

Project CHOICES
Inclusive Practices Reflection Tool
 Assessing and Planning LRE/EE Support in Schools

School: _____
 District: _____ City: _____ Date: _____
 Completed as: Individual Consensus (Group is representative of key stakeholders in your building – see below)

Indicate position of individual completing tool OR In the case of consensus: which group was represented & how many from each group

General Educator _____
 Special Educator _____
 Parent _____
 Administrator _____
 Support/Other _____

Descriptors of Current Status

In Place = This occurs 76%-100% of the time
 Partially in Place = This occurs 26%-75% of the time
 Not in Place = This occurs 0%-25% of the time
 I don't know

Current Status				School-Wide Settings	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
				School-wide is defined as involving all students, all staff and all settings.			
				1. Students with IEPs have academic goals that are aligned with the Illinois Learning Standards/ Early Learning Standards. T-1 <hr/> <i>In Place:</i> Teachers can identify goals for students with disabilities in their class that are aligned with specific curricular area standards. <hr/> <i>Not In Place:</i> IEP goals do not reflect alignment with the Illinois Learning/Early Learning Standards.			
				2. Elementary Schools: All of the child's instructional personnel, related services, community, and family supports are present for transitional meetings from early childhood to K-12 environments. T-1 <hr/> <i>In Place:</i> A formal process for transition planning from early childhood to kindergarten is completed by a team which includes parents, early childhood staff a kindergarten teacher and administrator from the school the child would attend if s/he did not have a disability. Services and supports that will allow the child to move to kindergarten are fully described within the IEP/IFSP. <hr/> <i>Not In Place:</i> Special education coordinators represent the district when children are transitioning and people at the table are primarily special education. Children are considered for kindergarten placement if they have acquired certain minimal social and academic skills. No kindergarten teacher or administrator is involved unless the early childhood staff has determined the child can go there.			
				3. Elementary Schools: When children leave early childhood services, the first placement is general education Kindergarten in the home school. T-1 <hr/> <i>In Place:</i> A formal procedure is in place for transitioning children from early childhood. A kindergarten teacher is a member of the transition team. All children are prepared to enter kindergarten with supports and aids. <hr/> <i>Not in Place:</i> There is little or no formal collaboration between early childhood staff and general education staff. A large percentage of children transition into special education classrooms from early childhood services.			
				4. Secondary Schools: Partnerships exist between the school and agencies that provide post high school supports and services that ensure collaboration to foster transition. T-5 <hr/> <i>In Place:</i> School has formal agreements with businesses and community providers. Agencies that support people with disabilities and the school collaborate by making referrals at age 16 to adult service providers, inviting them to student meetings and keeping open lines of communication open. These agencies could include the Office of Rehabilitation Services, local service coordination agencies or local advocacy organizations. <hr/> <i>Not In Place:</i> School is unsure of agencies in the community that support people with disabilities. Only one agency is invited to meetings and other agencies are not.			
				5. Secondary Schools: Decisions regarding graduation are made prior to freshman year so that students can pursue appropriate courses. T-1 <hr/> <i>In Place:</i> The decision to award a standard diploma is considered when a student with an IEP is entering high school. Collaboration is ongoing between special educators, general educators and counselors regarding opportunities for students with IEPs to receive appropriate credits for a standard diploma. <hr/> <i>Not In Place:</i> Graduation with full credits is not considered for many students with IEPs. Parents are unaware of the option for earning credits based on the IEP.			

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				School-wide is defined as involving all students, all staff and all settings.			
				6. IEPs contain intervention techniques and/or accommodations to address unique learning needs that enable students to benefit in the general education setting. T-3 <hr/> <i>In Place:</i> Intervention techniques include learning strategies, visual and communication systems, curricular modifications, positive behavior interventions, and appropriate people supports. These techniques and modifications are individualized for each student and assist the student in the general education environment. <i>Not In Place:</i> Cookie cutter modifications on all IEPs. IEPs identify strategies that exclude a student from participating in general education. Few ideas are generated for accommodating students with IEPs in general education.			
				7. All students are assigned to general education classrooms and are treated by all staff as full participating members of the general education community; Labels are not used to separate or categorize students. T-1,2 <hr/> <i>In Place:</i> Students with IEPs are included in a general education homeroom and all class lists. Student's with IEPs begin their day in general education classrooms and are afforded all of the amenities and privileges of other students in the class. <i>Not In Place:</i> The student is a visitor to the general education classroom and is counted as part of the special education classroom for attendance, lunch, etc.			
				8. Natural proportions are maintained. Students with disabilities attend their home school. The number of students with disabilities reflects the percentage of students with disabilities in the community. T-1 <hr/> <i>In Place:</i> The number of students with disabilities in the school is in natural proportion to the number of students without disabilities. This proportion usually is about 10-15 percent of the student population. This natural proportion is similar in the community at large. <i>Not In Place:</i> Students with IEPs are clustered in one or two classrooms, or clustered in certain buildings disrupting natural proportions			
				9. Specialized personnel are supporting all students in the general education classroom with limited pull out service. T-1 <hr/> <i>In Place:</i> Special educators are consistently consulting, planning, co-teaching and supporting in the general education classroom. <i>Not In Place:</i> Students with IEPs are pulled from general education classes (i.e. picked up by the special education teacher, peers, or sent out by the general education teacher) to receive alternate instruction in the special education classroom. Co-planning and/or consulting consists of making reactive accommodations to the general education teachers' lesson plans			
				10. Students with IEPs attend the school/ preschool/daycare setting they would attend if they didn't have a disability. T-2 <hr/> <i>In Place:</i> Students attend the neighborhood school/ home school/preschool/daycare where their friends, neighbors and siblings attend school. <i>Not In Place:</i> Students are bussed or sent to other schools based on the need for special education services.			
				11. Teaming and co-planning meetings use data and are regularly scheduled, organized and goal oriented, with formal written agendas and minutes. T-1,6 <hr/> <i>In Place:</i> Subject level/grade level teams meet regularly. There is a written agenda and outcomes to address the stated goal. Participants leave the meeting with a clear understanding of what is going to be done within the given timeframe and who is going to do it. The agenda minutes are accessible to all relevant staff. Specialized personnel regularly meet with subject/grade level teams to identify outcomes by unit and plan for support for students with disabilities. <i>Not In Place:</i> Team meetings or co-planning sessions are not scheduled or are disorganized and seldom have an overt and shared goal. Members leave the meeting without a firm grasp of the resolution or outcomes decided.			

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				12. Professional Development occurs in a variety of ways and is consistent with priorities for developing an inclusive school. T-6 <hr/> <i>In Place:</i> All staff are involved in planning professional development. The professional development is multifaceted (i.e. action research, learning groups around printed material, web searches, etc.) There is evidence of classroom application and long term planning. <hr/> <i>Not In Place:</i> Episodic workshops, in-services and institutes where participants gather data without processing and applying the data gathered to their classrooms and instructional practices.			
				13. School has a vision and philosophy statement that all students can learn and belong in the mainstream of school and community life. T-2 <hr/> <i>In Place:</i> Inclusion and diversity are valued and are not an experiment to be tested. Services are based on need rather than labels. The vision statement is concise and is posted throughout the building. Staff know the statement and can explain it to parents and other visitors. <hr/> <i>Not In Place:</i> Inclusion is an activity for some students rather than a commitment to all students.			
				14. School can be described as encouraging interdependence and support networks among the students and staff. T-2 <hr/> <i>In Place:</i> School wide plans and procedures that value diversity are in place and are implemented. Training is provided to staff and students in the use of such things as cooperative learning, anti-bullying, circle of friends, peer tutoring, etc. <hr/> <i>Not In Place:</i> Students with disabilities are in general education with no to little support other than an aide.			
				15. School/District Administrative Leadership support inclusive practices. T-1,3,4,6 <hr/> <i>In Place:</i> This system supports collaborative planning, co-teaching, and student participation in all aspects of the school community. Resources are combined for a unified system. Personnel, curriculum and instructional practices from special and general education teachers are provided to insure educational experiences that meet diverse student needs. <hr/> <i>Not In Place:</i> Two systems of education are maintained where students are labeled, sorted and separated to meet educational needs.			
				16. School/District Administrative Leadership is grounded in data and research. T-4,6 <hr/> <i>In Place:</i> School/District has a system in place for identifying and collecting needed data. A school-wide problem solving team uses data based decision making processes. <hr/> <i>Not In Place:</i> Students with disabilities need to look like and act like their non-disabled peers in order to participate in general education classes and the school community.			
				17. School-wide problem solving teams have regularly scheduled meetings. T-4 <hr/> <i>In Place:</i> School wide problem solving teams are structured and include general education and special education staff. Teams have a regular schedule for meetings, an agenda is developed with input, and meetings are held to time allotted. <hr/> <i>Not in Place:</i> Meetings are informal, inconsistent and without a specific agenda or timeline.			
				18. School-wide problem solving teams use data for ongoing decisions that support and facilitate the participation of students with disabilities in general education classrooms. T-1,2,4,5 <hr/> <i>In Place:</i> Decisions about when and how to gather data are agreed by all staff on behalf of each student at the beginning of the year. Data is then brought to team meetings and considered when planning and problem solving for the participation and progress of students. <hr/> <i>Not in Place:</i> Many student goals identify "teacher observation" as the only measure of student progress. Data is not collected and/or is not available or used in ongoing decision making for students.			

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				<p>19. Partnerships exist with Parents/Guardians/Family to ensure collaboration on implementation of effective inclusive practices. T-5</p> <p><i>In Place:</i> School or district involves parents in the school improvement planning process and consistently seeks feedback from families about special education services for their child with an IEP (i.e.: follow up interviews, surveys, etc.)</p> <p><i>Not In Place:</i> Feedback from families is not sought consistently. Feedback from families is usually in response to complaints.</p>			
				<p>20. There is a venue to inform families and the community about inclusive practices and the benefits for ALL students. T-5</p> <p><i>In Place:</i> The school or district has a strategy to keep all families informed of special education services and inclusive practices that are implemented. The benefits of these practices are also communicated. This could be through regular PTO/PTA meetings or an advisory committee at the school or district level.</p> <p><i>Not In Place:</i> Families of students with and without IEPs are unaware of how the school serves students using inclusive practices. Families of all students are unaware of the benefits.</p>			
				<p>21. Parents are invited and attend staff trainings. T-1,5</p> <p><i>In Place:</i> Parents receive an invitation and a calendar of professional development that will be offered to staff across the school year.</p> <p><i>Not in Place:</i> Staff development is seen as appropriate for school staff only.</p>			
				<p>22. Workshops for parents/guardians/family members are presented at various times (days, evenings and Saturdays) to ensure optimal participation. T-5</p> <p><i>In Place:</i> Parent's/guardian's/family member's time schedules are honored. Repeat workshops are offered at different times to accommodate family schedules.</p> <p><i>Not In Place:</i> Infrequent workshops are offered on a limited schedule.</p>			
				<p>23. Parents/guardians/family members visit classrooms and observe so they can participate as a full member of the collaborative team. T-5</p> <p><i>In Place:</i> Parents/guardians/family members are invited and encouraged to observe their student at school. This gives the parent/guardian/family members a perspective on how their student participates in school and allows the parent/guardian/family member to participate more fully in team meetings.</p> <p><i>Not In Place:</i> Parents/guardians/family members are discouraged from observing and may even experience the school refusing to allow the observation.</p>			
				<p>24. Material and equipment support are available to all students in all settings. T-2</p> <p><i>In Place:</i> Staff plan for the use of resources based on the needs of all students. Resources and supports are available and used for all students, with or without labels, in all settings.</p> <p><i>Not in Place:</i> Students must go to a special room or area to receive specialized support and instruction.</p>			
				<p>25. Faculty/staff evaluate and act on school-wide data as part of regularly scheduled meetings. T-4</p> <p><i>In Place:</i> Teams consistently use LRE data, ISAT scores, and behavior interventions data when planning and implementing instruction and classroom management.</p> <p><i>Not in Place:</i> LRE data, ISAT scores and behavior data are examined only once a year and are not part of decision making.</p>			

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				<p>26. Accommodations through various means and modalities (i.e.: visual, tactile, auditory, community based, integration of instruction, projects) in all settings are linked to the Illinois Learning Standards/Early Learning Standards. T-1</p> <p><i>In Place:</i> Students are given opportunities to acquire and demonstrate knowledge through the use of various instructional methods that address various modalities of learning, such as visual (drawings, posters, graphic organizers, overhead and PowerPoint notes), tactile (models, 3-D designs, use of manipulatives), auditory (lectures, class discussions, mnemonics), and holistic styles (community based instruction, re-enactments, cooperative learning groups and field trips).</p> <p><i>Not In Place:</i> Students are presented materials solely through textbooks, notes and worksheets. They are expected to demonstrate mastery of that material through pencil and paper chapter or unit exams.</p>			
				<p>27. School Personnel use positive behavior strategies and proactive classroom management. T-3</p> <p><i>In Place:</i> The classroom functions As a caring community. Rules are developed collaboratively with students, posted and individualized when necessary. Expectations are clear with natural consequences. Students are shown respect, and treated with dignity. Interactions are positive. Classroom environment is welcoming, and comfortable.</p> <p><i>Not In Place:</i> Punishment is used; rules are arbitrary or negatively stated. There is public or private humiliation, isolation and overall hurtful interactions.</p>			
				<p>28. Modifications and accommodations as listed in the IEP are systematically implemented in the general education classroom to improve outcomes for students. T-3</p> <p><i>In Place:</i> Intervention techniques include learning strategies, visual and communication systems, curricular modifications, positive behavior interventions, and appropriate people supports. These are used regularly to assist the student in the general education environment.</p> <p><i>Not In Place:</i> Modifications are not used or are used in the same manner for all students without individually considering student needs.</p>			
				<p>29. Special education teachers are supporting students with IEPs in the general education classroom with limited pull out service. T-2</p> <p><i>In Place:</i> Special educators are consistently consulting, planning, co-teaching, and supporting in the general education classroom. Time is available for consulting and planning with the general education teacher.</p> <p><i>Not In Place:</i> Students with IEPs are pulled from general education classes (i.e. picked up by the special education teacher, peers, or sent out by the general education teacher) to receive alternate instruction in the special education classroom. Co-planning and/or consulting consist of making reactive accommodations to the general education teachers' lesson plans.</p>			
				<p>30. All teachers share responsibility for providing universally designed and differentiated instruction for presenting, engaging, and expressing content (e.g., assessment) to support the learning of all students in the general education classroom. T-1,2,3</p> <p><i>In Place:</i> Cooperative learning, teaching to multiple intelligences, higher order thinking, problem solving, authentic assessment, project based learning, portfolios, presentations, and journals are being used to assist and assess all students. Both teachers support all students and these strategies are used to ensure students partially or fully participate in academic activities and progress in chronologically age appropriate classrooms and curriculum.</p> <p><i>Not In Place:</i> Although in the same room, general and special education teachers work and assess students separately. Each teacher has his or her own group of students. Students with disabilities often receive a separate curriculum or different activities at a lower grade level.</p>			

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				Classroom settings are defined as instructional settings in which teachers(s) supervise and teach groups of students			
				31. Staff implement research based, classroom proven strategies for instruction of all students. T-1 <hr/> <i>In Place:</i> Teachers are differentiating instruction, using cooperative learning, teaching to multiple intelligences, assessing authentically, using problem-based learning, etc. <hr/> <i>Not in Place:</i> Students are expected to gather information from a textbook and lectures. Instructional practices are "one size fits all" with little accommodation.			
				32. Classroom teachers collect and use curriculum based measures to monitor progress and to plan interventions. T-1 <hr/> <i>In Place:</i> Authentic assessment of students is used to evaluate student progress, monitor the effectiveness of specific interventions, and plan for next instruction. <hr/> <i>Not in Place:</i> Teacher uses one size fits all instruction based primarily on textbook curriculum and assessment			

Current Status				Non-Classroom Settings	Priority for Improvement		
In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
				Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g. hallways, cafeteria, playground, bus)			
				33. Students with IEPs participate in typical school and extra curricular activities. T-2 <hr/> <i>In Place:</i> Students with IEPs participate in special school events with general education classmates and in standard extracurricular activities. This includes field trips, school plays, assemblies, after school clubs, class pictures, and sporting events, etc <hr/> <i>Not in Place:</i> Students with IEPs are not invited to participate in activities. Assumptions are made that the students would not benefit from the extra curricular activities or the accommodations would be too difficult. Participation of students with IEPs in school activities is an afterthought.			
				34. All Building, instructional and non-instructional staff take responsibility for supervision and support of all students in non-classroom settings. T-1,2,3 <hr/> <i>In Place:</i> Students are viewed by all adults as "Our Students". Every adult is willing to take responsibility for supervision and for instruction, and is aware of support systems to handle the most complex medical and behavioral issues. <hr/> <i>Not in Place:</i> Not all staff feel comfortable supervising other staff's students. Students referred to as "your kids" or "my kids". Special Ed teachers are viewed as primary teacher for students that are on their "case load".			

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In Place	Partially In Place	Not In Place	I Don't Know		High	Medium	Low
				Individual Student Settings are defined as specific supports designed for the individual student with disabilities.			
				<p>35. All school staff plan collaboratively looking at all resources in the building and scheduling them to support specific students as needed. T-1</p> <hr/> <p>In Place: At a meeting in the beginning of the school year all building resources are identified on a list or chart. These are compared to the needs of students and a schedule is developed that accounts for the needs of all students in the building and how all adults will be involved in meeting those needs within the general education classroom.</p> <hr/> <p>Not in Place: Special Education resources and personnel are scheduled to support only those students whose IEP calls for a specific support. This support often is seen as requiring the student to be pulled out of the general education classroom.</p>			
				<p>36. The IEP as appropriate for each student, contains intervention techniques and/or accommodations to address unique learning needs that enable the students to benefit in the general education setting. T-2</p> <hr/> <p>In Place: Intervention techniques include learning strategies, visual and communication systems, curricular modifications, positive behavior interventions, and appropriate people supports. These techniques and modifications are individualized for each student and assist the student in the general education environment.</p> <hr/> <p>Not in Place: Cookie cutter modifications on all IEPs. IEPs identify strategies that exclude a student from participating in general education. Few ideas are generated for accommodating students with IEPs in general education.</p>			