

ICC Checklist

CHILD CARE PROGRAM INFORMATION

CHILDCARE PROGRAM NAME: _____

PROGRAM ID: _____

CHILDCARE ROOM NAME: _____

OF CHILDREN: _____

OF CHILDREN WITH EXTRA SUPPORT NEEDS: _____

OF STAFF: _____

OBSERVATION AREA

INDICATOR

<p>1</p> <p>Schedules, Routines & Activities</p>	<p>1.1 Visual cues and schedules posted at child's level</p> <p>1.2 Refer to and review the visual schedule with children throughout the day (e.g., time to change activities, transitions, etc.)</p> <p>1.3 Incorporate a variety of materials based on children's interest and abilities</p> <p>1.4 Directions are simple, short and specific</p> <p>1.5 There are an appropriate amount of materials available and accessible to the children</p> <p>1.6 Individualize strategies for children who require extra support in daily routine</p>
<p>2</p> <p>Transitions</p>	<p>2.1 Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity</p> <p>2.2 Provide effective whole-class warning or cues prior to transitions</p> <p>2.3 Teach the specific steps and expectations for transitions</p> <p>2.4 Provide individual support to children who have difficulty transitioning (e.g., intentional teaching transitions, as needed)</p>
<p>3</p> <p>Behaviour Expectations</p>	<p>3.1 Posted behavior expectations or guidelines that are positively stated, limited in number (3-5) and posted with visual representation</p> <p>3.2 Phrase directions as statements; tell children what to do rather than what not to do (does this link back to the posted behaviour expectations)</p> <p>3.3 Children are reminded of expectations throughout the day (e.g. during large or small group activities, transitions, etc.)</p> <p>3.4 Provides individualized instruction or reminders of behavior expectations to individual children during planned or small group activities (e.g., modeling, visuals, commenting or gestures, etc.)</p>
<p>4</p> <p>Children's Engagement</p>	<p>4.1 Join children's play and support and expand their interactions with peers</p> <p>4.2 Engage in strategies to facilitate play</p> <p>4.3 Model and label appropriate peer interactions skills with children and other adults</p> <p>4.4 Classroom and materials are set up to encourage social interactions and communication between children</p> <p>4.5 Teach or prompt children how to initiate and respond to their peers</p> <p>4.6 Support sharing and turn taking through demonstration and facilitation (e.g., offering language, mediating, modelling, etc.)</p> <p>4.7 Setting children up for success by using materials specific to individual needs (e.g., fidget toys, facilitating social interactions, ensuring defined spaces, etc.)</p>
<p>5</p> <p>Responsive Relationships</p>	<p>5.1 Create a classroom that is a place that children and families want to be and feel a sense of belonging (e.g., reflect children's home and culture, welcoming and safe, etc.)</p> <p>5.2 Use a calm, positive and supportive tone of voice</p> <p>5.3 Use positive descriptive feedback for children's skills, behaviours, participation and activities</p> <p>5.4 Reflect and expand on children's verbal and nonverbal communication (engage in 3 to 4 serve and return interactions)</p> <p>5.5 Call children by their names throughout the day (more than twice)</p> <p>5.6 Communicate with children at their eye level</p>
<p>6</p> <p>Social and Emotional Learning</p>	<p>6.1 There is a quiet area for children to calm their bodies</p> <p>6.2 Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding and how others might be feeling</p> <p>6.3 Guide, support and teach children in using strategies to calm their bodies as needed</p> <p>6.4 Model and label own emotions and appropriate ways to express emotions</p> <p>6.5 Facilitate children in exploring solutions to problems</p> <p>6.6 Individualize problem solving support through use of strategies including using visuals</p>
<p>7</p> <p>Collaborative Teaming</p>	<p>7.1 There is consistency in communication among the staff to support a cohesive environment</p> <p>7.2 The room runs smoothly with all adults appearing to know what they are supposed to be doing</p> <p>7.3 Almost all interactions between adults are related to children or activities</p> <p>7.4 There is evidence that roles are shared among team members (all adults provide instructions at some point)</p> <p>7.5 Adults give positive feedback to each other about something that is going well with a child or in the classroom</p>

ICC Program Focused Observation Questions

PROGRAM STAFF INFORMATION

STAFF NAME: _____

CERTIFICATION LEVEL: _____

EDUCATION: _____

YEARS OF EXPERIENCE: _____

PROGRAM STAFF INTERVIEW

How long have you worked in the program and/or room?

What are you worried about (e.g., challenges, barriers, other staff, children, etc.)

What's going well? (In the past when you have experienced similar situations, how did you overcome it?)

What would success look like for the program, staff, children and families?

What would you like to know more about?

What is the program's inclusion policy?
