### VDOE logo

**Correlation Between the Inclusive Classroom Profile (ICP) and Classroom Assessment Scoring System Pre-K (CLASS Pre-K)**

* **The ICP complements the Pre-K CLASS by providing a more in-depth look at the strategies that support young children with disabilities in inclusive settings.**

| **Inclusive Classroom Profile (ICP)** | **Pre-K CLASS** | **Example of correlation between the ICP and Pre-K CLASS** |
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| **Adaptation of Space, Materials and Equipment** | **Emotional support**  Teacher sensitivity - *Awareness and responsiveness, addresses problems*  **Classroom organization**  Productivity - *Routines and preparation*  Instructional Learning Formats - *Variety of modalities and materials* | Shenice and Ricardo, the teachers in this classroom, have set up the learning environment using labels and [visual directions](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf) to encourage children to independently use materials and complete a variety of tasks.  They notice Jodie, who is non-verbal, waiting in front of the sink. Rick assists by pointing to the pictures of the hand washing sequence posted above the sink. |
| **Adult Involvement in Peer Interactions** | **Emotional support**  Positive Climate - *Relationships*  Teacher sensitivity - *Responsiveness*  **Classroom organization**  Instructional Learning Formats - *Effective facilitation*  **Instructional support**  Quality of Feedback - *Scaffolding and encouragement and affirmation*  Language modeling - *Self- and parallel talk* | A teacher notices that Jaden, a child with Down Syndrome is standing at the water table with a group of peers but he is not playing. Shenice asks Sam, the child standing next to Jaden, to show him how to pour water over the water wheel. Jaden watches Sam pour the water.  After waiting an appropriate amount of time, the teacher prompts Sam to offer Jaden the cup and ask, “Do you want a turn?” Jaden takes the cup and pours the water. The teacher comments, “Look Sam, Jaden is pouring the water like you showed him.”  The teacher waits to see if the interaction between the children continues before moving away. |
| **Adults’ Guidance of Children's Free Choice Activities and Play** | **Emotional support**  Positive Climate *- Relationships, positive affect*  Teacher sensitivity - *Awareness, responsiveness*  Regard for student perspective - *Support for autonomy and leadership and restriction of movement*  **Classroom organization**  Productivity - *Routines and preparation*  Instructional Learning Formats - *Variety of modalities and materials and student interest*  **Instructional support**  Quality of Feedback - *Scaffolding, feedback loops, and encouragement and affirmation* | At the table where children are playing with playdough, a teacher has made available several picture strips showing the steps to make a variety of items. He encourages Robert, a child with Autism to pick a picture strip. Robert picks the strip to make a pizza. The teacher waits to see if he starts to make the pizza before modeling how to do it. |
| **Conflict Resolution** | **Emotional support**  Teacher sensitivity - *Addresses problems*  **Classroom organization**  Behavior management - Clear behavior expectations, *Proactive, Redirection of misbehavior*  **Instructional support**  Quality of Feedback - *Prompting thought processes, Encouragement and affirmation* | Maria and Sara arrive at the class and head toward the table with the Lego blocks and find that there is only one seat available. Sara has delays in communication and social skills and pushes Maria away to get the seat. A teacher notices the conflict between the two children. He quickly takes the solution cards out he has in his apron pocket. [GetATeacher2.eps (vanderbilt.edu) [40. Solutions kit cards II.pdf (virginia.edu)](https://vkrp.virginia.edu/content/pdfs/40.%20Solutions%20kit%20cards%20II.pdf) cards](https://va-leads-ecse.org/ECSEDoc/vu4rJOhKlgdbOP-zRxiykXGALv_d9nES) ([solution cards-Spanish](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_school_SP.pdf)) are visuals that show different ways the children could use to address the conflict.  The children use the visuals to problem solve who will get the seat first and then use the visual [Timed Timer](https://www.timetimer.com) that they have been using in the past, to take turns. |
| **Membership** | **Emotional support**  Positive Climate - *Positive Communication, Respect*  Teacher sensitivity - *Responsiveness*  Regard for student perspective - *Support for autonomy and leadership*  **Instructional support**  Quality of Feedback - *Encouragement and affirmation* | Shenice set up a game of Red-Light Green-Light for her class of four-year olds. She leads the children in the activity. Joe, who uses gestures, pointing and a communication device to communicate and is still learning to walk, uses a [communication device](https://www.amazon.com/Ablenet-iTalk2-with-Levels-10003300/dp/B0084452G6/ref=pd_lpo_2?pd_rd_i=B0084452G6&psc=1) programmed to say “go” and “stop” when it is his turn.  When Lita asks why Joe is using a communication device, the teacher points out that there are many ways to play the game. She shows the children the device and pictures of a green light and red light that they can use. She also lets them know that they can move by walking or crawling.  When it is Lita’s turn, the teacher encourages Joe to offer her the use of the communication device. Joe then participates in the game by crawling when given the “go” command. |
| **Relationships Between Adults and Children** | **Emotional support**  Positive Climate - *Relationships, Positive affect, Positive communication, Respect*  Teacher sensitivity - *Responsiveness, student comfort*  **Instructional support**  Quality of Feedback - *Feedback loops, encouragement and affirmation* | Charlie arrives at his class clinging to his parents and cries when they move away to leave. The teacher brings over the family picture album that was developed at the beginning of the school year to support transitions from home to school. She asks Charlie if he would like to look at his family’s pictures. Using the pictures in the album, the teacher guides a conversation to help Charlie work through his feelings. She notices his family pet in the pictures and asks questions such as - “What does your pet like to do?” or “What do you like to do with your pet?” to continue the exchange. |
| **Support for Communication** | **Emotional support**  Teacher sensitivity - *Awareness, Responsiveness*  **Classroom organization**  Instructional Learning Formats - *Variety of modalities and materials*  **Instructional support**  Quality of Feedback - *Providing information*  Language modeling - *Frequent conversation, Open-ended questions, repetition and extension, Advanced language* | In preparation for snack time the teacher has created picture cards to encourage conversations between the children. The teacher has pictures of playground toys, such as bubbles, jungle gym, an adapted swing and a slide. She starts by looking at the pictures and saying, “I like to play on the slide” and then passes it to her neighbor, Manuel, and asks, “What do you like to do outside?” After he answers, the teacher encourages Manuel to pass it to Nina and ask her about what she likes to do outside. Nina uses eye-gaze to communicate. The teacher reminds Manuel to hold up the cards so that everyone can see which activity Nina looks at to indicate her choice. |
| **Adaptations of Group Activities** | **Emotional support**  Teacher sensitivity - *Awareness, Responsiveness*  **Classroom organization**  Behavior management - *Clear behavior expectations, Proactive, Redirection of misbehavior*  Instructional Learning Formats - *Effective Facilitation, Variety of modalities and materials* | Yohana has a physical disability and communicates using gestures and a communication device. She is positioned in an adaptive stander at the table and is participating in a small group art activity. The teacher provides hand over hand support in using [electric scissors](https://enablingdevices.com/product/adapted-battery-operated-scissors/) to cut the paper into strips to make spider legs. The teacher asks Yohana where she wants to place the spider’s legs on the body by pointing to various spots and Yohana is able to respond by shaking or nodding her head. |
| **Transitions between Activities** | **Emotional support**  Teacher sensitivity - *Awareness, Responsiveness*  **Classroom organization**  Behavior management - *Proactive, Redirection of misbehavior*  Productivity - *Maximizing learning time, Routines, Transitions, Preparation* | To signal transition from center time to circle time the teacher gives a verbal two minute warning to the whole group. She then goes over to Tringo who needs to look at her individual [visual schedule](https://va-leads-ecse.org/ECSEDoc/vu4rJOhKlgfI8bKsDwLVthjTdPy-LOOo) to transition. The other teacher goes over to Jacob and sets the [Timed Timer](https://www.timetimer.com) for two minutes for him to know when it will be time to transition.  [Preschool training modules v. 1.8 5 minute glove video](https://vimeo.com/194715354) [(Transcript)](https://va-leads-ecse.org/ECSEDoc/vu4rJOhKlgeAqSHyfxZYYZoXDjk_LuOv)  [Make your own Visual Schedule](https://connectability.ca/visuals-engine/) |
| **Feedback** | **Classroom organization**  Behavior management - *Redirection of misbehavior*  **Instructional support**  Quality of Feedback - *Prompting thought processes*, *Providing information, Encouragement and affirmation* | Amir has repeatedly attempted to build a tower but each time he has stacked 3 blocks, the tower collapses. The teacher notices that Amir is getting frustrated. She says, “I see you are working hard to build your tower. Why do you think the tower keeps falling over?” He points to the carpet and says, ” The floor is too bumpy.” She says, “Look around you - do you see any flat surfaces that might work better for you?” Amir then tries to stack the blocks on the table and gets up to 4 blocks. The teacher says, “Wonderful, you got up to 4 this time - keep going. |
| **Family Professional Partnership** | No correlationwith Pre-K CLASS | No example is provided because these ICP items are scored through interview and document review. |
| **Monitoring Children’s Learning** | No correlation with Pre-K CLASS | No example is provided because these ICP items are scored through interview and document review. |