

Inclusive Classroom Profile Observation, 3/12/15, 9:00AM – 10:45 AM

- Following adult/peer interactions and supports for 3 children
- **Highlights**
 - **Environment** – Ongoing changes throughout the year have resulted in a well-designed, accommodating and accessible environment. All children had access to the entire room throughout the morning. They are able to use all materials independently. Teachers monitor children’s use of environment, space and materials and support them when they are unable to. You consistently support children in accessing the environment and curriculum while also encouraging independence and exploration. The space is organized in a way that encourages all types of play, independence, exploration and other individual needs.



- **Adults’ guidance of children’s play** – Teachers spent the entire morning joining children during free play and guiding them through structured activities at the table. All children showed sustained play and were given choices throughout the morning to select their play and activities. All children were encouraged to join different kinds of play and adults monitored their activities and helped them become engaged most of the time when they were not. Activities were planned and purposeful, children received supports most of the time to remain engaged through prompts, modeling and a variety of choices. Some reflective questions to improve in this area might be:
 - *How can we sustain children’s play by joining them in their chosen play?*
 - *How can we extend children’s play through modeling, questioning and commenting on their play?*
 - *How can we individualize our support for children’s learning through play by addressing individual goals during child-led play?*



- **Membership** – Classroom provides all children with a sense of belonging and ownership of the classroom. All children’s work are displayed, along with pictures of all children. Materials, such as books, encourage learning about all the different ways children can look and learn.
- **Relationships between adults and children** – The morning was full of warm, positive and sustained relationships between adults and children. Adults show enjoyment while interacting with children and continually join them in play and conversation. Adults show interest and concern in all the children’s activities and respond with a warm affect. Children’s emotional needs are consistently met and no behavior challenges were observed.



- **Transitions between activities** – Transitions were smooth throughout the morning. All transitions were announced ahead of time and then explained and broken down into steps (“I’m going to give you your shirts to put, then we’re going to line up and go to the park”). During free play, children were reminded when clean up time would occur and what needed to be done. One child was asked to brush his teeth and told his work would remain uninterrupted while he did so. No children were observed to have any difficulties during transitions. Children were engaged with songs and movements while waiting to leave for the park.



- **Monitoring children’s learning** – The curriculum is clearly planned with children’s interests and needs in mind. Activities had purposes ranging from hands on opportunities to language building to social skill building. Children’s individual developmental needs were met most of the time through planned and unplanned activities. Some reflective questions to improve in this area might be:
 - *How can we collect information on a weekly basis on children’s progress in individual goals through observation/documentation?*
 - *How can we intentionally embed children’s individual goals into activities throughout the week?*



- **Next steps**

- **Adult involvement in peer interactions** – Most children were engaged with their peers and did not require any additional support. The activity involving the dot markers and passing them around was a wonderful idea to build social skills; however, the children at that activity would have benefited more from encouragements to communicate with their peers in asking for and offering materials, complimenting each other’s work and other peer interactions. Throughout the morning, the children observed needed more facilitation to engage with their peers. Their language delays prevent them from building meaningful relationships and interactions with their peers. One teacher on the floor during an animal play in the block area supported the individual child well, but missed opportunities to engage her in interactions with her peers. Another child at the aquarium activity table was able to engage with the activity but not communicate with his peers. Some reflective questions to improve in this area might be:
 - *What are some strategies to support children in initiating, reciprocating and sustaining interactions with their peers?*
 - *What kinds of modeling and prompts can we give children in supporting their interactions with peers?*
 - *How can we facilitate cooperative play and collaborative problem-solving between children with disabilities and their peers?*
- **Support for communication** – Noticeable improvements were observed in this area. Because this classroom has many children receiving SLP services and demonstrating language delays, it is important to give them as many opportunities as possible to express themselves verbally. During structured activities like circle time and table activities, most children observed did not participate or respond to questions.
 - *What are some ways they could participate during these activities?*
 - *What are some targeted times during the day when their communication can be supported so that they can participate in conversations and answering the same questions being asked to their peers?*

- **Adaptations of group activities** – during structured activities (circle time, small groups at tables), children were engaged and participated most of the time, except for one child who was unable to sustain his attention during circle. However, they did not participate in the same way other children were able to.
 - *What are some specific strategies that could be embedded into these activities to support the participation of these specific children?*
 - *What goals for these children could be addressed during circle time or small groups?*
- **Feedback** – the classroom is running very smoothly and children are naturally engaged by activities and materials available. Giving feedback that describes their positive behaviors and their ongoing efforts to produce, create, problem-solve will help them identify what they are doing well and the importance of effort, not product. Comments about their hard work and persistence will help build their confidence as well as their ability to keep trying with more challenging activities as they get older.
 - *When are some target times during the day when these types of feedback can be embedded into your conversations/observations of children’s play and efforts?*
 - *What are some comments that can be made around children’s work and persistence?*