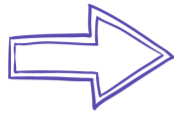


INCLUSIVE INQUIRY CYCLE

Self-Study and Planning Guide – Community Inclusion Teams





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		Expand the programs/practices to other locations, individuals, times. Adjust from learning in initial implementation.
Continuous Improvement & Innovation	Work to Do It Better.	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 community 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.

We organized [this resource](#) that aligns to each step in the cycle and houses supporting documents and resources. Check back to the Livebinder often as we update regularly. The [Getting Started](#) tool is a great place to start.

First, prepare for the Self-Study, by reviewing the definition of inclusion below, and determine the key team members 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 community'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.

Establish Community Inclusion Team

A) **Review** the definition of inclusion below:

Young children with disabilities must be given access to the early childhood programs, services, and experiences that children without disabilities have within a State or local community. Specifically, high- quality inclusive early childhood programs are ones that:

- Include children with disabilities in early childhood programs they would participate in if they did not have a disability, so they can learn together with their peers without disabilities;
- Provide high-quality teaching and learning environments that support children's development and allow all children to meet high expectations;
- Intentionally promote children's participation in all learning and social activities, facilitated by individualized accommodations and differentiated interventions and instruction;
- Use high-quality, evidence-based services and supports that are developmentally appropriate, culturally and linguistically responsive, and that foster children's—
 - acquisition and use of knowledge and skills,
 - use of appropriate behaviors to meet their needs,
 - positive social emotional skills, including friendships with peers, and
 - sense of belonging;

- Provide services and supports to children with disabilities in early childhood programs with peers without disabilities, and within daily routines and learning and social activities;
- Recognize families as collaborative partners, experts, and engaged decision-makers in their children's lives and value and treat children with disabilities and their families with respect; and
- Ensure supports, such as screening and identification processes, early childhood program and school partnerships, access to and use of data, and PD are in place to enable early childhood programs and providers to successfully include children with disabilities and their families.

B) Next, **identify** the key partners 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 school district representation, community child care, Head Start, Child and Family Connections, Prevention Initiative, Special Education Cooperative, families, and other early care and education representatives. Please list members below:

1. Analyze Data



The Inclusive Inquiry Cycle: Self-Study Guide

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

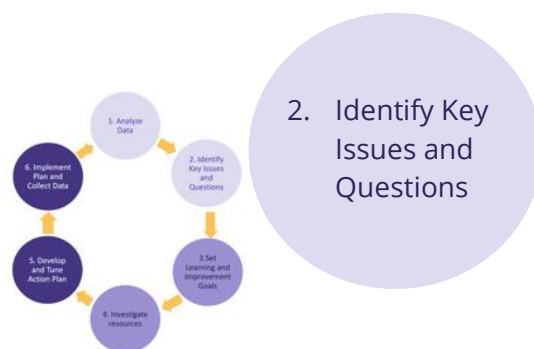
1. Analyze Data

- 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:

- B)** Use the [Community Indicators of High Quality Inclusion](#) to get a baseline of your community needs.

- C)** Analyze data. Ask what evidence we have regarding our community's status in implementing high quality inclusion?
What is the community's current Preschool Environments (Indicator 6) Data?
What other information sources do you have about inclusion?

- D)** (Future Cycle) 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, programs and community benefit from our community implementing high quality inclusion? Refer to the definition of inclusion. Share key points from the community.
- B) Ask what strengths can we build on to implement high quality inclusion in our community? Please identify your strengths using the data you collected:
- C) Ask what challenges do we foresee or what questions do we have about implementing high quality inclusion? Please list challenges and/or questions:
- D) **(Future Cycles)** Revisit high quality inclusion and analyze new data following some improvement efforts? Ask what did we learn? What are some new challenges we found along the way?



3. Set Learning and Improvement Goals*

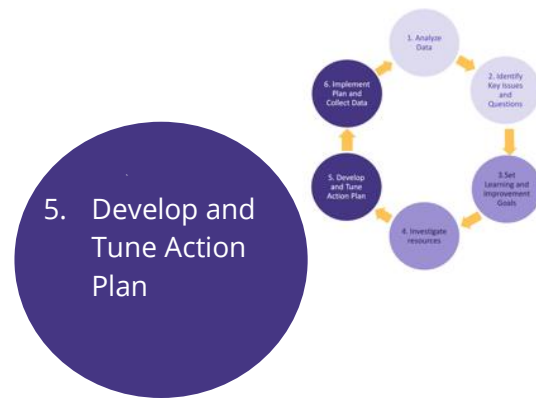
- A) What changes in practice are needed community wide to increase access to all programs for children with disabilities?
- B) What does our CIT need to learn more about in order to support these changes?
- C) What do leaders need to learn more about in order to make these changes and implement high quality inclusive classrooms?
- D) What are specific changes in practice that leaders will need to make for our programs to implement high quality inclusive classrooms?
- E) What are specific changes in practice that program teams will need to make in order for our community to implement high quality inclusive classrooms?
- F) What do program teams in our community need to learn more about in order to make these changes and implement high quality inclusive classrooms?

*Refer to Appendix A for Resources by Stage of Implementation



4. Investigate Resources

- A)** Brainstorm as a team what additional support services, resources, and information the community will need to implement high quality inclusion. Please describe brainstorming outcomes:
- B)** Explore Appendix B for resources to identify helpful resources to support your program in implementing high quality inclusion.
Please list prioritized resources based on your community'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 inclusion? Please determine a tentative plan that includes the personnel and programs 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:

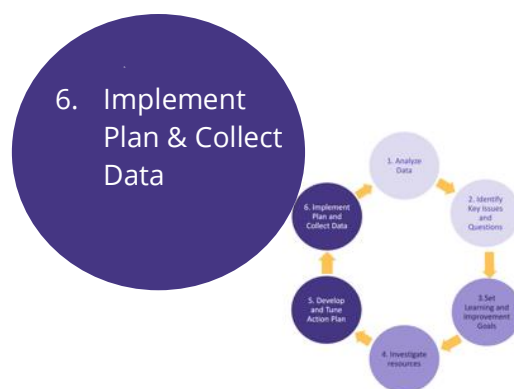
B. Describe overall goal for implementation:

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 inclusion? 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 meet? Please describe:
 - Ask when will the Community Inclusion Team 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	Classroom	Program	Community
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	Community Indicators ECTA
Continuous Improvement & Innovation	Inclusive Classroom Profile	Local Program Indicators ECTA	Community Indicators ECTA

[Community Inclusion Teams Livebinder](#)

Appendix B

Resources for Implementation:

Stage of Implementation	Classroom	Program	Community
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	Community Indicators ECTA
Continuous Improvement & Innovation	Inclusive Classroom Profile for Self-Reflection Livebinder	Local Program Indicators ECTA	Community Indicators ECTA

[Community Inclusion Teams Livebinder](#)