

Correlation Between the Inclusive Classroom Profile (ICP) and Classroom Assessment Scoring System (Toddler CLASS)

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

| **Inclusive Classroom Profile (ICP)** | **Toddler CLASS Toddler CLASS** | **Example of the Correlation between the ICP and Toddler CLASS** |
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| **Adaptation of Space, Materials and Equipment** | **Emotional and Behavioral Support**  Regard for Child Perspectives   * Support of independence * Flexibility   **Engaged Support for Learning**  Facilitation of Learning and Development   * Active facilitation * Children’s active engagement | Teachers Lashonda and Owen intentionally design the layout of the classroom to allow flexibility and support children’s independent use of materials and space. They thoughtfully organize materials using picture labels and  The teachers notice that Kevin often falls toward his left side when sitting on the floor and reaching for toys, so they provide supportive equipment such as [sitting support](https://drive.google.com/file/d/16grICc54kY02pEmYEaxSNpfEWMsz6eI0/view?usp=sharing) to maintain a seated position and a [wedge](https://drive.google.com/file/d/1Q0pzXu-mLI7c_hrcGZ4ecr2iGGD9kjrx/view?usp=sharing) so that he can freely move his arms in a prone position.  Additional supportive options include adding a [tray](https://drive.google.com/file/d/1Ck4JJRnh2T12xyWkHxfg-PGYeKleuvC8/view?usp=sharing) to the supported seat, or a [bolster](https://drive.google.com/file/d/1AbWNJjWJLrpd9M9qPA0hjMSa6ASUQM67/view?usp=sharing) to the wedge. |
| **Adult Involvement in Peer Interactions** | **Emotional and Behavioral Support**  Positive Climate   * Relationships;   Regard for Child Perspectives   * Support of independence Teacher Sensitivity * Responsiveness * Child comfort   **Engaged Support for Learning**  Facilitation of Learning and Development   * Active facilitation * Children’s active engagement | During free play, Owen notices two children at the sensory table wanting the same cup to scoop water. He goes to the sensory table and provides words *(“It looks like you both want that blue cup.”*), explanations (“*We ask friends for a turn*.”), or pictures/[solution cards](https://va-leads-ecse.org/ECSEDoc/vu4rJOhKlgdbOP-zRxiykXGALv_d9nES) so that they can resolve their conflict.  Owen brings a [pre-programmed switch](https://www.amazon.com/Ablenet-iTalk2-with-Levels-10003300/dp/B0084452G6/ref%3Dpd_lpo_2?pd_rd_i=B0084452G6&psc=1) for one child to press to say *“my turn”* to request the blue cup rather than grabbing it from his peer. Owen also points out that there are other cups the child could use or offer to trade with the peer. |
| **Adults’ Guidance of Children's Free Choice Activities and Play** | **Emotional and Behavioral Support**  Positive Climate   * Relationships * Positive affect Teacher Sensitivity * Awareness * Responsiveness Regard for Child Perspectives * Child focus * Flexibility   **Engaged Support for Learning**  Facilitation of Learning and Development   * Active facilitation * Expansion of cognition * Children’s active engagement | During free play, Lashonda joins children on the floor in the block area who are pushing cars around. She notices the car ramp/garage toy is pushed off to the corner so brings that closer and begins playing with it herself while talking about her play. As she notices children looking and moving toward her play, she invites them to drive their car to the ramp and try it out. She helps the children take turns putting their car at the top.  Inez is not yet using many words, so Lashonda helps Inez sign *“my turn”* so she can put her car on top. She shows the playmates the [Boardmaker](https://goboardmaker.com/) or [LessonPix](https://lessonpix.com/) symbol for *“my turn”* while she points out that Inez is requesting a turn by showing them the sign for *“my turn”* and pointing as Inez makes the sign. |
| **Conflict Resolution** | **Emotional and Behavioral Support**  Teacher Sensitivity   * Awareness * Responsiveness * Child comfort   Regard for Child Perspective   * Support of independence Behavior Guidance * Proactive * Supporting positive behavior | Janel and Sari both walk toward the quiet area, retrieve a book, and simultaneously attempt to sit on the same soft comfy chair. Sari pushes Janel away. Janel cries.  Owen, knowing that Sari has delays in communication and social skills, quickly comforts Janel and pulls out the solution cards that he has in his pocket. ([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.) Owen shows three options to them and Janel and Sari decide that they can both fit on the comfy chair and share the space. |
| **Membership** | **Emotional and Behavioral Support**  Positive Climate   * Relationships * Respect Teacher Sensitivity * Awareness * Responsiveness Regard for Child Perspectives * Support for independence | Lashonda and Owen are excited to welcome Peter, a child with a cochlear implant, to their classroom. Both adults want to make sure that the physical space reflects individual differences. To prepare, they ask the center director to order books and play materials showing people with disabilities in positive ways. They also ask Peter’s family if they would like to bring in several pictures of him to add to the class bulletin boards and photo album.  [Children's Books - National Center for Pyramid Model Innovations (challengingbehavior.org)](https://challengingbehavior.org/implementation/program-wide/books/)  https://challengingbehavior.org/docs/Youve-got-to-have-friends\_article.pdf |
| **Relationships Between Adults and Children** | **Emotional and Behavioral Support**  Positive Climate   * Relationships * Positive affect * Respect Teacher Sensitivity * Awareness * Responsiveness * Child comfort   **Engaged Support for Learning**   * Quality of Feedback * Encouragement and affirmation | Owen sits at the table with a group of toddlers while they eat their breakfast. He notices that LaShonda is greeting Sari and her father at the door. Soon Sari makes her way over to the table. Owen watches as she tries to climb into the chair next to him. He asks, *“Do you need help?”* Sari shakes her head indicating no. Owen grabs a picture strip with food choices so that Sari can pick pancakes or fruit.  After Sari indicates her choice, she begins telling Owen about her new baby brother. Owen listens and responds by commenting and asking questions to keep the conversation going. Soon, other children at the table jump in to share about their siblings. |
| **Support for Communication** | **Emotional and Behavioral Support**  Teacher Sensitivity   * Responsiveness   **Engaged Support for Learning**  Language Modeling   * Supporting language use * Repetition and extension * Self- and parallel talk * Advanced language | Lashonda and Owen have children with and without disabilities in their classroom, and have prepared and placed [core boards](https://aaccommunity.net/2017/11/start-with-a-little-or-a-lot-introducing-core-boards/) around the room. The picture symbols relate to the area in which they are placed. For instance, food pictures in the house area, trucks and legos in the block area, etc.  During playtime, Owen notices that Jake is getting frustrated and reminds Jake to use the [core board in the](https://lessonpix.com/materials/5223680/GoTalk%2B20%2B-%2BSimple%2BCoreboard) [go-talk](https://lessonpix.com/materials/5223680/GoTalk%2B20%2B-%2BSimple%2BCoreboard) to indicate what he wants to play with and to ask a friend to play with him. During snack time, Lashonda offers a simple communication device like a [Big Red](https://www.ablenetinc.com/big-red/) [Switch](https://www.ablenetinc.com/big-red/) so Jake can respond yes/no to offered snack items. |
| **Adaptations of Group Activities** | **Engaged Support for Learning**  Facilitation of Learning and Development   * Children’s active engagement | When reading a story during whole group time, Lashonda intentionally selects sensory items that can be explored through touch to increase engagement for all the children. Ricardo, a child who is blind, is assisted as Owen guides Ricardo’s hand over items to draw connections between the real object and the item in the story.  For example, when reading *Goodnight Moon*, Lashonda provides a box with items for Ricardo to explore such as mittens, socks, a stuffed bear, a comb, and a brush. |
| **Transitions between Activities** | **Emotional and Behavioral Support**  Teacher Sensitivity   * Awareness   Regard for Child Perspectives   * Flexibility * Support of independence Behavior Guidance * Proactive * Problem behavior   **Engaged Support for Learning**  Quality of Feedback   * Scaffolding * Encouragement and affirmation | Lashonda and Owen created and prominently display a visual schedule to remind all the children of the daily routine. When it is time to transition to snack, LaShonda observes that Miguel, a two year old with Down Syndrome, does not want to stop toy play to move to snack time. She walks him over to the visual schedule [visual directions](https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf).dule -the daily routine and points to snack time.  Lashonda offers Miguel the special cup that he uses during snack time, but he refuses to take it. Lashonda places the cup in his hand, and asks him to carry it to the snack table. She reminds him that when he gets his cup to the table, he gets his favorite drink poured into it. While he is moving toward the table, Lashonda states, “*Look at you carrying your cup to the table to get your favorite drink!”* |
| **Feedback** | **Emotional and Behavioral Support**  Teacher Sensitivity   * Awareness * Responsiveness Behavior Guidance * Supporting positive behavior   **Engaged Support for Learning**  Quality of Feedback   * Scaffolding * Providing information * Encouragement and affirmation | During outdoor play, Owen notices Tonya, a two year old with a developmental delay, trying to get on the bouncy horse piece of equipment. He goes to Tonya and says “*Wow, you are trying hard to get on the horse.*” He provides a suggestion, “*Step here* (while pointing where to put her foot) *and see if that helps.”*When Tonja gets on the horse, the teacher shares “*Look you did it! Have fun bouncing!*”  Check out the [IRIS | Page 6: Providing Positive Feedback (vanderbilt.edu)](https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q2/p06/#content) |
| **Family Professional Partnership** | No correlation with the Toddler CLASS | No example is provided because these ICP items are scored through interview and document review. |
| **Monitoring Children’s Learning** | No correlation with the Toddler CLASS | No example is provided because these ICP items are scored through interview and document review. |