

## Mainstream Preschool Placement Evaluation for Children with Hearing Loss

### BASIC INFORMATION

|                |  |
|----------------|--|
| Program Name   |  |
| Address        |  |
| Phone Number   |  |
| Website        |  |
| Contact Person |  |
| Title/Role     |  |
| NOTES          |  |

### DEMOGRAPHIC INFORMATION

|   |  |
|---|--|
| Total number of students  |  |
| Ages served   |  |
| Total number of Students with disabilities  |  |
| <b>Maximum</b> student:teacher ratio  |  |
| <b>Average</b> student:teacher ratio  |  |
| Program schedule (days or hours/week)   |  |
| Before- and after-care options (if needed)  |  |
| Tuition   |  |
| Program accreditation (NAEYC – National Association for the Education of Young Children, Montessori, Reggio Emilia, etc.) |  |
| Program type (public, private, parochial, etc.)   |  |

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POLICIES

|                                   |  |
|-----------------------------------|--|
| Staff background checks           |  |
| Child abuse prevention            |  |
| Non-discrimination                |  |
| Discipline                        |  |
| Allergies/ food brought from home |  |
| Toilet Training                   |  |

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PHYSICAL FACILITY

| <b>Classrooms have...</b>  |            |           |              |
|--|------------|-----------|--------------|
|  | <b>YES</b> | <b>NO</b> | <b>NOTES</b> |
| Adequate space   |            |           |              |
| Minimal noise (no loud ventilation systems, not located near a busy road, classrooms not separated by temporary divider walls, etc.)   |            |           |              |
| Acoustical Treatment (windows with curtains, carpeted floor or tiled floor with many rugs, acoustic ceiling and wall treatments, etc.) |            |           |              |
| Adequate Lighting  |            |           |              |
| Adequate space and equipment for gross and fine motor activities   |            |           |              |
| Non-static playground equipment (metal and wood, not plastic)  |            |           |              |

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PERSONNEL

| The administration...  |     |    |   |
|--|-----|----|---|
|  | YES | NO | NOTES   |
| Is assigned directly to this program on a full-time basis                              |     |    |   |
| Has degree(s) and professional certification in early childhood education              |     |    | <i>What is this person's degree and length of experience?</i>   |
| Has the authority to make student and staff assignments                                |     |    | <i>Will the administrator place my child in a class/with a teacher to best fit his needs?</i>   |
| Establishes and maintains a good working relationship with outside professionals       |     |    | <i>Will the administrator allow and encourage relationships between the program's staff and the other professionals on my child's team?</i> |
| Has protocols in place for continuous quality improvement of the program and its staff |     |    | <i>Continuing education, staff development, etc.</i>  |

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|  |  |  |   |
|--|--|--|---|
|  |  |  |   |
| Seems genuinely receptive to my child's inclusion in the program |  |  | <i>Will the administrator(s) support classroom teachers by allowing them time to observe my child or interact with other professionals on my child's team? Will the administration partner with me to ensure that my child's needs are met? Is my child seen as a positive addition to the program or a burden?</i> |

| <b>The teachers...</b>   |            |           |   |
|--|------------|-----------|---|
|  | <b>YES</b> | <b>NO</b> | <b>NOTES</b>  |
| Have degree(s) and professional certification in early childhood education                                     |            |           | <i>What is the average teacher's degree and length of experience?</i>                     |
| Are able to accommodate the needs of students with disabilities  |            |           | <i>Has the teacher had students with disabilities in an inclusion classroom before?</i>   |
| Work cooperatively with other staff members and outside professionals to assess and teach each child as a team |            |           |   |
| Are committed to professional growth and   |            |           | <i>Continuing education, presentations at local, state, or national conventions, etc.</i> |

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|  |  |  |   |
|--|--|--|---|
| development  |  |  |   |
| Are knowledgeable about the curricula and teaching methods       |  |  |   |
| Seems genuinely receptive to my child's inclusion in the program |  |  | <i>Are teachers receptive to observing or meeting with the other professionals on my child's team? Will teachers commit to creating an inclusive classroom environment and using assistive listening devices (if applicable)?</i> |

OTHER STAFF

|   |   |
|---|---|
| Professional staff (Speech-Language Pathologists, Occupational Therapists, Learning Specialists, Counselors, Music teacher, etc.) |   |
| Support staff (aides, custodial, etc.)  | <i>If aides are used in classrooms, what is their training or certification? What is their role in the classroom?</i> |

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SCHOOL-HOME PARTNERSHIP

|  |  |
|--|--|
| Provides daily or weekly communication between home and school                           |  |
| Willing to provide parents/outside therapist with weekly unit plans and curriculum goals |  |
| Opportunities for parents to observe or assist in the classroom                          |  |

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CURRICULUM AND ASSESSMENT

|   |  |
|---|--|
| Name(s) of curriculum/curricula used      |  |
| Name(s) of evaluation tool(s) used        |  |
| Frequency of evaluations/progress reports |  |

| Classroom instruction...  | YES | NO | NOTES   |
|---|-----|----|---|
| Includes abundant exposure to books   |     |    |   |
| Features opportunities for children to communicate with adults and with peers |     |    |   |
| Consists of predictable daily routines  |     |    |   |
| Incorporates music, nursery rhymes, and fingerplays                           |     |    |   |
| Is active, with many opportunities for children to participate                |     |    |   |
| Is balanced between seat work and active play                                 |     |    |   |
| Is structured to allow all students a chance to participate                   |     |    | <i>Do teachers make sure each child has opportunities to speak, or only those who talk the most or volunteer to</i> |

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|   |            |           |                     |
|---|------------|-----------|---------------------|
|   |            |           | <i>participate?</i> |
| Provides multiple exposures to new vocabulary and concepts                    |            |           |                     |
| Is developmentally appropriate for the child's age/ level of functioning      |            |           |                     |
|   |            |           |                     |
| <b>The classroom teacher...</b>   |            |           |                     |
|   | <b>YES</b> | <b>NO</b> | <b>NOTES</b>        |
| Speaks clearly and enunciates well  |            |           |                     |
| Provides rich, descriptive language at a level that grows students' abilities |            |           |                     |
| Manages students' behavior to create an orderly learning environment          |            |           |                     |
| Responds to students' needs   |            |           |                     |
| Uses, or is willing to use, a classroom amplification device, at all times    |            |           |                     |
|   |            |           |                     |