

## Readiness Reflection Workbook

This Readiness Reflection Workbook includes the full list of reflection questions from Michigan's Implementation Guide to Preschool Inclusion. These questions are an opportunity for school personnel and Community Inclusion Teams to engage together in reflections and discussion.

### Indicator C1: Community Inclusion Team

Reflection Questions		Status			Reflect
1	<b>Representation:</b> Has your Community Inclusion Team determined which community partners are interested in participating, and needed to support high-quality inclusion? Is there representation from a diverse array of stakeholders including: parents, community-based preschool settings, providers, administrators, child care providers and others as determined appropriate?	Yes	Not Yet	Not Sure	Notes:
2	<b>Planning:</b> Has your Community Inclusion Team gathered interested parties to begin to formulate 2-5 concrete next steps and actions for each of the indicators represented within this guide?	Yes	Not Yet	Not Sure	Notes:
3	<b>Membership:</b> Has your Community Inclusion Team developed and maintained agreements with early childhood education (ECE) programs, health partners, and behavior support personnel to provide supports and services to children with disabilities in inclusive settings?	Yes	Not Yet	Not Sure	Notes:
4	<b>Vision and Plan:</b> Does your Community Inclusion Team have a written inclusion action plan with goals and objectives aligned with its vision/mission?	Yes	Not Yet	Not Sure	Notes:
5	<b>Ongoing:</b> Does your Community Inclusion Team meet regularly to address evidence of progress toward goals on the inclusion action plan?	Yes	Not Yet	Not Sure	Notes:
6	<b>Accountability:</b> Does your Community Inclusion Team report annually to families and the community on progress and accomplishments associated with the team's action plan?	Yes	Not Yet	Not Sure	Notes:
Is this indicator a priority for you at this time? If yes, what are the possible next steps?					
7	What will you do?				
8	Who is responsible?				
9	By when will it be done?				

## Indicator C2: Vision

Reflection Questions		Status			Reflect
1	<b>Development:</b> Has your program/school developed a shared vision statement that promotes a culture and climate to support high-quality inclusion?	Yes	Not Yet	Not Sure	Notes:
2	<b>Alignment:</b> Has your program/school used its shared vision statement to guide the development and use of policies and procedures that support inclusion?	Yes	Not Yet	Not Sure	Notes:
3	<b>Alignment:</b> Has the district and associated team members taken steps to address policies, systems, and beliefs that are a hindrance to equity?	Yes	Not Yet	Not Sure	Notes:
4	<b>Membership:</b> Has your program/school worked to ensure that personnel can articulate and explain the vision regarding inclusion of children with disabilities and their families?	Yes	Not Yet	Not Sure	Notes:
5	<b>Awareness:</b> Has your program/school shared the vision's message about inclusion for children with disabilities in public awareness information and program materials?	Yes	Not Yet	Not Sure	Notes:
Is this indicator a priority for you at this time? If yes, what are the possible next steps?					
6	What will you do?				
7	Who is responsible?				
8	By when will it be done?				

### Indicator C3: Family Engagement and Partnerships

Reflection Questions		Status			Reflect
1	<b>Representation:</b> Does your district have a Community Inclusion Team (CIT) which includes representation from families who have and families who do not have children with disabilities?	Yes	Not Yet	Not Sure	Notes:
2	<b>Membership:</b> As part of the Community Inclusion Team (CIT), are family representatives provided with frequent opportunities to participate and share their perspectives in meaningful ways?	Yes	Not Yet	Not Sure	Notes:
3	<b>Inclusive:</b> Do you have measures for inviting feedback from families broadly and regularly?	Yes	Not Yet	Not Sure	Notes:
4	<b>Responsive:</b> Are your district measures for inviting family feedback varied in approach, as well as culturally and linguistically informed?	Yes	Not Yet	Not Sure	Notes:
5	<b>Importance:</b> Does your district have a process for reviewing and incorporating family voice and perspective?	Yes	Not Yet	Not Sure	Notes:
Is this indicator a priority for you at this time? If yes, what are the possible next steps?					
6	What will you do?				
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8	By when will it be done?				

## Indicator C4: Awareness and Commitment

Reflection Questions		Status			Reflect
1	<b>Awareness:</b> Has your program/school gathered and examined information on the attitudes and beliefs of personnel, families, and the community about high-quality inclusion and provided opportunities for the identification of barriers and solutions?	Yes	Not Yet	Not Sure	Notes:
2	<b>Commitment:</b> Has your program/school ensured all personnel can articulate and demonstrate their <i>commitment</i> to high-quality inclusion?	Yes	Not Yet	Not Sure	Notes:
3	<b>Importance:</b> Has your program/school ensured all personnel can articulate and demonstrate their <i>knowledge</i> of the benefits and legal foundations of high-quality inclusion?	Yes	Not Yet	Not Sure	Notes:
4	<b>Importance:</b> Has your program/school created a safe space to learn about implementing inclusion? Does your program create a culture where staff can talk candidly about what implementation looks like beyond stated beliefs, and where attitudinal barriers and frustrations can be discussed as educators learn?	Yes	Not Yet	Not Sure	Notes:
5	<b>Responsive:</b> Has your program/school worked to provide regular and consistent opportunities for personnel, families, and the community to share information about their inclusion experiences?	Yes	Not Yet	Not Sure	Notes:
Is this indicator a priority for you at this time? If yes, what are the possible next steps?					
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## Indicator C5: Policies and Procedures

Reflection Questions		Status			Reflect
1	<b>Representation:</b> Does your program/school provide opportunities for parents and personnel to offer ideas for improvements to policies and procedures?	Yes	Not Yet	Not Sure	Notes:
2	<b>Rules and Laws:</b> Does your program/school implement policies and procedures that comply with federal and state legal requirements regarding services to children with disabilities and their families?	Yes	Not Yet	Not Sure	Notes:
3	<b>Membership:</b> Does your program/school implement policies and procedures for recruiting and enrolling children with disabilities?	Yes	Not Yet	Not Sure	Notes:
4	<b>Evidence-Based:</b> Does your program/school implement policies and procedures that support the high-fidelity use of evidence-based practices with children with disabilities and their families?	Yes	Not Yet	Not Sure	Notes:
5	<b>Evaluation:</b> Does your program/school implement policies and procedures for data collection to guide program evaluation and improvement?	Yes	Not Yet	Not Sure	Notes:
6	<b>Iterative:</b> Does your program/school review and update program policies and procedures?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C6: Fiscal Resources

Reflection Questions		Status			Reflect
1	<b>Collaboration:</b> Has your program/school developed collaborative agreements to efficiently and effectively cost share and braid funding to provide services in high-quality inclusive settings?	Yes	Not Yet	Not Sure	Notes:
2	<b>Budget:</b> Has your program/school developed a budget for needed staffing, training, and coaching to support high-quality inclusion?	Yes	Not Yet	Not Sure	Notes:
3	<b>Systems:</b> Has your program/school planned for, monitored, and evaluated the effective use of fiscal, personnel, and other resources to support high-quality inclusion practices?	Yes	Not Yet	Not Sure	Notes:
4	<b>Infrastructure:</b> Does your program/school have what will be needed in the long term to sustain the effort, including time and support?	Yes	Not Yet	Not Sure	Notes:
5	<b>Coordination:</b> Is existing funding being used or leveraged in a coordinated way to support this work?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C7: Personnel Policies and Structures

Reflection Questions		Status			Reflect
1	<b>Collaboration:</b> Does your program/school implement policies and procedures to support collaboration among program and specialized services personnel during the daily routines of children with disabilities?	Yes	Not Yet	Not Sure	Notes:
2	<b>Hiring/Onboarding:</b> Has your program/school identified personnel to coordinate services for families and children with disabilities? Are there staff that would need to be hired or contracted?	Yes	Not Yet	Not Sure	Notes:
3	<b>Coordination:</b> Does your program/school implement policies and procedures to ensure the program and specialized services personnel work together to embed services in natural environments and daily routines and maximize learning from one another?	Yes	Not Yet	Not Sure	Notes:
4	<b>Responsive:</b> Has your program/school identified personnel to connect families to services and assist with navigation?	Yes	Not Yet	Not Sure	Notes:
5	<b>Implementation:</b> Does your program/school implement policies and procedures to ensure personnel have access to specialized supports and resources needed to address individualized child and family strengths and needs?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C8: Collaborative Teaming

Reflection Questions		Status			Reflect
1	<b>Capacity:</b> Does your program/school have an appropriate staffing structure to ensure early intervention, special education, and related services across a variety of settings and locations?	Yes	Not Yet	Not Sure	Notes:
2	<b>Capacity:</b> Can your providers support program personnel in using evidence-based inclusion practices and embedded services to meet the needs of children with disabilities and their families?	Yes	Not Yet	Not Sure	Notes:
3	<b>Scheduling:</b> Has your program/school established staffing structures and flexible scheduling to allow personnel time to meet, plan, and problem solve?	Yes	Not Yet	Not Sure	Notes:
4	<b>Representation:</b> Do you have all the necessary people at the table? Are all key stakeholders invited/involved in collaborative teaming process/structure/planning/ etc.	Yes	Not Yet	Not Sure	Notes:
5	<b>Responsive:</b> Do the staff at your program/school regularly review and assess the effectiveness of teaming practices?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C9: Specialized Technical Assistance and Consultative Services

Reflection Questions		Status			Reflect
1	<b>Support:</b> Does the program/school make personnel aware of available state and local technical assistance and support?	Yes	Not Yet	Not Sure	Notes:
2	<b>Needs:</b> Does the program/school gather information from personnel regarding additional technical assistance and consultative services needed?	Yes	Not Yet	Not Sure	Notes:
3	<b>Inclusive:</b> Does the program/school develop a plan to access available technical assistance and consultative services?	Yes	Not Yet	Not Sure	Notes:
4	<b>Responsive:</b> Does the program/school communicate the need for additional supports to the Community Inclusion Team and/or state as appropriate?	Yes	Not Yet	Not Sure	Notes:
5	<b>Importance:</b> Has the district/school established a plan for all program personnel to collaborate, plan, and problem-solve with specialized services personnel?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C10: Program Supports for Professional Development

Reflection Questions		Status			Reflect
1	<b>Assessment:</b> Does the program/school systematically assess personnel strengths and needs related to high-fidelity use of high-quality inclusion practices?	Yes	Not Yet	Not Sure	Notes:
2	<b>Support:</b> Does the program/school implement the necessary supports for use of high-quality inclusion practices, such as practice-based coaching and mentoring for personnel and administrators?	Yes	Not Yet	Not Sure	Notes:
3	<b>Inclusive:</b> Does the program/school identify and support personnel responsible for facilitating practice-based coaching and mentoring?	Yes	Not Yet	Not Sure	Notes:
4	<b>Learning:</b> Does the program/school provide professional development opportunities for personnel on coaching, evidence-based inclusion practices, and embedding specialized services?	Yes	Not Yet	Not Sure	Notes:
5	<b>Importance:</b> Does the school/program provide release time and resources necessary for personnel, including administrators, to engage in meaningful, on-going, and evidence-based professional development and coaching?	Yes	Not Yet	Not Sure	Notes:
6	<b>Evaluation:</b> Does the program/school evaluate the effectiveness of professional development and its impact on the adoption and use of evidence-based inclusion practices?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C11: Curriculum

Reflection Questions		Status			Reflect
1	<b>Representation:</b> Is a high-quality general education curriculum currently being used? Is it being used to fidelity?	Yes	Not Yet	Not Sure	Notes:
2	<b>Adoption:</b> Have curriculum resources been selected for use by the district? Have research and studies for who and where evidence has been demonstrated (population, geographic, etc.) been reviewed to inform approaches?	Yes	Not Yet	Not Sure	Notes:
3	<b>Inclusive:</b> Does the program/school implement a curriculum that is adaptable to the strengths and needs of children with disabilities?	Yes	Not Yet	Not Sure	Notes:
4	<b>Responsive:</b> Does the program/school train personnel on how to make adaptations, accommodations, and modifications to the curriculum in order to meet the needs of children with disabilities?	Yes	Not Yet	Not Sure	Notes:
5	<b>Importance:</b> Does the program/school ensure personnel have a strong understanding of the principles of universal design for learning as a framework for flexible and accessible instructional practices, materials, and environments?	Yes	Not Yet	Not Sure	Notes:
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## Indicator C12: Data Collection and Use

Reflection Questions		Status			Reflect
1	<b>Analysis:</b> Does your district/program have systems in place to evaluate the data and determine what makes sense, what doesn't, and where additional information may be needed?	Yes	Not Yet	Not Sure	Notes:
2	<b>Action Planning:</b> Does your district/program have an action plan for preschool inclusion that is based on measurable data?	Yes	Not Yet	Not Sure	Notes:
3	<b>Collection and Review:</b> Does your district/program have a clear process for gathering and reporting high-quality data?	Yes	Not Yet	Not Sure	Notes:
4	<b>Placement Data:</b> Does your district/program have a way of accurately collecting and analyzing data regarding preschool environments, including the inclusive slots used and needed?	Yes	Not Yet	Not Sure	Notes:
5	<b>Practices:</b> Does your district/program have a data-based method of measuring and improving the use of evidence-based teaching practices within inclusive settings?	Yes	Not Yet	Not Sure	Notes:
6	<b>People:</b> Does your district/program have a way of gathering qualitative data from families and providers regarding their perceptions and needs?	Yes	Not Yet	Not Sure	Notes:
Is this indicator a priority for you at this time? If yes, what are the possible next steps?					
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