

Illinois Inclusion Guidelines Checklist (IIGC)

This self-study checklist tool is based on the Illinois Inclusion Guidelines. The IIGC provides a framework for collaborative discussion as programs examine program policies and practices that reflect high-quality inclusion. All voices are important as you consider each item. You will use these ratings to establish goals and plans for your program. Please Note: The identified "levels" (i.e. Systems, Building, Classroom) are offered as a flexible framework that may shift based on the size and structure of a district or program.

Systems Level Items	Not Yet Developed	Being Developed	Partially Implemented	Fully Established
1 – Continuous Improvement Using Illinois Inclusion Guidelines				
ExceleRate Standard 3C. Continuous Quality Improvement				
Program administrators engage staff in systematic, collaborative program and classroom self-assessment using the Illinois Inclusion Guidelines Checklist and demonstrate progress toward achieving program goals based on results of the assessment.	Notes:			
2 – Continuous Improvement using Inclusive Classroom Profile				
ExceleRate Standard 3C. Continuous Quality Improvement				
Teachers, related service providers, and administrative support staff engage in systematic self-assessment using the Inclusive Classroom Profile and demonstrate progress toward achieving classroom and individual professional development goals based on results of the assessment.	Notes:			

3 – Proportions of Children with Disabilities					
ExceleRate Standard 3B. Group Size and Ratios					
Early childhood programs and classrooms serving children with disabilities meet program, state, and federal requirements that promote inclusive practices and meaningful family participation. General Early Childhood Requirements Special Education Requirements OPI Requirements		Notes:			
4 – Collaborative Agreements					
ExceleRate Standard 2A. Family and Community Engagement					
Written agreements support collaboration among members of the local early childhood community (childcare, the Early Intervention system, Head Start, public school early childhood program). This includes written procedures, roles, and responsibilities for shared tasks and activities (e.g., identifying children and families in need of services, sharing information, coordinating services, providing services to children with disabilities and their families).		Notes:			
5 – Transition Policy					
ExceleRate Standard 2B. Transitions					
Program policies, procedures, and practices to support transition of children with disabilities entering and exiting the program are included in partnership agreements. This includes: ○ Timelines ○ Roles and responsibilities for transition ○ Responsibilities for sharing and transferring records		Notes:			

6 – Policies and Procedures for Collaborative Planning					
ExceleRate Standard 1F. Inclusion of Children with Disabilities					
Written policies and procedures encourage and support collaboration and teaming with consent, among internal and external personnel and agencies serving the same child and family, including specific guidelines for joint decision-making and problem solving related to the following needs: ○ Educational ○ Behavioral ○ Medical ○ Adaptive ○ Social service ○ Or other needs		Notes:			
7 – Policies to Access Supports					
ExceleRate Standard 2A. Family and Community Engagement					
Written policies support families in identifying and accessing needed services and benefits within the program and in the community from ○ Early intervention ○ Education ○ Health care providers ○ Social service systems		Notes:			

8 – Policies to Support Families as Partners					
ExceleRate Standard 2A. Family and Community Engagement		Notes:			
Written policies and procedures encourage and support families of children with disabilities as partners in ○ Screening ○ Assessment ○ Choosing desired outcomes ○ Instruction related to their child ○ Frequent bidirectional communication ○ Evaluating the overall program					
Building Level Items		Not Yet Developed	Being Developed	Partially Implemented	Fully Established
9 – Program Advisory Committee					
ExceleRate Standard 1F. Inclusion of Children with Disabilities		Notes:			
Members are regularly updated and have input about policy and practices related to inclusion. The program actively recruits parents of children with disabilities for service on the committee or board.					

10 – Inclusion and Families					
ExceleRate Standard 2A. Family and Community Engagement					
Families of children with disabilities are included in all family activities provided or facilitated by the program. Information about the program's vision and strategies for inclusion of all children is shared with all families.		Notes:			
11 – Inclusion Leadership					
ExceleRate Standard 2A. Family and Community Engagement					
The program administrator and leadership team participate regularly in community and state systems activities that support public knowledge of and coordination of inclusive practices as well as provide leadership for high quality inclusion within the program.		Notes:			
12 – Child Screening Procedures					
ExceleRate Standard 1D. Child Screening					
Multiple sources and data points are used to inform the need for further evaluation such as ○ Targeted screening ○ Authentic assessments ○ Play observations ○ Information from families		Notes:			

13 – Procedures for Gathering Information from Families					
ExceleRate Standard 1E. Child Assessment					
The program has written procedures and guidelines for gathering information from families regarding ○ Home routines ○ Strategies used ○ Desired outcomes for their child's participation in the program		Notes:			
Classroom Level Items		Not Yet Developed	Being Developed	Partially Implemented	Fully Established
14 – Use of Assessment Information					
ExceleRate Standard 1E. Child Assessment					
Teachers, related service providers, and administrative support staff collaborate in implementing and using initial and ongoing assessment for classroom planning, and for data-based decision making regarding individual and group outcomes.		Notes:			
15 –Inclusive Environment					
ExceleRate Standard 1A. Learning Environment					
All program and classroom spaces that children use, indoors and outdoors, are accessible and support the inclusion of children with disabilities in all activities with other children such as: ○ Adaptive furniture ○ Communication supports ○ Equipment for routine care and learning		Notes:			

16 – Adaptations					
ExceleRate Standard 1A. Learning Environment					
Accommodations and modifications are made to support each child's participation related to their own individual goals and outcomes. Adaptations might be seen in: ○ Classroom play, activities and routines ○ Educational environments ○ Teaching materials ○ The general curriculum ○ Interactions with peers and adults		Notes:			
17 – Belonging					
ExceleRate Standard 1B. Curriculum					
Classroom and program staff help each child engage in positive, sustained social interactions and play with peers, and provide opportunities for each child to be a fully participating member of the classroom community.		Notes:			
18 – Strategies					
ExceleRate Standard 1B. Curriculum					
Strategies are documented on individualized plans and/or on lesson plans. Classroom staff support development and learning by using individual support strategies such as ○ Modeling ○ Asking questions ○ Prompting		Notes:			

19 – Embedding Goals					
ExceleRate Standard 1B. Curriculum					
Teachers, related service providers, and administrative support staff collaborate with families to identify goals and outcomes from the general education curriculum and from individual education and service plans such as IFSPs and IEPs to incorporate into play, activities, and classroom routines.		Notes:			
20 – Embedding Strategies					
ExceleRate Standard 1B. Curriculum					
Strategies, supports, and services identified in individual service plans are provided in the classroom and are embedded into classroom play, activities, and routines.		Notes:			
21 – Embedding Strategies into Family Routines					
ExceleRate Standard 2A. Family and Community Engagement					
Teachers collaborate with families, related service staff, and administrative support staff to incorporate individual and classroom goals, strategies, and supports into family routines at home and in the community.		Notes:			

Supplemental IIG Checklist - Alternative Format

IIG Item		Not Yet Developed	Being Developed	Partially Implemented	Fully Established	Notes
Systems Level Items						
1	Continuous Improvement Using Illinois Inclusion Guidelines					
2	Continuous Improvement using Inclusive Classroom Profile					
3	Proportions of Children with Disabilities					
4	Collaborative Agreements					
5	Transition Policy					
6	Policies & Procedures for Collaborative Planning					
7	Policies to Access Supports					
8	Policies to Support Families as Partners					
Building Level Items						
9	Program Advisory Committee					
10	Inclusion and Families					
11	Inclusion Leadership					
12	Child Screening Procedures					
13	Procedures for Gathering Information from Families					
Classroom Level Items						
14	Use of Assessment Information					
15	Inclusion Environment					
16	Adaptations					
17	Belonging					
18	Strategies					
19	Embedding Goals					
20	Embedding Strategies					
21	Embedding Strategies into Families					