

Classroom Assessment Tool

Mainstreaming at the Preschool Level ♥

The following questions can be helpful in evaluating the classroom environment to meet the needs of a child with a disability or special need.

General Overview

1. Have the appropriate preparations been made prior to enrollment?
 - Meet the child and parents
 - Encourage family & child to visit center
 - Get acquainted with the individuals
 - Collect background information (with necessary written permission)
 - Learn about the specific disability/need
 - Remember that diagnosis does not define ability levels
2. Are all relevant areas of the facility accessible to handicapped clientele?
3. Will adaptations need to be made? (*See ADA handout*)
4. What is the program's policy regarding toilet training?
5. Are staff physically able to provide for the needs of handicapped children, e.g. lifting, providing closer supervision?
6. Are the staff willing to learn how to provide for the needs of handicapped children?
7. Is the program able to accommodate special diets and/or feeding needs?
8. If special equipment is needed by a child, how will it be handled and by whom? (for example: storage, access to child, staff assistance and training in its use, etc.)
9. How will emergency procedures (i.e. drills and warnings) be carried out if a child requires additional support or help?
10. What provisions will be made to accommodate any special needs when children are transported on field trips and other special events?
11. How will information be communicated to parents about the child's daily activities if the child is unable to do so independently?
12. How will staff prepare for and respond to children and parents who raise questions about the child with special needs?

♥ Christine Gillan-Byrne is the Early Childhood Education and Care Division Coordinator for the Pacific Union Conference of Seventh-day Adventists Office of Education. E-mail responses and/or questions to: christine@puonline.org

Adapted from:
Chandler, P.A. (1993). *A Place for Me: Including children with special needs in early care and education settings*. Family Service of Greater Omaha: Omaha, NE.

Classroom Assessment Tool

Mainstreaming at the Preschool Level ♥

13. How will appropriate interactions between children be planned and encouraged?
14. How will staff encourage and respond to non-verbal cues such as facial expressions, gestures, sign language, etc.?
15. Are staff and administration willing and able to participate in carrying out individualized education plans?
16. If the child needs to be transported from the center to another facility for special services, who will be the designated transportation coordinator?
17. How will specialists work with the child while in the center? How will space and scheduling be provided?
18. Are there any risk management restrictions or concerns?

Health and Medical Issues

1. Will teachers be required to complete special training for any particular child's needs?
2. How will emergency medical situations be handled?
3. Is emergency information clearly posted?
4. Do staff have adequate training in CPR and first aid?
5. Are policies regarding hygiene, medication, and illness adequate to meet the needs of handicapped children? What policies need to be added or changed?

Orthopedic Issues

1. How will the child be assured of access to all activities in which other children participate, including regular, daily activities and special activities?
2. If any special equipment or supplies are needed, who will provide them? Who will be responsible for their care and maintenance?

Behavioral and Social Issues

1. Are staff and administration able to provide additional support to children who need extra guidance?

♥ Christine Gillan-Byrne is the Early Childhood Education and Care Division Coordinator for the Pacific Union Conference of Seventh-day Adventists Office of Education. E-mail responses and/or questions to: christine@puconline.org

Adapted from:
Chandler, P.A. (1993). A Place for Me: Including children with special needs in early care and education settings. Family Service of Greater Omaha: Omaha, NE.

Classroom Assessment Tool

Mainstreaming at the Preschool Level ♥

2. Are staff and administration comfortable using non-aversive behavior modification and management techniques for special needs children?
3. How will staff follow through on any specific behavior modification and management techniques needed by a child?

Hearing Issues

1. What techniques are the staff and administration willing and able to use to enhance communication with special needs children?
2. Are staff and/or administration familiar with or willing to learn a communication system other than oral language (i.e. sign language, electronic boards)?

Vision Issues

1. How will staff encourage a special needs child to participate as fully as possible in activities where vision is important (i.e. walks, books, pictures, etc.)?
2. Are the routines and environment consistent and stable so a special needs child can be as independent as possible?
3. If changes are made to the routines or environment, how will they be handled with a special needs child?

Evaluation

1. How will the center and teacher evaluate the success of the inclusion of specific children?
2. Is the inclusion plan working for the teacher as well as for the children involved?
3. Is undue stress being created due to the inclusion plan?

♥ Christine Gillan-Byrne is the Early Childhood Education and Care Division Coordinator for the Pacific Union Conference of Seventh-day Adventists Office of Education. E-mail responses and/or questions to: christine@puconline.org

Adapted from:
Chandler, P.A. (1993). A Place for Me: Including children with special needs in early care and education settings. Family Service of Greater Omaha: Omaha, NE.