

## Indicators of Quality Inclusion in Early Childhood (IQI-EC)

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### Fostering the development of every child

1. Program philosophy of inclusion is in writing, posted and demonstrated.<sup>a,f,g</sup>
2. Quality of inclusion is supported and evaluated by administration.<sup>b,g</sup>
3. The program recognizes the benefits of membership in early childhood education organizations while at the same time sharing its inclusive philosophy with the broader early childhood community.<sup>a,b,g</sup>
4. Quality inclusion strategies for every child are a focus of professional learning opportunities for staff and administration.<sup>f</sup>
5. Person First Language is modeled and expected by administration and staff.<sup>d,g</sup>
6. All administration and staff are respectful and culturally competent as they attend to family needs. Addressing the needs of families is a priority and staff/hours are designated for addressing these needs.<sup>a,b,c,d,e,f,g</sup>
7. Learning opportunities for each family include an awareness of the benefits of inclusion for both typically developing children and children with disabilities. The program has an open door policy where parents can visit any time.<sup>g</sup>
8. A.) IFSP development starts with a child's daily routines and is based on family and caregiver priorities. Early intervention providers support caregivers to carry out the outcomes and strategies in the plan.<sup>a,b,c</sup>  
B.) IEP development starts with a child's daily routines and reflects the functional goals of the family and classroom staff, with routines-based strategies provided by the special education team.<sup>a,b,c,g</sup>
9. Every child can access all areas and materials in the indoor/outdoor learning settings.<sup>a,b,c,e,f</sup>
10. A.) Early intervention services aid caregivers in both home and early learning settings to assure consistency in supporting the child's participation in daily routines across environments.<sup>a,b,c,d,e,g</sup>  
B.) Specialized instruction and related services are modeled and provided by qualified professionals within classroom routines, which most often include peers. Classroom staff members are partners in carrying out IEP goals as much as possible.<sup>a,c,d,e,f,g</sup>
11. Instructional strategies are planned, organized, individualized, and embedded within the daily schedule. These strategies reflect recommended and evidence-based practices.<sup>a,b,c,g</sup>
12. Consideration is given to incremental skill development and growth for children with more significant needs whose progress is difficult to monitor within the broader ongoing assessment system.<sup>a,e</sup>
13. Each child is encouraged and supported to engage with peers and materials throughout the day. Activities are modified or changed when children show signs of losing interest.<sup>a,b,c,d,g</sup>



14. Based on their strengths and preferences, every child, including those with significant movement or intellectual delays, has meaningful ways to actively participate in activities. Staff modify and/or use assistive technology, as appropriate, to support participation.<sup>a,b,c,d,e,f,g</sup>
15. Transition activities are provided to keep each child engaged between activities.<sup>a,e</sup>
16. Play is highly valued and teachers naturally facilitate peer interactions within play.<sup>a,b,c,e,f</sup>
17. Staff teach children how to manage their behavior through use of positive behavior supports, e.g. focusing on desired behaviors, redirecting as necessary and ignoring inappropriate behaviors, while also actively teaching children problem solving skills.<sup>a,d,e</sup>
18. Families, children, classrooms and systems are well prepared for individualized transition to and from programs; adjustment to the new program is monitored for the first few weeks.<sup>a,b,d,f</sup>
19. Enough team planning time is provided for everyone involved with the child to share information, respect each other's skills, and plan together to carry out IEP goals or IFSP outcomes.<sup>g</sup>
20. The child's progress is continually and systematically monitored through data collection by classroom and special education staff. Data guides instructional planning, supports IEP goal or IFSP outcome revisions and attainment, and is regularly shared with families.<sup>a,c,d,e,f,g</sup>

<sup>a</sup> Wills, D., Darrgh-Ernest, J., & Presley, D. (2012). Quality Inclusive Practices Checklist [Measurement instrument]. Retrieved from [http://www.heartland.edu/documents/heip/faculty/QualityInclusivePractices\\_Checklist.pdf](http://www.heartland.edu/documents/heip/faculty/QualityInclusivePractices_Checklist.pdf)

<sup>b</sup> Award of Excellence in Inclusion of Children with Special Needs (2015). Illinois Inclusion Guidelines Checklist. Springfield, IL: Illinois Office of Early Childhood Development.

<sup>c</sup> McWilliam, R.A. (2013). Practices for Instruction, Play & Engagement Rating Scale II [Measurement instrument]. Retrieved from <http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/PIPER%20II.pdf>

<sup>d</sup> Bainter, S., Hankey, C., and McWilliam, R. (2012). Implementing Evidence-based Practices In Inclusive Center-Based Programs for Children Birth to Age 5: Nebraska Team Self-Assessment [Measurement instrument]. Retrieved from [http://www.education.ne.gov/sped/rbi2/team\\_self\\_assessment\\_center.pdf](http://www.education.ne.gov/sped/rbi2/team_self_assessment_center.pdf)

<sup>e</sup> Soukakou, E. (2007). Inclusion Classroom Profile [Measurement instrument]. Retrieved from [http://community.fpg.unc.edu/resources/community-contributed-content/Soukakou-Inclusive-Classrom-Profile-draft-9-2010.pdf/at\\_download/file](http://community.fpg.unc.edu/resources/community-contributed-content/Soukakou-Inclusive-Classrom-Profile-draft-9-2010.pdf/at_download/file)

<sup>f</sup> Irwin, S. H. (2009). SpecialLink Early Childhood Inclusion Quality Scale [Measurement instrument]. Retrieved from <http://www.specialinkcanada.org/about/rating%20scales.html>

<sup>g</sup> Nylander, D. (2009). Quality Inclusive Early Childhood Programs: 10 Things to Look For. [Measurement instrument]. Retrieved from <http://www.ici.umn.edu/products/impact/221/5.html>

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The *Indicators of Quality Inclusion in Early Childhood (IQI-EC)* was developed through comprehensive review of early childhood inclusion research, the compilation of extant tools of early childhood quality inclusion, and with advisement from the Colorado Preschool Special Education Advisory Committee by Deb Schell-Frank, Wynette Howard and Sandra Link. A complete list of tools used in development of the IQI-EC can be found referenced in the endnotes. The contents of this resource were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.