




INCLUSIVE INQUIRY CYCLE

Self-Study and Planning Guide - Inclusion of Children with Disabilities





Stages of Implementation

Stage	What Will We Do?	Description
Exploration/Adoption	 Get Started.	Decision-making about commitment to adopting the program/practices and supporting successful implementation. Generate a common vision across the program.
Installation	 Work to Do It Right.	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, audit what's working, develop plan.
Initial Implementation		Try out the practices, work out details, learn and improve before expanding to other contexts.
Full Implementation	 Work to Do It Better.	Expand the programs/practices to other locations, individuals, times. Adjust from learning in initial implementation.
Continuous Improvement & Innovation		Make it easier, more efficient. Embed within current practices so this becomes the way you do business.

2-4+ Years

This Inclusive Inquiry Cycle Self-Study and Planning Guide is designed to help you collaborate with your leadership team and follow the steps of the Inclusive Inquiry Cycle as you plan for continuous quality improvement, specifically regarding implementing high quality inclusive classrooms for preschoolers.

First, prepare for the Self-Study, by reviewing the definition of inclusion below, the related program standard(s) you are trying to achieve, and determine the key personnel who should be involved in the self-study and planning process.

Then follow this guide through the steps of the Inclusive Inquiry Cycle in order to better understand your program's status in implementing high quality inclusion and to gain input and ideas on how to move forward in achieving this standard in your program.

Prepare for Self-Study

A) Review the definition of inclusion below:

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.

The vision of inclusion in early childhood programs and recommendations provided in the policy statement build on the principles and definition set forth in the joint position statement from the National Association for the Education of Young Children and the Division of Early Childhood of the Council for Exceptional Children.

B) Next, identify the key personnel and stakeholders who should be part of the process to achieve this high quality standard regarding inclusion. Are they directly involved in these challenges, and/or will they be affected by any decisions? Consider administrators, teachers, paraprofessionals, related services personnel, and social workers. Do not forget to include family members and community partners! Please list members below:



The Inclusive Inquiry Cycle: Self-Study Guide

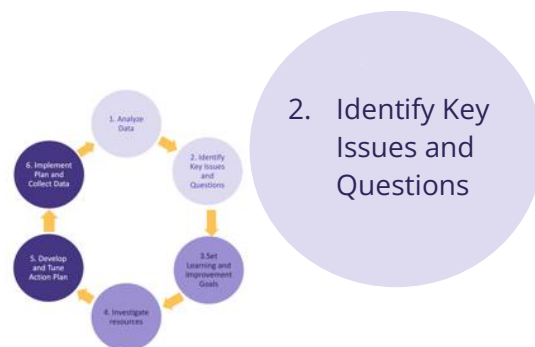
To conduct the self-study, meet with the key personnel and stakeholders identified above, ask them the following questions, record their thoughts, ideas, and reflections as well as your own.

1. Analyze Data

- A) Read or describe the high-quality inclusion definition as a team and ask, on a scale from 1 – 10 where 1 is not confident and 10 is very confident, how confident are you that the program is prepared to uphold the definition of inclusion? Please describe everyone's initial thoughts:

- C) Analyze our data. Ask what evidence we have regarding our program's status in implementing this quality standard regarding inclusion? What is the district's current Preschool Environments (Indicator 6) Data?
What other information sources do you have about inclusion? Please explain what you and your staff know about your organization meeting this standard or not:

- D) Revisit the definition of high-quality inclusion and analyze new data following some improvement efforts. Please describe the progress that was made:



2. Identify Key Issues and Questions

- A)** Ask how will children, families, our program and community benefit from our program implementing high quality inclusion? Refer to the definition of inclusion. Share key points from your program:

- B)** Ask what program strengths can we build on to implement high quality inclusive classrooms? Please identify your programmatic strengths:

- C)** Ask what challenges do we foresee or what questions do we have about implementing high quality inclusive classrooms? Please list challenges and/or questions:

- D)** Revisit high quality inclusion and analyze new data following some improvement efforts? Ask what did we learn? Please describe what the team learned:



3. Set Learning and Improvement Goals*

- A) What are specific changes in practice that classroom teams will need to make in order for our program to implement high quality inclusive classrooms? Please provide team's reflections:

- B) What do classroom teams need to learn more about in order to make these changes and implement high quality inclusive classrooms? Please provide team's reflections:

- C) What are specific changes in practice that leaders will need to make for our program to implement high quality inclusive classrooms? Please provide team's reflections:

- D) What do leaders need to learn more about in order to make these changes and implement high quality inclusive classrooms? Please provide team's reflections:

*Refer to Appendix A for Resources by Stage of Implementation



4. Investigate Resources

- A)** Brainstorm with your team what additional support services, resources, and information the organization will need to implement high quality inclusive classrooms. Please describe brainstorming outcomes:
- B)** Explore Appendix B for resources and identify helpful resources to support your program in implementing high quality inclusion.
Please list prioritized resources based on your program's needs and team input:



5. Develop and Tune Action Plan

- A) As a team, ask given what we know now following the Self-Study and the investigation of resources, what solutions, steps, and resources would be feasible and effective for implementing high quality inclusive classrooms in our organization? Please determine a tentative plan that includes the personnel that should be involved, their roles and tasks, the resources that will be mobilized to support the plan and success, and the timeline for implementation and describe below:

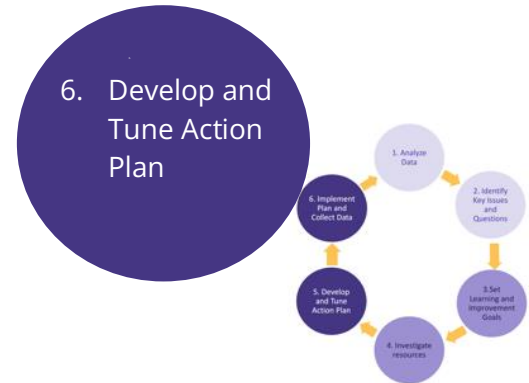
B. Describe overall goal for implementation:

C. Refer to the Stages of Implementation- Which stage are you working in?

- ☐ Exploration/Adoption
- ☐ Installation
- ☐ Initial Implementation
- ☐ Full Implementation
- ☐ Improvement & Innovation

Action Plan

Task	Personnel & Role	Resources Needed	Projected Completion Date	Evidence of Change	Progress Updates (include date)



6. Implement Plan and Collect Data

- A) As a team, ask how will we know our plan to implement high quality inclusion is being followed? Please list the data you will collect to track adherence to the plan:
- B) As a team, ask how will we know our plan is working in helping us to implement high quality inclusive classrooms? Please list the data you will collect to track progress:
- C) As a team, ask how will we monitor and support the plan and progress in meeting the goal?
- Ask who on the leadership team will meet to review the data, problem solve and support continuous improvement? Please list leadership team members:
 - Ask when and how often will the leadership team will meet? Please describe:
 - Ask when will the staff meet to review the data and to begin the Inclusive Inquiry Cycle for continuous improvement again? Please describe:

Appendix A

Resources for Gathering Data Regarding Program and Classroom Quality:

Stage of Implementation	Teams	Program	Program & Team
Exploration/Adoption	DEC Recommended Practices Practice Guides	What Makes Inclusion Work	The Preschool Inclusion Toolbox
Installation	DEC Recommended Practices Practice Guides	What Makes Inclusion Work	The Preschool Inclusion Toolbox
Initial Implementation	DEC Recommended Practices Performance Checklists	What Makes Inclusion Work	The Preschool Inclusion Toolbox
Full Implementation	DEC Recommended Practices Performance Checklists	Local Program Indicators ECTA	Inclusive Classroom Profile
Continuous Improvement & Innovation		Community Indicators ECTA	Inclusive Classroom Profile

Appendix B

Resources for Implementation:

Stage of Implementation	Teams	Program	Program & Team
Exploration/Adoption	Resources for New Inclusion Teams Livebinder	What Makes Inclusion Work Livebinder	The Preschool Inclusion Toolbox Livebinder
Installation	Resources for New Inclusion Teams Livebinder	What Makes Inclusion Work Livebinder	The Preschool Inclusion Toolbox Livebinder
Initial Implementation	DEC Recommended Practices Performance Checklists	What Makes Inclusion Work Livebinder	The Preschool Inclusion Toolbox Livebinder
Full Implementation	DEC Recommended Practices Performance Checklists	Local Program Indicators ECTA	Inclusive Classroom Profile for Self-Reflection Livebinder
Continuous Improvement & Innovation		Community Indicators ECTA	Inclusive Classroom Profile by Item Livebinder