

Inadequate
1

2

Minimal
3

4

Good
5

6

Excellent
7

28. Promoting acceptance of diversity*

- 1.1 No racial or cultural diversity visible in materials (Ex. all toys and pictures are of one race, all print materials are about one culture, all print and audio materials are in one language where bilingualism is prevalent).
- 1.2 Materials present only stereotypes of races, cultures, ages, abilities, and gender.
- 1.3 Staff demonstrate prejudice against others (Ex. against child or other adult from different race or cultural group, against person with disability). *
- 3.1 Some racial and cultural diversity visible in materials (Ex. multi-racial or multi-cultural dolls, books, or bulletin board pictures, music tapes from many cultures; in bilingual areas some materials accessible in children's primary language). *
- 3.2 Materials show diversity (Ex. different races, cultures, ages, abilities, or gender) in a positive way. *
- 3.3 Staff intervene appropriately to counteract prejudice shown by children or other adults (Ex. discuss similarities and differences; establish rules for fair treatment of others), or no prejudice is shown.
- 5.1 Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotyping roles (Ex. both historical and current images; males and females shown doing many different types of work including traditional and non-traditional roles). *
- 5.2 Some props representing various cultures included for use in dramatic play (Ex. dolls of different races, ethnic clothing, cooking and eating utensils from various cultural groups). *
- 7.1 Inclusion of diversity is part of daily routines and play activities (Ex. ethnic foods are a regular part of meals/snacks; music tapes and songs from different cultures included at music time).
- 7.2 Activities included to promote understanding and acceptance of diversity (Ex. parents encouraged to share family customs with children; many cultures represented in holiday celebration).

	BOOKS	PICTURES	OTHER MATERIAL
RACES			
CULTURES			
AGES			
ABILITIES			
GENDER			

(See Notes for Clarification and Questions on next page)

All categories need to be included to some degree

Inadequate

1

2

Minimal

3

4

Good

5

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7

37. Provisions for children with disabilities*

- | | | | |
|---|---|--|---|
| <p>1.1 No attempt by staff to assess children's needs or find out about available assessments.</p> <p>1.2 No attempt to meet children's special needs (Ex. needed modifications not made in teacher interaction, physical environment, program activities, schedule).</p> <p>1.3 No involvement of parents in helping staff understand children's needs or in setting goals for the children.</p> <p>1.4 Very little involvement of children with disabilities with the rest of the group (Ex. children do not eat at same table; wander and do not participate in activities).</p> | <p>3.1 Staff have information from available assessments.</p> <p>3.2 Minor modifications made to meet the needs of children with disabilities. *</p> <p>3.3 Some involvement of parents and classroom staff in setting goals (Ex. parents and teacher attend IEP or IFSP meeting).</p> <p>3.4 Some involvement of children with disabilities in the ongoing activities with the other children.</p> | <p>5.1 Staff follow through with activities and interactions recommended by other professionals (Ex. medical doctors, educators) to help children meet identified goals.</p> <p>5.2 Modifications made in environment, program, and schedule so that children can participate in many activities with others.</p> <p>5.3 Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.</p> | <p>7.1 Most of the professional intervention is carried out within the regular activities of the classroom.</p> <p>7.2 Children with disabilities are integrated into the group and participate in most activities.</p> <p>7.3 Staff contribute to individual assessments and intervention plans.</p> |
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*Notes for Clarification

- Item 37. Note that this item is scored only if there is a child in the group with an identified and diagnosed disability, with a completed assessment. If the diagnosis and assessment have not been completed on the child, (or if there is no child with a disability included in the classroom), score this item NA. If the child is receiving services, this can be accepted as evidence that a diagnosis and assessment exist. Existence of an IEP/IFSP is not required to score this item. To ensure privacy for families, the teacher need not point out the child or tell the observer about the particulars of the disability. As you question the teacher about how the identified child's special needs are handled, you do not need to know which child is being discussed.
- 3.2. "Minor modifications" may include limited changes in the environment (such as a ramp) to allow the children to attend, or a therapist who visits the program to work with the children periodically.

Questions

- Could you describe how you try to meet the needs of the children with disabilities in your group?
- 1.1, 3.1. Do you have any information from assessments on the children? How is it used?
- 1.2, 3.2, 5.2. Do you need to do anything special to meet the needs of the children? Please describe what you do.
- 1.3, 3.3, 5.3. Are you and the children's parents involved in helping to decide how to meet the children's needs? Please describe.
- 5.1, 7.1. How are intervention services such as therapy handled?
- 7.3. Are you involved in the children's assessments or in the development of intervention plans? What is your role?