



CLASS® Observations in Early Childhood Settings Young Children with Disabilities

Introduction

This document serves as a reference for observers preparing to conduct CLASS® observations in classrooms that support young children with disabilities. The resources within this document are intended to help observers and program staff deepen their understanding of how young children with disabilities communicate, learn, and grow. This resource will provide the observer with strategies to best prepare for observations in classrooms serving children with disabilities.

Teachstone Guidance Documents

The following documents have been created by Teachstone to support young children with disabilities:

Document	Topics Covered
Excerpts from the Course - CLASS® Observation Support: Settings Serving Children with Disabilities	<ul style="list-style-type: none">● What do we mean when we say “Children with Disabilities?”● What does the CLASS tool measure?● Examples of how CLASS measures interactions that align with research based practice for supporting young children with disabilities.
Recommendations for CLASS® Observers	<ul style="list-style-type: none">● Characteristics of settings serving young children with disabilities● Recommendations for observing in setting serving children with disabilities<ul style="list-style-type: none">○ Before the observation○ Upon arrival○ During the observation

For more information, visit the [Teachstone Guidance Resources](#) webpage.