

TEACHER CONFIDENCE IN HELPING WITH CHILD FUNCTIONING IN ROUTINES AND MANAGING INCLUSION (T-CON)

Child's Name: _____

Date: _____

Person Completing This Form: _____

Center: _____

PART I: To what extent are you confident you know **how to help this child** with the following activities? CIRCLE THE ANSWER THAT BEST REPRESENTS YOUR OPINION.

Functioning	I'm not very sure how to help the child with this	I have some idea about how to help the child with this	I mostly know how to help the child with this	I am fully confident I know how to help the child with this
<i>Mealtimes</i>				
Participate	1	2	3	4
Be independent	1	2	3	4
Communicate	1	2	3	4
Behave appropriately	1	2	3	4
<i>Free play/centers time</i>				
Participate	1	2	3	4
Be independent	1	2	3	4
Communicate	1	2	3	4
Behave appropriately	1	2	3	4
<i>Outside time</i>				
Participate	1	2	3	4
Be independent	1	2	3	4
Communicate	1	2	3	4
Behave appropriately	1	2	3	4

Toileting time				
Participate	1	2	3	4
Be independent	1	2	3	4
Communicate	1	2	3	4
Behave appropriately	1	2	3	4
Adult-led activities				
Participate	1	2	3	4
Be independent	1	2	3	4
Communicate	1	2	3	4
Behave appropriately	1	2	3	4

PART II: To what extent are you confident you know **how to help** with the following aspects of managing inclusion?

Inclusion Practices	I'm not very sure about this	I have some idea about this	I mostly know about this	I am fully confident I about this
Intervention planning				
Reporting the child's engagement during development of the plan	1	2	3	4
Reporting what children are expected to do during each routine/activity	1	2	3	4
Identifying child's strengths and needs during each routine/activity	1	2	3	4

Inclusion Practices	I'm not very sure about this	I have some idea about this	I mostly know about this	I am fully confident I about this
<i>Working with the family</i>				
Finding out what the family's priorities are	1	2	3	4
Communicating positive things to the family	1	2	3	4
Keeping the family informed	1	2	3	4
Providing information to the family to help with their needs & priorities	1	2	3	4
Taking time to communicate with the family	1	2	3	4

Inclusion Practices	I'm not very sure about this	I have some idea about this	I mostly know about this	I am fully confident I about this
<i>Classroom organization</i>				
Organizing the room with clear zones	1	2	3	4
Scheduling each adult during each routine/activity (i.e., columns)	1	2	3	4
Ensuring adults defend their zones	1	2	3	4
Helping all adults lead activities	1	2	3	4
Ensuring someone is on the set-up role in each routine/activity	1	2	3	4
Managing transitions without unnecessary waiting by children	1	2	3	4
<i>Intervention/Instruction</i>				
Using incidental teaching to embed interventions	1	2	3	4
Using prompting strategies to elicit new levels of skills	1	2	3	4
Using <i>sit & watch</i> to teach appropriate behavior	1	2	3	4

Inclusion Practices	I'm not very sure about this	I have some idea about this	I mostly know about this	I am fully confident I about this
<i>Collaborative consultation to classrooms</i>				
Communicating with specialist during visit	1	2	3	4
Welcoming specialist to participate in ongoing routines/activities	1	2	3	4
Letting specialist know your needs	1	2	3	4
Collaborating on identification of strategies	1	2	3	4

Subtotal Scores

Part I. Routines (average 4 scores within each routine)	M (average)	SD (standard deviation)	Domains of EISR¹ (average scores for domain across routines)	M (average)	SD (standard deviation)
Mealtimes			Participate		
Free play/centers			Be independent		
Outside time			Communicate		
Toileting time			Behave approp.		
Adult-led					

¹ Engagement, independence, and social relationships

Part II. Inclusion Practices (average scores within each component)	<i>M</i> (average)	<i>SD</i> (standard deviation)		<i>M</i> (average)	<i>SD</i> (standard deviation)
Classroom organization			Working with the family		
Material support			Intervention/Instruction		
Collaborative consultation					
Part I Total (average all items in Part I)			Part II Total (average all items in Part II)		
Grand Total (average all items)					

October 2021