Children with special needs are present but none have Individual Program Plans (IPPs). 	<ul style="list-style-type: none"> • All children with special needs have IPPs. • IPP goals are embedded in regular group activities. • IPP goals are posted at interest centres so that all staff will work on them. • IPPs are developed collaboratively by consultant/RT, staff, parents. • Child progress is monitored to document acquisition toward IPP goals, and ineffective practices are modified. 	<ul style="list-style-type: none"> • Most² children with special needs have IPPs. • IPPs are generally used in either small group pull-out sessions or in regular group. • IPP goals are shared with all staff at staff meetings and/or planning sessions. • IPP goals are developed by consultant/RT, with staff and/or parent input. • IPP goals and objectives are reviewed periodically.

Notes for Clarification

¹ "Some" means at least 25%.

² "Most" means at least 75%.



You are observing a group of 4 and 5 year olds, two of whom have an identified disability. Both children will start kindergarten in the fall and it is now February. The Director and the Educator of this age group have met with school officials in their region to learn more information about the school system practices regarding inclusion. They have met with the parents of the children with special needs to gain permission for sharing information. The kindergarten teacher has visited the centre to meet all of the children, to observe the children with special needs, and to give suggestions to centre staff that will assist with their transition to school. As of yet, centre staff have not met with special education staff, resource teachers or classroom assistants to design and implement a transition plan and regular case conferences have not been held. Staff have been attempting to set up a meeting with the parents of the children with special needs to share information they have learned and to have the kindergarten teacher and parents meet.

Practice 11: Preparing for Transition to School.

Score: 1 2 3 4 5 6 7

Inadequate 1	Minimal 3	Good 5	Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N Centre has not addressed this issue.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director and/or staff actively seek information about school system practices related to children with special needs.</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N School system staff may telephone or visit centre in regards to individual children with special needs in preschool year.</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Staff implement suggestions from school system—from kindergarten teachers or special educators.</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Centre staff meet with some school staff (eg., special education staff, resource teachers, principals, teachers, classroom assistants) regarding many* children with special needs in Spring of preschool year.</p>	<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Staff actively collaborate with teachers and parents to design and implement transition strategies during preschool year.</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Centre holds regular case conferences with school staff, in Spring of preschool year, about all children with special needs.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N Centre shares information with school system, only as requested by parents, and only after discussion with parents about potential pros and cons of such disclosure.</p>

* "Many" means at least 50%.



Video Time!



Practice 4: Staff Support.

Score: 1 2 3 4 5 6 7

Inadequate 1	Minimal 3	Good 5	Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N There is little or no consultative assistance available to staff on inclusion.</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N There is no in-centre staff, in addition to ratio, to support the children with special needs.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Scheduled consultative assistance is available during period when children with special needs enrolled.</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N There is at least a part-time support staff, in addition to ratio, to support the children with special needs.</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N Resource support staff have some training in ECE, special needs, or the individual child's issues.</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Consultative assistance plans are developed collaboratively.</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Reduced child-to-staff ratio to include children with special needs OR one-to-one staffing, as needed.</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N One permanent staff (in-house RT) , in addition to ratio, facilitates inclusion (at least part time).</p> <p>5.4 <input type="checkbox"/>Y <input type="checkbox"/>N In-centre Resource Teacher has ECE diploma and post-diploma special needs certificate, or ECE diploma and at least 10 years experience with children with special needs and 10 workshops in special needs/inclusion.</p>	<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Level of consultative assistance flexible to centre's needs.</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Reduced child-to-staff ratio to include children with extra needs, and one-to-one staffing, as needed.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N In-centre RT, in addition to ratio, facilitates inclusion (full-time position).</p> <p>7.4 <input type="checkbox"/>Y <input type="checkbox"/>N In-centre RT has degree in ECE or related field and post-diploma certificate in special needs/inclusion.</p>



Practice 9: Involvement of Typical Children.

Note frequency and intensity of play that involves children with special needs and typically developing children — especially in housekeeping area, block area, and out of doors, during free play times.

Score: **1** **2** **3** **4** **5** **6** **7**

Inadequate 1	Minimal 3	Good 5	Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N Typically developing children rarely interact with children with special needs.</p> <p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N Staff take no active role in encouraging social inclusion.</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N Competition is used frequently to motivate children to perform.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Typically developing children sometimes* interact with children with special needs in group social play situations. (That means that during at least 25% of the time when children with special needs are in group play situations such as the Dramatic Play area and the Block area, they are not ignored and left out of the play,</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N Staff make comments or gestures to promote social inclusion.</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N Cooperation is motivated occasionally, by adult requests.</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Children with special needs are often*included in group social play.</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Staff suggest appropriate roles or dramatic situations that are inclusionary.</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N Cooperation is stressed, through planned activities that require more than one child to accomplish.</p>	<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Children with special needs are included in group social play most of the time*.</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Staff systematically use techniques of scripting, cooperative learning, valued object sharing, etc., to promote social inclusion.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N Staff receive specific training in promotion of inclusive social play.</p> <p>7.4 <input type="checkbox"/>Y <input type="checkbox"/>N Cooperation is motivated frequently by adult verbal statements and by activities that need more than one child to accomplish.</p>

* “Sometimes” means 25% of the time; “Often” means 50% of the time; “Most of the time” means over 75% of the time.



Principle 1: Zero Reject.

In fully inclusive child care centres, *all* children are welcome, regardless of type or level of disability. Many child care centres that are referred to as “inclusive” actually integrate only children with mild to moderate disabilities, or children with a single disability. Children who are not toilet-trained, who are not ambulatory, who have behavioural disorders, or who have special health care needs, are most likely to be excluded. (Read this statement to Director as you begin to discuss Principle #1 in a non-judgmental tone. Then use probe questions, as necessary, and record comments.

Some probe questions: (1) Have you, or would you be, unable to accept children with any particular level or type of disability? If “yes,” what type of disability (ies) or level(s) are these? (2) Children with what disabilities and levels of disability (mild/moderate/severe/profound) have you been able to accommodate in your centre? Record as “comment.”

Score: 1 2 3 4 5 6 7			
Inadequate 1	Minimal 3	Good 5	Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director describes previous and present inclusion of children with disabilities in terms of very subjective criteria, such as “very nice parent,” “seemed easy to include,” “we were forced to.”</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N Lead ECE is not aware of previous or present enrollment of children with disabilities in her classroom.</p> <p>1.3 <input type="checkbox"/>Y <input type="checkbox"/>N The centre has no written or verbal policy on inclusion.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director specifies some* types and levels of disability that the centre can accommodate.</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N Lead ECE is aware of previous or present enrollment of some* children with disabilities in her classroom.</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N The centre has an informal policy on inclusion (evidenced by Director’s comments and supported by such evidence as accessible materials on diversity including pictures, books, dolls with disabilities, or by the presence of information and training opportunities on inclusion being available to staff).</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director specifies many* types and levels of disability that the centre can accommodate.</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Lead ECE is aware of many* children with disabilities, previously and presently enrolled, including some specifics about accommodations and modifications made to include them.</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N The centre has a written policy statement that supports inclusion.</p>	<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director specifies that the centre will enroll children with all levels and types of disability—actively following the principle of zero reject,</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Lead ECE, another ECE, a support staff (such as secretary or cook), and a parent*** all articulate zero reject principle as their own and as the centre’s.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N The centre has a written inclusion policy statement that affirms the zero reject principle, with a phrase such as “<i>all</i> children.”</p>

* “Some” means three or fewer; “Many” means four or more.

** “Types of disability” refers to diagnosis, such as autistic, intellectual, physical, visual, auditory. “Levels” refers to intensity, such as mild, moderate or severe.

*** “A parent” means the first parent (or close family member) of a child with special needs whom you see—in locker room, at arrival or departure, or identified through probe question.



SCORE SHEET

SpecialLink Child Care Inclusion Practices Profile

Observer: _____	Observer Code: _____	Date of Observation: _____
Centre/School: _____	Centre Code: _____	Number of Children with Identified Disabilities: _____
Room: _____	Room Code: _____	Check Type(s) of Disability: <input type="checkbox"/> Physical/Sensory <input type="checkbox"/> Cognitive/Language
Teacher(s): _____	Teacher Code: _____	<input type="checkbox"/> Social/Emotional <input type="checkbox"/> Other
Number of Staff Present: _____		Birthdates of Children Enrolled: Youngest _____
Number of Children Enrolled in Class: _____		Oldest _____
Number of Children Present: _____		Time Observation Began: _____ : _____ q AM q PM
		Time Observation Ended: _____ : _____ q AM q PM
Any Unusual Occurrence During Observation: _____		

1. Physical Environment and Special Needs 1 2 3 4 5 6 7 <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 10%;">Notes:</td> </tr> <tr> <td>1.1</td><td>`</td><td>`</td><td>3.1</td><td>`</td><td>`</td><td>5.1</td><td>`</td><td>`</td> </tr> <tr> <td>1.2</td><td>`</td><td>`</td><td>3.2</td><td>`</td><td>`</td><td>5.2</td><td>`</td><td>`</td> </tr> <tr> <td>1.3</td><td>`</td><td>`</td><td>3.3</td><td>`</td><td>`</td><td>5.3</td><td>`</td><td>`</td> </tr> <tr> <td>1.4</td><td>`</td><td>`</td><td>3.4</td><td>`</td><td>`</td><td>5.4</td><td>`</td><td>`</td> </tr> </table>	Y	N	Y	N	Y	N	Y	N	Notes:	1.1	`	`	3.1	`	`	5.1	`	`	1.2	`	`	3.2	`	`	5.2	`	`	1.3	`	`	3.3	`	`	5.3	`	`	1.4	`	`	3.4	`	`	5.4	`	`	5. Staff Training 1 2 3 4 5 6 7 <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 15%;">Y</td><td style="width: 15%;">N</td><td style="width: 10%;">Notes:</td> </tr> <tr> <td>1.1</td><td>`</td><td>`</td><td>3.1</td><td>`</td><td>`</td><td>5.1</td><td>`</td><td>`</td> </tr> <tr> <td>1.2</td><td>`</td><td>`</td><td>3.2</td><td>`</td><td>`</td><td>5.2</td><td>`</td><td>`</td> </tr> <tr> <td>1.3</td><td>`</td><td>`</td><td>3.3</td><td>`</td><td>`</td><td>5.3</td><td>`</td><td>`</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>7.4</td><td>`</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>7.5</td><td>`</td> </tr> </table>	Y	N	Y	N	Y	N	Y	N	Notes:	1.1	`	`	3.1	`	`	5.1	`	`	1.2	`	`	3.2	`	`	5.2	`	`	1.3	`	`	3.3	`	`	5.3	`	`								7.4	`								7.5	`									
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SCOR E SHEE T

Speci aLink Child Care Inclusion Principles Sc ale

Observer: _____	Observer Code: _____	Date of Observation: _____
Centre/School: _____	Centre Code: _____	Number of Children with Identified Disabilities: _____
Room: _____	Room Code: _____	Check Type(s) of Disability: <input type="checkbox"/> Physical/Sensory <input type="checkbox"/> Cognitive/Language
Teacher(s): _____	Teacher Code: _____	<input type="checkbox"/> Social/Emotional <input type="checkbox"/> Other
Number of Staff Present: _____		Birthdates of Children Enrolled: Youngest _____
Number of Children Enrolled in Class: _____		Oldest _____
Number of Children Present: _____		Time Observation Began: _____ : _____ q AM q PM
		Time Observation Ended: _____ : _____ q AM q PM
Any Unusual Occurrence During Observation: _____		

1. Zero Reject 1 2 3 4 5 6 7 <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 20%;">Notes:</td> </tr> <tr> <td>1.1 ` `</td> <td>3.1 ` `</td> <td>5.1 ` `</td> <td>7.1 ` `</td> <td></td> </tr> <tr> <td>1.2 ` `</td> <td>3.2 ` `</td> <td>5.2 ` `</td> <td>7.2 ` `</td> <td></td> </tr> <tr> <td>1.3 ` `</td> <td>3.3 ` `</td> <td>5.3 ` `</td> <td>7.3 ` `</td> <td></td> </tr> </table>	Y N	Y N	Y N	Y N	Notes:	1.1 ` `	3.1 ` `	5.1 ` `	7.1 ` `		1.2 ` `	3.2 ` `	5.2 ` `	7.2 ` `		1.3 ` `	3.3 ` `	5.3 ` `	7.3 ` `		4. Full Participation 1 2 3 4 5 6 7 <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Y N</td> <td style="width: 25%;">Y N</td> <td style="width: 25%;">N/A</td> <td style="width: 25%;">Y N</td> <td style="width: 20%;">N/A</td> <td style="width: 20%;">Y N</td> <td style="width: 20%;">Notes:</td> </tr> <tr> <td>1.1 ` `</td> <td>3.1 ` `</td> <td></td> <td>5.1 ` `</td> <td></td> <td>7.1 ` `</td> <td></td> </tr> <tr> <td>1.2 ` `</td> <td>3.2 ` `</td> <td></td> <td>5.2 ` `</td> <td></td> <td>7.2 ` `</td> <td></td> </tr> <tr> <td>1.3 ` `</td> <td>3.3 ` `</td> <td></td> <td>5.3 ` `</td> <td></td> <td>7.3 ` `</td> <td></td> </tr> <tr> <td>1.4 ` `</td> <td>3.4 ` `</td> <td></td> <td>5.4 ` `</td> <td></td> <td>7.4 ` `</td> <td></td> </tr> </table>	Y N	Y N	N/A	Y N	N/A	Y N	Notes:	1.1 ` `	3.1 ` `		5.1 ` `		7.1 ` `		1.2 ` `	3.2 ` `		5.2 ` `		7.2 ` `		1.3 ` `	3.3 ` `		5.3 ` `		7.3 ` `		1.4 ` `	3.4 ` `		5.4 ` `		7.4 ` `	
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Total and Average Scores

Zero Reject _____

Natural Proportions _____

Same Hours of Attendance to All Children _____

Full Participation _____

Maximum Feasible Parent Participation _____

Pro-Active Strategies and Advocacy for High Quality, Inclusive Child Care _____

TOTAL

Total Score

of Items Scored

Average Score
